ASIA THEOLOGICAL ASSOCIATION

MANUAL FOR ACCREDITATION

January 2021 (fully revised)

(This edition supersedes all previous editions)

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Approved policy changes and standards may be actioned
by Visiting Evaluation Teams as they prepare recommendations
for accreditation and institutional improvement,
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A Message from the General Secretary of the ATA

We hope that you and your colleagues in theological education are experiencing the encouragement of our Lord Jesus Christ. We trust that these are days of hope and joy for you.

As one of the founders of the International Council for Evangelical Theological Education (ICETE), the Asia Theological Association continues to commit herself in extending her resources to those looking for a Bible-based, forward-looking organization to meet the changing needs of our global society.

The Commission for Accreditation and Educational Development (CAED) exists to serve the membership of the ATA. Within the ATA we have friends who are involved in a diverse range of theological education programs, institutions and services. This Commission seeks to serve each approach to theological and ministerial education through ATA accreditation and educational services.

This Manual reflects the years of ATA involvement in serving its member institutions in accreditation. It has taken into careful consideration: (1) the dynamics that have shaped Asian theological education over the years; (2) the values regarded as essential to evangelical theological education, (3) the great diversity of member institutions in their many Asian contexts, each unique and significant; (4) balancing the universal standards affirmed by accrediting associations worldwide and our call to serve the distinctive needs of Asia; and (5) the challenge of doing theological education in a complex and rapidly changing world.

Institutions are constantly challenged to excel in pursuing their mission. The accreditation process must be seen as one of the tools to help members do exactly that. Accreditation allows institutions to engage in reflection for progressive self-renewal that enables them to meet present goals and to plan for future growth for God’s glory.

I hope that this manual will serve its purpose and bring enrichment to ATA institutions as together we serve in equipping Asians for God’s mission in Asia and beyond.

Dr. Theresa R. Lua

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Preface

The ATA began providing the service of accreditation evaluation to its members in the 1970s. In 1985, then ATA General Secretary, Dr. Bong Rin Ro formed a task force to develop an accreditation manual for Theological Education by Extension (TEE). Dr. Robert Ferris led the task force and the first ATA Manual was created in 1986. It focused on values esteemed in theological education as the basis for evaluation of study programs. In 1999 the Campus Accreditation Manual and the Theological Education by Extension Accreditation Manual were integrated into a single, unified Manual reflecting ATA values. Since then, several freshly revised editions of the Manual for Accreditation have been prepared and printed.

We are thankful to Dr. Richard K. Hart who prepared the initial draft in 1999 with the help of members of the Commission on Accreditation and Educational Development (CAED). Subsequently, a working group under the leadership of Dr. Joy Bunyi, the ATA Associate Secretary, spent hundreds of hours in the preparation of the following Manual. We want to express our appreciation to Dr. Joy Bunyi, Rev. Derek Tan and Dr. Ng Peh Cheng for their valuable and insightful contribution to this project.

The 2016 and 2017 editions of the Manual incorporated revisions that represented a first step for the ATA in being able to accredit online learning programs, as well as some improvements for the accreditation of distance and extension education programs in general. Further revisions, especially with respect to online learning, will be inevitable in the coming years. We are grateful to Dr. Rick Weymouth and Dr. Graham Aylett for their service in preparing these editions of the Manual.

An even more comprehensive revision of the Manual was undertaken over 2019-2020. A revision committee composed of Drs. Graham Aylett, Rick Weymouth, Paul Cornelius, and Theresa Lua first met at the SIL Guesthouse in Manila in January 2019 to discuss the needed revisions. It became clear that a major revision was needed to incorporate the pending Standards and Guidelines for Global Evangelical Theological Education (SG-GETE), subsequently released by the International Council for Evangelical Theological Education (ICETE) in May 2019. There was also a need to articulate the ATA's view of the task of theological education and our philosophy and approach to accreditation, and to incorporate some procedural updates and additional standards for online learning. A restructuring was also needed to demonstrate the connection between the ATA quality measures and standards and the Self Study Questionnaire. With approval from the CAED, the revision committee has adopted the structure and many of ICETE's Standards and Guidelines, enabling the ATA to move toward globally accepted standards for evangelical theological education.

Faced with a monumental task, the team met again in April 2019 in Hong Kong together with the CAED Chairperson, Prof. Ronnie Poon. We are grateful to Alliance Bible Seminary for providing free accommodation and meals to the team. Much work remained to be done after the meeting, with each team member working on certain sections. And in 2020 many, many committee meetings took place via Zoom conference calls, as the committee and CAED Chairperson painstakingly worked on the revisions, honing the new quality measures and standards, and self-study questions, sometimes line by line. Without the efforts of Drs. Graham Aylett and Rick Weymouth this major revision would not have been completed. We deeply appreciate their sacrificial service to the ATA.

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Thus, members of the Commission for Accreditation and Educational Development have progressively developed this Manual for the diverse Asian contexts of evangelical theological education. Since we are deeply committed to the spread of the gospel and the growth of the churches, we recognize the importance of the continual training of ministers of the gospel for the peoples and cultures of Asia.

As educators we believe that the underlying values on which we build our theological education programs are critical to our success in training men and women as disciples, missionaries and ministers for our Lord Jesus Christ. We share common values with evangelical theological educators worldwide, though we also have some values that are distinctively Asian. The values stated in the Manual are based on those found in previous ATA accreditation manuals, the renewal values from “The Manifesto for the Renewal of Theological Education” of ICETE, and values that have emerged from CAED deliberations.

This Manual is designed to help you evaluate your theological/ministerial education institution or program. We believe that a careful self-evaluation following the steps and procedures given in this document will help you and your constituency experience educational renewal in your training institution or program. The evaluation process is rigorous but can be used to help you achieve institutional and program improvement. The successful completion of a self-evaluation process combined with a peer review by a Visiting Evaluation Team (VET) can lead to the accreditation of your program by the Asia Theological Association.

We welcome your reading of this revised Manual. We hope it will help you to see significant renewal in your theological and ministerial education institution and program(s). The ATA considers accreditation not so much as an end in itself but as a means of helping institutions to achieve their own objectives, to the glory of God.

Part I:

ATA ACCREDITATION PROCESS, POLICIES, QUALITY MEASURES AND STANDARDS

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1. INTRODUCING THE ATA AND ITS ACCREDITATION PROCESS

1.1 ABOUT THE ASIA THEOLOGICAL ASSOCIATION

a. A Short History of the ATA

The Asia Theological Association (ATA) was founded in 1970 as a direct outcome of the Asia-South Pacific Congress on Evangelism held in Singapore in 1968. It was first known as TAP-Asia (Theological Assistance Program), the theological arm of the World Evangelical Fellowship (now the World Evangelical Alliance). TAP's first consultation was held in Singapore on July 5-7, 1970. At the third consultation in Hong Kong from December 27, 1973 to January 4, 1974, TAP-Asia was changed to Asia Theological Association. Its primary goal then was to promote evangelical theological education and to formulate an evangelical theology in Asia.

This movement was pioneered by outstanding theologians, Dr. Saphir Athyal, Dr. Bruce Nicholls, and Dr. Bong Rin Ro, along with other Asian and Western missionary educators.

During the 1960s and 1970s theological schools proliferated throughout Asia. Many evangelical Bible colleges and seminaries in Asia did not want to associate with the ecumenical accrediting associations for fear of being influenced by liberal theology, but wanted to have evangelical accrediting recognition in Asia. So in 1977 ATA started its accreditation work.

Since then, theological institutions have grown and matured to take on an Asian image and the service of accreditation has come a long way. Now the ATA is the region's largest association of theological institutions.

b. Our Vision, Mission, Commitment, Task, and Statement of Faith

(i) Our Vision

The vision of the ATA is to see member institutions effectively serving churches in fulfilling God's global mission.

(ii) Our Mission

The Asia Theological Association (ATA) is a body of theological institutions, committed to evangelical faith and scholarship, networking together to serve the Church in equipping the people of God for the mission of the Lord Jesus Christ.

(iii) Our Commitment

The ATA is committed to serving its members in the development of evangelical, biblical theology by strengthening interaction, enhancing scholarship, promoting holistic integration of academic excellence, spiritual and ministerial formation, and mobilizing resources to fulfill God's global mission within diverse Asian cultures.

(iv) Our Task

Affirming our mission and commitment, the ATA seeks to:

- *Strengthen interaction by:*
  - *Inter-institutional fellowship and programs*
  - *Regional and continental activities*
  - *Faculty and student exchange programs*
- *Enhance scholarship by:*
  - *Consultations, workshops, seminars*
  - *Publications*
  - *Research fellowships*
- *Promote holistic integration of academic excellence, spiritual formation, and ministerial formation through:*
  - *Accreditation standards*
  - *Faculty development*
  - *Curriculum development*
  - *Mentor models*
  - *Ministerial skills*
  - *Christian ethos*
- *Mobilize resources by:*
  - *Library development*
  - *Information technology*
  - *Infrastructural development*

In line with these aims, the ATA offers a wide range of consultancy services in addition to the accreditation service. Please see Part III: Section 1.3 of the Manual below for further details.

(v) Our Statement of Faith

The statement below (from the ATA *Constitution*) is in keeping with the historical evangelical faith of the Church and all members of the ATA are expected to subscribe to it.

1. We affirm the divine inspiration of the Holy Bible to be the only written infallible Word of God, having the supreme authority in all matters of faith and life.

2. We believe in the Triune God who is the Father, the Son, and the Holy Spirit.

3. We believe in Jesus Christ, fully divine and human, who died for our sins, was resurrected from the dead, and will personally return in glory and power to consummate His Kingdom.

4. We affirm the dignity of all human beings created in the image of God, their universal sinfulness, need of repentance, redemption, and justification through faith only in Jesus Christ.

5. We affirm the bodily resurrection of all believers to eternal life.

6. We believe in the work and power of the Holy Spirit who illuminates, regenerates, indwells and sanctifies Christians to live a life that glorifies God and witnesses faithfully to the gospel.

cont. … /

7. We affirm the unity of the Church as one body in Christ.

8. We affirm that the mission of the Church, according to the Scriptures, is to bring the whole gospel to the whole world in obedience to God.

c. ATA Membership

As of January 2021, ATA has grown to 361 member institutions in 33 countries in Asia and beyond. About two-thirds of these institutions are accredited and one-third are associate or candidate members. ATA encompasses a huge geographical region from West Asia to Asia (South Asia, South East Asia, North East Asia), and to Asia Pacific Islands. With Asian diasporas, ATA also has member institutions in North America and Europe.

ATA has formed regional chapters such as ATA India, ATA Korea, and ATA Japan.

d. International Relationships

ATA is a member of the following international networks:

(i) International Council for Evangelical Theological Education (ICETE)

ATA is a founding member of ICETE, the umbrella organization of regional associations of theological schools established "to enable international interaction and collaboration for the enhancement of evangelical theological education worldwide." (https://icete.info)

(ii) Council for Higher Education Accreditation (CHEA) International Quality Group (CIQG)

The CHEA International Quality Group (CIQG) is "a forum for colleges, universities, accrediting and quality assurance organizations and others worldwide to address issues and challenges focused on quality and quality assurance in an international setting." ATA became a member of CIQG in 2012. (https://www.chea.org/chea-international-quality-group-ciqg-international-quality-principles)

(iii) Asia Pacific Quality Network (APQN)

APQN is part of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). Its mission is "to enhance the quality of higher education in Asia and the Pacific region through strengthening the work of quality assurance agencies and extending the cooperation between them." ATA became a voting member of APQN in 2014. (https://www.apqn.org)

(iv) World Evangelical Alliance (WEA)

WEA is a network of churches in 129 nations that have each formed an evangelical alliance and over 100 international organizations joining together to give a world-wide identity, voice, and platform to more than 600 million evangelical Christians. ATA is an associate member of WEA. (https://www.worldea.org)

1.2 THE TASK OF THEOLOGICAL EDUCATION

Theological education exists to serve the mission of the Church in the world. The ATA acknowledges that theological education is intentionally missional as described in the Lausanne *Cape Town Commitment*:

> The mission of the Church on earth is to serve the mission of God, and the mission of theological education is to strengthen and accompany the mission of the Church. Theological education serves first to train those who lead the Church as pastor-teachers, equipping them to teach the truth of God's Word with faithfulness, relevance and clarity; and second, to equip all God's people for the missional task of understanding and relevantly communicating God's truth in every cultural context.[1]

Lausanne furthers calls on theological institutions to do a "missional audit" of their curricula, structures and ethos to ensure that their training programs are serving the needs and opportunities facing the Church in their culture.

Steve de Gruchy articulates the important task of theological education in relation to the mission of the church:

> If theological education has anything to do with the church, it must therefore be obvious that theological education must engage with missional practice. Missional practice gives to theological education an outward orientation, one that gives a focus to the world rather than the church or the seminary. This claim is rooted in the important missiological recognition that God is at work in the world, and that the church finds the reason for its existence in its willingness to respond to what God is doing in the world.[2]

Churches are shaped by their leaders. Theological education plays a key role in equipping transformational leaders for the church and the world. As Gordon Smith shared in a faculty workshop, *"the quality of society depends on the quality of the church, the quality of the church depends on the quality of the leaders, the quality of the leaders depends on the quality of their training."*

ATA is committed to supporting the task of theological education. We envision our member institutions *effectively serving churches in fulfilling God's global mission*.

1.3 THE ATA APPROACH TO ACCREDITATION

a. What is Accreditation?

Accreditation in higher education, generally speaking, is a quality assurance process based on self and peer assessment. It aids in the improvement of the quality of a program and also provides a means for accountability to the larger community the institution serves. It is a process that determines if an institution and the programs it offers meet defined standards of quality.

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1 https://www.lausanne.org/content/ctc/ctcommitment#p2-6

2 Steve de Gruchy, "Theological Education and the Mission of the Church," in *Theological Education in World Christianity*, ed. Dietrich Werner, David Esterline, Namsoon Kang, Joshva Rava. (Great Britain: Regnum Books 2010), 42.

Accreditation is not permanent, rather it is renewed periodically to ensure that this quality is maintained. Accreditation, for theological educational institutions, is motivated by a sense of accountability before God, and to the Church, in training leaders/ministers. It also serves to encourage each institution to fulfill its God-given purpose effectively.

For the most part, academic accreditation is voluntary, decentralized, and carried out by many non-governmental, non-profit organizations. The process of accreditation typically culminates in an external quality review by a team of professional experts from the particular field. These experts volunteer their time, professional knowledge, and experience to this process of quality assurance and ongoing improvement to education, in this case, programs of theological education. Accreditation is grounded on the fact that assessments, conducted both by the institution and by neutral evaluators from the outside, are the basis for recognition and enable growth towards excellence.

(i) Self-Evaluation and Stakeholder / Institutional Impact Assessment

Best practices in global accreditation indicate that a two-part internal assessment is necessary – a stakeholder or institutional impact assessment followed by a self-evaluation report. The aim of these self-assessment tools is to provide a means for the institution to engage in self-reflection. *This is the heart of the quality assurance process.* It is premised on the belief that true self-understanding leads to renewal and growth and that no amount of external inspection and imposition will create the type of yearning for excellence that is essential to bring about positive change in our educational systems. The role of an accrediting/endorsing agency here is to draw up standards and guidelines in respect of what would be considered essential in terms of how the institution views its identity and purpose and how these are evidenced in both the explicit and implicit curriculum.

(ii) Peer Review / Assessment

If the institutional self-assessment is the introspective element, the actual onsite visit by the evaluating commission or team, brings an objective component to the process. Peer review is essentially the process of subjecting oneself to the scrutiny of others who are experts in the same area. It is based on the underlying principle that evaluators using standards created and applied by professionals in higher education are able to make judgements that are crucial to ensuring quality in higher education.

Accreditation as a quality assurance process, therefore, means *coming alongside in such a way so as to enable ongoing, in-depth institutional self-evaluation with the goal of continuous improvement in all areas related to excellence in training*. These range from vision and mission statements to stated programme and course outcomes; from governance and administration to stakeholder surveys; from educator qualifications to the actual practice of educational and andragogical principles in the classroom; from infrastructural and programme support to spiritual support; and from theoretical frameworks to practical application.

b. Why is Accreditation Important?

Accreditation is a tool for the renewal of evangelical theological education as described in the ICETE Manifesto. ATA accreditation seeks to reinforce the aspirations of the ICETE Manifesto to enable institutions to more effectively serve the mission of the Church in the world.

Accreditation helps institutions to clarify their purpose (fitness of purpose) and ensures that their activities and resources are aligned with their purpose (fitness for purpose).

Accreditation is important for quality assurance and quality improvement. In accreditation an institution voluntarily goes through a rigorous process of self-evaluation and an external review of the overall quality of its structures, systems and programs. This process affords an opportunity for continuous improvement of the institution and its educational programs.

Accreditation has become the main instrument to ensure quality and comparability in education around the globe. It assists in determining acceptability of transfer credits and enhances international mobility.

An accredited status shows the public that a program meets standards of quality. It helps students determine acceptable institutions for enrollment. It provides government and private agencies a basis for determining eligibility for student assistance or institutional grants. It also helps employers determine the validity of programs of study.

c. ATA Accreditation Philosophy

The validity of any accreditation scheme is rooted in its capacity to focus attention on those aspects of education which are most important. ATA's philosophy and approach to accreditation is grounded on the following four pillars.

(i) Values

Values are central to the design and practice of education. Throughout the accreditation process, an attempt has been made to focus attention as much on why policies or practices are observed, as on the policies and practices themselves.

(ii) Process

The accreditation process should lead to significant institutional improvement. The self-evaluation study and the peer assessment will reveal areas of an institution's programs that require further attention. This is expected, and provides opportunities for growth for the benefit of all stakeholders.

(iii) Cooperation

Accreditation should involve both the accrediting agency and those persons who belong to or benefit from the program. While roles are different, cooperation in the evaluation process affords the surest route to just and significant conclusions.

(iv) Prayer

Evaluation of theological education should be undertaken prayerfully, just as all ministry training is undertaken. While prayer is not mentioned in the manual, it should be part of every step in the evaluation and accreditation processes. This manual has been produced in the same awareness of Divine dependence.

ATA's approach to accreditation is not overly prescriptive. ATA recognizes the valid differences between institutions, their programs and contexts, and intentionally refrains from promoting similarity in design and detail. This manual and the accreditation method it describes deliberately allow for diversity in program design by focusing on educational values. We trust we have preserved what is most important while giving latitude in application.

d. ATA Theological Education Values

Five categories of values esteemed by ATA educators inform the ATA's accreditation philosophy. Below, each value is listed according to its category in chart form. Further definition follows below.

Administrative Values	Relational Values	Theological Values	Missional Values	Educational Values
Sound Management	Church Orientation	Biblical Grounding	Holistic Outlook	Instructional Variety
Faculty and Staff Development	Community Life	Evangelical Focus	Incarnational Emphasis	Lifelong Learning
Program Accessibility	Servant Molding	Christian Mind and Lifestyle	World-Engaging	Holistic Education
Strategic Flexibility	Asian Diaspora	Prophetic Voice		Learner-Centered
Continuous Assessment		Contextualization		Dynamic Curriculum
Operational Contextualization		Kingdom Partnership & Collaboration		
Student-Centered Development				

(i) Administrative Values

1. *Sound Management* – Our institutions must wisely steward their human, material, financial and spiritual resources toward the strengthening of the Church.
2. *Faculty and Staff Development* – Faculty and staff are the primary ministry models to our students. In recognition of this pivotal role of faculty and staff, we recognize the need for continuing development.
3. *Program Accessibility* – Ministry training must be made available to the whole people of God in models that are appropriate to the situation and context.
4. *Strategic Flexibility* – In cooperation with other programs, we must respond creatively to the Church's leadership needs. Our institutions must nurture a greater strategic flexibility in attuning themselves to the full range of leadership roles the Church requires.
5. *Continuous Assessment* – Our institutions should be guided by a rigorous practice of identifying objectives, assessing outcomes, and adjusting programs accordingly.
6. *Operational Contextualization* – In structure and operation our theological institutions and programs must demonstrate that they exist in and for their contexts.
7. *Student-Centered Development* – Our institutions and programs must focus on developing the students we serve. Administrative procedures, teacher selection, physical plant and pastoral services should be shaped by plans for student development.

(ii) Relational Values

1. *Church Orientation* – Our institutions must orient themselves in terms of the Christian community being served. Our theological education must serve the church.

2. *Community Life* – Our institutions must demonstrate Christian patterns of community.
3. *Servant Molding* – Through our institutions our students must be molded to styles of servant leadership appropriate to their intended biblical roles within the body of Christ.
4. *Asian Diaspora* – Our institutions must focus on helping students learn church planting strategies for Asians in multicultural contexts.

(iii) Theological Values

1. *Biblical Grounding* – We must together take immediate and urgent steps to seek, elaborate and possess a biblically informed theological basis for our calling and engagement in theological education and allow every aspect of our service to become rooted and nurtured in this soil.
2. *Theological Contextualization** – Theology ought to be developed in the Asian context, reflecting Asian concerns and patterns of thought, methods of communication, and images and illustrations.
3. *Christian Mind and Lifestyle* – Our programs need to model patterns of holistic thought that are centered on biblical truth as the integrating core of reality and life.
4. *Prophetic Voice** – As much as theological institutions serve the Church in its engagement with society, they also have the important role to speak to the issues within and without the Church. It is imperative that our institutions find and use this prophetic voice.
5. *Ministry/Missional Emphasis* – Much value is attached to connecting the written curriculum to the practical ministry and mission needs of the Church in Asia. This keeps the training programs connected and relevant.
6. *Kingdom partnership and collaboration** – Institutions humbly recognize that the work of the kingdom is accomplished through significant partnerships with both the church and other like-minded bodies. This in turn is reflected in the practice of intentionally pursuing collaboration which leads to greater effectiveness in the mission of training men and women for the ministries of the church.

(**NB: values 2, 4, and 6 are also missional values*.)

(iv) Missional Values

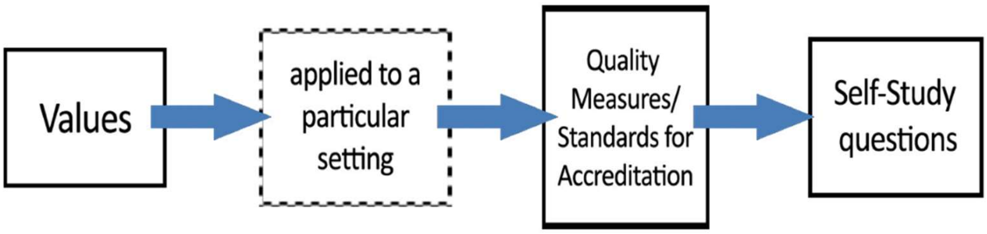
1. *Holistic Outlook* – Mission, as evident in Scripture, is concerned with the holistic transformation of individuals, communities and societies. As much as it is concerned with the spiritual well-being of individuals and groups, it is also concerned about the church being an agent of the Kingdom of God in its fullest sense. We are mandated to be good stewards of creation, upholders of righteousness, justice, peace, equality, provide for the needs of the poor, underprivileged and speak for those without a voice.
2. *Incarnational Emphasis* – The prime example of what it means to be engaged in our cultures and communities is the Lord Jesus himself. His incarnational model and practice is what we strive to emulate. Theological education, therefore, is not merely the accumulation of knowledge, but must involve the practice of engaging in God's world.
3. *World-engaging* – God's mission (the *missio dei*) is directed towards his world. Beyond helping the Church to sustain itself, theological education serves the church in its mission to the world. This missional focus cannot be neglected or compromised.

(v) Educational Values

1. *Instructional Variety* – Our teaching methods must be diverse, flexible, innovative and contextualized. Our institutions need to take practical steps to introduce and train their faculty to enhance effective teaching.
2. *Lifelong Learning*–Our institutions need to design requirements that equip students for a lifetime of ongoing learning and development. To this end, institutions must maintain ongoing supportive links and services with graduates.
3. *Integrated Program* – Our institutions must combine spiritual and practical with academic learning objectives in one holistic integrated educational approach.
4. *Learner-Centered* – In keeping with current educational philosophy and practice, our institutions must ensure that education is learner- and learning-centered (rather than teacher- and teaching-centered), enabling students to participate in their learning.
5. *Dynamic Curriculum* – Curriculum requires constant revision and renewal to address the challenges that the Asian Church faces as her needs and contexts are constantly changing.

ATA educators recognize the importance of these values, and their relationship to the values commended by the International Council for Evangelical Theological Education.

However, in the process of accreditation, values must be applied to a particular setting. Applying ATA values to this setting leads to Quality Measures and Standards for Accreditation. These Quality Measures are then explored by the institution using the Self-Study Questions.

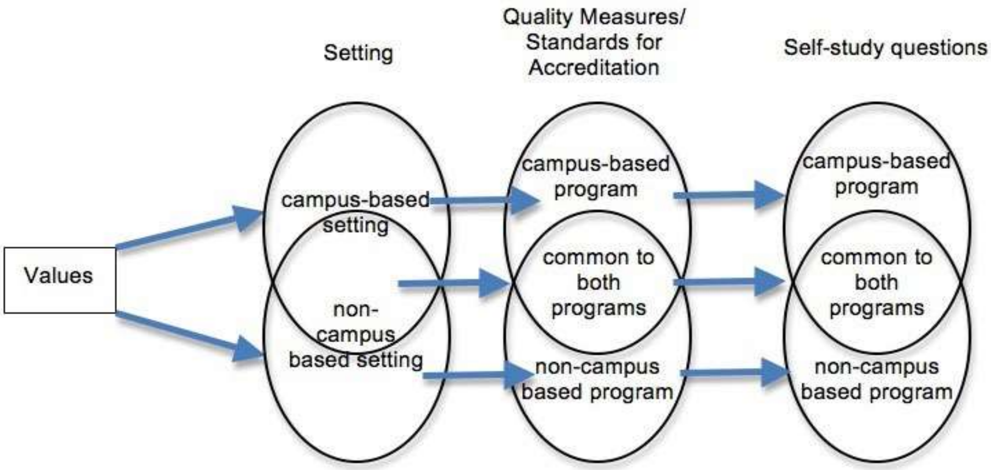


When the same values are applied to programs in different settings, different kinds of Quality Measures will result, and different questions will need to be asked during the Self-study process.

Within the ATA family, there are different kinds of member institutions, running a variety of programs in different educational settings. Many members are predominantly campus-based; some members are not; while others employ both campus-based and non-campus based programs, or even a blend of different educational settings within the same program.

The setting of a program offered by a campus-based, residential institution, for example, is different from that of a non-campus based TEE program or an online learning program.

So, in some areas, different kinds of Quality Measures will be appropriate, and different Self-study questions need to be asked. But as all ATA members are evangelical training institutions, of course they also share many concerns, and many Standards and questions will be the same.



In this *Manual for Accreditation*, some of the Quality Measures apply to all institutions and programs, and this reflects the area of overlap in the diagram above. Other sections apply only to campus-based or non-campus-based programs, reflecting the differences between them. The same applies to the Self-Study Questions.

In this way, the ATA accreditation scheme aims to apply common values, and to focus attention on those aspects of education that are most important, in a variety of educational settings.

e. The Commission for Accreditation and Educational Development (CAED)

(i) Purpose

The CAED pursues excellence in quality assurance to strengthen theological education. The CAED assists member institutions to develop men and women for effective ministries in their diverse contexts of service to Christ, his church, and the world through evaluation, accreditation, and other support services.

Recognizing the emerging role of Asia as a center of world influence and the promise of rapid growth of the Asian churches, we assume the responsibility of encouraging our colleagues and their institutions to redefine, re-align and practice innovation in their theological programs to meet these challenges for the expansion of God's Kingdom.

(ii) Composition

The Commission on Accreditation and Educational Development (CAED) of the Asia Theological Association is a functional committee under the ATA Executive Committee comprising of the General Secretary of the ATA, the CAED Secretary and Associate Secretary, all the regional secretaries and other educationists. The CAED Secretary and CAED Associate Secretary coordinate the work of the Accreditation Commission in consultation with the ATA General Secretary.

(iii) Functions

1. General Functions:

a. To advise the ATA in its accreditation and educational development services.
b. To encourage institutions to create and achieve goals and objectives for theological training.
c. To encourage innovation in educational processes consistent with their goals.
d. To promote accreditation by liaison with local churches, church bodies, and agencies.
e. To plan the development of pre- and post-accreditation services for ATA members.

2. *Procedural Functions:*

a. To receive, reflect on and make recommendation regarding reports and evaluation of the accredited institutions by the Accreditation Secretary.
b. To grant candidacy and accreditation.
c. To discuss, approve and recommend to the ATA Executive Board an annual financial report and an annual budget for projects submitted by the CAED Secretary.

(iv) Officers

a. The CAED will appoint a chairperson from its membership.
b. The chairperson will jointly prepare the agenda with the CAED Secretary and chair the meeting.
c. The CAED will appoint a recording Secretary for each meeting.

(v) CAED Secretary

a. The General Assembly will appoint the Secretary on the recommendation of the ATA Executive Board for three-year renewable terms.
b. The Secretary will be the Executive Officer of the CAED and is responsible to the Commission and for implementing approved CAED plans and policies.
c. The Secretary is permitted to appoint temporary staff members for helping to accomplish CAED responsibilities.

f. Institutional *and* Program Evaluation and Accreditation

As with other international accreditation agencies, the ATA provides accreditation for member institutions to offer specific award programs. It also evaluates and validates specific award programs within their institutional context. ***ATA accreditation thus recognizes that specific award programs can only be validated in the context of a whole-institution evaluation***, since every aspect of an institution will have some bearing upon the effectiveness of its educational programs. ***However, an ATA institution can only remain accredited while it is offering validated award programs.***

Equally, when an institution that is already accredited offers a new award program (*and* has obtained graduates for that program) the existing accreditation *does not automatically apply* to the new program.

Rather the new program must first be *evaluated in its own right and on its own merits* (and, of course, *in its institutional context*) before it can be regarded as being accredited. A Self-Study Report is required and an evaluation by an ATA Visiting Evaluation Team (VET), who issue a VET Report including accreditation recommendations to the ATA's CAED. It is the CAED who then make the final decision about granting accreditation to the institution and its program(s). The ATA evaluation necessarily involves *more than* mere consideration of the specific academic or educational aspects pertaining to the new program.

In this way, ATA accreditation has a dual emphasis upon:

(i) whole-institution evaluation and improvement; and also

(ii) focused evaluation and validation of specific award program(s) offered by the institution.

In answer to the question, does the ATA accredit institutions or programs, ATA's response is that it is not an "either/or" situation, but a carefully nuanced "both/and."

Thus, the ATA evaluates and accredits *both* Institutions *and* Programs.

Accredited ATA institutions may describe themselves as accredited. However, they may *only* describe programs as accredited *after* those programs have been evaluated *and*, specifically, *after* accreditation status has been granted to those programs by the ATA.

Programs that have *not yet* been accredited may not be represented in any way as if they were also accredited. Institutional publications (whether printed or online) and any communications to students must therefore clearly distinguish between accredited programs and *non*-accredited programs.

g. An Overview of the Accreditation Process

The following represents a concise summary of the ATA accreditation process. More details on each step are provided in Part I: Section 2 below.

		For further details, please see …
1. Evaluation for Accreditation is *only* available for *members* of the Asia Theological Association. So the first step towards accreditation is to apply for Associate Membership of the Asia Theological Association.	1. Become an ASSOCIATE MEMBER of the ATA ↓	*Part I: Section 2.2a; and Part III: Section 2.1 for the application form*
2. When your institution has been accepted as an Associate Member, or when you are applying for the *renewal* of your accreditation, or for accreditation of a *new program*, you make a formal application for accreditation evaluation by completing the *Institutional Fact Sheet* about your institution and program(s).	2. Make a FORMAL APPLICATION for accreditation evaluation ↓	*Part I: Section 2.2b; and Part III: 2.2 for the accreditation application form*
3. Your application for accreditation (or accreditation renewal) evaluation is considered by the Accreditation Secretary. If your application is approved, your institution is granted Candidacy Status for new or renewed accreditation, and a provisional date for an evaluation visit is agreed.	3. Receive CANDIDACY STATUS & provisional DATE for an EVALUATION VISIT ↓	*Part I: Section 2.2c; and 2.3*
4. Begin your Stakeholder and Institutional Impact Study. You should start *at least nine months before* the evaluation visit, and it is recommended to start *twelve months before* the visit. The Stakeholder Study enables you to hear and respond to the perspectives of your stakeholders on how you can become more effective and fruitful.	4. Begin your STAKEHOLDER STUDY – *at least nine months* before the EVALUATION VISIT (and 12 months is recommended) ↓	*Part I: Section 2.2d; and 2.4a; and Part II: 2.1 and 2.2 for the Stakeholder Study*
5. Begin writing your Self Study Report, a comprehensive self-evaluation responding to the questions in the Self-Study Questionnaire. You should start *at least six months before* the evaluation visit, and it is recommended to start *up to nine months before* the visit. Your Self-study Report will include the findings of your Stakeholder Survey.	5. Begin your SELF-STUDY REPORT – *at least six months* before the EVALUATION VISIT (and 9 months is recommended) ↓	*Part I: 2.2e; and I: 2.4b; and II: 3 for the Self-Study Report process and Questionnaire*

cont. … /

Overview of the accreditation process continued …

		For further details, please see …
6. When you have completed your Stakeholder Study and Self-Study Report, and updated your *Fact Sheet* (with statistics to the month before submission), send them, with other supporting documentation, to the Accreditation Secretary. This should be *at least three months* before the date of the evaluation visit. You should now begin to prepare for the evaluation visit.	6. Complete and SEND the STAKEHOLDER STUDY and SELF STUDY REPORT – *at least three months* before the EVALUATION VISIT	*Part I: Section 2.2f; and Part II: 4 for supporting documentation; and Part I: 2.5 for visit preparation*
	↓	
7. The Visiting Evaluation Team (VET) comes and carries out a comprehensive onsite evaluation. At the end of the visit, the VET leader gives a preliminary report, with an indication of the team's recommendations about accreditation.	7. The EVALUATION VISIT: The Visiting Team present a preliminary REPORT and make RECOMMENDATIONS.	*Part I: 2.2g; and Part I: 2.6 on the VET Report*
	↓	
8. The VET sends its Report to the Accreditation Secretary. The Commission on Accreditation and Educational Development (CAED) considers the Report, and decides whether to confirm the VET's recommendations on accreditation.	8. The CAED reviews the VET REPORT and its RECOMMENDATIONS and makes a DECISION …	*Part I: 2.2h; and 2.7*
	↓	
9. Assuming all goes well, the CAED, via the Accreditation Secretary, will confirm your institutional and program accreditation.	9. ACCREDITATION!	*Part I: 2.2i*
	↓	
10. To maintain accredited status your institution submits annual reports and pays your annual fees to the ATA. You may also have accreditation reports to submit, based on the VET Report you have received.	10. Send ANNUAL REPORTS, ANNUAL FEES, and accreditation reports to MAINTAIN accredited status.	*Part I: Sections 2.2j; and 2.8, 2.9, and 2.10*

h. Benefits of the Accreditation Process for Member Institutions

Accreditation is a challenging and time-consuming process but there are significant benefits. These benefits relate to external recognition, to internal quality improvement, and therefore to more effective and fruitful service to the Church, and the Lord of the Church. We may consider the benefits in two ways – those that are general and those that are ATA specific.

(i) General Benefits

1. Accreditation puts a stamp of approval on the programs and on the graduates indicating that they are ready for ministry at a certain level.
2. It provides institutions and their programs an opportunity to self-reflect and plan strategically for the days ahead.
3. The periodic self-evaluative process as well as the external peer review process help towards continuous improvement of institutions and educational programs.
4. The credibility that accreditation gives can make the institution or its initiatives more attractive to donors.
5. Accreditation, if taken seriously, helps create goals for institutional self-improvement.

(ii) Specific Benefits

1. The process leading to accreditation requires institutions to evaluate all they are doing in the light of their mission and vision, and should lead to more effective fulfilment of that mission and vision, and more fruitful service to the Church at large.
2. As an accredited member of Asia Theological Association, the institution is drawn into the larger evangelical theological fraternity of Asia and beyond, thereby increasing opportunity for enrichment and growth through ATA’s Value Added Services.
3. The stakeholder survey required as part of the accreditation process builds relationships with key stakeholders, provides fresh insights about the changing ministry contexts of alumni and the needs of the wider Church. These insights enable the institution to provide more relevant and effective training.

2. THE ACCREDITATION EVALUTION PROCESS

2.1 PREPARATION FOR ACCREDITATION EVALUATION

Institutions should allow adequate time to complete their preparations for accreditation evaluation. It is a demanding and thorough process. The first stage of institutional self-study, the Stakeholder and Institutional Impact Study may take several months to complete. Working through the sections of the Self-Study Questionnaire and writing the Self-Study Report also takes months. The completed Stakeholder Study and Self-Study report should be sent to the CAED secretary *at least three months* before the date of the Visiting Evaluation Team visit. Therefore, it is wise to begin the stakeholder and institutional impact assessment *at least nine months to a year* before the proposed VET visit.

An overview of the accreditation evaluation process is provided in Part I: Section 1.3g. above. However, the details of the process are described more fully here. Institutions considering accreditation or preparing for an accreditation evaluation visit need to be thoroughly familiar with the ATA's procedures, quality measures and standards, general expectations and reporting requirements, including the deadlines and recommended preparation dates; in fact, institutions need to be thoroughly familiar with this entire *Manual*!

2.2 THE MAIN ELEMENTS OF THE PROCESS

a. Become an Associate Member of the Asia Theological Association

Accreditation evaluation is for *members* of the Asia Theological Association. So the very first step towards accreditation for a program run by an institution with no previous relationship with the Asia Theological Association is to become an Associate Member. The application form for Associate Membership is found in Part III: Section 2.1 below.

b. Make a Formal Application for ATA Accreditation Evaluation

Member Institutions desiring *first-time accreditation* as an institution or for a new program, or *accreditation renewal* for their already accredited programs, should send a request together with the completed *Institutional Fact Sheet* to the CAED Secretary. Normally this should be a full year prior to an expected evaluation visit, and then needs to be completed to begin the re-accreditation process every five years. Completing the *Fact Sheet* requires several weeks of work and includes an accreditation summary for the institution and program(s) for which accreditation evaluation is requested, statistics for the institution and program(s), a summary of institutional governance structures, a strategic plan, and a response to the ATA's Theological Education Values.

See Part II: Section 1 below for the Institutional Fact Sheet and Part III: Section 2.2 for the application form, with all the details required.

c. Receive Candidacy Status and a Provisional Date for an Evaluation Visit

After a careful study of the application form and, if necessary, a preliminary visit prior to *first-time accreditation*, the CAED Secretary will decide whether to grant the institution and its program(s) candidacy status. For already-accredited institutions (and programs), candidacy status for *accreditation renewal* is granted once the application form and *Institutional Fact Sheet* have been received and approved.

If candidacy status for either first-time accreditation for an institution and its program(s), or for accreditation renewal, is granted, then a provisional date for the evaluation visit is agreed, and the institution proceeds with the comprehensive self-study process.

The CAED Secretary will appoint a Visiting Evaluation Team (VET) leader. The VET leader will discuss the details of the visit schedule with the institution, and inform the institution about the other members of the VET. VET members make and pay for their own transport to the institution. The Institution will reimburse the VET members for their expenses and provide them with food and lodging throughout the proposed visit.

For more details on Candidacy Status, see Part I: Section 2.3 below. For more details of typical visit schedules, see Part I: Section 2.5 below.

d. Begin your Stakeholder and Institutional Impact Assessment

The first step in the self-study process is the Stakeholder and Institutional Impact Assessment, often shortened to the title, *Stakeholder Study*. This may take several months to complete, so to allow sufficient time, institutions are wise to begin at least nine months before the evaluation visit. The *Stakeholder Study* is the vital link of the institution to the context and constituency it serves. This assessment gives the constituency served the opportunity to state their understanding about how the institution is functioning and contributing to meeting the needs and challenges of their contexts, and thus to describe the observed impact that the institution is making upon its constituency and the wider community. The *Stakeholder Study Report* is an integral part of the self-study process.

Full details about the Stakeholder and Institutional Impact Study are provided in Part II: Section 2 below.

e. Begin your Self-Study Report

The second step in the self-study process builds on the first step, and is the writing of a comprehensive *Self-Study Report* using the *Self-Study Questionnaire (SSQ)* given in Part II: Section 3.2 below. This report may also take several months to compile. Throughout the report there should be clear references to the *Stakeholder Study*. The institution is required to demonstrate in what ways it is responsive to its stakeholders and their contexts.

Full details about the Self-Study Questionnaire and Self-Study Report are provided in Part II: Section 3 below.

f. Complete and send the Stakeholder Study and the Self-Study Report

When the *Self-Study Report* is complete, a copy should be sent to the CAED Secretary together with the *Stakeholder and Institutional Impact Study* and other supporting documentation, in time to arrive ninety days before the proposed visit. Upon approval from the CAED Secretary, electronic and/or hard copies should be sent to other evaluators as directed by the CAED Secretary.

A list of documents that need to be prepared and submitted for the evaluation team to consider is provided in Part II: Section 4.1 below. For joint-evaluation visits (with two or more accrediting agencies), documentation expectations are detailed in Part II: Section 4.2.

g. The Evaluation Visit and the preliminary VET Report

The VET will conduct a three- to seven-day visitation, and more details of a typical schedule are given in Part I: Section 2.5 below. VETs use the ATA's *VET Handbook* to guide their evaluation process and reporting procedures.

The VET visit concludes with at least a verbal report to the Principal Officer and administrative staff, during which the VET leader gives feedback, and informs the institution of the main VET recommendations to the institution for improving its program(s) and to the CAED for the accreditation of the institution and its program(s). *For further details about the VET Report, see Part I: Section 2.6 below.*

h. The CAED Review

After the visit, the VET leader writes up the VET Report, usually sending a draft copy to the Principal Officer to confirm the accuracy of any information about the institution. This process may take up to two weeks. The Report is then sent to the CAED Secretary.

It should be noted that the VET does not make final accreditation decisions. This is the responsibility of the CAED. The CAED Secretary circulates the VET report to CAED members, who review its recommendations. This is usually over a period of two weeks, but can take longer when needed for further discussion of arising issues.

i. Granting of Accreditation

After receiving their comments, the CAED Secretary will decide whether consensus exists among the CAED to grant accreditation to the institution and its programs. The Secretary will then advise the institution of the decision(s) made. The CAED usually supports the recommendation of the VET concerning accreditation, but this is not always the case.

When accreditation is granted, Institutions are entitled to include in their printed and online publications that the evaluated programs are now accredited by the ATA. Institutions should be careful to indicate clearly which specific programs are accredited, and which are not. Only the programs evaluated by the VET may be described as accredited. See Part I: Section 1.3f above.

j. Send Annual Reports, Annual Fees & Accreditation Reports to Maintain Accredited Status

Institutions that have received accreditation are required to submit an *Annual Report* and pay annual fees. The *Annual Report* is studied carefully to ascertain the maintenance of standards as well as to advise the institution as needed. This is required to maintain the accreditation status. A form for this *Report* is found in Part III: Section 2.4 below. The *VET Report* usually also requires completion of an *Initial Response Report* (responding initially to the VET recommendations within six months of the visit, stating plans to fulfil the recommendations) and a *Final Compliance Report*, which is prepared at the end of the five-year accreditation cycle (and submitted with the next *Self-Study Report*). The latter explains all the steps taken by the institution to comply with the VET recommendations. Occasionally *Notation Compliance Reports* are also required after compulsory actions have been taken to gain or keep accreditation following an evaluation visit.

The various Report forms are to be found below in Part III: Sections 2.3 and 2.4. These Report forms can be downloaded from the ATA website as separately formatted Microsoft Word documents.

k. Re-accreditation

ATA accreditation is normally given for a period of five years. At the end of the fourth year, accredited members apply for re-accreditation and prepare for the visit of evaluation team members, by returning to the first step listed above, and repeating the above processes. Each time accreditation renewal is sought, or when accreditation is sought for new programs (once they have had graduates), the same processes must be followed and worked through.

2.3 CANDIDACY STATUS DETAILS

After a careful study of the application form and, if necessary, a preliminary visit (for first time accreditation), the CAED Secretary will decide whether to grant the institution candidacy status.

For already-accredited institutions (and programs), candidacy status for *accreditation renewal* or for the accreditation of new programs is granted once the application form and *Institutional Fact Sheet* have been received and approved. New programs are *not* automatically accredited and are subject to the full ATA accreditation evaluation process.

The criteria used to decide are given below. If and when candidacy status is granted, then a provisional date for the evaluation visit is agreed, and the institution proceeds with a comprehensive self-study process, which is described in the following sections.

a. Criteria for granting Candidacy Status

1. The institution has clear and publicly stated purposes, consistent with its mission and appropriate to a post-secondary educational institution.

2. The institution has effectively organized adequate human, financial and physical resources into educational and other programs so that it is accomplishing its immediate purposes.

3. The institution is following realistic plans to acquire and organize any additional resources needed to accomplish all of its stated purposes.

4. The institution has attained a satisfactory degree of stability, and shows a level of maturity, experience, and administrative continuity. There is a record of three to five years of effective service.

5. Students have graduated from each of the programs to be accredited. In the case of already-accredited institutions seeking accreditation for new programs, candidacy status may be granted for programs that expect to obtain graduates in the following 12 months (with final approval for accreditation subject to both a successful evaluation of the new program and the achievement of its first graduates).

b. Notes regarding Candidacy Status

1. During the time that the institution is a registered candidate, it will pay the same annual membership fee that the fully accredited institutions pay.

2. An institution seeking first time accreditation may remain a candidate for a period of four years. At the end of this time its Candidate status will be automatically terminated, unless an extension is granted by CAED. The Commission may, on request, grant extensions for one year at a time for exceptional reasons. Normally, extensions will not be granted unless the self-evaluation process is well in progress.

3. Institutions that are registered candidates may state so in their publications.

2.4 THE SELF-STUDY PROCESS AND REPORT DETAILS

a. The Stakeholder and Institutional Impact Assessment and Stakeholder Study Report

> *A stakeholder is someone who holds a "stake" in the institution, that is, has a concern, an interest or a share in the effectiveness of the institution.*
>
> *They may have invested time, money, effort, thought, loving prayer and concern, in the institution. For example, some stakeholders have invested in the institution as students; others as staff, educators, administrators and board members, still others as prayer supporters and donors. All of them are concerned for the fruitfulness and effectiveness of the institution.*
>
> *Other stakeholders are concerned about the effectiveness of the institution because they are impacted by graduates of the institution's programs in some way. These stakeholders may give particularly valuable information about how effectively the institution is fulfilling its mission and vision.*

1. ATA accreditation evaluation seeks to be responsive to stakeholders. The ATA believes that the stakeholders need to be heard in the evaluation process, as it is vitally important for an institution to know and respond to the changing needs, concerns and contexts of those it serves, especially the churches and church members.

2. Therefore, institutions choosing ATA accreditation evaluation begin their self-evaluation with a stakeholder and institutional impact assessment, usually titled as the *Stakeholder Study*. This helps build relationships with stakeholders. It can help assess the impact of the institution through its students and graduates. It can demonstrate contextual relevance and highlight areas for development.

3. The *Stakeholder Study* will include at least students, graduates, local churches and church leaders, supporters of students and the institution, teachers, administrators, employers of graduates, donors and many others depending on the mission and the context of the institution.

4. The institution will not be able to include every stakeholder in the Study. Guidance about who and how many to include is given in Part II: Section 2.1b and f below.

5. The questions that are required to be asked in the Stakeholder Study are given in Part II: Section 2.1g below. Institutions are of course free to add further questions.

6. Guidance about the analysis and writing of the *Stakeholder Study Report* is given in Part II: Sections 2.2a and 2.2b below. It is important that the results and conclusions of the Stakeholder Study are shared with key stakeholders for their information, observations and comments. The *Stakeholder Study Report* is then included as an Appendix to the *Self-Study Report*.

7. Institutions carry out a stakeholder and institutional impact study *each time* accreditation renewal is sought. The assessment should begin at least nine months, and preferably twelve months before the proposed VET visit.

b. The Self-Study Questionnaire and the Self-Study Report

1. The second part of the ATA accreditation self-evaluation process is the writing of a *Self-Study Report*, consisting of responses to the *Self-Study Questionnaire*.

2. The *Stakeholder Study Report* generates vital information and observations that will inform and feed into the writing of the *Self-Study Report*. It is essential that those engaging with and responding to the Questionnaire have access to and use the contents of the Stakeholder Study findings.

3. Working through the *Questionnaire* and writing the *Report* usually takes at least three months to complete, and often much longer. The completed *Report* should be submitted to the CAED Secretary at least ninety days before the evaluation visit. Therefore, the institution should be careful to allow adequate time for the process. The *Self-Study Questionnaire* is given in Part II: Section 3.2 below.

4. The goal of the accreditation self-evaluation process is to bring opportunities for reflection and renewal to the whole institution, and so to improve the effectiveness of the institution's programs. So wide participation from the administration, faculty, staff, and students of the institution in responding to the various questions should be encouraged. Further guidance is given in Part II: Section 3 below.

2.5 ARRANGING THE VISIT OF THE EVALUATION TEAM (VET)

a. Introduction to ATA Visiting Evaluation Teams

The Visiting Evaluation Team (VET) is appointed by the CAED Secretary in consultation with the regional member of the CAED where the accreditation visit will be conducted.

1. VET Membership

a. A minimum of three appointed members, at least one of whom should reside in the same country as the applying institution, will comprise the VET. For AGST programs, one member will come from outside of the ATA family.
b. The CAED Secretary or a CAED member shall serve as a member of the team.
c. To avoid conflict of interest, VET members should not be related to the institution being evaluated or to its sponsoring agencies.

b. The Work of the VET

The institution will be hosting the VET. The purpose of the visit is to verify the Stakeholder Study Report and the Self-Study Report, evaluate the various aspects of the institution operating the program(s) and submit a report to the CAED with recommendations concerning accreditation.

The schedule for the VET is decided by the VET team leader and the institution in the months leading up to the visit. The details will depend on the program(s) being evaluated, and their modes of delivery. Here are two sample schedules to give an impression of the work of the VET:

First, for a campus-based institution:

Day 1

- Introduction and orientation with the President and Evaluation Coordinator, if any.
- Team organizational meeting
- Identification of the interviewees: students, alumni, faculty, board members, pastors
- Tour of the campus
- Individual and corporate interviews with the Officers of the institution, viz., President, Academic Dean, Business Officers, Dean of Students, Librarian, etc.

Day 2

- Team work time
- Reviewing of all documents
- Meeting with representative board members
- Interviews with selected students, alumni, educators, staff, pastors and other key stakeholders
- Classroom observation

Day 3

- Additional interviews as necessary
- Preparation of VET report
- Report to the Principal Officer and administrative staff Departure of the Visiting Team

Second, for a non-campus-based institution:

Day 1

- Introduction and orientation with the President and Evaluation Coordinator, if any.
- Team organizational meeting
- Identification of the interviewees: students, alumni, faculty, board members, pastors
- Tour of the institutional facilities
- Meeting with the institutional administrators

Day 2

- Team work time
- Reviewing institutional practices and procedures for: course development, course writing, provision and distribution of instructional materials, financial management, student records and alumni records
- Interviews with selected staff and educators

- Meeting with representative board members
- Review of faculty selection, training and development
- Interviews with selected students, alumni, tutors and pastors

Day 3 and 4

- Travel to a regional extension center
- Meeting with the regional extension administration
- Interviews with the regional extension administrator, students, alumni, faculty and pastors
- Classroom observation

Day 5

- Travel to the institutional headquarters
- Meeting with the institutional administrator
- Team work time

Day 6

- Report to the Principal Officer and administrative staff Departure of the Visiting Team

c. Guidelines for Institutions Preparing to Receive an ATA VET

The following guidelines are given to assist the institution in planning for the visit and hosting the team in an appropriate manner.

1. The VET leader and the institutional leadership work together to agree the detailed schedule for the evaluation, following the general pattern outlined above. Once the schedule for the VET has been agreed, the institution is responsible for arranging in-country transportation and hospitality, and scheduled meetings with individuals and groups.

2. A suitable workroom at the institution should be provided for use by the VET throughout the period of their visit. If possible, a printer should be placed in the room for use by the team. The workroom should also be provided with all the necessary documents that the VET members need to see. There is a list of these documents below.

3. Members of the institution's administration and staff should be available to assist the VET as requested.

4. A member of the institution should be available to accompany members of the team in local travel for visits to other sites.

5. When the team's visit includes a Sunday, the day will be observed as a day of worship and rest; no visit activities will be scheduled on Sunday.

6. The Principal or Executive Director should be in the initial and exit meetings. Institutions are encouraged to have the members of their Leadership Team, and if possible, Board Members, present at the exit interview.

2.6 THE ATA VET REPORT

The VET visit concludes with at least a verbal Report to the Principal Officer and administrative staff. The VET leader details the VET's findings and recommendations, and informs the institution of the recommendation concerning accreditation that the VET will make to the CAED.

After the visit, the VET leader may take up to two weeks to complete the written VET Report. When the written Report is completed, either the VET leader or the ATA office will send a draft copy to the Principal Officer to confirm the accuracy of any information about the institution. The institution is expected to reply within two weeks, and the final Report is then sent to the CAED Secretary.

The VET Report begins with a narrative description of the institution and its programs, often including key statistics, and of the various activities of the VET members during the evaluation visit.

The Report usually then includes:

Observations that help members of the CAED to gain a better understanding of the institution, its programs and its context;

Commendations that praise aspects of the institution and its programs which show excellence in relation to the evaluation standards;

Recommendations for program and institutional improvement. These must each be given serious consideration by the institution; most will be implemented in some way before the following accreditation evaluation. The institution's response to recommendations in the VET Report is included in the *Initial Response Report* form and, at the end of the accreditation period, in the *Final Compliance Report* form.

Notations are compulsory actions for the institution. They are made in response to areas where the institution does not meet ATA's Standards, and normally result in either provisional accreditation, or non-accreditation. A *Notation Compliance Report* is expected within a specified time frame.

The VET Report continues with formal requests to the Institution:

(i) To submit an *Initial Response Report*, usually within six months, indicating the Institution's responses to the VET Report and plans for complying with any notations and implementing each of its recommendations over the next five-year period. A form for the *Initial Response Report* is given in Part III: Section 2.3a below.

(ii) If the report contains notations, to submit a *Notation Compliance Report*, within a specified time period, describing actions taken to comply with these notations. A form for notation compliance is given in Part III: Section 2.3b.

(iii) To submit *Annual Reports* to the ATA including progress in response to recommendations and notations. See Part III: Section 2.4.

(iv) To submit a *Final Compliance Report* with the next Self-Study documentation prepared for the next round of ATA accreditation evaluation detailing the Institution's progress and actions in responding to each of the present VET Report's notations and recommendations. A form for the *Final Compliance Report* is given below, see Part III: Section 2.3b.

Finally, the VET Report makes a recommendation to the CAED concerning the accreditation of the institution and the program(s) evaluated.

The VET may recommend that a program does not receive accredited status if it and/or the institution in some way falls far short of the ATA's standards and requirements, and a substantial amount of work and time would be required to remedy the deficiencies.

Or the VET may recommend that it receives one of the following two accreditation levels for each program:

(i) *Provisional Accreditation* – Provisional accreditation is recommended for programs that do not meet certain standards and requirements. In this case, the VET will allow a specific time period for the institution to work on the particular issues highlighted by the notations. When the institution can show that it has made the necessary changes, and is now in compliance with the ATA Standards in these areas, the institution completes a compliance report, and sends it to the Accreditation Secretary. When approved by the CAED, the institution is then given full accreditation status.

(ii) *Full Accreditation* – Full accreditation is recommended for programs that have satisfactorily met all standards.

2.7 REVIEW OF THE VET REPORT BY THE CAED

When the draft VET Report has been checked for factual accuracy by the institution and returned to the ATA office, the Report is passed to the CAED Secretary. The CAED Secretary will then send the Report to the members of the CAED.

It is important to stress that the CAED has the responsibility for conferring accreditation. The CAED has the right to accept or reject, or modify, the recommendation of the VET concerning accreditation. The CAED also has the right:

- to require additional notations;
- to remove notations in the VET Report;
- to change full accreditation to provisional accreditation;
- to change provisional accreditation to full accreditation;
- to withhold accredited status completely.

Members of the CAED may take some weeks or months to review the VET Report and its recommendations, depending on the issues that are raised. When all the members' comments have been received, the Accreditation Secretary will decide whether there is a consensus, and inform the institution about the decision(s) made.

2.8 ACCREDITATION RESPONSE AND COMPLIANCE REPORTS

a. Initial Response Report

The *Initial Response Report* gives a statement indicating the institution's responses to the *VET Report* and plans for implementing each of its recommendations and notations (if any) over the next five-year period. This is normally expected within six months of the evaluation visit. It is possible, but not expected, that actions on the recommendations will have commenced. Notations will, of course, carry their own specific expectations for action. A form for the *Initial Response Report* is given in Part III: Section 2.3a below; it is to be submitted to the Accreditation Secretary, who may forward it to the VET for additional comment.

b. Notation Compliance Report

The VET Report may contain a number of notations, which will usually result in provisional accreditation. Notations are compulsory actions, and the institution may be given a specific time frame to make the necessary changes that the notations require. When each requirement has been fulfilled, the institution completes a *Notation Compliance Report*. This Report lists each notation, and explains how the institution has responded, and is now in compliance with the relevant Standard. This Report form can be found below in Part III: Section 2.3b and may be downloaded from the ATA website. The completed form is sent to the Accreditation Secretary, who assesses whether each notation's requirement has been completed satisfactorily. If this is the case, then provisional accreditation status is removed, and the institution gains full accreditation status.

c. Final Compliance Report

When the institution next applies for accreditation evaluation, alongside the *Self-Study Report* and the *Stakeholder Study Report*, the institution completes a *Final Compliance Report* in relation to VET report from the previous VET visit. This report lists the recommendations and how the institution has, in fact, responded over the past four to five years. In other words, the *Initial Response Report* presents the plans and intentions of the institution, and the *Final Compliance Report* describes to what extent those plans and intentions have been realized. This *Report* form can be found in Part III: Section 2.3b, and may be downloaded from the ATA website.

2.9 THE ANNUAL REPORT

Completion of the *Annual Report* is one of the requirements for maintaining accredited status (see the next Section 2.10 for further details). The *Annual Report* should arrive at the ATA office within three months of the end of the institution's academic year, or, where there is no defined academic year, to coincide with the production of the institution's annual report.

The *Annual Report* asks for details of current programs and educators, major achievements in the past year, and significant plans for the coming year. The *Report* form can be found in Part III: Section 2.4 below and downloaded from the ATA website.

2.10 MAINTAINING ACCREDITED STATUS

Accreditation depends on demonstrating compliance with the ATA Quality Measures and Standards. In order to maintain their accredited status, institutions must remain in compliance. They must also pay annual fees to the ATA, and submit *Annual Reports*.

The ATA evaluates programs and institutions, and accredits programs in the context of the institution running the program (see Part I: Section 1.3f above). Failure in compliance at an institutional level will lead to loss of accreditation as an institution, and necessarily to the loss of accredited status for all the programs offered by the institution.

Where one or more programs fail to comply, but the institution meets ATA Quality Measures and Standards, then only those non-compliant programs lose their accredited status. Other programs remain accredited. Of course, if none of the programs offered by the institution meet ATA Quality Measures and Standards, the institution loses its accredited status.

Any of the following issues can affect the accreditation status of an institution and its programs:

- (i) Failure to hold to the ATA Statement of Faith and and to serve in accordance with ATA Values.
- (ii) Failure to comply with *VET Reports*, in particular with the requirements of notations.
- (iii) Failure to submit *Annual Reports* and pay annual fees.
- (iv) Failure to report major changes in the program or institution that would substantially affect the operation of the institution, e.g. major changes in faculty, finance or curriculum.
- (v) Failure to deal appropriately with serious moral issues in the institution.

If, after proper investigation by the CAED, serious failure in an institution is confirmed, the institution may be placed on probation, and may lose accreditation. In the event of an institution contesting the decision of the CAED, the ATA Executive Board will review the matter. The Executive Board's decision will be final.

Having once lost accredited status, an institution must apply for re-accreditation and will have to submit to the whole process of evaluation.

2.11 SPECIAL REGULATIONS FOR JOINT-ACCREDITATION EVALUATIONS

a. Preparation for Joint Visits

The ATA welcomes the opportunity to participate in joint accreditation visits for institutions seeking accreditation from two or more agencies, though a joint visit alongside a secular government agency may pose difficulties.

In making a request for a joint accreditation evaluation visit, the institution should submit (i) its accreditation application, (ii) the completed Institutional Fact Sheet, and (iii) a formal request for a joint visit. The latter should inform the ATA of the other accreditation agency, the proposed visit dates, and should advise which academic programs are to be jointly evaluated, and which, if any, are to be evaluated by only one agency. Joint visits need to be well planned, so the requested documents should be sent at least 12 months prior to a desired visit date.

Upon receipt of the application and request, the Secretary for Accreditation and Educational Development will work with the ATA member institution and the other accrediting body (or bodies) to finalize the proposed dates and details for the evaluation visit, including the evaluation team. The ATA will do its best to accommodate suggested visit dates, but does not always have complete flexibility and compromises may need to be made.

The ATA Secretary will make sure (i) that ATA evaluators will be (or are likely to be) available, (ii) determine the number of evaluators to be sent, and (iii) request that the institution firmly commit to the timetable of submitting the Self-Study Report (and other documents) three months prior to the proposed visit dates, regardless of what the other agency may permit.

The Secretary will appoint an ATA team leader, and is ultimately responsible for negotiating the overall joint-VET leadership with the other participating agency (or agencies), but he/she may delegate that negotiation to the appointed ATA VET leader. It is often then arranged by mutual agreement between the respective leaders of each agency's VET.

The ATA team leader will work together with the ATA Secretary, the institution, and the other agency (or agencies) to determine a mutually acceptable visit schedule. Times for each team to meet separately, as well as together jointly, should be included in the schedule.

The Secretary will work to ensure that each team knows the ATA's report-writing procedural preferences (including the usual provision of up to two weeks for the ATA VET to complete the written report) and that an overall report-writing procedure is agreed upon well ahead of the visit dates. Similarly, an evaluation report template (format) should be agreed upon by the respective agencies prior to the visit.

b. Institutional Responsibilities and Self-Study Report Requirements

The ATA expects the institution to complete its Stakeholder Study before beginning to answer the Self-Study Questionnaire, even if not required by the other agency. However, if another agency has a similar tool, the two (or more) survey instruments may be merged, providing that the ATA's survey questions remain in the merged survey.

For joint visits, the ATA does not expect the institution to write more than one Self-Study Report (SSR). While the ATA prefers ATA members to use the ATA Self-Study Questionnaire in preparing its Self-Study Report it is open to institutions preferring to base their Report on the template of another accrediting agency, subject to the following requirements:

(i) Each of the ATA self-study questions should be answered somewhere in the combined Self-Study Report, which should have unique page numbering on all pages for ease of reference;
(ii) Supporting documents requested by the ATA must be supplied as part of the submitted SSR documentation;
(iii) A separate ATA Index to the Self-Study Report (and accompanying documentation) must be prepared, arranged according to the structure of the ATA Self-Study Questionnaire, giving page references for answers to the ATA questions, and to the requested supporting documentation (for further details on this, see Part II: Section 4.2c below).
(iv) The combined documentation must still be submitted according to ATA's time-frame, *at least three months prior* to the evaluation visit.

c. Joint Evaluation Visit Procedures and Reporting

Prior to and at the start of the evaluation visit, the overall VET leader may apportion and allocate reasonable visit responsibilities to each member of the joint team in consultation with the other team leader(s).

During the visit ATA evaluators will meet separately from the other team(s) to discuss any particular or specific ATA requirements or specifications. This should be done prior to convening a joint team meeting to decide on the content of a joint report.

Where possible the joint team will strive towards completing a joint evaluation report, at least discussing together and agreeing on the major commendations, notations, recommendations and suggestions for the report. And where possible the joint team will strive towards unified overall recommendations concerning the accreditation of each of the award programs under evaluation. Joint report writing should be carried out according to the procedures and template agreed by the respective agencies prior to the visit. However, it is sometimes the case that specific degree specifications, specific reporting obligations and even definitions of major terms mean that a joint VET Report is not always possible.

Where the accreditation period differs from the other agency (or agencies) – for the ATA this is *five* years – the joint report should state the differing accreditation periods as part of the final accreditation recommendations to each accrediting body.

Should there be any disagreements over any parts of a joint report, the joint team should strive to prepare a unified Evaluation Report as far as agreement is possible. Where agreement is not possible, the ATA team should then add a supplementary ATA Evaluation Report, including any additional commendations, notations or recommendations as are agreed only by the ATA VET.

The final ATA VET Report will thus be comprised of either one or two parts:
(i) The agreed Joint Evaluation Report (*or* a completely separate ATA Evaluation Report if a joint report is not possible); and, where necessary,
(ii) The supplementary ATA Evaluation Report.

If the ATA Commission for Accreditation and Educational Development (CAED) later chooses to modify any recommendation or notation in the final ATA VET Report, it may do so without any reference to the other accrediting agencies.

Together, each component of the overall ATA VET Report, once approved by the CAED, will be regarded as official as far as the ATA's accreditation of the institution is concerned, and will form the basis for the institution's actions, reporting and obligations to the ATA during the ATA accreditation period.

d. Institutional Obligations to the ATA During the Accreditation Period

The institution's subsequent reporting obligations to the ATA (see Part I: Sections 2.8 and 2.9 above) will remain unchanged, even where those obligations differ from those expected by the other agency (or agencies). Official ATA forms need to be used for response, compliance and annual reports requested by the ATA. Joint accreditation necessarily brings additional work for the institution desiring it, and shortcuts not explicitly allowed above will not be permitted.

e. The ATA Accreditation Period and Accreditation Renewal

The official ATA accreditation period is five years. Even if another agency offers a longer period for its accreditation, the ATA's accreditation period may not be increased, and will remain at five years. Should the other agency offer a longer accreditation cycle than the ATA does, an institution seeking joint renewal of accreditation in five years' time to ensure that its various accreditation cycles remain synchronized, will need to investigate if they are allowed to shorten the other agency's accreditation period to match that of the ATA; this is usually acceptable.

3. QUALITY MEASURES AND STANDARDS FOR ACCREDITATION

A. INSTITUTIONAL QUALITY MEASURES AND STANDARDS

A1. IDENTITY AND PURPOSE

ATA-accredited institutions have clear, published statements of identity and purpose.

A1.1 Identity

1. The institution identifies itself as a provider of evangelical theological education. It subscribes to an evangelical statement of faith and seeks the Lordship of Christ over all areas of its operations and programs.

2. Biblical grounding is evident in all programs.

3. The institution supports and upholds the ATA's Theological Education Values. (NB: institutions respond to the ATA's Theological Education Values in the *Institutional Fact Sheet*, which should be checked and updated during the Self-Study Report preparation).

A1.2 Vision, Mission and Objectives

1. The institution has clear published vision and mission/purpose statements, which align closely with the evangelical identity of the institution.

2. The institution has clearly defined and published overall goals or training objectives.

3. The institution's vision and mission/ purpose statements are periodically reviewed by the leadership, communicated to, and understood by, educators, staff, students and external stakeholders, and reflected in the institution's strategic plans and budgets.

A1.3 Legal and Fiscal Status

1. The institution has appropriate legal status in the country where it operates, and complies with relevant fiscal and financial regulations.

2. If possible, the institution is legally constituted as a non-profit educational institution.

A1.4 Public information

1. The institution publishes and makes widely available information about its identity, activities and programs in print and online, and keeps this information regularly updated.

2. The institution is accurate, transparent and truthful in its public face and claims.

3. Stakeholders are kept informed of the work and progress of the institution.

4. Program information is comprehensive, including entry criteria, learning outcomes and graduate profiles, qualifications, and teaching, learning and assessment procedures.

A2. GOVERNANCE, LEADERSHIP, MANAGEMENT, AND QUALITY ASSURANCE

ATA-accredited institutions have an appropriate Board of governance in line with local regulations that represents stakeholders and provides accountability for the executive leadership.

A2.1 Governance

1. The Board of governance:
   - Preserves and protects the institution's identity and purpose;
   - Manages leadership succession, and encourages development of national leadership where not already present;
   - Delineates clear lines of responsibility between board governance, executive management and delegated authority.

2. The Board is normally located in the country or area of the institution, with at least fifty percent of its members being either nationals or those with clear cultural affinities to the institution's area of service. If the governing Board is located outside Asia, then it will also have a fully local advisory board. Members of professions with a range of perspectives and skills may be invited to help the Board. The ATA encourages Boards to include both women and men.

3. An approved, written Constitution (with By-laws if needed) documents all aspects of Board function, including its membership profile, means of choosing new members, terms of office, role and functions, frequency of meetings, practice and patterns of communication.

4. Board members understand the distinctives of evangelical theological education.

5. Members of the governing board promote the institution and are supportive of the institutional community, regularly engaging with the leadership, educators, staff, and students.

A2.2 Executive Leadership Team

1. The institution has a healthy organizational structure which supports and serves its mission and vision. The different roles of governance and leadership are understood and reflected in the organizational structure. Each position has a clear role description.

2. The organizational structure is well-communicated and understood throughout the institution.

3. Executive leadership is generally drawn from the cultural context the institution serves, and where not the institution has a plan to develop such leadership.

4. The institution has a succession policy for its executive leadership, and specific succession plans whenever a leadership transition is expected within a three-year period.

5. Leadership and management are accountable to the governing body, and guide, inspire and manage the personnel team to achieve the mission of the institution through strategic planning and implementation.

6. Delegation, participation, empowerment and good communication help create a climate of trust where teams and committees function well for the good of the whole institution.

7. Effective leadership in the institution regularly models and communicates a leader's role as shepherd, servant and steward, and models outcomes expected in the institution's Graduate Profile(s).

8. The leadership team provides good models of self-care and appropriate patterns of rest, including time for family, holidays and personal renewal.

A2.3 Decision-Making Structures

1. Institutional leadership models active listening and consultation in decision-making processes as one aspect of leadership development. Therefore, the institution provides avenues for appropriate consultation with educators, staff, students, and stakeholders as part of its decision-making processes.

A2.4 Strategic Planning

1. Short- and long-term strategic planning is based on intentional seeking of God's will with active involvement of stakeholders. Written strategic plans are directed towards the achievement of the institution's mission and vision.

2. Governance and leadership structures cooperate in designing, approving, implementing and reviewing strategic plans that are linked to institutional mission statements, programs and resources.

3. Appropriate project management is in place to implement strategic plans in dependence on God.

A2.5 Quality Assurance

1. The institution implements a written policy of internal quality assurance that leads to a culture of integrity and self-improvement. This culture is reflected in practices and processes owned by all internal stakeholders.

2. The institution is actively involved in periodic institutional and program assessment, with regular reporting to external quality assurance bodies.

3. Where relevant, national legislative and educational frameworks are also taken into account.

A3. HUMAN RESOURCES

Human resources are a theological institution's most important asset. These include executive or administrative leadership, administration and support personnel, and educators (teaching/instructional and library staff). In ATA-accredited institutions they are appropriately qualified and competent for their respective roles, which are well defined, governed by appropriate and fair policies and procedures, and characterized by a commitment to Christian community.

A3.1 Personnel Policies and Practices

1. The institution considers its personnel as its prime asset and responsibility.

2. Leadership shows a high level of personal and pastoral care for all personnel, and ensures policies and practices that encourage and prioritise appropriate self-care, exercise, rest, family time and personal renewal.

3. Human resources are sufficient to carry out the educational programs effectively, tailored to the objectives and activities of the institution, and monitored to ensure personal sustainability and realistic workloads across the institution.

4. Well-defined, fair and transparent processes are applied for the recruitment of all educators and staff. Anti-discrimination policies and appropriate sensitivities to diversity, including consideration of gender, ethnicity and national representation, are in place.

5. All personnel have clear, written job descriptions, conditions of employment and line management procedures, which are regularly reviewed.

6. Leadership actively plans for the ongoing professional development of all personnel.

7. The institution has written policies relating to all other necessary areas of human resource management, including employee care, job security, annual leave, redundancy and dismissal procedures, inflation salary adjustments, fees and remuneration for visiting lecturers, etc.

A3.2 Christ-like Character

1. Personnel in all departments are spiritually mature and demonstrate Christ-like character.

2. All personnel are in good standing with their local churches.

A3.3 Administration and Support Staff

1. Administrative staff should be adequate to support the institution's team of educators and the student body, the infrastructure and all means of program delivery.

2. Administration and support staff provide appropriate models for students. They meet the standards for Christ-like character described in Section A3.2.

3. The value of the administrative and support staff to the institution is recognized by all, and they see their roles as spiritual, kingdom-building ministries.

A3.4 Educators

Theological education today embraces multiple delivery modes. Consequently, we need to distinguish between the different kinds of educators that are necessary for various modes and components of holistic program delivery. What used to be called "faculty," therefore, are here described under the broader category of "educators," which may include lecturers, course writers, online content providers or instructional designers, group leaders, learning facilitators, tutors, local mentors, pastors, chaplains and counsellors, and librarians. ATA institutions acknowledge the respective contributions of these different roles and ensure that all educational personnel are appropriately qualified, experienced, trained and supported.

The standards and quality measures that follow below have been grouped under these various kinds of educators. Several categories, though not necessarily all, will be relevant to each ATA institution.

a. All educators:

1. The institution takes steps to establish the competence and suitability of all its educators.

2. Educators provide appropriate models for students. They meet the standards for Christ-like character described in Section A3.2.

3. Educators meet clear academic and ministry qualifications appropriate for their roles within each program.

4. Those training church leaders meet criteria for spiritual maturity drawn from biblical leadership principles.

5. Educators understand and accept the institution's educational philosophy. They understand student-centered learning and are able to facilitate high quality student learning experiences. They promote actively the acquisition of knowledge, competences, and skills, and they contribute to nourishing spiritual and character formation in the lives of their students.

b. Academic Leadership and Faculty

1. Faculty have appropriate experience to equip them as trainers of students in areas including discipleship, mentoring, character and ministry formation.

   [The ATA encourages institutions to consider the following policy for faculty appointments: candidates considered for assuming a faculty position may submit a portfolio as evidence of previous developmental and training experiences that occurred while they were doing their academic study. Such a portfolio should include participation in discipleship and mentoring processes, group learning, and character and ministry formation experience. Should a potential faculty member not have completed a degree at a residential institution, this portfolio may be accepted as evidence of experience in personal and character formation alongside their previous academic studies.]

2. Faculty have appropriate ministerial experience.

3. Faculty have appropriate knowledge of the Bible and theology.

4. Faculty have one degree higher than the degree granted. Degrees are from properly accredited institutions, and are relevant to the courses taught.

5. Inclusion of a small number of faculty without the required academic qualifications, but with proven ability and experience, is permitted only with rigorous evaluation and as exceptional cases. Such faculty members do not carry significant course loads nor supervise academic departments. They are encouraged to pursue higher professional qualifications in their field of teaching.

6. The institution has an adequate number of qualified full-time, contracted teaching staff to support the needs of the program(s) offered. This allows for:
   - Low student : educator ratios;
   - High quality of student learning;
   - Informal contact time with students;
   - Appropriate and sustainable teaching loads. *In determining teaching loads, the institution is aware that online instruction usually requires more instructor time than traditional classroom-based learning.*

7. Faculty members engage regularly in educational development and training suitable for their profession and institutions offer and promote fair and transparent opportunities for their professional development. This might include faculty development plans, research leaves aimed at ongoing contribution to a field of study, and provision of study time to keep updated in their fields of teaching, and in educational development and adult learning theory and methodologies. ICETE Academy courses, and participation in ATA and ICETE assemblies and consultations may constitute a significant part of faculty professional development.

8. Regular faculty performance appraisals are conducted by the institution.

9. The head librarian has adequate training in information technology, resource and library studies.

c. Course Writers and Course Developers or Instructional Designers

1. Team course development is encouraged. Teams include people with expertise in adult learning, instructional design for the particular medium of course delivery being used, the specific subject area, and the cultural context. For online programs, appropriate Information Technology support is included in the course development team.

2. Course development team members who are subject experts are qualified at the Bachelor's level for Certificate level courses, and at the Master's level for Diploma and Degree level courses.

3. Course developers receive adequate training in best practice for their role in course development, and have access to reference materials, including those on adult learning and instructional materials design relevant to the media being used for course delivery.

4. Course development team members who have a role in instructional design have completed studies at the level of the course they are designing.

5. Course developers have access to a wealth of resources, and personal experience, relevant to the areas of their course development role.

6. These same standards also apply to those contextualizing courses adopted from other programs and situations.

d. Subject Matter Experts (SMEs)

Subject Matter Experts (SMEs) are used in a supportive educational role in extension and online programs, where they may assist in either course development or in group discussion, often alongside either course writers, instructional designers, or group leaders/facilitators. They are included wherever their expertise will be beneficial to the course development or learning processes. *Note: faculty members who are covered in section b. immediately above should be subject matter experts for the courses they teach, but this section is not intended for them unless they also participate in extension or online programs.*

1. Course development undertaken by qualified course developers (writers or instructional designers) is assisted by Subject Matter Experts (SMEs) whenever those developers lack adequate experience or knowledge in the subjects being developed.

2. For online post-graduate courses delivered to students, a high level of student access to one or more Subject Matter Experts (SMEs) is provided, though SMEs do not necessarily need to be the online teacher or facilitator.

3. For Bachelor level studies employing already prepared course materials, access to an SME for at least part of a course is strongly encouraged and regularly provided.

4. SMEs who participate in online or extension class discussions are qualified with one degree higher than the award level they are contributing to. SMEs provided for post-graduate courses have doctoral qualifications.

e. Group Leaders, Tutors or Facilitators

In what follows the term "group leader" is used to embrace tutors and facilitators, which role titles may also be used, depending upon the institution's preference.

Assumptions in this section are (a) that the level of study is for Certificate, Diploma or Bachelor degrees and (b) that group leaders/tutors/facilitators (including online facilitators) are leading and guiding students using already prepared curricular materials, which have been designed for student self-study. In such cases the course writers and developers, who have prepared the curricular self-study materials, are considered as the primary instructors of the students in the subject matter of each course.

It is important to note that, for *undergraduate level studies* (Certificate, Diploma, Bachelor), it is not always the case that online facilitators must also be Subject Matter Experts (SMEs), provided that course learning content has been developed by an SME, and that course materials have been designed appropriately for student self-study. In this case the online teaching role is one of facilitating learning through the already prepared self-study materials and group discussions, rather than one of instruction in a field of expertise.

However, if an institution considers the group leader/tutor/facilitator role to include teaching input where subject matter expertise is required, and not all of the learning materials have been pre-prepared or designed for student self-study, then those educators are required to meet the same requirements as for academic leadership and faculty (see b. above in this section). Likewise, for Master's and Doctoral level courses, group leaders/tutors/facilitators would also normally be expected to meet the requirements listed above for academic leadership and faculty (see b. above in this section).

1. Group leaders have the written approval and support of their local church leader for their role.

2. Group leaders have completed studies at least at the level that they are facilitating, or can demonstrate a similar level of learning and maturity. However, if they are teaching or facilitating online Masters or Doctoral level courses, they either have a doctoral degree with specialization or appropriate experience in the subject areas being taught or they work alongside a Subject Matter Expert (SME; with a doctoral degree) during the delivery of their course.

3. Group leaders receive training for each aspect of their role, appropriate to the medium of course delivery being used, and especially in facilitation of student-centered learning and group discussion. Group leaders are trained to avoid adopting a lecturing role. They are assessed during training and demonstrate appropriate ability before being officially appointed for their ministry.

4. Group leaders usually have prior experience as a student in the type of program they are to lead.

5. Online facilitators are adequately trained in the use of the Learning Management System (LMS) and all other technologies being used. They have an awareness of what constitutes quality online discourse, and facilitators are well trained in online group dynamics.

6. The institution encourages group leaders to become and remain active.

7. Group leaders are expected to seek continual improvement through self-evaluation, and encouraged to ask for feedback from students, institution, staff, and appropriate local church leadership.

8. The institution pays special attention to continuing encouragement, support and further training of group leaders. Support of group leaders through evaluation and site visits by institution staff is practiced.

9. Trainers of group leaders usually have similar qualifications to those given for faculty above. They have rich previous experience in group leadership.

f. Local Mentors

Local mentors facilitate mentoring of students in areas such as discipleship, spiritual, character and ministry formation. They are usually required for extension, distance and online programs in non-campus based educational settings in order to provide the holistic dimensions of a sound evangelical theological education, and are especially necessary for most "fully online" educational programs. Local mentors work in partnership with the institution in the education of students, and normally are local church or para-church leaders. They are either directly appointed by the institution or identified by students during their course and/or program application procedures.

1. A clear process and system to identify, approve, train, and resource local, on-the-ground, partners and mentors is in place and implemented for each enrolled student. Remedies are in place for cases where students are unable themselves to identify local mentors.

2. The institution has a church/ministry liaison officer to supervise this process and to coordinate with local mentors. Students and local mentors are made aware of the process, its rationale and their responsibilities through published documents.

3. Local mentors are suitably experienced, in the specific areas required, to provide mentoring for the holistic growth of students entrusted to their care. Where a local church leader is a student in a program, peer mentoring is appropriate. In either case, they also have the written approval and support of their local church leadership for their role.

4. Appropriate training of local mentors is provided, and suitable assessment, evaluation and feedback tools are developed to assist in the process.

5. The institution makes efforts to ensure that local mentoring of students is understood by all parties to be a three-way partnership between the institution, the local church community, and the student. Online facilitators have a means to communicate with local mentors and are informed about and supportive of the role of those local partners in the holistic educational process.

6. The institution can demonstrate, for any of its enrolled students, how local feedback and evaluation tools are being used to determine whether course and graduate outcomes are being achieved, and that growth in these areas is demonstrable in students' lives.

g. Chaplains, Pastors, and Counsellors

This section refers to chaplains, pastors and counsellors who work on behalf of the institution to support the pastoral or spiritual and non-academic life of students alongside their studies. It is not intended that this section include the pastors of churches attended by students. Church pastors might however be included in the previous section as local mentors.

1. The institution provides adequate support for the pastoral needs of students and for their personal and spiritual development.

2. The educational team running the program therefore includes a chaplain or pastor to the students, possibly a counsellor, and/or a personal support officer. These officers have qualifications similar to those of group leaders and online facilitators.

3. All those with responsibility for pastoral care of students have appropriate character, training, experience, and skill.

A4. COMMUNITY AND CONTEXT

ATA-accredited institutions display healthy community dynamics in active response to their context.

A4.1 Internal Learning Community

a. All institutions:

1. The institution fosters a healthy community life, rooted in prayer and worship. This includes strategies to provide student support systems and alumni care, and to nourish a community where Christ-like character is modelled and can be emulated.

2. Healthy relationships exist between the leadership and other personnel, creating a climate that sustains the institution's mission.

b. Campus-based institutions (and programs):

1. Interactions between students and educators also regularly occur outside of class.

2. An integral aspect of the learning community created for students is that it becomes for them a worshipping and praying community, rooting academic learning in the context of worship of God, the Creator, and within an overall commitment to holistic formation.

c. Non-campus-based institutions (and programs):

1. *Extension programs* provide regular, preferably weekly, meetings of the local learning group or other face-to-face class or study groups.

2. *Fully online courses* have at least an asynchronous vehicle for online group discussion (i.e. students may participate in online discussion at any time suitable for them during a specified time-frame), led by an online facilitator. They include at least a weekly asynchronous discussion forum during a synchronic course (where all students start and finish together, even though they may be geographically separated).

3. For *fully online programs*, a representative of each student's local church leadership is invited to meet regularly with him or her during the course, and is in regular contact with the institution's church/ministry liaison officer.

A4.2 Student Life and Services

ATA institutions aim to provide a caring, supportive environment for students. Several specific areas are included here.

For non-campus-based institutions and programs, student needs for housing and food services and extra-curricular activities are normally provided outside the study program.

For Educational Support Services, including student orientation, please see Section A5.1; for Financial Student Support, please see Section A6.5.

(i) <u>Pastoral Care</u>

a. Campus-based institutions and programs:

1. The institution provides a caring, supportive environment with an appropriate level of pastoral care for all students.

2. Pastoral care concerns all aspects of students' welfare: intellectual, spiritual, physical, social, vocational and financial.

3. There is appropriate provision for the needs of female students, and for the spouses and families of students.

4. Particular attention is given to the needs of first-year students.

5. The institution can provide or recommend suitably qualified external professional help where necessary.

b. Non-campus-based institutions and programs:

A student in a non-campus based program is usually already part of a range of support networks, including the worshipping community of their local church, which provide pastoral care, support and accountability.

1. A personal support officer and/or an online or distance chaplain may assist in providing care to students.

2. Nevertheless, facilitators (or tutors) of online and extension programs are trained and encouraged to ensure that each of their students has access to appropriate support networks and pastoral care.

(ii) Discipline

All institutions:

1. Written disciplinary policies for students, staff and educators allow for response to ethical, academic, and lifestyle issues. They are articulated clearly and used to guide the implementation of any disciplinary procedures.

2. Disciplinary actions are handled in the highest interests of the individuals concerned and the institution as a whole.

3. Serious disciplinary actions, such as dismissal, represent the decision of a committee or group and are never made by individuals.

(iii) Health, Housing and Food Services

Campus-based institutions and programs:

1. Student health is maintained through proper housing, sanitation, diet, and good water supply.

2. There is access to medical facilities.

3. A variety of facilities for physical exercise and recreation are available.

(iv) Extra-Curricular Activities

Campus-based institutions and programs:

1. Adequate programming, facilities and supervision are provided for the enrichment and development of social life for students and the institution as a whole. Guidance in extracurricular activities for development of leadership and group cooperation is also provided.

2. The institution has a student organization, which is given wide latitude in planning, organizing and operating extra-curricular activities, though remaining accountable to institutional leadership.

3. Joint student activities with other institutions are encouraged.

A4.3 Stakeholder Community

Sound stakeholder relations are vital for the successful operation and development of an educational institution, leading to trust, understanding and mutual support and benefit.

1. The institution sees itself as serving Christian faith communities and churches and develops and sustains good relationships and partnerships with external stakeholders. These include especially local and national churches, and also alumni, supporting ministry organisations, donors, prayer supporters and other theological institutions in the same area.

2. Stakeholders are regularly informed of the institution's work and progress, their insights are researched through stakeholder studies, especially in relation to training needs, opportunities and institutional impact, and the resulting information is shared.

A4.4 Local Neighbors / Community

Institutions are connected to and culturally embedded in the broader community composed of civil authorities, cultural representatives, other higher educational institutions and local neighborhoods.

1. The institution relates well to the immediate community, is sensitive to its community context and seeks to be a responsible, good neighbor to all.

2. Civil authorities are respected and local government regulations observed.

3. The institution nurtures an awareness among the staff and student body about the surrounding local context and culture.

A4.5 Communication

1. The institution understands that good communication is constituent to healthy community.

2. Accurate and adequate information is developed, updated, and regularly disseminated as appropriate to various audiences within the learning community.

A5. EDUCATIONAL RESOURCES

ATA-accredited institutions have educational resources that support their respective missions and strategies.

A5.1 Educational Services for Students

1. The institution ensures that educational support for students is adequate to meet anticipated needs and readily accessible. Particular care is given to effective orientation of new students.

2. Students are informed of the educational services available to them, which may include support from qualified tutors and advisers.

3. Student services take into account special needs, exceptional circumstances, diversity in student population, issues of mobility across educational systems.

4. *Non-campus-based programs* provide adequate technical and personal support staff and resources to serve their student body, especially for those studying at a distance.

A5.2 Study Facilities, Buildings, and Equipment

1. The site, layout, buildings, furnishings and IT provision of the institution are each suitable for their purposes. They comply with local building regulations and standards, including accessibility requirements.

2. The institution has a written plan that details and prioritises maintenance and renovation needs for buildings and furnishings. Requirements of the plan are reflected in strategic plans and budgets.

3. *Campus-based institutions* provide appropriate spaces for educational activities (e.g. classrooms), student accommodation and food services. There is a meeting place suitable for assembly and worship for the whole community, preferably a separate chapel.

A5.3 Library and Learning Resources

a. Campus-based institutions

1. The library holdings, online resources available through the institution, and other library resources available to students clearly and adequately support the instructional objectives, levels and learning outcomes of the institution's programs. [NB: An accessible library in close proximity to the campus can be considered as an additional facility.]

2. Institutions give emphasis to the acquisition of learning resources relating to Asian contexts and in the primary languages of students.

3. The library has adequate space for study and research purposes, and facilities allow for adequate preservation of library holdings.

4. Library holdings are digitally catalogued and the catalogue is accessible to students working off-campus.

5. Library administration is carried out by a sufficient number of well-qualified and trained staff.

6. The library has a development plan that is suitable in terms of quality, quantity, variety, concentration, theological orientation, subjects covered and language to the programs being offered, and for expanding digital collections and access. This development plan is reflected in the institutional budget.

7. A strong, ongoing commitment to expanding student access to digital and online learning resources is evident.

8. Library facilities and equipment allow for adequate preservation, use and expansion of library holdings.

b. Non-campus based institutions and programs

1. The institution provides or facilitates access to adequate digital and online holdings and/or facilitates students in accessing local resource centres and libraries.[3]

[3] These resources could include local church libraries, a local church pastor's book resources, libraries of accessible theological colleges, local public libraries, internet resources, including public domain resources, resources made available on the institution's website, and resources available electronically.

2. Particular attention is paid to helping local learning groups and online class groups to become aware of the range of educational resources available to them and how these can enrich their learning experience.

A5.4 Information Management and Technology

a. All institutions:

1. Appropriate record-keeping is in place that includes updated contact information, student files, grades and transcripts, finances, and alumni information.

2. Back-ups of critical institutional data are made at least weekly by at least two different means, with at least one back-up being stored off-site or in the cloud. Back-up systems used are adequate to protect data from loss due to fire and other risks that could destroy the administration offices.

3. Data protection and privacy policies safeguard student details, in accordance with any local legislation and relevant international legislation

4. Information Technology (IT) and electronic instruments are employed, managed, and protected against virus, spy-ware, hacking and other risks by qualified personnel.

b. Online programs:

1. Steps are taken to ensure that the technical infrastructure and technologies that undergird online programs and technology enhanced learning (e.g. Learning Management System, educational app(lication)s, internet access, a dedicated server or web hosting service, cyber security) are available, functioning correctly, securely and reliably, and are appropriate to meet the demands of the size of the institution and the number of users.

2. Qualified personnel carefully monitor and manage these technical services.

3. An appropriate, secure system for managing enrollment and course payments online is in place.

A5.5 Virtual Learning Environments and Online Resources

1. Institutions offering distance or online educational programs, provide virtual learning platforms (or learning management systems) and educational app(lication)s chosen after careful research, together with adequate qualified support.

2. Online learning tools are selected according to their effectiveness in helping to achieve the learning outcomes of the program. A rationale for all technological choices made can be supplied, including any learning (or content) management system adopted.

3. Online learning is supported by mechanisms and policies that provide for technical and pedagogical support to educators and students.

4. Students are provided with technical guides and instruction that explain, especially for novice users, the use of the Learning Management System (LMS) and other technologies used in online learning. Frequently asked technical questions are answered step-by-step through help videos created using screen capture technology.

5. Online students are provided with learning guides that detail the steps to follow in each course (i.e. a course syllabus) and which are designed for novice users.

A6. FINANCES AND STABILITY

ATA-accredited institutions have suitable financial potential, planning, policies and procedures, fund-raising capacity and strategies to help maintain stability and to ensure sustainability for the future.

A6.1 Financial Planning

1. The institution is able to provide a rationale and evidence that sufficient financial resources are available to sustain its mission.

2. In terms of financial planning, a comprehensive, Board-approved business plan matches the mission and strategic planning of the institution.

3. The institution has well-defined written procedures for the preparation, adoption, revision and control of the budget, which is annually prepared for approval by the Board. The budget shows reasonable expenditures and forward-looking investments to serve the mission of the institution.

4. Annual budgets include all salaries, including explicit line items for voluntary or non-paid personnel, to show clearly the actual cost of the institution's operations.

5. The financial condition of the institution aims at stability of operations, investment in personnel, including adequate workloads and allowance of vacation time and research leaves.

6. Fundraising and other income sources are appropriately allocated to operational costs, contingency funds and investment.

A6.2 Financial Policies and Procedures

1. Accounting is maintained and audited at professional level by qualified personnel. Backups of financial data are made on a daily basis.

2. Procedures are in place to ensure that all spending is accounted for and appropriately authorised within budgetary provisions.

3. Similarly, all incoming funds are appropriately documented, allocated and acknowledged.

4. Financial reports include a detailed description of income and expenditures.

5. Annual auditing of institutional finances by a chartered accountant is carried out.

A6.3 Institutional Stability

Educational institutions need to attain a satisfactory degree of stability before applying for accreditation and are expected to maintain this stability while accredited. A certain degree of maturity, experience, administrative continuity and a record of effective service are considered prerequisites. The following are important criteria for evaluating stability:

- *a. Adherence to the stated philosophy and objectives of the institution.*
- *b. Normally 3-5 years of continuous operation as an institution prior to accreditation.*
- *c. Experience in a given educational program to prove that it produces graduates capable of meeting demands made upon them.*
- *d. Continuity of leadership in chief administrative officers.*
- *e. A reasonably low turnover of personnel.*
- *f. Low fluctuation of enrollment from one year to another.*
- *g. A growing enrollment consistent with the needs of the church.*
- *h. Stability in financial management with a balanced fiscal budget, including a demonstrated continuity of income and expenditure over time.*
- *i. Income sources include reasonably committed and consistent support from an institution's constituency such as denominations, local churches and individuals.*
- *j. Capacity for growth and development with its progressive leadership.*
- *k. A systematic means for continuing program renewal and improvement.*
- *l. Avoidance of partisan or personal interests in the management of the institution.*

1. The institution demonstrates adequate fulfilment of each of these criteria.

2. Where one or more of these criteria are not being met, the institution can show that it is addressing the issue, and that renewed stability is feasible in the near future.

A6.4 Sustainability

1. The institution shows improvement in developing local support to avoid over-dependence on foreign subsidies. Plans are in place to reduce dependence upon external funding sources.

2. Dependence on unreliable funding sources is acknowledged and plans to avoid this are being actioned.

A6.5 Remuneration and Fee Policies

(i) <u>Remuneration of Personnel</u>

1. Adequate salaries and benefits are provided to enable those who receive them to give their best service to the institution and its student body.

2. Staff and educator salaries, social security, pensions and fringe benefits are reasonably comparable to the prevailing scales of similar institutions in the country, are agreed upon in writing, and reviewed regularly in relation to inflation and other factors.

(ii) Student Fees

1. Student fees and their due dates are transparent and public and give due consideration both to the financial ability of the students and their sponsors and to the actual expenses of the institution. They are reviewed regularly.

2. Fee payments are handled according to appropriate written procedures. Any exceptions to regular procedures are specified in written agreements with students.

(iii) Financial Assistance for Students

1. Financial assistance to students is administered so that educational opportunities are equalized and equipping for effective ministry encouraged.

2. The institution encourages the sending church of each student to contribute to their living and study expenses.

(iv) Student Employment alongside their Study Program

Campus-based institutions and programs:

1. The institution is aware of its responsibility to assist financially needy students, where possible, in finding desirable employment both inside and outside the institution and to safeguard their highest interests by adequate supervision and appropriate controls. The institution thus explores available job opportunities and assigns students to work for which they are suited and which will advance rather than impede their educational progress.

2. The institution sets appropriate limits on the amount of time devoted to financial self-help. It recognizes that students who must work while studying will normally not be able to carry a full-time study load. Therefore, steps are taken to ensure that the class load of such students is reduced and their studies extended over a longer period of time.

3. The institution also considers the possibility of reasonable compulsory student duties for residential students as a way of lowering institutional expenses and reducing student fees.

A6.6 Fundraising and Income Generation

1. The institution has, or plans to establish, a fundraising department or team or officer(s) to assist the leadership.

2. The Board is active in its supervision of fundraising efforts, and Board members are encouraged to be involved in such efforts themselves.

3. Fundraising procedures are transparent and illustrate true needs. Fundraising proposals and reports are truthful, the latter marked by gratitude.

4. Income generation projects and practices are approved by the Board, carefully monitored, and run according to good business practice.

B. PROGRAM QUALITY MEASURES AND STANDARDS

B1. HOLISTIC INTEGRATION

ATA-accredited institutions have a holistic approach to theological education giving attention to learning activities relating to each aspect of the whole person in community before God, and their integration in the curriculum.

This manual understands whole-life discipleship *as an integrating purpose for theological education in the service of the Church, since Jesus Christ is the head of the Church, and the source of fruitfulness in Christian ministry.*

ATA-accredited programs foster growth as a disciple of Jesus in each of the following areas:

(i) ***Intellectual formation****, including such things as: gaining knowledge; developing in understanding; belief and doctrine; cognitive skills of analysis, evaluation and synthesis, and reflection; communication.*

(ii) ***Ministry skills formation*** *including such things as: the development of practical and field ministry skills, taking responsibility in areas of service including family, church, community and society, recognizing and using spiritual gifts, and developing skills of mentoring, coaching, training, communication, equipping, teamwork and problem solving.*

(iii) ***Spiritual, relational and personal formation****, including such things as: the development of relationship with God; the understanding and practice of spiritual disciplines; obedience to the commands of Jesus; fruit of the Spirit; love and compassion; personal commitment; servanthood; emotions and feelings; passion and motivations; attitudes and values; character and virtues; team-work and community mindset; relationship with others; relationships with family, church and society; self-awareness; personal confidence; self-esteem; personal mentoring; stewardship, including creation care; ethics and development of ethical and moral qualities.*

It is important that ATA institutions give careful attention to the inclusion and integration of each aspect of whole-person-in-community-before-God learning.

B1.1 Holistic Integration - Whole Life Discipleship

1. Acknowledging Jesus Christ as the all-sufficient source of lasting fruitfulness in Christian ministry, the institution gives first importance to a growing relationship of loving obedience to Jesus Christ, that is, whole-life discipleship.

2. With the aim of nourishing this relationship of whole-life discipleship, the institution prepares curricula that include and integrate learning activities relating to each aspect of the whole person in community before God.

3. These holistic curricula include learning activities involving each of the three areas mentioned above:
   - Intellectual formation
   - Ministry skills formation
   - Spiritual, relational and personal formation

4. All sections of the holistic curriculum are linked to program learning outcomes and learning activities.

B1.2 Whole-Life Discipleship in Intellectual Formation

1. The institution includes and monitors outcomes and learning activities in their programs related to intellectual formation.

2. In addition to subject knowledge and understanding, students develop cognitive skills such as critical thinking, ability to find information and the ability to apply, evaluate, analyse and create knowledge, and to communicate the results effectively.

3. Institutions help students to develop effective research skills.

4. Students are equipped to be lifelong learners.

B1.3 Whole-Life Discipleship in Ministry Skills Formation

1. The institution includes and monitors outcomes and learning activities in their programs related to ministry skills formation. These include skills required for effective ministry in relation to the aims of the program. Where appropriate particular attention is given to skills relevant to making disciples and equipping God's people.

2. The institution provides appropriate opportunities for practical learning through activities such as field placement, work-based learning, experiential learning and reflective practice.

3. These opportunities are an integrated part of the program, and they receive credit according to the learning hours involved.

4. Practical learning assignments are varied and wide-ranging, according to the aims of the program and the calling, gifts, skills and prior experience of the learners.

5. The institution gives attention to the preparation, support, encouragement and evaluation of those who supervise practical learning assignments.

6. Program outcomes include transferable skills such as problem-solving, conflict resolution, and the ability to work in teams. ("Transferable" skills are core skills that are valuable across a wide range of situations, subjects, and settings.)

7. Program outcomes include the ability to communicate practical learning to others, and to train and equip others in practical ministries.

8. Students are equipped to contribute to church and the wider society in a variety of contexts.

B1.4 Whole-Life Discipleship in Spiritual, Relational and Personal Formation

1. The importance of spiritual, relational and personal formation to all forms of Christian ministry is recognized. The significance of a person's relationships, character and behavior, values and attitudes, passions and emotions for learning and transformation is understood.

2. The institution includes and monitors outcomes and learning activities in their programs related to spiritual, relational and personal formation.

3. Community contexts are accessible to learners where growing relationships with God, with others and with creation are modelled. In particular, contexts are available where spiritual disciplines are practiced, character development is nourished and sustained, and creation care is given practical expression.

4. Mentoring relationships are in place to support and encourage learning outcomes in these areas of whole-life discipleship.

B2. PROGRAM DEVELOPMENT

ATA-accredited institutions design and implement approved, outcomes-based programs that provide excellent holistic training appropriate for the contexts they serve.

B2.1 Program Design and Approval Processes

1. The institution develops programs that contribute to the fulfilment of its vision and mission.

2. The institution employs a clear process for the design and approval of their programs.

3. The design of each program includes contextual analysis and stakeholder consultation, leading to learning outcomes and a graduate profile. The program's curricular structure, level and duration, course content, and delivery approaches are designed to lead to these outcomes.

4. In choosing delivery strategies, the institution demonstrates awareness of issues such as accessibility, quality and cost. When offering the same program through diverse delivery methods, the institution ensures that uniform standards of quality are maintained.

B2.2 Contextual Relevance

1. Programs are contextually relevant. They are based upon careful research and analysis of contextual needs.

2. Curricular content addresses the challenges and opportunities students and graduates face in relation to the roles for which the program is designed to equip them. Delivery modes are appropriate for the intended contexts.

3. Students are prepared for the service settings and contexts they are likely to enter after graduation.

B2.3 Program Learning Outcomes and Graduate Profiles

1. Based on its vision and mission, and having researched the contextual needs, the institution designs programs that lead to clearly defined and holistic overall learning outcomes.

2. Program learning outcomes relate to each aspect of the whole person in community before God and include outcomes relating to (i) intellectual formation, (ii) ministry skills formation, and (iii) spiritual, relational and personal formation.

3. To develop these holistic learning outcomes, the institution actively seeks stakeholder definition of the knowledge, skills and attributes that students and graduates need for the ministries they are being trained for, in their contexts.

4. Corresponding to these program learning outcomes, the institution prepares a graduate profile for each program.

5. Program learning outcomes and graduate profiles are regularly reviewed, and checked for alignment with the institution's mission and vision.

6. The program learning outcomes determine curricular structure, course learning activities and assessment. Care is taken to ensure that the combination of all courses and ministry units can reasonably be expected to lead to achievement of each of the learning outcomes in the graduate profile.

B2.4 Curricula and Syllabi

a. All programs

1. The institution has a published curriculum for each program of study, including the purpose of the program, the program learning outcomes and the graduate profile, and the courses of study, with their credit allocation, duration, instructional methods and assessment criteria. This is normally part of the Academic Manual.

2. The institution uses a standard syllabus template to prescribe the parameters of course syllabi for its educators. The institution has written syllabi for all courses, which describe the learning outcomes of the course, a summary of its content, credit allocation and duration (including learning hour expectations and allocations), instructional methods, learning activities (specifying clear student requirements for any assignments and examinations) and criteria for assessment (including grading allocations).

3. Courses within the curriculum normally show clear progression and sequencing, from foundational to advanced levels.

4. Curricula and syllabi are developed in close cooperation with the teaching faculty and/or course writers who share in the ownership of the overall curriculum criteria and design.

5. The institution has developed its own quality assurance process for programs and curricula leading to internal approval and external validation.

b. Extension and online programs

1. There is a well-documented process of course development including rigorous field testing, editing and revision.

2. Special attention is paid to ensuring that all courses include tested and contextualized guides for the Group Leader, including helps to facilitate group discussion, and application and assessment of learning.

3. Online course development includes the provision of two types of student guides. There are simple, well-tested student guides that will (i) (on a per course basis) help the student progress through each step of the course, and also (ii) (on a per program basis) offer practical assistance in using the technological tools and resources employed by the program.

B2.5 Credit Allocation

For the following, please refer also to the detailed specification of the ATA Credit Unit and the ATA's policy on the Recognition of Prior Learning, respectively in Part I: Sections 4.1 and 4.2 of the Manual below.

1. Institutions use credit and learning hour counting to quantify student learning outcomes, with the focus being on demonstration of achievement of learning outcomes. Credit allocations are in conformity to the ATA's Credit Unit policy in Part I: Section 4.1 below.

2. The institution awards credit for all learning activities that match learning outcomes (see further Part I: Section 4.1 below).

3. Face to face instruction is understood to be only one of many possible learning activities, and not an essential requirement for credit. Credit allocation calculated on the basis of time spent in learning activities allows for any mode of program delivery.

4. Syllabi clearly show course duration, total learning hours (including a breakdown of learning hours for the various learning activities of the course) and related credit counts.

5. The school calendar balances the distribution of learning time over the academic year. When intensive or block courses are used, student learning is enhanced by including preparatory assignments before, and follow-up assignments after, the intensive module.

6. The institution makes provision for carefully defined allocation of credit for prior learning, non-formal and informal learning that match program learning outcomes, in conformity to the ATA's policy on the Recognition of Prior Learning.

B2.6 Monitoring Processes

1. The institution regularly monitors and reviews programs, curricular components, and courses to ensure that they are achieving their intended outcomes.

2. These monitoring and review processes form part of the internal quality assurance system of the institution. This system involves educators, students and other stakeholders with the aim of improving the effectiveness of programs.

3. Program monitoring by the institution evaluates:
    - Program content in light of the latest research, to ensure that it is up to date;
    - How programs are responding to the needs of students, stakeholders and society;
    - Issues of student progression, completion, and workload;
    - Credit and learning hour allocations;
    - Student satisfaction in areas of teaching, learning and assessment;
    - Overall student satisfaction and expectations;
    - The suitability of the learning environment;
    - The effectiveness of support services.

4. The institution uses the results of monitoring to make appropriate improvements, and communicates these to everyone involved.

B3. LEARNING, TEACHING AND ASSESSMENT

ATA-accredited institutions implement good educational practice in areas of learning, teaching and assessment.

B3.1 Educational Philosophy and Andragogy

1. The institution has a clearly-articulated educational philosophy that is grounded theologically, and in best practices for learning and teaching. This educational philosophy undergirds the institution’s curriculum design and learning and teaching strategies.

2. The entire learning community has access to and is encouraged to engage with the institution’s educational philosophy and practice. Educators both understand and subscribe to it.

3. Andragogic theory and practices determine learning and teaching strategies at appropriate levels and academic depth for each program.

4. The institution uses educational methods that promote learning with an enduring influence (deep learning), and life-long learning, and actively foster a collaborative and community approach to learning and living.

B3.2 Student-Centered Learning

1. Educators understand the difference between teacher-centered and student-centered learning paradigms, and incorporate the valuable insights of student-centered learning into their approach to learning and teaching. Academic leadership assists in this process.

2. The institution delivers its programs in a way that encourages students to engage in self-reflection and to be responsible, self-motivated learners. Educators provide appropriate support, in a climate of common commitment to grow as learners and disciples of Christ.

3. The institution is aware of the diversity of its students' needs and learning styles, and as far as possible provides an appropriate range of learning activities for them.

B3.3 Course Design and Variety in Delivery

1. In line with the standards given in Section B2 (Program Development), educators design courses such that each contributes to the achievement of the graduate profile of the award program, and is aligned with the institutional mission.

2. Educators implement good practice in course design in relation to delivery strategies and to the level of the program.

3. The institution encourages creativity among its educators, who enhance learning by using a variety of instructional methods appropriate to the course aims and learning outcomes.

4. Educators recognize and use the learning and teaching potential of a range of non-classroom settings to achieve holistic program goals.

5. Appropriate consideration is given to the use of technology-enhanced learning.

B3.4 Course Delivery Feedback

1. The institution regularly gathers feedback from students on course content and delivery, quality of teaching methodologies and overall design effectiveness. Student anonymity is preserved in such feedback to encourage greater honesty of response.

2. Feedback is used to improve course design and delivery.

B3.5 Assessment Frameworks and Systems

1. Educators design assessments for each course that are holistic, and aligned with the specific course outcomes, and the program learning outcomes and the graduate profile.

2. Educators treat all forms of assessment as formative learning activities, part of the overall learning and teaching process.

3. Educators use assessment rubrics that are simple and clear for each course and each learning activity, and apply them consistently and fairly. Students are provided with these assessment rubrics [together with a written syllabus] at the start of each course, and educators help students to understand them.

4. Where learning activities take place in partnership with the church and the community, local partners, who may include mentors, contribute to their assessment.

5. Assessment feedback contributes to students' motivation, self-reflection and engagement in the learning process.

6. Academic or Student Handbooks inform students about regulations concerning marking criteria, submission procedures, marking procedures, penalties and possibility of resits and appeals. Regulations include consideration of mitigating circumstances and appeal procedures.

7. Assessment of the institution and its programs is regularly sought from all stakeholders

B4. STUDENT ADMISSION, PROGRESSION, RECOGNITION, AND CERTIFICATION

ATA-accredited institutions formulate and implement suitable policies for the student 'life cycle' that include entrance requirements, progression, recognition, and certification.

B4.1 Entrance Requirements

1. Entrance requirements are clearly stated in the institution's prospectus or equivalent document, or webpage.

2. There are well-documented and publicized application and selection/admission procedures, suitable application forms, and competent support staff to assist students in the application process.

3. Admissions procedures are implemented consistently and transparently, and are sensitive to student mobility across higher education systems.

4. The institution has clear evaluation criteria to assess the suitability of applicants for specific programs, which include academic qualifications, Christian commitment, character, and sense of calling.

5. Recommendations are required from the student's local church leader and at least two others from, for example, teachers, employers and friends.

6. The institution supports equal opportunity for applicants with special needs or access requirements.

7. Policies for admission of transfer students and transfer of credits are in conformity with ATA policies (see Part I: Sections 4.1, ATA Credit Units and Transfer of Credits, and 4.2, The Recognition of Previous Learning, below) and clearly documented.

8. Transfer credits from non-accredited institutions are accepted only on the basis of careful validation by the receiving institution or a period of probationary study.

B4.2 Progression to Higher Degree Programs

1. Requirements for progression between qualification levels (e.g. Bachelor to Master) are transparent, clear, consistent, and publicly available. They take into consideration issues of student mobility and comparable standards in the wider academic community.

2. Where necessary, the institution provides appropriate bridging seminars or courses to ensure smooth progression.

B4.3 Recognition of Prior Learning

1. The institution gives fair recognition to higher education qualifications, periods of study and prior learning, as well as to the recognition of non-formal and informal learning.

2. The ATA's policy on the Recognition of Prior Learning (see Part I: Section 4.2 below) is being implemented by the institution, and the institution's own version of it is publicly available.

B4.4 Graduation and Certification

1. Graduation requirements are clearly stated in the institution's Academic Manual or equivalent document, and/or webpage.

2. Graduation requirements demonstrate the achievement of the program's holistic learning outcomes. Specifically, they include accomplishment of learning outcomes relating to intellectual development, development of ministry and general skills, development of godly attitudes and emotions, and development of mature relationships with God, others, self and the created order.

3. Students are informed of graduation requirements at the time of admission and no change will affect their course of study unless mutually agreed.

4. In order to avoid misunderstandings between students and the institution, periodic checks of their remaining requirements are made. Such a check is especially included in registration procedures for students entering their final year of studies. Students who may be in danger of failing to meet any graduation requirements are advised as early as possible to give them time to improve their standing.

5. Degree certification regulations are clear and applied consistently, with due consideration for student mobility within and across higher education systems.

6. Standard degree certification includes the award certificate, and an academic transcript of all courses taken, following standard criteria.

7. Essential certification data includes the student's identity, date of completion, level of degree, qualification gained, credit value, issuing school, as well as the context, level and accreditation status of the completed program.

B5. QUALIFICATION NOMENCLATURE AND STANDARDS

ATA-accredited institutions follow internationally recognized qualification nomenclature and credit-counting systems that are consistent with ATA specifications and standards.

B5.1 Qualification Nomenclature

1. The institution demonstrates awareness of national qualification frameworks for higher education and international systems of degree nomenclature and has adopted the system that is most suitable for its context and students.

2. Degree nomenclature takes into account issues of duration, level, nature of study and credits.

3. The institution is able to demonstrate comparability of the chosen degree nomenclature system with the ATA's degree nomenclature. It understands that for ATA accreditation, ATA Award Specifications must be followed (for them, see Part I: Section B6 below).

B5.2 Credits

For an explanation of the ATA Credit Unit and policies for credit transfer, please see Part I: Sections 4.1 and 4.2 below. The standards and quality measures included below relate to the ATA credit policies described there.

1. There is a defined and published credit unit standard, implemented in conformity to the ATA's Credit Unit policy in Part I: Section 4.1 of the *Manual*.

2. The institution demonstrates awareness of the ATA Credit Unit and other international systems of credit counting (e.g. Carnegie, ECTS, UK Credits, etc.), and defines the expected student workload through the system that is most suitable for its context and students.

3. However, if the institution uses another credit system, it must also be in conformity to the ATA's Credit Unit system and policy (see Part I: Section 4.1 below), and with ATA award specifications (Part I: Section B6 below).

4. Where another credit system is being used the institution provides comparability tables of credit value (between ATA credits and the other system used) and academic transcripts and/or official statements using ATA credit units are available to students or other educational institutions upon request.

B6. ATA AWARD SPECIFICATIONS

ATA-accredited institutions maintain and publish thorough and detailed specifications for each of their award programs, which must be in conformity to the ATA's award specifications for each type of program, described below. ATA-accredited programs also substantially meet each of the quality measures and standards included in Sections B1, B2, B3, B4, and B5 above.

What follows below represent general guidelines. Regional ATA accreditation committees may also develop and publish supplementary award guidelines, which are specific to their region and aligned to the ATA standards, subject to the approval of the CAED. The ATA reserves the right to insist that its minimum credit specifications should be kept for any ATA-accredited programs. ATA institutions can offer degrees with higher credit allocations, provided the higher allocation remains reasonable.

ATA institutions desiring accreditation for award programs which are not specified in the following sections, nor in any ATA regional award guidelines, should contact the ATA Office at the earliest opportunity, requesting consideration of the specific award program(s) in question. The application should include a full description of the program(s) using the categories that are specified further below. The ATA Office will refer the matter to the CAED for their consideration and approval. This approval process may take up to 15 months to complete, since cases must be very carefully considered, being mindful about setting precedents for other institutions.

Visiting Evaluation Teams (VETs) who find themselves confronted with a new award program (or one that is not already defined and approved by the ATA) need to refer approval of the new program to the CAED, though they may include recommendations in their VET Report. However, institutions should note that it is the CAED who approve new award program specifications, not the VET, and no value should be placed upon any VET recommendations until such CAED approval has been granted. As mentioned above CAED approval of such programs will not be immediate and may take up to 15 months.

B6.1 ATA Degree Levels and General Award Types

The ATA recognizes the following degree levels and award types, subject to their satisfactory implementation (in conformity with the detailed specifications further below):

Degree Category	General Award Type	ATA Credits	Volume of Learning
Post-Secondary	Certificate	36	1,440 hours (12-15 months full-time)
	Diploma	72	2,880 hours (2 years full-time)
Undergraduate	BTh or BA	120	4,800 hours (3 - 4 years full-time)
Postgraduate	Diploma	30	1,200 hours (9-12 months full-time)
Masters, 1st degree in theology	MA or equivalent	60	2,400 hours (1.5 - 2 years full-time)
	MDiv or equivalent	90	3,600 hours (2.5 - 3 years full-time)

Masters, 2nd degree in theology	MA or equivalent	30	1,200 hours (9-12 months full-time)
	MDiv or equivalent	60	2,400 hours (1.5 - 2 years full-time)
	MTh or equivalent	30-36	1,200 hours (30 credits) 1,440 hours (36 credits) (1 - 1.5 years full-time)
Professional Doctorate	DMin or equivalent	36 (including thesis)	2 - 4 years
	DMiss/I-CS, EdD, or equivalent	45	2 - 4 years
Research Doctorate	PhD or equivalent	-	3 - 4 years (full-time equivalent)

For details of each award type, please see the award descriptions below …

B6.2 Award Quality Measures and Standards

1. Programs accredited by the ATA conform to the ATA Award Specifications described below in Sections B6.3 (Undergraduate Studies), B6.4 (Graduate Studies) and B6.5 (Post-Graduate Studies), and these specifications are being satisfactorily implemented by the institution.

2. Award specifications are adequately and accurately communicated to educators and students within the institution.

3. Program award specifications also remain in conformity to the Quality Measures and Standards specified for ATA-accredited Programs in Sections B1, B2, B3, B4 and B5 above.

4. Award specifications concerning educators also remain in conformity with the Quality Measures and Standards described above in Section A3.4 - Educators.

B6.3 Undergraduate Studies

1. <u>Certificate Programs</u> - *e.g. Certificate of Theology, Certificate of Ministry, etc.*

a. Purpose and Nature

Programs granting the Certificate are designed to provide graduates with a basic foundational level of knowledge and experience in Bible and ministry, leading to the achievement of a holistic graduate profile appropriate to this award level.

b. Entrance Qualification

Successful completion of 10 years of schooling, or demonstrated ability to study at this level.

c. Requirements for Educators

For faculty in campus-based institutions

(i) Qualification – at least a Bachelor's degree but preferably a Master's Degree (for units transferable only up to the Diploma level). Training in education and adult learning is desirable.
(ii) Core faculty to cover the areas of studies.
(iii) The teacher-student ratio ought to be at least 1:12
(iv) Average teaching load - 12 hours per week

For course developers in non-campus-based institutions and online programs

(i) The course development team should include a subject expert qualified at Bachelor's level or above, and a member with at least a Bachelor's degree in theology.
(ii) Course development team members with a role in instructional design should ideally have training for the particular medium of course delivery used, a qualification and some relevant experience in education and adult learning.

For group leaders (or tutors) in non-campus-based institutions and online programs

(i) Group leaders should have completed studies at the level that they are facilitating or demonstrate a similar level of learning and maturity.
(ii) To allow for participation by each group member, learning groups normally work best when the number is limited to ten students.

Note: Subject experts participating in online discussion forums should have at least a Bachelor's degree, but preferably a Master's degree.

d. Graduation Requirements

The student passes an assessment of his or her achievement of the graduate profile for this award, including:
(i) Successful completion of at least 36 credit units.
(ii) Successful completion of Field Education/Practical Assignments.
(iii) Character, spiritual development and ministry suitability that meets set requirements/standards.

e. Access to Learning Resources

Adequate and relevant resources should be available to all students to support the curriculum.

f. Areas of Study

- Bible
- Theology
- Practical Theology: e.g. Ministry-related courses, Pastoralia, Missions, Christian Education, Issues in the workplace, Responsible citizenship, Discipleship, Evangelism, Ethics, etc.

2. <u>Diploma Programs</u> - *e.g. Diploma of Theology, etc.*

a. Purpose and Nature

Programs granting the Diploma are designed to qualify graduates to function in ministry, leading to the achievement of a holistic graduate profile appropriate to this award level.

b. Entrance Qualifications

Successful completion of 10 years of schooling plus some experience as an apprentice in a trade, profession and/or ministry.

c. Requirements for Educators

For faculty in campus-based institutions

(i) Qualification - a Master's degree or a Bachelor's degree with at least three years of teaching experience. Training in education and adult learning is desirable.
(ii) Core faculty to cover the areas of study.
(iii) The teacher-student ratio ought to be at least 1:12.
(iv) Teaching load – 12 hours per week

For course developers in non-campus-based institutions and online programs

(i) The course development team should include a subject expert qualified at Bachelor's level or above, and a member with at least a Bachelor's degree in theology.
(ii) Course development team members with a role in instructional design should ideally have training for the particular medium of course delivery used, a qualification and some relevant experience in education and adult learning.

For group leaders in non-campus based institutions and online programs

(i) Group leaders should have completed studies at the level that they are facilitating, or demonstrate a similar level of learning and maturity.
(ii) To allow for participation by each group member, learning groups normally work best when the number is limited to ten students.

Note: Subject experts participating in online discussion forums should have at least a Bachelor's degree, but preferably a Master's degree.

d. Graduation Requirements

The student passes an assessment of his or her achievement of the graduate profile for this award, including:
(i) Successful completion of 72 credit units.
(ii) An assessment of field education/practical ministry involvement that meets set requirements.
(iii) An assessment of character, spiritual development and ministry capacity that meets set requirements/standards.

e. Access to Learning Resources

Adequate and relevant resources should be available to all students to support the curriculum.

f. Areas of Study

- Bible
- Church History
- Theology
- Ethics
- Practical Theology: e.g. Ministry-related courses, Pastoralia, Missions, Christian Education, Issues in the workplace, Responsible citizenship, Discipleship, Evangelism, etc.

3. <u>Bachelor Programs</u> - *e.g. Bachelor of Theology, Bachelor of Ministry, Bachelor of Christian Education, Bachelor of Missiology, etc.*

a. Purpose and Nature

Programs granting the Bachelor degree are designed primarily to qualify graduates to function as leaders or ministers, able to be effective communicators and leading to the achievement of a holistic graduate profile appropriate to this award level.

b. Entrance Qualifications

(i) Successful completion of 12 years of schooling or its equivalent. In certain countries this standard may vary.
(ii) In special cases, mature candidates (aged 25 and above) who have not completed their schooling may be admitted upon fulfilling a qualifying assessment.
(iii) Students with a previous Bachelor award from a recognized institution may apply for advanced standing equivalent to one (1) year Full Time Equivalent (FTE) of studies. Thus, they may request a credit transfer of up to a maximum of 30 general studies credits toward the 120 credit Bachelor of Theology, enabling them to complete the BTh with a further 90 credits of theological studies. See further the graduation requirements below.

c. Requirements for Educators

For faculty in campus-based institutions

(i) Qualification - at least an M.Div. or M.A. with at least five years teaching experience. Training in education and adult learning is desirable.
(ii) Core faculty to cover the main fields of study in the curriculum.
(iii) The teacher student ratio ought to be at least 1: 12
(iv) Teaching load - 12-15 hours per week

For course developers in non-campus-based institutions and online programs

(i) The course development team should include a subject expert qualified at Master's level or above, and a member with at least a Master's degree in theology.
(ii) Course development team members with a role in instructional design should ideally have training for the particular medium of course delivery used, a qualification and some relevant experience in education and adult learning.

For group leaders in non-campus based institutions and online programs

(i) Group leaders should have completed studies at the level that they are facilitating, or demonstrate a similar level of learning and maturity.
(ii) To allow for participation by each group member, learning groups normally work best when the number is limited to ten students.

Note: Subject experts participating in online discussion forums should have at least a Master's degree.

d. Graduation Requirements

The student passes an assessment of his or her achievement of the graduate profile for this award, including:

(i) Successful completion of 120 credit units.*

[Note: for greater international comparability, this has increased by 12 credits from the 108-credit specification of the 2017 Manual. The ATA recommends that the additional 12 credits comprise of field education and/or personal, spiritual and relational formation learning activities; where these are already included in a Bachelor curriculum, institutions upgrading from 108 credits to 120 credits are free to decide how to make up the additional 12 credits to conform to the new specifications. This conformity is required for accreditation purposes.]

* The ATA allows students with a previous Bachelor degree to enter Bachelor of Theology studies with advanced standing equivalent to one (1) year Full Time Equivalent (FTE) of studies, and thus to complete a Bachelor with only 90 credits of theological study plus a maximum of 30 transfer credits from the previous Bachelor award. Holistic formational goals for the 90 credit Bachelor should be similar (and proportional) to those for the 120 credit Bachelor. No additional (non-theological) general studies credits may be offered in the shortened Bachelor for these students. The Bachelor transcript should show fulfilment of 120 credits (including any transfer credits).

(ii) Field education/practical ministry involvement that meets set requirements.

(iii) Character, spiritual development and ministry capacity that meets set requirements/standards.

e. Library and Learning Resources

Adequate and relevant resources, including appropriate online resources and major periodicals, should be available to all students to support each area of the curriculum, exposing students to the range of scholarship within each subject area and pitched to encourage appropriate levels of critical thinking.

f. Areas of Study

- Bible & Exegesis
- Introduction to Biblical Languages
- Church History
- Theology and Ethics
- Practical Theology: e.g. Ministry related courses, Pastoralia, Missions, Christian Education, etc.
- Religions, Culture

B6.4 Graduate Studies

4. <u>Graduate Diploma</u>

a. Purpose and Nature

Programs granting the Graduate Diploma are designed to qualify graduates for specialized ministry, able to be effective communicators and leading to the achievement of a holistic graduate profile appropriate to this award.

b. Entrance Qualifications

(i) Successful completion of a Bachelor level degree.

(ii) In special cases, mature candidates (30 and above) who have not completed a Bachelor degree may be admitted upon successful completion of a qualifying assessment at Bachelor level.

c. Faculty Requirements

(i) Qualification - an M.Th. and above in their teaching area or its equivalent.
(ii) Consideration may be given to persons with an MDiv/BD degree qualification who have demonstrated abilities in teaching and with five to ten years of teaching experience.
(iii) For online programs at this level, alongside a specialized lead educator, an online facilitator may also be present, who should have completed studies at or above the level that they are facilitating, or demonstrate a similar level of learning and maturity.
(iv) Core faculty to cover the main fields of study in the curriculum.
(v) The teacher-student ratio ought to be at least 1-12.
(vi) Teaching load - 10 hours per week.

d. Graduation Requirements

The student passes an assessment of his or her achievement of the graduate profile for this award, including:
(i) Successful completion of 30 credit units.
(ii) Ministry involvement that meets set requirements.
(iii) An assessment of character and spiritual development that meets set requirements/standards.

e. Library and Learning Resources

Adequate and relevant resources, including access to appropriate online resources, and to major periodicals, should be available to all students to support each area of the curriculum, enabling students to achieve a beginning mastery in each of the subjects taught.

f. Areas of Study

The graduate diploma degree will cover foundational courses and courses relevant to the nature and purpose of the program.

5. <u>Master of Arts Programs (and equivalents</u>) - *e.g. M.A. in Theology, in Missions; Master of Ministry; Master in Biblical Studies, Master in Christian Education, etc.*

a. Purpose and Nature

Programs granting the Master of Arts are designed to qualify graduates for specialized ministry, able to be effective communicators and leading to the achievement of a graduate profile appropriate to this award.

b. Entrance Qualifications

(i) Successful completion of any Bachelor level degree for entry into 60-credit M.A. programs, and a Bachelor of Theology (or equivalent) for entry into 30-credit M.A. programs.
(ii) In special cases, mature candidates (30 and above) who have not completed a Bachelor degree may be admitted upon successful completion of a qualifying assessment at Bachelor level.

c. Faculty Requirements

(i) Qualification - Research doctorate (e.g. Ph.D. and Th.D., Ed.D.) in their area of specialization, and ideally some training in education and adult learning.
(ii) For online programs at this level, alongside a specialized lead educator, an online facilitator may also be present, who should have completed studies at or above the level that they are facilitating, or demonstrate a similar level of learning and maturity.
(iii) Regular faculty to cover the main fields of study in the curriculum.
(iv) The teacher-student ratio ought to be at least 1:12.
(v) Teaching load - 10 hours per week

d. Graduation Requirements

The student passes an assessment of his or her achievement of the graduate profile for this award, including:
(i) Successful completion of 30 credit units for theological Bachelor degree holders.
(ii) Successful completion of 60 credit units for non-theological Bachelor degree holders.
(iii) Ministry involvement that meets set requirements.
(iv) Character and spiritual development that meets set requirements/ standards.

e. Library and Learning Resources

Adequate and relevant resources, including access to appropriate online resources and databases, and to major periodicals, should be available to all students to support each area of the curriculum, enabling students to achieve mastery in each of the subjects taught.

f. Areas of Study

Each Masters degree will normally comprise~~s~~ of 60% foundational courses and 40% specialization courses. A required thesis or field project is recommended. Foundation courses in the following categories are common:

- Bible & Exegesis
- Church History
- Theology/Ethics
- Practical Theology: Ministry related courses, such as Pastoralia, Missions, Christian Education
- Religions, Culture

6. <u>Master of Divinity Programs (and equivalents)</u>

a. Purpose and Nature

Programs granting the Master of Divinity degree are designed primarily to qualify graduates to function as principal leaders or ministers. As a graduate level program it requires the student to develop and demonstrate critical thinking and dialogic skills including the ability to identify and critique theological and moral discourse, the ability to frame cogent arguments, the ability to test ideas for biblical fidelity and contextual appropriateness, and the ability to communicate ideas effectively in oral or written dialogue. Completion of the degree program will include the substantial achievement of a holistic graduate profile appropriate to this award level.

b. Entrance Qualifications

(i) Successful completion of any Bachelor level degree for entry into 90-credit MDiv programs, and a Bachelor of Theology (or equivalent) for entry into 60-credit MDiv programs.
(ii) In special cases, mature candidates (30 and above) who have not completed a Bachelor degree may be admitted upon successful completion of a qualifying assessment at Bachelor level.

c. Faculty Requirements

(i) Qualification - Research doctorate (e.g. Ph.D. and Th.D., Ed.D.) in their area of specialization, and ideally some training in education and adult learning.
(ii) Consideration may be given to persons with an MTh degree or professional doctoral qualifications who have demonstrated abilities in teaching and with five to ten years of teaching experience.
(iii) For online programs at this level, alongside a specialized lead educator, an online facilitator may also be present, who should have completed studies at or above the level that they are facilitating, or demonstrate a similar level of learning and maturity.
(iv) Core faculty to cover the main fields of study in the curriculum.
(v) The teacher student ratio ought to be at least 1:12.
(vi) Teaching load - 10 hours per week

d. Graduation Requirements

The student passes an assessment of his or her achievement of the graduate profile for this award, including:
(i) Successful completion of 60 credit units for theological Bachelor degree holders with a GPA of B or above.
(ii) Successful completion of 90 credit units for non-theological Bachelor degree holders.
(iii) Ministry involvement that meets set requirements.
(iv) Character and spiritual development that meets set requirements/ standards.

e. Library and Learning Resources

Adequate and relevant resources, including access to appropriate online resources and databases, and to major periodicals, should be available to all students to support each area of the curriculum, enabling students to achieve mastery in each of the subjects taught.

f. Areas of Study

- Bible & Exegesis, and Languages
- Church History
- Theology/Ethics
- Practical Theology: Ministry related courses, Pastoralia, Missions, Christian Education
- Religions, Culture
- A required thesis or field project is recommended

B6.5 Postgraduate Studies

7. <u>Master of Theology Programs</u> - *e.g. Master of Theology (M.Th. or Th.M.), Master of Sacred Theology (S.T.M.) etc.*

a. Purpose and Nature

Programs granting the Master of Theology degree are designed primarily to qualify graduates to function as seminary lecturers, principal leaders or ministers, especially those involved in teaching ministries. As a graduate level program, it requires the student to develop research methods for analyzing and evaluating issues, as well as the ability to communicate ideas effectively in oral or written dialogue. Normally, the attainment of analytic and evaluation skills will be demonstrated through the completion of a thesis or major papers. Completion of the degree program will include the achievement of the graduate profile appropriate to this award level.

b. Entrance Qualifications

(i) Successful completion of a Master of Divinity degree or its equivalent from a recognized institution, with a B grade or equivalent GPA.
(ii) Proficiency of an appropriate standard in a language(s) relevant to the field of study.
(iii) Ministry experience in local churches or church-related ministries.

c. Faculty Requirements

(i) Qualification - Th.D. or Ph.D. or Ed.D. in their area of specialization, and ideally some training in education and adult learning.
(ii) Consideration may be given to person with professional doctorate, D.Miss. or D.Min. qualification, who have demonstrated abilities in teaching with five to ten years of teaching experience.
(iii) For *online programs* at this level, alongside a specialized lead educator, an online facilitator may also be present, who should have completed studies at or above the level that they are facilitating, or demonstrate a similar level of learning and maturity.
(iv) One full-time faculty in each discipline.
(v) Teaching load - average of 8 hours per week.

d. Graduation Requirements

The student passes an assessment of his or her achievement of the graduate profile for this award, including:
(i) Successful completion of 30-36 credit units inclusive of thesis of 20,000 words (6 credit units), or completion of 30 credit units inclusive of two major papers of 10,000 words each as part of the course work, or completion of a major research thesis of at least 50,000 words and defended before an examination committee made up of experts in the subject area of the thesis.
(ii) Character and spiritual development that meets set requirements/ standards.

e. Library and Learning Resources

Adequate and relevant resources, including access to appropriate online resources and databases, major periodicals and research journals, and to other libraries or facilities, should be available to all students to support each area of the curriculum, enabling students to achieve mastery in each of the subjects taught and in each of the disciplines available for thesis research.

8. <u>Professional Doctoral Programs</u> - *e.g. Doctor of Ministry; Doctor of Missiology or Inter-Cultural Studies; Doctor of Education, etc.*

a. Purpose, Nature, and Graduate Profile

The Professional Doctorate in an aspect of Christian ministry is a doctoral level qualification which utilises the professional, ministerial, practice of the candidate as a part of the structured process of learning. The practice-based setting of the student is a central component of the research project. In the professional doctorate, the student works from both theory and practice, towards enhanced competencies for both the individual and the wider profession. The holder of a Professional Doctorate in Christian ministry is therefore a researching professional, extending the boundaries of reflective practice in an area of Christian ministry.

Doctoral study within an evangelical Christian institution is founded on an understanding of knowledge that is more than academic. In the Bible, acquiring and exercising wisdom involves a combination of faith, reason and action. It requires:

- Right belief and committed trust in the living God *("the fear of the LORD is the first principle of wisdom")*,
- Creative and humble use of the rationality God has granted to humans made in his own image, and
- Appropriate living in the world to reflect God's calling and participate in God's mission.

Doctoral study, therefore, pursued on such a foundation, will be *confessional, rational and missional*. For a Christian, doctoral study is one dimension of what it means to *"love the LORD your God with all your heart and mind and soul and strength."*

Within a framework of Christian identity and commitment, the professional doctoral qualification will be awarded to students who are church members, and are recognized and experienced practitioners in Christian ministry, commended for faithful discipleship and recognized leadership, and who have demonstrated the following qualities through appropriate examination and peer-level professional review:

(i) *Comprehensive understanding*, having demonstrated a breadth of systematic understanding of a field of study at the forefront of professional practice in an aspect of Christian ministry, mastery of the skills and methods of research, and applied reflective-practice in a specific ministry context.

(ii) *Critical skills, faithfully exercised*, having demonstrated their capacity for independent evaluation of primary and secondary source materials, and practice-based research. Students must show ability to maintain an appropriate critical distance from their own professional context, and capacity to integrate academic knowledge and professional practice at doctoral level. A commitment to exercise such skills on the foundation of biblical faithfulness to Jesus Christ and his Church must be demonstrated.

(iii) *Serious inquiry with integrity*, having demonstrated the ability to conceive, design and implement a substantial project of research into, and critical analysis of, current and previous professional practice, and ability to generate mutual critique with thinkers and practitioners from outside their immediate ministry context, resulting in a sustained and coherent thesis, and to do so with Christian and scholarly integrity.

(iv) *Creative and original contribution*, having produced, as a result of such disciplined inquiry, a creative and original contribution that - a) extends the frontiers of knowledge, b) generates new perspectives, approaches or paradigms in professional practice, and c) enhances the integration between theological reflection and Christian ministry practice, and so merits publication in national or international professional literature.

(v) *Contextual relevance*, having shown their capacity, in the course of their doctoral program and in their expectation of its future potential, for biblically-informed critical engagement and enhanced and applied professional practice within the realities of their cultural contexts.

(vi) *Ability to communicate*, having shown an ability in communicating about their area of expertise to peer-level academic and professional audiences. Where appropriate this communication should be to non-specialists in local Christian communities and the wider society in culturally relevant ways, including their mother tongue, for example through teaching, preaching or writing.

(vii) *Missional impact*, having shown that they are committed, able and can be expected to use the fruit of their doctoral study, and the skills it has given them and the opportunities it affords them, to promote the kingdom of God and advance the mission of the church (both local and global) through reformulation of theory and of professional practice in transformational service and Christ-like leadership, to the glory of God.[4]

With the foregoing in mind, ATA-accredited programs granting the Professional Doctorate degree are designed to prepare the graduates for a qualitatively enriched practice of ministry and to function as leaders in denominational and parachurch agencies, and as Christian ministry trainers. A professional doctoral program will also include sophisticated academic and research components, involving seminars, comprehensive examination and dissertation. Completion of the degree program will include the substantial achievement of a graduate profile that is aligned to the seven qualities mentioned above. A full-time student should be able to complete this program within three years.

b. Entrance Qualifications

(i) Successful completion of a Master of Divinity degree or its equivalent from a recognized college with a B+ grade or a high second division.
(ii) Five years of experience in ministry is required.

c. Faculty Requirements

(i) Qualification - Doctorate degree with several years of teaching and practical experience in their area of specialization and ministry experience.
(ii) One resident faculty in each discipline.
(iii) Teaching load - average 8 hours per week.

d. Graduation Requirements

(i) Appropriate demonstration of the expected graduate profile for this award (including the seven qualities mentioned in part a. above), and which also includes:
(ii) Successful completion of 45 credit units inclusive of project or thesis of 50,000 words; and
(iii) An assessment of character and spiritual development that meets set requirements/standards and ideally some training in education and adult learning.

4 The text above in section a. fully conforms to the ICETE "Beirut Benchmarks Adaptation for Professional Doctorates," which were endorsed unanimously on 14 October 2011 by participants in the ICETE Doctoral Consultation, Bangalore, India.

e. Library and Learning Resources

Adequate and relevant resources, including access to appropriate online resources and databases, major periodicals and research journals, and to other libraries or facilities, should be available to all students to support each area of the curriculum, enabling students to attain a comprehensive and systematic breadth of understanding in each of the subjects taught and in each of the disciplines available for dissertation research.

9. Research Doctoral Programs - *e.g. Doctor of Theology; Doctor of Philosophy*

a. Purpose, Nature, and Graduate Profile

Doctoral study within an evangelical Christian institution is founded on an understanding of knowledge that is more than academic. In the Bible, acquiring and exercising wisdom involves a combination of faith, reason and action. It requires:

- Right belief and committed trust in the living God *("the fear of the LORD is the first principle of wisdom")*;
- Creative and humble use of the rationality God has granted to humans made in his own image; and
- Appropriate living in the world to reflect God's calling and participate in God's mission.

Doctoral study, therefore, pursued on such a foundation, will be *confessional, rational, and missional*. For a Christian, doctoral study is one dimension of what it means to *"love the LORD your God with all your heart and mind and soul and strength."*

Within such a framework of Christian identity and commitment, the doctoral qualification will be awarded to students who are church members commended for faithful discipleship and recognized leadership, and who demonstrate the following qualities through appropriate examination:

(i) *Comprehensive understanding*, having demonstrated a breadth of systematic understanding of a field of study relevant to the Christian community of faith, and mastery of the skills and methods of research appropriate to that field.

(ii) *Critical skills, faithfully exercised*, having demonstrated their capacity for critical analysis, independent evaluation of primary and secondary source materials, and synthesis of new and inter-related ideas through coherent argumentation, and their commitment to exercise such skills on the foundation of biblical faithfulness to Jesus Christ and his church.

(iii) *Serious inquiry with integrity*, having demonstrated the ability to conceive, design and implement a substantial project of inquiry resulting in a sustained and coherent thesis, and to do so with Christian and scholarly integrity.

(iv) *Creative and original contribution*, having produced, as a result of such disciplined inquiry, a creative and original contribution that extends the frontiers of knowledge, or develops fresh insights in the articulation and contextual relevance of the Christian tradition, some of which merit national or international refereed publication.

(v) *Contextual relevance*, having shown their capacity, in the course of their doctoral program and in their expectation of its future potential, for biblically-informed critical engagement with the realities of their cultural contexts.

(vi) *Ability to communicate*, having shown an ability in communicating about their area of expertise to peer-level academic audiences, and, where appropriate, to non-specialists in local Christian communities and the wider society in culturally relevant ways, including their mother tongue, for example through teaching, preaching or writing.

(vii) *Missional impact*, having shown that they are committed, and can be expected, to use the fruit of their doctoral study, the skills it has given them and the opportunities it affords them, to promote the kingdom of God and advance the mission of the church (both local and global), through Christ-like and transformational service, to the glory of God.[5]

With the foregoing in mind, ATA-accredited programs granting the Research Doctorate degree are designed primarily to qualify the graduate to function as research specialists in biblical, educational and theological studies. The program will include seminars, comprehensive examination and dissertation. Completion of the degree program will include the substantial achievement of a graduate profile that is aligned to the seven qualities mentioned above.

b. Entrance Qualifications

(i) Successful completion of a Master of Divinity (with proven research skills) or Master of Theology degree or its equivalent from a recognized institution with a B+ grade or equivalent GPA.
(ii) Proficiency in Hebrew, Greek or any other relevant language if required.
(iii) Significant experience in ministry or teaching.
(iv) Evidence of scholarly research ability and theological reflection.

c. Faculty Requirements

(i) Qualification - Research doctorate (e.g. Th.D. and Ph.D., Ed.D.) with several years of teaching and research experience in their area of specialization.
(ii) One resident faculty in each discipline.
(iii) Teaching load - average 9 hours per week.

d. Graduation Requirements

(i) Appropriate demonstration of the expected graduate profile for this award (including the seven qualities mentioned in part a. above), and which also includes:
(ii) Successful completion of a scholarly dissertation of 60,000-75,000 words that reflects original research; and
(iii) An assessment of character and spiritual development that meets set requirements/standards.

e. Library and Learning Resources

Adequate and relevant resources, including access to appropriate online resources and databases, major periodicals and research journals, and to other libraries or facilities, should be available to all students to support each area of the curriculum, enabling students to attain a comprehensive and systematic breadth of understanding in each of the subjects taught and in each of the disciplines available for dissertation research.

5 The text above in section a. fully conforms to the ICETE “Beirut Benchmarks,” which were endorsed unanimously on 6 March 2010 by participants in the ICETE Doctoral Consultation, Beirut, Lebanon.

4. SPECIFIC ATA ACCREDITATION POLICIES

4.1 ATA CREDIT UNITS AND TRANSFER OF CREDITS

a. The ATA Credit Unit

(i) Description and Explanation

The ATA Credit Unit receives its definition from a specified number of learning hours per ATA credit. A target volume (or workload) of learning is specified for a full-time student achieving a nominal target of 30 - 40 ATA credits over a full year of studies.

The ATA Credit Unit, then, is specified as a target number of learning hours: one (1) ATA Credit represents a total of 40 learning hours.

For course planning purposes, a learning hour is defined as 60 minutes of any learning activity that is appropriate to the academic award being offered *including* 10 minutes of break or rest time.[6]

ATA institutions should note that this is functionally equivalent to the credit unit previously specified by the ATA, which was defined according to a traditional Carnegie formulation where one (1) credit unit represented 800 minutes of instructional input and 1,200 minutes of learning input outside the classroom (or a total of 2,000 minutes, *excluding* break times; or 2,400 minutes [40 hours], *including* break times), or a variation of this based on the year level within a specific award program.[7] Campus-based institutions preferring to retain this traditional formulation are free to do so, including semesterized versions of the formulation.[8]

Additional flexibility is possible in that ATA schools are permitted to offer half (0.5) credit units of 20 learning hours if they wish.

Practically, this means that a wide variety of learning activities, for which credit may be granted, may now be included in ATA-accredited award programs, which go beyond a traditional prescription of lectures and study time outside the classroom.

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6 Thus, for clarity, the learning hour equals 50 minutes of specific learning input (without breaks) and 10 minutes of break time.

7 One potential variation might involve 32 hours of learning input (including breaks) for level 1 courses (e.g. an hour outside class for every hour in class), 40 hours for level 2 and 3 courses (e.g. 1½ hours outside class for every hour in class), and 48 hours for level 4 courses (e.g. 2 hours outside class for every hour inside class), each per credit offered; other variants are also possible, but should also result in a program average of 40 learning hours per credit.

8 It is important, though, that learning hours or minutes are counted and calculated accurately. For semesters of 16 weeks, 1 ATA credit unit could represent 1 lecture of 50 minutes (excluding break time) per week and 1½ hours of outside-class study per week (or 2½ hours per week, without an examination). However, examination time and preparation for such assessment tasks should be included in the learning hour calculations and semester arrangements. Those shortening the semester to 14 or 15 weeks need to ensure that 2½ to 5 additional learning hours are somehow included per credit unit. Thus, to offer an example, for a 3-credit course in a 14-week semester, with 13 weeks of lectures (three per week) and a final examination in the 14th week, this could represent 39 hours of lectures (each 50 minutes plus a 10-minute break), 60 hours of planned study outside class, a 12-hour project, 6 hours of exam preparation and a 3-hour final exam (= 120 hours total).

Under the ATA credit system the following volumes of learning are specified:

	Volume of Learning
0.5 credit units	20 learning hours
1 credit unit	40 learning hours
3 credit units	120 learning hours
Nominal full-time workload over 1 year (based on 4-year Bachelor)	1,200 hours (30 credits)
Nominal full-time workload over 1 year (based on 3-year Bachelor)	1,600 hours (40 credits)

(ii) <u>A Flexible Credit Unit and Qualifying Learning Activities</u>

The flexible ATA Credit Unit is intended to benefit both campus-based and non-campus-based programs. Other legitimate learning activities are also possible, and education providers are free to specify the 40 learning hours without reference to classroom time, provided that the learning taking place is credible and at a level appropriate to the academic award being offered. For the ATA, the key is to allow flexibility in order to accommodate various and diverse modes of educational delivery.

Learning activities for which credit may be granted involve learning which takes place through planned activities, in terms of learning objectives and learning time, where some form of learning support is present. These may be assigned credits provided that: (i) there is tangible evidence that meaningful learning is taking place; (ii) proper reflection upon the learning activity is documented; and (iii) the learning outcomes are clearly defined in the corresponding syllabi, and contribute to achievement of the Graduate Profile for each award.

(iii) <u>Quality Measures and Standards for Implementing the ATA Credit Unit</u>

1. ATA accredited institutions should normally use the ATA Credit Unit as described above, and must clearly define it for educators and students in the academic manual and other academic documents.

2. In the case of institutions applying for joint accreditation with the ATA and another accrediting agency (either government or private), the institution is free to decide which credit counting method it will predominantly use. However, academic manuals (and other documentation) must clearly explain the two (or more) different credit counting systems being used, as well as provide a calculation method to convert credit scores from each system to any other systems. Likewise, official student transcripts must be made available to students (upon request) using each of the credit counting systems employed by the institution, not necessarily in the same document.

3. As the ATA Credit Unit is based upon learning hours, the institution is free to determine which learning activities will contribute towards a credible achievement of 40 learning hours per credit granted and, where desired, to vary that determination for different credit-earning courses or learning activities. Development of course syllabi should show evidence of sound pedagogical thinking in arriving at the specified time allocations for learning activities which count towards the specified total per credit. In general, grading allocations should also correlate with the specification in syllabi of learning activities and assessments.

4. Similarly, institutions should specify in course syllabi (and other academic documentation) how 40 learning hours per credit (or 20 hours per half-credit) may be achieved through the various learning activities for each course.

b. Transfer of Credits

Definition: Credit Transfer refers to the granting of credits to a student by the institution where he or she is currently studying, for courses completed previously at another institution.

1. Credits previously gained at another institution may be accepted and transferred when:
   (i) the credits were gained from an institution recognized or accredited by the government, the ATA, or another accrediting organization comparable to the ATA;
   (ii) the credits were from courses taught by faculty qualified according to ATA standards, even if these courses were not offered by degree-granting institutions, and/or not offered by an accredited institution;
   (iii) the credits were from courses completed in a government-established seminary, even if not accredited by that government, or by another accrediting body comparable to ATA.

2. Credits gained by credit transfer, together with credit granted for other forms of previous learning, may contribute up to a maximum of 40% of the credits required for successful completion of the program where the student is currently studying.

3. Institutions offering ATA-accredited programs have the right and responsibility to make their own decisions regarding credit transfer. There is no obligation to provide for credit transfer. The institution granting credit transfer towards its degree programs is recommended to establish a well-documented procedure for deciding eligibility for credit transfer, including evaluation of the faculty and the syllabi of the courses studied previously.

4. In order to assign a grade for the course for which credit is granted by credit transfer, one or more of the following is suggested:
   - a validating/qualifying exam covering the content of the course for which credit is to be granted by credit transfer;
   - writing of (a) book report(s) on recommended book(s) connected with the course for which credit is to be granted by credit transfer;
   - submission of a ten- to fifteen-page research paper on a topic connected with the course for which credit is to be granted by credit transfer.

4.2 THE RECOGNITION OF PREVIOUS LEARNING

a. Previous Learning – Introduction

1. Previous or prior learning may include formal, non-formal or informal learning in any of the following:
   (i) Relevant courses or programs completed as a student at another institution of learning. (Faculty teaching these courses or programs should be suitably qualified according to ATA standards.)
   (ii) Relevant courses taught as faculty in another institution of learning. This teaching experience should be for at least five years.
   (iii) Substantial ministry experience of at least five years, whether in full-time pastoral ministry, cross-cultural ministry, or church-planting ministry. For church-planting ministry to be considered for credit, the ministry should have resulted in a congregation with founders, leaders and regular members, with at least five years' continuous operations. The congregation may or may not have a church building.
   (iv) Other demonstrated competencies or substantial ministry experience relevant to the degree program the applicant is applying for.

2. Credits awarded for all kinds of previous learning may contribute up to a maximum of 40% of the credits required for the degree program. That is, at least 60% of the credits in the degree program must be gained at the institution granting the degree.

b. Previous Learning and Admissions Procedures for ATA-Accredited Courses

1. For a whole variety of reasons, candidates may apply to study ATA-accredited courses without formal educational qualifications. Many people have been severely affected by war, political instability, persecution, poverty and/or natural disaster. Their formal education was interrupted or impossible.

2. Applicants may meet most of the institution's entrance requirements, but not the requirement for formal educational qualifications. For example, the applicant:
   - Has not completed the necessary years of formal schooling;
   - Does not have a Bachelor's degree to enter a Master's program;
   - Is unable to show any evidence of their academic achievement.

3. The institution may choose to allow such applicants to enter the program on probation. The institution has the right and the responsibility to evaluate applicants for admission in the light of the institution's ethos and admissions requirements, and the applicant's history, qualifications and experience.

4. Suggested guidelines for admission to study on probation may include:
   (i) The applicant should be a mature student, e.g. at least thirty years old
   (ii) The applicant should fulfil most of the other entrance requirements for the course
   (iii) The applicant has at least five years of experience relevant to the course, e.g. in pastoral, teaching, church-planting or cross-cultural ministry.

5. If the applicant is allowed to enter the program on probation, there should be a clearly defined procedure of evaluation of the student's progress after a specified time, for example, demonstration of acceptable grades, attitudes, relationships and character after one or two semesters or quarters of study.

c. Advanced Standing and Previous Learning

Definition: Advanced standing refers to credit granted by an institution in the light of a student's previous learning.

1. Previous learning includes both formal academic learning, i.e. qualifications gained before applying to an institution, and various kinds of relevant ministry experience. Advanced Standing for previous formal academic learning is covered by the guidelines for Credit Transfer.

2. Where students are admitted into a program on probation, they may apply for Advanced Standing for other kinds of relevant ministry experience when they have successfully completed their probationary period. The application process for Advanced Standing may involve an Advanced Standing Exam, whose purpose is to guide the institution about the courses eligible for exemption.

3. Based on ATA policies and standards, only 40% of the total number of credits required for a degree program may be granted as advanced standing. That is, credits granted by credit transfer from previous formal studies, and credits granted for relevant ministry experience, taken together, may only constitute a maximum of 40% of the total. The student must gain at least 60% of the total number of credits required for the ATA-accredited course at the institution through study at that institution.

4. Credits for previous relevant ministry experience, or by credit transfer may only be granted once towards a degree program of study. Here are guidelines for number of credits that could be awarded:

   (i) In general, for every three years of *bona fide*, relevant ministry experience a student may apply for advanced standing equivalent to a three-semester course in a B.Th. or M.Div. degree program, that is 3 credit hours according to the ATA definition.

   In addition: the student should submit five pieces of writing from their ministry experience to be assessed by the institution. Writings might include:
   - Sermons written and preached by the applicant;
   - Articles written for a church bulletin or magazine;
   - Academic journal articles

   (ii) In particular, for every three years of full-time teaching ministry in a Bible Training Center, Bible College or Seminary, a student may apply for advanced standing equivalent to a three-semester course in a B.Th. or M.Div. degree program, that is 3 credit hours according to the ATA definition.

   In addition: the syllabi of the courses taught should be evaluated by the institution. The institution may ask the student to take a validating exam.

   (iii) For church-planting ministry, for every recognized church established, a student may apply for advanced standing equivalent to a three-semester course in a B.Th. or M.Div. degree program, that is 3 credit hours according to the ATA definition.

   In addition: the student should submit for review:

   (a) A 2000-word report documenting the birth, history, development, leadership, and current contextual local challenges of the church(es) established;

   (b) A 2000-word reflective article on the student's ecclesiology, their cultural/traditional and biblical understanding of church leadership, and their own personal experience of pastoral leadership

4.3 SATELLITE CENTERS AND EXTENSION EDUCATION CENTERS

The following are criteria for accreditation of Satellite Centers, and Extension Education Centers/ Centers for Non-Traditional Forms of Theological Education:

For Satellite Centers. A Satellite Center is understood as an institution in its own right that is benefitting from the curriculum and accreditation of another ATA accredited institution.

1. The Satellite Center will need to become itself an associate member of the ATA. In this way the institution's status will make it clear that it is not an accredited ATA member but that it one day intends to become such.

For all centers

2. The ATA accredited institution will need to demonstrate that its centers are implementing the values of the ATA. Evidence coming from the centers needs to corroborate the fact that they are implementing the ATA performance standards relevant to their delivery of instruction and are substantially in conformity with ATA values.

3. Centers may be visited by the Visiting Evaluation Team, if necessary, during the accreditation renewal of the ATA accredited institution.

4. The ATA accredited institution will monitor and approve the student records of the centers before academic awards are given.

5. The Certificate, Diploma or Degree offered at the center should be in the name of the ATA accredited institution and may also contain words on the certificate saying, "in cooperation with [name of the center]".

6. The center should clearly state in any promotional materials produced that the accreditation of the courses belongs with the ATA accredited institution, and not with the center itself.

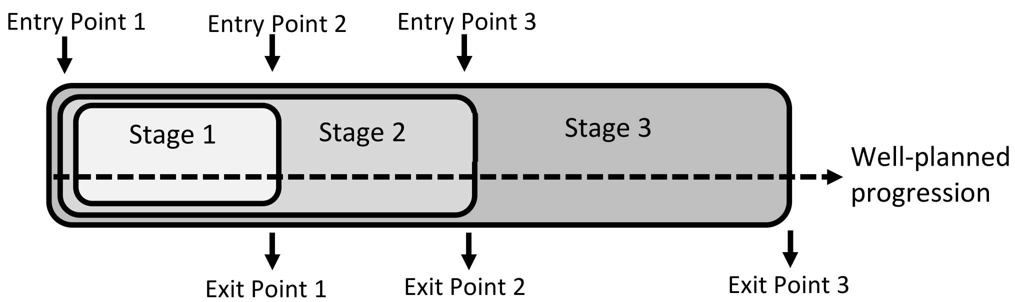
7. Other guidelines may be added as deemed necessary by the CAED in order to protect the community and the ATA from inappropriate use of the privilege of operating as a center of an ATA accredited institution.

4.4 THE EVALUATION OF NESTED PROGRAMS

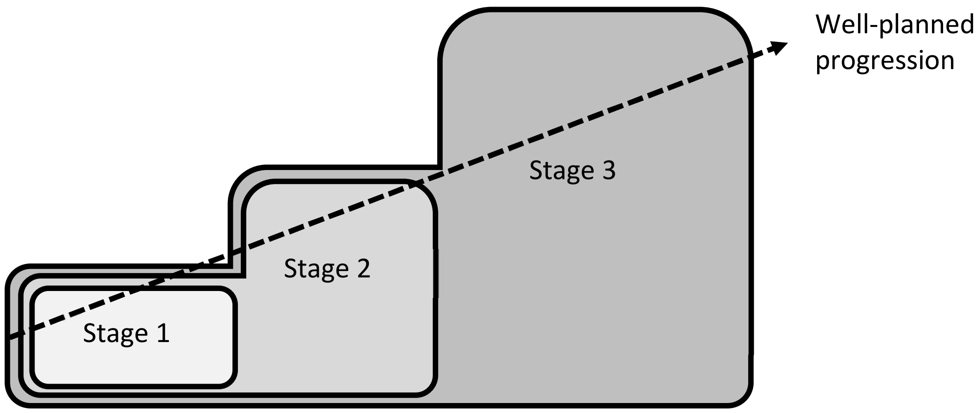
The Commission for Accreditation and Educational Development is continuing to develop more detailed standards for evaluation of nested programs. Please see the latest online version of the Manual for updates to this policy.

The Asia Theological Association evaluates a wide range of programs for accreditation, in line with the ATA value of strategic flexibility.

This includes programs that are nested or ladderized, that is, where there are a number of exit and entry points in the program, and credits gained in the earlier stages of the program can contribute to the total number of credits required for later stages of the program, and the program as a whole.



There is progression over time (above) and also progression in holistic development, including academic knowledge and skills (below).



In evaluating nested programs the ATA considers factors such as:

- the aims of the program
- the formational contexts of the students
- the ministry contexts of students after graduation
- the requirements for entry into each stage of the overall program
- the mechanisms for demonstrating students' readiness to study at each stage
- whether the curriculum displays well-planned progression from one stage to the next
- whether the requirements for completion of each stage contribute adequately to the requirements for completion of more advanced stages

- the proportion of credits gained at previous stages that contribute to the credit requirement for successful graduation at each exit point
- the role of supplementary, bridging modules at the transition from one stage to the next
- the quality of evidence showing that students have achieved the outcomes for successful completion of each stage

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Part II:

THE ATA SELF-STUDY REPORT AND SUPPORTING DOCUMENTATION

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IMPORTANT - Before you begin. For a description of the entire ATA accreditation evaluation process please see the *Manual for Accreditation*, Part I: Section 2 (and Part I: Section 1.3g for a schematic overview). It is important that institutions commencing the Self-Study process understand each element of the process and follow the steps requested within the required timeframes. Before commencing work on the Self-Study Report and related documentation, please make sure you have the latest version of this document by visiting the ATA's website (https://www.ataasia.com) and looking for this document under the Membership tab.

You are most welcome to contact the ATA Office with any queries.

1. THE INSTITUTIONAL FACT SHEET

The Institutional Fact Sheet is an important foundational document used in all accreditation evaluations.

The application process for ATA Accreditation formally begins with a request to the CAED Secretary from the Principal Officer of the institution seeking accreditation. The application form for this is found in Appendix 7.2 of the Manual for Accreditation. However, some work is necessary prior to sending the application form: The Institutional Fact Sheet must first be researched and completed, and then appended to the application form.

A reminder: the accreditation application form and Fact Sheet should normally be first sent to the ATA Office at least 12 months prior to an expected evaluation visit.

The accreditation process also requires at least one update of the Fact Sheet, especially to note changes since it was first written; most commonly this involves an update of the statistical information in Section b. to the month prior to submission of the Self-Study Report. An updated Fact Sheet should thus be submitted with the Self-Study Report and related documentation. Very occasionally, however, the ATA may request a Fact Sheet update at other times.

Special note for institutions using the 2021 ATA *Manual for Accreditation* and preparing the 2021 *Institutional Fact Sheet* (previously known as the *ATA Fact Sheet*) for the first time: The *Institutional Fact Sheet* has been revised, with some new questions and a new structure. From January 2021, institutions applying for ATA accreditation or its renewal are thus required to use the new *Fact Sheet*. It is strongly recommended that institutions visit the ATA's website (click on the Membership tab) and download the Microsoft Word template for the new *Self-Study Report*, which contains the revised and updated *Fact Sheet*.

INSTITUTIONAL FACT SHEET
for the Asia Theological Association

This Fact Sheet is your opportunity to talk about your institution. Please take adequate space to answer each question. We anticipate that your answers will take more space than is provided on this questionnaire.

Initial preparation date for the *Fact Sheet:* ____________

Date of most recent, subsequent update: ____________

a. Institutional and Program Accreditation Summary

1. Full Name of the Institution (and abbreviation, if any)

2. Name and title of the head of the Institution

3. ATA accreditation status:
   a. Date and Year of first ATA accreditation;
   b. Date and Year of most recent ATA accreditation evaluation;
   c. List all ATA-accredited programs, including the year each was first accredited
   d. List all non-accredited or not-yet accredited programs
   e. In (c) and (d) above, please identify any programs which already receive accreditation from another agency, and mention which agency.

4. Are you applying now for *new accreditation* of any programs?
   Yes/No.
   [Note: new programs are *not* automatically accredited and are always subject to a full ATA evaluation process, even for previously accredited institutions.]

5. List all the programs being presented for *accreditation renewal*, specifying their primary course delivery modes.

6. If Yes [to #4.], for which *new programs* you are applying? List them here, specifying their primary course delivery modes. How long has each new program been in operation and how many graduates has it (or they) produced?

7. Are you seeking joint accreditation for any of the programs mentioned in #5 or #6 above?
   Yes/No.
   If Yes, please identify which programs, and share details of the other agency involved. Please also specify if you are requesting a joint evaluation visit for these or separate evaluations.

8. For each of the programs mentioned above, have any substantive changes or revisions taken place (e.g. in the curriculum or delivery mode or other program aspects) since the last accreditation visit?
   Yes/No
   If Yes, what changes have been made? Please explain fully the circumstances leading to the changes. What is the impact of these changes to the program and its students?

9. Similarly, what substantive changes have been made since the last accreditation visit in relation to the following areas:
   a. Governance, leadership, and administrators
   b. Finance and other resources (physical plant, etc.)
   c. Educators

   Please explain fully the circumstances leading to the changes. What is the impact of these changes to the operation of the institution and its programs?

10. What are your preferred dates for the evaluation visit?
    (The ATA Office will advise if the dates are suitable; normally it should be at least 9-12 months *after* submission of the application for accreditation and this *Fact Sheet*. Institutions are also reminded that the *Stakeholder Study Report* and *Self-Study Report* need to be submitted 90 days prior to the scheduled evaluation visit.)

b. Institutional and Program Statistical Summary

11. Please supply statistical information for the current year and the previous four (4) years for each of the following (indicating if any current year statistics are incomplete):
    a. Student enrolment in *each* of the programs that the institution offers (please include programs that are not intended for accreditation)
    b. Educators (including librarians): list numbers full time/part time (grouped under their respective educational roles)
    c. Financial Summary:
       (i) Total Revenue of the Institution
       (ii) Total Expenditure of the Institution
    d. Educational resources
       (i) Library collection (number of volumes and number of titles; include separate numbers of digital titles)
       (ii) Number of periodicals (include separate numbers of digital titles)

c. Governance and Strategic Plan Summary

12. Mission and Vision Statements of the Institution

13. Leadership of the Institution
    a. Governing Body (list of members and their roles)
    b. Executive leadership (list all executive office holders and when they took office)

14. Please submit (as an appendix, if necessary) your current institutional strategic plan* to highlight intentionality for future growth and development in line with your mission and vision. Please attach the projected budget for the duration of the plan. [* If a formal strategic plan is not available, please describe here the main areas in which institutional and program growth and development is intended in the coming three to five years, and any specific objectives you may have.]

d. Responding to the ATA's Theological Education Values

15. For *each* of the 25 values esteemed by ATA educators, listed in Part I: Section 1.3d of the ATA *Manual for Accreditation*, give one example showing how it is implemented in your institution.

16. Signature of the Head of the Institution

2. SELF-STUDY PROCESS PART I – THE STAKEHOLDER AND INSTITUTIONAL IMPACT ASSESSMENT AND STAKEHOLDER STUDY REPORT

Institutions that participate in the ATA accreditation evaluation process begin their self-evaluation by conducting a Stakeholder and Institutional Impact Assessment and writing a Stakeholder Study Report based on their findings. This essential step is Part I of the ATA's self-study process. It generates essential content for the Self-Study Report, and the Stakeholder Study Report is included as an Appendix to the Self-Study Report.

Special note for institutions using the 2021 ATA *Manual for Accreditation* and carrying out the 2021 ATA *Stakeholder and Institutional Impact Assessment* for the first time: Both the *Stakeholder Study* instructions and survey questions have been fully revised. From January 2021, the new questionnaire needs to be used for surveying stakeholders. Institutions may visit the ATA's website (click on the Membership tab) and download the Microsoft Word template for the new *Self-Study Report* and use it in preparing for and carrying out the new *Stakeholder Study*.

2.1 CONDUCTING THE STAKEHOLDER AND INSTITUTIONAL IMPACT ASSESSMENT

a. Why does the ATA require a Stakeholder and Institutional Impact Study?

The mission of the ATA is *… to serve the Church in equipping the people of God for the mission of the Lord Jesus Christ.* The churches that your institution serves are among your most significant stakeholders. The *Stakeholder Study* helps to demonstrate that you are contributing to the fulfilment of the ATA's mission: serving the churches and equipping the people of God for their mission in the world. The Study begins by surveying your institution's stakeholders with the questions given further below.

The ATA's *Stakeholder Study* also provides significant benefits to an institution seeking accreditation, which are described below. Most importantly, it enables your institution to hear and respond to the perspectives of your stakeholders about how you can become more effective and fruitful – how you can make a greater impact – in the context(s) where your institution and stakeholders serve.

b. Who are our stakeholders?

Stakeholders are those who have a concern for the effectiveness of your institution. They hold a "stake," that is, an interest or a share, in the fruitfulness of your institution. Your stakeholders could include:

Inside the institution

- Board members
- Administrators
- Educators (teaching staff)
- Non-teaching staff
- Students and their families
- Mentors
- Practical training supervisors
- Graduates and their families

Outside the institution

- Churches and church members
- Church leaders
- Denominational leaders
- Employers of graduates
- Institutional partners
- Prayer supporters
- Donors

There may be other stakeholders who are important for your institution.

You should consider surveying people who are being served by your graduates in various ways. This wider circle can give important information about the impact of your training.

c. How can a Stakeholder and Institutional Impact Study benefit your institution?

A well-conducted Stakeholder Study will help you in several vital ways.

1. It will help you discover how your institution is perceived by those you seek to serve.
What do they think you are trying to do? What are their perceptions of your strengths and weaknesses? Their perceptions may, or may not, be accurate, but it is extremely important for future planning that you know how your stakeholders see your institution.

2. It will help you understand the challenges and changing ministry contexts of your graduates.
All stakeholders can help you understand the challenges your graduates will face. One group of stakeholders is uniquely placed to tell you about the challenges they face, and this is the group of graduates from your programs who have had some three to five years of ministry experience following graduation. They will also be able to say how effectively the training they received equipped them to face these challenges.

3. It will help you to assess the impact of the graduates of your programs.
Stakeholders can tell you what kind of impact graduates are making in the ministry locations where they are serving. What impact are they having in the church? Are they effective in equipping others? What impact are they, and the churches or organizations they minister in, having in society? Are your graduates producing the fruit that your institution hopes for?

4. It will help you to build stronger partnerships with your stakeholders.
A well-conducted stakeholder survey builds and nourishes relationships with your institution. Asking questions and listening to the responses honors and values your stakeholders. When you come to write the report, accurate reporting of stakeholder responses, and timely sharing of the findings of the stakeholder study with contributors is very important.

5. It will help you to improve the effectiveness of the programs your institution offers.
This is the goal of the stakeholder study. The insights, observations and results of the stakeholder study should inform strategic planning for each aspect of your institution and its programs.

d. When should you begin conducting the Stakeholder Study?

Please note that institutions need to carry out a *new* Stakeholder Study *each time* accreditation or accreditation renewal is sought. After submitting your Fact Sheet and application for accreditation (or accreditation renewal) to the ATA, the first part of the Self-Study process is to carry out a survey of your stakeholders, which you subsequently analyse and write up. Information from the stakeholder survey responses should then be integrated into your Self-Study Report. Since a reasonable Stakeholder Study will take some months to complete, it will be wise to begin the survey at least nine months, if not twelve months, before the date of the VET.

e. How should the Stakeholder Study be conducted?

Your institution will not be able to survey every single stakeholder. Therefore you should give careful thought as to how to conduct the survey and who you will attempt to reach. Who are the key stakeholders from each of the stakeholder groups listed above? Are there others who will give valuable feedback not mentioned in this list?

Bringing together a group of key stakeholders to discuss the process may provide very helpful wisdom and guidance in planning the survey.

Bear in mind that different groups of stakeholders will give different kinds of information about your institution. Current students, educators, and administrators are insiders, and will comment on the administration, the learning and teaching processes and the learning community. Church leaders and employers of your graduates provide better analysis of the effectiveness of your programs in equipping for various ministry situations. Other stakeholders, such as members of churches or communities served by graduates will give more helpful insight into the impact of your graduates. Since different groups provide different perspectives, be aware of this in your choice of participants, and your analysis of the responses.

If your institution offers courses off campus, by extension or by online media, the stakeholder study should include key stakeholder responses from a representative sample of these instructional delivery sites.

Bringing groups of stakeholders together to respond to the questions on the stakeholder survey is effective. It allows for discussion, and gives a fuller, richer and more accurate response. It is possible to send questions by e-mail, but responses may be limited. Face to face, or failing that, phone or Skype interviews will give more valuable information, and have the potential to build relationships more effectively.

f. How many people should we survey?

It is not possible for the ATA to give specific numbers that are applicable to all, as this will depend on the size of an institution, whether or not there are satellite centers, whether the institution operates in one country or a number of countries and so on. However, some guidelines are given below.

Diverse stakeholder feedback will benefit your institution, so it is wise to give careful thought concerning *which people* to survey, and *how many* people to survey from each of the various groups of stakeholders mentioned above.

Generally speaking, institutions should aim to include *most or all* of those in the following stakeholder groups:

- Board members
- Administrators
- Educators (teaching staff)
- Non-teaching staff

Your current student body

As a general guide, your institution should aim to survey *at least* 10% of the current student body, and their families, where applicable. Programs with thousands of current students may survey a lower percentage.

Your graduates

Where the institution is applying for renewal of accreditation, the focus of the ATA's evaluation is the programs offered since the previous evaluation. Therefore, your stakeholder survey should focus on those who have graduated since the previous evaluation, usually during the previous five years. From this group, it is useful to give priority to surveying those who graduated between three to five years ago. The reason is that these graduates have had more opportunity than very recent graduates to experience the challenges of ministry. They are better able to reflect on the ways that their training has, or has not, equipped them to face these challenges. At least 10% of this group should be surveyed. However, do not exclude recent graduates if you have made significant program changes in the last two years.

Other stakeholder groups

Finally, other stakeholder groups should be adequately represented to give you a good quantity of helpful feedback. Each stakeholder group has a different perspective on your institution, its programs and its impact, and can therefore give different, complementary insights.

g. Required Stakeholder and Institutional Impact Assessment questions

The questions below must be included in your survey of stakeholders. Your institution is free to ask additional questions if you wish to expand the survey. That is often beneficial. Variations in the wording are acceptable (especially for translation purposes) and you may replace mention of "the institution" with your institution's name or abbreviation.

Stakeholder and Institutional Impact Assessment Questionnaire

The Institution

1. What do you believe is the mission (or main purpose) of the institution?
2. What do you think graduates of the institution are being trained for?
3. What are the main strengths of the institution?
4. What are the main challenges or obstacles the institution is facing?

The Context

5. In your context what are the most important social, political, and religious needs and challenges that the institution should prepare its graduates to face?

The Impact

6. What evidence do you see that the institution's graduates are making an impact in the church? In particular, what evidence do you see that graduates are effective in equipping their fellow church members for their varied ministries?
7. What evidence do you see that the institution's graduates are making an impact in society and the communities they serve? Or that the graduates are helping their churches to make an impact in society and the communities they serve?

cont. … /

Required questions continued …

8. What is it about the institution and its programs that has helped graduates to make these impacts?

9. What recommendations do you have that would help the institution to produce graduates who will make a greater impact in church, community and society?

Sustainability and Support

10. Do you think that the institution will be able to sustain effective ministry in the years ahead?
    If you do, please explain the basis for your confidence.
    If you do not, please explain why, and what you think might be done to strengthen the institution for continuing ministry.

11. Can you think of ways that you could support the institution more effectively?

Please take as much space as needed to answer the questions.
Please answer all the questions.

2.2 THE STAKEHOLDER STUDY REPORT

a. Writing the Stakeholder Study Report

While the ATA does not specify a particular process for the *Stakeholder Study*, it is a requirement that the institution describes how their Survey and Study were carried out, who was involved in carrying it out, and who was involved in the analysis stage and writing it up.

A good *Stakeholder Study Report* will describe how your survey was carried out:

- which groups of stakeholders you surveyed, and your reasons for this choice;
- how many stakeholders from each group were surveyed (please include a table of stakeholder numbers);
- who was involved in contacting stakeholders;
- how their responses were collected (e.g. face-to-face individual interviews, focus group discussion, video-conferencing, e-mail etc.);
- details of who was involved in the analysis and evaluation of the raw information.

A good *Stakeholder Study Report* will include:

- a descriptive summary of the range of responses, highlighting the frequency of common responses to each question;
- an analysis of the emerging messages shared by stakeholders with the institution for each question asked and its importance to the institution;
- a summary of the most significant points of commendation and recommendation and critique to emerge from the analysis.

It is very important that stakeholder views are respected and reported honestly. The institution needs to present and analyse both positive, encouraging responses, and negative and critical feedback, without hiding weaknesses. Both kinds of responses may be of real value to the institution in planning for the future.

b. Presentation of the Stakeholder Study Report

A draft of the *Stakeholder Study Report* should be shown initially to key stakeholders for their comment and any corrections. After their approval, it should be included as an Appendix to the Self-Study Report as part of your accreditation documentation. If the Stakeholder Study Report is written in another language, an English translation must be provided.

Visiting Evaluation Teams are entitled to see the raw data if they choose to.

3. SELF-STUDY PROCESS PART II – SELF-STUDY QUESTIONNAIRE AND SELF-STUDY REPORT

3.1 THE SELF-STUDY REPORT PROCESS

When the Stakeholder Study Report has been completed, the next stage in the ATA self-evaluation is the preparation of a Self-Study report. This report is generated in response to the Self-Study Questionnaire, given below in Part II: Section 3.2.

Special note for institutions using the 2021 ATA *Manual for Accreditation* and 2021 ATA *Self-Study Questionnaire* for the first time: The structure of the *Questionnaire* has been completely revised, and it contains many new questions. Again, please visit the ATA's website (click on the Membership tab) and download the Microsoft Word template for the new *Self-Study Report* and use it from the beginning in completing the *Self-Study Questionnaire*.

a. Writing the Self-Study Report - Timing and Process

The *Self-Study Questionnaire* usually takes *three to six months* to complete, and should be submitted to the Secretary ninety days before the scheduled evaluation visit. Therefore, the institution should be careful to allow adequate time for working through the *Questionnaire* and writing the *Self-Study Report*.

The goal of the accreditation self-evaluation process is to bring opportunities for reflection and renewal to the whole institution, and so to improve the effectiveness of the programs your institution offers. In line with this goal, the *Self-Study Questionnaire* covers all aspects of an institution's life. To gain the most benefit from the whole process, institutional leadership is wise to encourage the relevant members of their teams to engage with and respond to the sections of the *Questionnaire* that relate to their roles in the institution.

To coordinate the whole process, the institution's leadership may choose a team, headed up by an Evaluation Coordinator, to oversee the research and writing of the *Self-Study Report*. The members of the team would be selected on the basis of their familiarity with the institution's administrative and educational scope, as well as their interpretative and expressive abilities.

It is usually helpful for one or two people to act as final editors of the *Report*, to ensure that different parts of the *Report* are harmony, and all parts are clear and concise.

b. Using the Self-Study Questionnaire

The *Self-Study Questionnaire* is divided into three main parts: (i) your response to the ATA's *Institutional* Quality Measures and Standards (sections A1 to A6); (ii) your response to the ATA's *Program* Quality Measures and Standards (sections B1 to B6); and (iii) a summation of institutional and program strengths and needed improvements (section C).

Each major section first asks for feedback of any significant findings from the *Stakeholder Study* (on this, see the next section [c.] immediately below), then includes a re-statement of the ATA's Quality Measures and Standards, suggestions of supporting evidence and documents to accompany your answers, and the remaining *Self-Study* questions themselves (divided into various sub-sections), which should be worked through one by one. At the end of each major section, you are asked to summarize your strengths and areas needing improvement related to the topics of the section. A final compilation of these sectional summaries is made in Section C of the *Report*.

AGST programs have an additional section (D) to complete at the end.

At different points in the *Questionnaire* there are sections of questions for different kinds of institution. For example, in some places there are *questions for campus-based programs and institutions* followed by *questions for non-campus-based programs and institutions.* In addition, in Section A3.4 there are questions for various kinds of educators. Institutions should respond to the relevant group of questions in each case.

Otherwise, it is important that institutions respond to *all* the questions. The questions have been framed in relation to the ATA quality measures and standards, and are designed to help the institution assess whether and in what ways the institution meets the standards.

If for any reason a question is not relevant, or is not applicable, then a short explanation should be given.

c. The Self-Study Report and the Stakeholder Study Report

The goal of the *Stakeholder Study* is to help improve the effectiveness of the programs the institution offers by assessing the impact they are currently making upon your constituency and the wider community. There will be important insights, observations and results from the *Stakeholder Study* relevant to the different sections covered by the Standards and their related questions in the *Self-Study Questionnaire*. So, it is essential that the *Stakeholder Study Report* is available to the relevant groups of people as they engage with the relevant sections of the *Questionnaire* and write the sections of the *Self-Study Report* that they have responsibility for. The findings of the *Stakeholder Study Report* will then inform their responses to the *Questionnaire*, and there will thus be frequent references to the *Stakeholder Study Report* in the final *Self-Study Report*.

d. Use of text from previous Self-Study Reports

Where an institution is applying for re-accreditation of a program, there may be sections of a previous *Self-Study Report* that are still relevant. However, great care should be taken when copying and pasting sections from a previous *Report* to ensure that what was written five years previously is still relevant and accurate. Each section should be checked for relevancy and accuracy and updated as necessary, one by one.

e. Supporting Documentation Preparation

A number of supporting documents are required to be submitted with the *Self-Study Report*. Each section of the *Questionnaire* lists documents that are likely to be relevant, though a final compilation of required documents is provided in Section 4 (at the end of the Questionnaire). The various documents should be compiled into several appendices in one or more electronic documents. Some larger documents, such as an Academic Manual or Handbook should be submitted as individual documents. Page numbers should be included for all, and an index for each document created, plus a master list of all submitted electronic documents, including the *Self-Study Report*.

Among documents to be submitted with the *Self-Study Report* are also the following accreditation-related documents, which should be compiled together and titled "Accreditation Documentation":

1. Previous VET Report (in full)
2. Initial Response Report (to the VET Report)
3. Compliance Reports (responding to any VET Report notations)
4. Final Compliance Report (prepared alongside the *Self-Study Report*, responding to *each* of the VET Report recommendations and notations).
5. A compilation of Annual Reports submitted to the ATA since the previous evaluation visit.

Similarly, there are other documents which need to prepared for the Visiting Evaluation Team (VET) to peruse during their onsite evaluation. These, too, are listed in Part II: Section 4 below.

Finally, a reminder to update the *Institutional Fact Sheet*, especially the statistics in Part b. of the *Fact Sheet* – to the month prior to sending the *Self-Study Report* – and re-submit this together with the *Self-Study Report*.

f. Introduction to the Self-Study Report

At the start of the Self-Study Report, the final editors of the Report should describe the process involved in writing the Report, giving the names and positions of the people involved in working on the different sections, those responsible for writing them, and the final editors.

3.2 THE SELF-STUDY QUESTIONNAIRE

Repeating a previous special note, for institutions using the 2021 ATA *Manual for Accreditation* and 2021 ATA *Self-Study Questionnaire* for the first time: The structure of the *Questionnaire* has been completely revised, and it contains many new questions. Please visit the ATA's website (click on the Membership tab) and download the Microsoft Word template for the new *Self-Study Report* and use it from the beginning in completing the *Self-Study Questionnaire*.

A. RESPONDING TO THE ATA'S INSTITUTIONAL QUALITY MEASURES AND STANDARDS

A1. IDENTITY AND PURPOSE

ATA-accredited institutions have clear, published statements of identity and purpose.

Feedback from the Stakeholder and Institutional Impact Study

What were the significant findings of the Stakeholder Study concerning your institution's *identity and purpose*?

(At the beginning of each section, you will first be asked to answer a question like this one.)

A1.1 Identity

Quality Measures and Standards	Supporting Evidence and Documentation
• The institution identifies itself as a provider of evangelical theological education. It subscribes to an evangelical statement of faith and seeks the Lordship of Christ over all areas of its operations and programs. • Biblical grounding is evident in all programs. • The institution supports and upholds the ATA's Theological Education Values. (NB: institutions respond to the ATA's Theological Education Values in the *Institutional Fact Sheet*, which should be checked and updated during the Self-Study Report preparation).	*Please include the following (where available) in a compilation of supporting documents:* • Published Statement of Faith • Revised *Institutional Fact Sheet* (with updated statistics)

Questions to Respond to

1. What is your statement of faith? How do you ensure agreement with this statement of faith by board members, educators and other personnel?

2. What procedures are in place when someone (such as an educator) does not agree with this statement of faith?

3. What evidence is there of Biblical grounding in all your programs?

4. How does the institution support and uphold each of the ATA's Theological Education Values?
This summary should be included in a revision of your completed Institutional Fact Sheet. You may include this as an Appendix.

A1.2 Vision, Mission and Objectives

Quality Measures and Standards	Supporting Evidence and Documentation
• The institution has clear published vision and mission/purpose statements, which align closely with the evangelical identity of the institution. • The institution has clearly defined and published overall goals or training objectives. • The institution's vision and mission/ purpose statements are periodically reviewed by the leadership, communicated to and understood by educators, staff, students and external stakeholders, and reflected in the institution's strategic plans and budgets.	*Please include the following (where available) in a compilation of supporting documents:* • Mission and Vision Statements (as found in official, published documents) • Statement of Core Values • Published overall institutional goals and/or Training Objectives

Questions to Respond to

1. What is the vision and mission/ purpose of your institution?

2. When were these statements originally formulated and when were they last revised? Who was involved in these tasks? What was the result of any recent formulation or revision?

3. Where are the mission and vision statements published, and how are they communicated to educators, staff, students and other stakeholders?

4. What similarities and differences do you see between your institution's vision and mission/purpose statement and the ATA's vision and mission statement? How does your institution contribute to the fulfilment of the ATA's wider vision and mission?

5. What are the overall goals or training objectives of the institution? How were these defined, and when were they last reviewed? (NB: Specific program goals and objectives will be described later.)

A1.3 Legal and Fiscal Status

Quality Measures and Standards	Supporting Evidence and Documentation
• The institution has appropriate legal status in the country where it operates, and complies with relevant fiscal and financial regulations. • If possible, the institution is legally constituted as a non-profit educational institution.	*Please include the following (where available) in a compilation of supporting documents:* • Constitution and By-Laws • Official government/legal recognition documentation

Questions to Respond to

1. Is your institution recognized by and/or registered with the government?
If so, what is the legal status of the institution? If not, please explain. Describe any significant challenges you have faced in complying with relevant fiscal and financial regulations.

A1.4 Public information

Quality Measures and Standards	Supporting Evidence and Documentation
• The institution publishes and makes widely available information about its identity, activities and programs in print and online, and keeps this information regularly updated. • The institution is accurate, transparent and truthful in its public face and claims. • Stakeholders are kept informed of the work and progress of the institution. • Program information is comprehensive, including entry criteria, learning outcomes and graduate profiles, qualifications, and teaching, learning and assessment procedures.	*Please include the following (where available) in a compilation of supporting documents:* • Annual Reports to stakeholders (if any; for the last five years) • Recent copies of regular printed or online news bulletins / magazines (at least five of each) • Academic Manual / Prospectus • Copies of public and promotional brochures

Questions to Respond to

1. List the regular tools and documents used for external communications with stakeholders, churches, and the general public, the delivery methods for each, who they are intended for, and the frequency of their delivery. Are there any security issues involved?

2. How often is the public information updated to reflect accurately your current status? Have you ever needed to or been asked to correct inaccuracies? (Please explain.) When was the information last updated? Who is responsible for this work?

3. What attention is given to informing churches, especially stakeholder churches, and alumni about the institution? Who is responsible for this?

4. Does program information publicly available include entry criteria, learning outcomes and graduate profiles, qualifications, and teaching, learning and assessment procedures? How do educators and students access this information?

Summary concerning Identity and Purpose

1. What are the strengths and areas needing improvement in relation to your institution's *identity and purpose* and the four topics mentioned above (A1.1, A1.2, A1.3, A1.4)?

2. What are your plans to implement any needed improvements?

(At the end of each major section, you will be asked to respond to two questions like these.)

A2. GOVERNANCE, LEADERSHIP, MANAGEMENT, AND QUALITY ASSURANCE

ATA-accredited institutions have an appropriate Board of governance in line with local regulations that represents stakeholders and provides accountability for the executive leadership.

Feedback from the Stakeholder and Institutional Impact Study
What were the significant findings of the Stakeholder Study concerning your institution's *governance, leadership, management and quality assurance processes*?

A2.1 Governance

Quality Measures and Standards	**Supporting Evidence and Documentation**
• The Board of governance: ○ *Preserves and protects the institution's identity and purpose;* ○ *Manages leadership succession, and encourages development of national leadership where not already present;* ○ *Delineates clear lines of responsibility between board governance, executive management and delegated authority.* • The Board is normally located in the country or area of the institution, with at least fifty percent of its members being either nationals or those with clear cultural affinities to the institution's area of service. If the governing Board is located outside Asia, then it will also have a fully local advisory board. Members of professions with a range of perspectives and skills may be invited to help the Board. The ATA encourages Boards to include both women and men. • An approved, written Constitution (with By-laws if needed) documents all aspects of Board function, including its membership profile, means of choosing new members, terms of office, role and functions, frequency of meetings, practice and patterns of communication. • Board members understand the distinctives of evangelical theological education. • Members of the governing board promote the institution and are supportive of the institutional community, regularly engaging with the leadership, educators, staff, and students.	*Please include the following (where available) in a compilation of supporting documents:* • Constitution and By-Laws • Board Manual or Handbook • Board minutes confirming the most recent revision of the Constitution and By-Laws and changes from the previous five years, if any. • List of Board Members (with information requested below)

Questions to Respond to

1. How does the Board understand its role? Where is this documented?

2. List the members of the Board, formal roles or offices held, their occupations, when they joined the Board, and why they were chosen or appointed. Does this membership provide for adequate stakeholder representation? What proportion of the Board are nationals, and how many are women?

3. Give a comprehensive description of Board functioning, including how new members are chosen, how new Board members are given orientation, terms of office, roles and functions, frequency of meetings and attendance expectations, and practice and patterns of communication.

4. How are Board members helped to understand the distinctives of evangelical theological education?

5. Do all Board members demonstrate their commitment by regular attendance at Board Meetings? How are they involved in promotion of the institution, including fundraising?

6. To what extent do Board members engage with each of the following: leadership, educators, staff, and students? Describe typical interactions and their frequency.

A2.2 Executive Leadership Team

Quality Measures and Standards	Supporting Evidence and Documentation
• The institution has a healthy organizational structure which supports and serves its mission and vision. The different roles of governance and leadership are understood and reflected in the organizational structure. Each position has a clear role description. • The organizational structure is well-communicated and understood throughout the institution. • Executive leadership is generally drawn from the cultural context the institution serves, and where not the institution has a plan to develop such leadership. • The institution has a succession policy for its executive leadership, and specific succession plans whenever a leadership transition is expected within a three-year period. • Leadership and management are accountable to the governing body, and guide, inspire and manage the personnel team to achieve the mission of the institution through strategic planning and implementation. • Delegation, participation, empowerment and good communication help create a climate of trust where teams and committees function well for the good of the whole institution. • Effective leadership in the institution regularly models and communicates a leader's role as shepherd, servant and steward, and models outcomes expected in the institution's Graduate Profile(s). • The leadership team provides good models of self-care and appropriate patterns of rest, including time for family, holidays and personal renewal.	*Please include the following (where available) in a compilation of supporting documents:* • Constitution and By-Laws • Chart of organizational structure • List of senior leaders (with information requested below) • Role descriptions for senior leadership positions • Succession Policy and plans for any expected executive leadership transitions

Questions to Respond to

1. Describe your organizational structure. Do you have an organizational chart?
   List the names of your senior leadership, their terms of office, and the person/role or body to whom they are accountable. If any senior leader has served in their position for less than five years, please also give the name(s) of the previous leader(s) and their reasons for leaving. Does each position have a clear role description?

2. For each of the senior leadership positions, describe how the formal designations of accountability work out in practice (e.g. through written reports, scheduled meetings etc.).

3. How effectively does the current organizational structure serve the mission and vision of the institution? Are there any areas that could be strengthened or changed to serve your mission and vision more effectively? How is your organizational structure communicated to personnel and students? How often is it revised?

4. To what extent is your executive leadership drawn from the cultural context that the institution serves? Where this is not the case, what plans to develop such leadership are in place?

5. Describe the institution's succession policy, and include any formal documentation of this policy. If an executive leadership transition is expected in the following three years, please state the institution's succession plans.

6. How would you describe the institution's climate in terms of the relationships of the President / Director with other leaders, educators, and staff? What might be done to further enhance and sustain these relationships?

7. Give some examples that show where delegation, participation, empowerment and good communication are helping teams and committees to function well? Have there been situations in the last few years where you believe these things could have been done better? Please explain. Share any changes you plan to make for the future.

8. Describe (with examples) ways that leadership models and communicates a leader's role as shepherd, servant and steward (to staff and students). What relevant leadership qualities are listed in the institution's Graduate Profile(s)?
   In what ways does the institutional leadership model them to students? How could the day-to-day running of the institution more intentionally support the development of these qualities in students?

9. To what extent does the leadership team provide good models of self-care and appropriate patterns of rest? Please explain. For each senior leadership role, how many days of personal holiday were taken in the last twelve months?

A2.3 Decision-Making Structures

Quality Measures and Standards	Supporting Evidence and Documentation
• Institutional leadership models active listening and consultation in decision-making processes as one aspect of leadership development. Therefore, the institution provides avenues for appropriate consultation with educators, staff, students, and stakeholders as part of its decision-making processes.	*Please include the following (where available) in a compilation of supporting documents:* • List of institutional decision-making structures and standing committees that include educator, staff, student and stakeholder input.

Questions to Respond to

1. What avenues are available for educators, staff and students to participate in institutional decision-making? Give examples of any decisions made following such participation. How did different groups evaluate any major decisions?

2. How and when do external stakeholders participate in the decision-making processes of the institution? What have been the results?

A2.4 Strategic Planning

Quality Measures and Standards	Supporting Evidence and Documentation
• Short- and long-term strategic planning is based on intentional seeking of God's will with active involvement of stakeholders. Written strategic plans are directed towards the achievement of the institution's mission and vision. • Governance and leadership structures cooperate in designing, approving, implementing and reviewing strategic plans that are linked to institutional mission statements, programs and resources. • Appropriate project management is in place to implement strategic plans in dependence on God.	*Please include the following (where available) in a compilation of supporting documents:* • Mission and Vision statements of the institution • Current Strategic Plan(s) (or most recent plan if none are current) • Written action plans (if any)

Questions to Respond to

1. What are the present short-term and long-term strategic plans of the institution? Outline the processes followed in drawing up these plans and describe the groups of people involved at each stage. Describe how these processes involved active seeking of God's will. How will the strategic plans facilitate the achievement of your institutional mission?

2. How often is progress in achieving these plans reviewed? Have any revisions to the plans been made (describe)?

3. How effectively did the Governing Body work together with leadership in the process of preparing strategic plans? How might this cooperation be improved for the future?

4. Has leadership been trained in project management? If not, what training is available?

A2.5 Quality Assurance

Quality Measures and Standards	Supporting Evidence and Documentation
• The institution implements a written policy of *internal* quality assurance that leads to a culture of integrity and self-improvement. This culture is reflected in practices and processes owned by all internal stakeholders. • The institution is actively involved in periodic institutional and program assessment, with regular reporting to *external* quality assurance bodies. • Where relevant, national legislative and educational frameworks are also taken into account.	*Please include the following (where available) in a compilation of supporting documents:* • Internal quality assurance policies • Feedback forms used for internal quality assurance processes • A compilation of Annual Reports prepared for stakeholders (from the previous five years) • A compilation of Annual Reports sent to the ATA over the past five years • A compilation of the Initial Response Report and Compliance Reports responding to the previous ATA VET Report • Reports sent to any other external quality assurance bodies or donor agencies (where you are free to share those reports)

Questions to Respond to

1. What are the internal quality assurance policies and means used by the institution? How effective have these been in creating a culture of integrity and self-improvement? Give examples. What evidence is there of ownership of these policies by all internal stakeholders? Who is involved in various internal quality assurance processes?

2. Apart from the ATA, is the institution accredited by the government, or any other external agency? Is it a member of any association or educational institution? Please explain.

3. Do any donor agencies require your institution to conduct self-assessment? For how long have you been a partner with those agencies? How frequently do they assess your suitability for receiving funding?

Summary concerning Governance, Leadership, Management and Quality Assurance

1. What are the strengths and areas needing improvement in relation to your institution's *governance, leadership, management, and quality assurance processes*, and the five topics mentioned above (A2.1, A2.2, A2.3, A2.4, A2.5)?

2. What are your plans to implement any needed improvements?

A3. HUMAN RESOURCES

Human resources are a theological institution's most important asset. These include executive or administrative leadership, administration and support personnel, and various kinds of educators. In ATA-accredited institutions they are appropriately qualified and competent for their respective roles, which are well defined, governed by appropriate and fair policies and procedures, and characterized by a commitment to Christian community.

Feedback from the Stakeholder Study What were the significant findings of the Stakeholder Study concerning your institution's *human resources (leadership, administrators, support staff and educators)*?

A3.1 Personnel Policies and Practices

Quality Measures and Standards	Supporting Evidence and Documentation
• The institution considers its personnel as its prime asset and responsibility. • Leadership shows a high level of personal and pastoral care for all personnel, and ensures policies and practices that encourage and prioritise appropriate self-care, exercise, rest, family time and personal renewal. • Human resources are sufficient to carry out the educational programs effectively, tailored to the objectives and activities of the institution, and monitored to ensure personal sustainability and realistic workloads across the institution. • Well-defined, fair and transparent processes are applied for the recruitment of all educators and staff. Anti-discrimination policies and appropriate sensitivities to diversity, including consideration of gender, ethnicity and national representation, are in place. • All personnel have clear, written job descriptions, conditions of employment and line management procedures, which are regularly reviewed. • Leadership actively plans for the ongoing professional development of all personnel. • The institution has written policies relating to necessary areas of human resource management, including employee care, staff protection, job security, annual leave, redundancy and dismissal procedures, inflation salary adjustments, fees and remuneration for visiting lecturers, etc.	*Please include the following (where available) in a compilation of supporting documents:* • Recruitment and appointment policies, and typical conditions of employment • Sample job descriptions (with others available to the VET during the visit) • Staff professional development plans • Staff handbook and/or written human resource management policies

Questions to Respond to

1. What evidence is there that the institution values personnel as its prime asset and responsibility? Give examples where leadership has shown personal and pastoral care for personnel, and of policies and practices that are leading to health and well-being of personnel.

2. Describe the institution's processes for recruitment of educators and staff. Where are these documented? Are they fair and transparent?

3. Do all personnel have clear, written, job descriptions? Describe the template used for job descriptions, if any. Who is responsible for reviewing job descriptions, and how regularly is this done?

4. Please list policies relating to different aspects of human resource management, giving the dates when each was last reviewed. Please include these policies in an Appendix to the Self-Study report.

A3.2 Christ-like Character

Quality Measures and Standards	Supporting Evidence and Documentation
• Personnel in all departments are spiritually mature and demonstrate Christ-like character. • All personnel are in good standing with their local churches.	*Please include the following (where available) in a compilation of supporting documents:* • Written statement of spiritual qualities and character expected of all staff and educators

Questions to Respond to

1. What criteria for spiritual maturity and Christ-like character does the institution use?
2. Are all personnel in good standing with their local churches? If not, what has been the institution's response?

A3.3 Administration and Support Staff

Quality Measures and Standards	Supporting Evidence and Documentation
• Administrative staff should be adequate to support the institution's team of educators and the student body, the infrastructure and all means of program delivery. • Administration and support staff provide appropriate models for students. They meet the standards for Christ-like character described in Section A3.2. • The value of the administrative and support staff to the institution is recognized by all, and they see their roles as spiritual, kingdom-building ministries.	*Please include the following (where available) in a compilation of supporting documents:* • Staff handbook or manual • Sample job descriptions • Professional development plans for staff

Questions to Respond to

1. Is the administrative staff adequate to support the mission of the institution? If not, what are the challenges, and what plans are in place to improve the situation?
2. Do the administrative staff provide a good model for students? Please give examples. How does the institution respond if staff do not offer good models of Christ-like life and character?
3. How do administrative and support staff understand their roles in the institution? What evidence is there that they are valued?
4. Describe plans and policies for professional development of the administrative staff.

A3.4 Educators

Theological education today embraces multiple delivery modes. Consequently, we need to distinguish between the different kinds of educators that are necessary for various modes and components of holistic program delivery. What used to be called "faculty," therefore, are here described under the broader category of "educators," which may include lecturers, course writers, online content providers or instructional designers, group leaders, learning facilitators, tutors, local mentors, pastors and chaplains, and librarians. ATA institutions acknowledge the respective contributions of these different roles and ensure that all educational personnel are appropriately qualified, experienced, trained and supported.

In what follows, these various kinds are mentioned under the generic term "educators." Several categories, though not necessarily all, will be relevant to your institution. The following is a guide to which kinds you may have in your institution, which standards and quality measures are applicable to you, and hence which Self-Study Questionnaire sections you need to complete further below. Please tick all the boxes that are relevant to your institution and programs and complete those sections. If you are in any doubt, please contact the ATA office for assistance.

Relevant? (please tick)	**Section label**	**Educator Category**	**Who this category might include or be most relevant to**
☑	(a)	All Educators	• Every institution and program
☐	(b)	Academic Leadership and Faculty	• Leaders of academic departments • Lecturers in campus-based programs • Adjunct faculty/lecturers • Video-lecturers in online programs • Educators for extension or online post-graduate programs • Librarians (involved with educational facilitation)
☐	(c)	Course Writers and Course Developers or Instructional Designers	• Extension and distance education programs • Online programs
☐	(d)	Subject Matter Experts (SMEs)	• Extension and distance education programs • Online programs *NB: lecturers in campus and online programs in category (b) are naturally assumed to be SMEs.*
☐	(e)	Group Leaders, Tutors, or Facilitators	• Campus programs with tutorial groups • Extension and distance education programs • Online programs • Trainers of group leaders, tutors, and facilitators
☐	(f)	Local Mentors	• All programs with practical or field ministry requirements • Extension and distance education programs • Online programs
☐	(g)	Chaplains and Pastors	• Campus programs • Extension and distance education programs • Online programs

Please answer *all questions* in each of the sections that are *relevant* to your institution, based on the kinds of educators you have. If any question is not relevant to your institution, briefly explain why.

a. All Educators:

Quality Measures and Standards	Supporting Evidence and Documentation
• The institution takes steps to establish the competence and suitability of all its educators. • Educators provide appropriate models for students. They meet the standards for Christ-like character described in Section A3.2. • Educators meet clear academic and ministry qualifications appropriate for their roles within each program. • Those training church leaders meet criteria for spiritual maturity drawn from biblical leadership principles. • Educators understand and accept the institution's educational philosophy. They understand student-centered learning and are able to facilitate high quality student learning experiences. They promote actively the acquisition of knowledge, competences, and skills, and they contribute to nourishing spiritual and character formation in the lives of their students.	*Please include the following (where available) in a compilation of supporting documents.* • Educator recruitment policies • Educator or Faculty Handbook and other written policies regarding educators • Educator lists (of names under each educator category; separated from the detailed information requested further below) • Sample job descriptions for different educator types • Academic Handbook or Manual • Organisational structure diagram (focussing on the academic department) • Educator professional development plans • Educator appraisal information and forms *Note: Many of the documents listed above will apply also to specific educator types covered further below; however, they are not repeated in each section.*

Questions to Respond to

1. For each of the programs in your institution, list the various kinds of educators involved in delivering every aspect of the program to your students (refer to the checklist you filled out on the previous page), and briefly describe the role of each within the program. Then, for each type of educator, please state the spiritual, academic, and ministry qualifications expected by your institution.

2. Provide a separate list of the names of each of your educators underneath their respective educator categories, identifying those who serve as leaders in their departments, and the place they serve in (if not at your central educational facility). (NB: Appendix. For this question, do not provide the detailed information for each that is requested further below; a list of names only is needed here.)

3. In what ways do educators provide a good model for students? Please give examples. How does the institution respond if educators do not offer good models of Christ-like life and character?

4. Do all educators meet the qualifications you have listed in answer to Question 1. in this section? If not, please explain.

5. What steps are taken to help educators understand your institution's educational philosophy? How does your institution assess their acceptance and implementation of this philosophy?

6. To what extent do your educators understand and practice student-centered learning and help facilitate holistic personal formation of students? Which groups of educators need further coaching in these areas?

b. Academic Leadership and Faculty

Quality Measures and Standards	Supporting Evidence and Documentation
• Faculty have appropriate experience to equip them as trainers of students in areas including discipleship, mentoring, character and ministry formation. *(See Part I: Section 3 - A3.4 b#1 for ATA's recommended faculty appointment policy.)* • Faculty have appropriate ministerial experience. • Faculty have appropriate knowledge of the Bible and theology. • Faculty have one degree higher than the award levels they are teaching in. Degrees are from properly accredited institutions and are relevant to the courses taught. • Inclusion of a small number of faculty without the required academic qualifications, but with proven ability and experience, is permitted only with rigorous evaluation and as exceptional cases. Such faculty members do not carry significant course loads nor supervise academic departments. They are encouraged to pursue higher professional qualifications in their field of teaching. • The institution has an adequate number of qualified full-time, contracted teaching staff to support the needs of the program(s) offered. This allows for: - Low student : educator ratios; - High quality of student learning; - Informal contact time with students; - Appropriate and sustainable teaching loads. *In determining teaching loads, the institution is aware that online instruction usually requires more instructor time than traditional classroom-based learning.* • Faculty members engage regularly in educational development and training suitable for their profession and institutions offer and promote fair and transparent opportunities for their professional development. This might include faculty development plans, research leaves aimed at ongoing contribution to a field of study, and provision of study time to keep updated in their fields of teaching, and in educational development and adult learning theory and methodologies. ICETE Academy courses, and participation in ATA and ICETE assemblies and consultations may constitute a significant part of faculty professional development. • Regular faculty performance appraisals are conducted by the institution. • The head librarian has adequate training in information technology, resource and library studies.	*Please include the following (where available) in a compilation of supporting documents:* • Documents listed in A3.4 (a) above.

Questions to Respond to

1. Give the following information regarding each member of the academic leadership and faculty (full-time, part-time, visiting), including librarians.
   (i) Name, age, sex, nationality, marital status
   (ii) Position, number of years in this position, and previous positions held in the institution
   (iii) Status (full-time or part-time; regular or adjunct)
   (iv) Degrees earned, with year of graduation, institution, and the institution's accrediting agency
   (v) Other training and experience relevant to their role in the institution; including continuing professional development (from the previous five years)
   (vi) Denomination or church affiliation
   (vii) Current and recent ministries (in the previous five years) in church, family, community, society
   (viii) Teaching field or concentration and courses taught
   (ix) Number of courses or units taught per year (on average)
   (x) Published works (if any)

2. Do the academic leadership and faculty have appropriate experience to train students in discipleship, mentoring, character and ministry formation?

3. Do all faculty have one degree higher than the award levels they are teaching in, and from an accredited institution? List any exceptions, with an explanation.

4. Are educators sufficient in number and qualifications to support the needs of the program(s) being considered for accreditation? If not, what are the challenges, and what plans are in place to improve the situation?

5. Describe your plans and policies for ongoing professional development of educators. Give details of professional development provided for academic leadership and faculty over the previous five years, especially including training in educational and adult learning theory and methodology. How many faculty members are ICETE Academy Fellows?

6. Describe your system for academic leadership and faculty performance appraisal. How satisfied are leadership and faculty that this system provides for adequate and constructive appraisal and feedback, and leads to encouragement and other positive results?

c. Course Writers and Course Developers or Instructional Designers

Quality Measures and Standards	**Supporting Evidence and Documentation** *Please include the following (where available) in a compilation of supporting documents:*
• Team course development is encouraged. Teams include people with expertise in adult learning, instructional design for the particular medium of course delivery being used, the specific subject area, and the cultural context. For online programs, appropriate Information Technology support is included in the course development team. • Course development team members who are subject experts or writers are qualified at the Bachelor's level for Certificate level courses, and at the Master's level for Diploma and Degree level courses. • Course developers receive adequate training in best practice for their role in course development, and have access to reference materials, including those on adult learning and instructional materials design relevant to the media being used for course delivery. • Course development team members who have a role in instructional design have completed studies at the level of the course they are designing. • Course developers have access to a wealth of resources, and personal experience, relevant to the areas of their course development role. • These same standards also apply to those contextualizing courses adopted from other programs and situations.	• Documents listed in A3.4 (a) above.

Questions to Respond to

1. For course writers and developers (including instructional designers), and trainers of small group leaders, please give the following information:
   (i) Name, age, sex, nationality, marital status
   (ii) Position, number of years in this position, and previous positions held in the institution
   (iii) Status (full-time or part-time; regular or adjunct)
   (iv) Degrees earned, with year of graduation, institution, and the institution's accrediting agency
   (v) Other training and experience relevant to their role in the institution

(vi) Denomination or church affiliation
(vii) Current and recent ministries (in the previous five years) in church, family, community, society
(viii) Areas of subject, writing or instructional design expertise
(ix) List titles, subjects and dates of completion of all courses written or developed; and also titles, subjects and dates of completion of group leader/facilitator guides, and/or student learning guides (and in each case specify whether the team member is a sole contributor or a co-contributor to the courses written)
(x) Published works (if any)

2. Describe the process of course development for your programs and their respective delivery modes, illustrating how the development team functions together.

3. Are any course writers or developers not working as part of a team? If so, why is this?

4. Do course writers who are subject experts and course development team members who have a role in instructional design meet the relevant standards listed above? If not, please explain.

d. Subject Matter Experts (SMEs)

Subject Matter Experts (SMEs) are used in a supportive educational role in extension and online programs, where they may assist in either course development or in group discussion, often alongside either course writers, instructional designers, or group leaders/facilitators. They are included wherever their expertise will be beneficial to the course development or learning processes. *Note: faculty members who are covered in Section b. above should be subject matter experts for the courses they teach, but this section is not intended for them unless they also participate in extension or online programs.*

Quality Measures and Standards	**Supporting Evidence and Documentation** *Please include the following (where available) in a compilation of supporting documents:*
• Course development undertaken by qualified course developers (writers or instructional designers) is assisted by Subject Matter Experts (SMEs) whenever those developers lack adequate experience or knowledge in the subjects being developed. • For online post-graduate courses delivered to students, a high level of student access to one or more Subject Matter Experts (SMEs) is provided, though SMEs do not necessarily need to be the online teacher or facilitator. • For Bachelor level studies employing already prepared course materials, access to an SME for at least part of a course is strongly encouraged and regularly provided. • SMEs who participate in online or extension class discussions are qualified with one degree higher than the award level they are contributing to. SMEs provided for post-graduate courses have doctoral qualifications.	• Documents listed in A3.4 (a) above.

Questions to Respond to

1. For Subject Matter Experts (SMEs), please give the following information:
   (i) Name, age, sex, nationality, marital status
   (ii) Position, number of years in this position, and previous positions held in the institution
   (iii) Status (full-time or part-time; regular or adjunct)
   (iv) Degrees earned, with year of graduation, institution, and the institution's accrediting agency
   (v) Other training and experience relevant to their role in the institution
   (vi) Denomination or church affiliation
   (vii) Current and recent ministries (in the previous five years) in church, family, community, society
   (viii) Areas of subject expertise

(ix) List titles, subjects and dates of completion of all courses written or developed which the SME has contributed to; and list all courses the SME participates in for group discussion
(x) Published works (if any)

2. Describe the participation of Subject Matter Experts (SMEs) in course development processes for your programs. When are they brought into the development process, and how do they assist course writers and instructional designers?

3. Do SMEs participate in group discussions for your online or extension programs? Which programs? Describe their participation and how they work alongside your group leaders. Which courses do they typically participate in, and how much access do students get to the SME during those courses?

e. Group Leaders, Tutors or Facilitators

In what follows the term "group leader" is used to embrace tutors and facilitators, which role titles may also be used, depending upon the institution's preference.

Assumptions in this section are (a) that the level of study is for Certificate, Diploma or Bachelor degrees and (b) that group leaders/tutors/facilitators (including online facilitators) are leading and guiding students using already prepared curricular materials, which have been designed for student self-study. In such cases the course writers and developers, who have prepared the curricular self-study materials, are considered as the primary instructors of the students in the subject matter of each course.

It is important to note that, for *undergraduate level studies* (Certificate, Diploma, Bachelor), it is not always the case that online facilitators must also be Subject Matter Experts (SMEs), provided that course learning content has been developed by an SME, and that course materials have been designed appropriately for student self-study. In this case the online teaching role is one of facilitating learning through the already prepared self-study materials and group discussions, rather than one of instruction in a field of expertise.

However, if an institution considers the group leader/tutor/facilitator role to include teaching input where subject matter expertise is required, and not all of the learning materials have been pre-prepared or designed for student self-study, then those educators are required to meet the same requirements as for academic leadership and faculty (see A3.4 b. above). Likewise, for Master's and Doctoral level courses, group leaders/tutors/facilitators would also normally be expected to meet the requirements listed above for academic leadership and faculty (in A3.4 b. above).

Quality Measures and Standards	**Supporting Evidence and Documentation**
• Group leaders have the written approval and support of their local church leader for their role. • Group leaders have completed studies at least at the level that they are facilitating, or can demonstrate a similar level of learning and maturity. However, if they are teaching or facilitating online Masters or Doctoral level courses, they either have a doctoral degree with specialization or appropriate experience in the subject areas being taught or they work alongside a Subject Matter Expert (SME; with a doctoral degree) during the delivery of their course. • Group leaders receive training for each aspect of their role, appropriate to the medium of course delivery being used, and especially in facilitation of student-centered learning and group discussion. Group leaders are trained to avoid adopting a lecturing role. They are assessed during training and demonstrate appropriate ability before being officially appointed for their ministry. • Group leaders usually have prior experience as a student in the type of program they are to lead. • Online facilitators are adequately trained in the use of the Learning Management System (LMS) and all other technologies being used. They have an awareness of what constitutes quality online discourse, and facilitators are well trained in online group dynamics. … /	*Please include the following (where available) in a compilation of supporting documents:* • Documents listed in A3.4 (a) above. • A separate list of group leaders with their personal information can be included as an Appendix if there are many.

• The institution encourages group leaders to become and remain active. • Group leaders are expected to seek continual improvement through self-evaluation, and encouraged to ask for feedback from students, institution, staff, and appropriate local church leadership. • The institution pays special attention to continuing encouragement, support and further training of group leaders. Support of group leaders through evaluation and site visits by institution staff is practiced. • Trainers of group leaders usually have similar qualifications to those given for faculty above. They have rich previous experience in group leadership.	

Questions to Respond to

1. Specify clearly your definitions for group leaders being considered "active" and "inactive".

2. Provide a summary table with total numbers of *active* group leaders, percentage male and female, numbers according to country (if more than one), numbers active for each of the last three years, and total numbers trained but presently *inactive*.

3. For *active* group leaders,* please give the following information:
   (i) Name, age, sex, nationality, marital status
   (ii) Number of years as a group leader and any other positions held in the institution
   (iii) Status (full-time or part-time; paid or voluntary)
   (iv) Degrees earned, with year of graduation, institution, and the institution's accrediting agency
   (v) Other training and experience relevant to their role (include group leader training provided by the institution)
   (vi) Denomination or church affiliation
   (vii) Current and recent ministries (in the previous five years) in church, family, community, society
   (viii) Total number of groups or courses facilitated, and the number of groups of courses facilitated in the most recent, completed academic year
   (ix) Published works (if any; including blogs, journals, newsletters)

   * NB: For programs with many active group leaders (more than 20), the above information should be included in an appendix to the Self-Study Report. For programs with very large numbers of tutors (over 50), it will suffice to list the names of tutors grouped according to their locations, and be able to show the VET that the above information is recorded on a database for all tutors.

4. Describe the process for selection and approval of new group leaders.

5. Have all group leaders completed studies at the level they are facilitating? If not, how is a similar level of learning and maturity demonstrated?

6. Briefly describe your training programs for group leaders/ tutors/ facilitators, including online facilitators. Are all group leaders required to participate in these programs? If not, what reasons are given for exemption? Are all those who participate in facilitator training programs certified or recognized as group leaders? If not, what criteria are used?

7. Are your group leaders paid or volunteers? If paid, describe your policy of recompense and rates given. If volunteers, share your rationale for not paying them, and when you last considered the issue of group leader recompense.

8. What percentage of trained group leaders are now considered active? What efforts do you make to encourage trained group leaders to become and then remain active?

9. How does the institution encourage and support a culture of continual group leader development? What provision is made for encouragement of group leaders, and their continuing growth in understanding of educational theory, practical skills, and vision for service?

10. Do all those involved in group leader training have appropriate qualifications, i.e. one degree higher than the degree granted, from an accredited institution? If not, please explain.

f. Local Mentors

Local mentors facilitate mentoring of students in areas such as discipleship, spiritual, character and ministry formation. They are usually required for extension, distance and online programs in non-campus-based educational settings in order to provide the holistic dimensions of a sound evangelical theological education, and are especially necessary for most "fully online" educational programs. Local mentors work in partnership with the institution in the education of students, and normally are local church or para-church leaders. They are either directly appointed by the institution or identified by students during their course and/or program application procedures.

Quality Measures and Standards	**Supporting Evidence and Documentation** *Please include the following (where available) in a compilation of supporting documents:*
• A clear process and system to identify, approve, train, and resource local, on-the-ground, partners and mentors is in place and implemented for each enrolled student. Remedies are in place for cases where students are unable themselves to identify local mentors. • The institution has a church/ministry liaison officer to supervise this process and to coordinate with local mentors. Students and local mentors are made aware of the process, its rationale and their responsibilities through published documents. • Local mentors are suitably experienced, in the specific areas required, to provide mentoring for the holistic growth of students entrusted to their care. Where a local church leader is a student in a program, peer mentoring is appropriate. In either case, they also have the written approval and support of their local church leadership for their role. • Appropriate training of local mentors is provided, and suitable assessment, evaluation and feedback tools are developed to assist in the process. • The institution makes efforts to ensure that local mentoring of students is understood by all parties to be a three-way partnership between the institution, the local church community, and the student. Online facilitators have a means to communicate with local mentors and are informed about and supportive of the role of those local partners in the holistic educational process. • The institution can demonstrate, for any of its enrolled students, how local feedback and evaluation tools are being used to determine whether course and graduate outcomes are being achieved, and that growth in these areas is demonstrable in students' lives.	• Documents listed in A3.4 (a) above • Sample institution-mentor agreement/contract • Training tools for local mentors • Student assessment and mentoring forms

Questions to Respond to

1. Specify clearly your definitions for local mentors being considered "active" and "inactive".

2. Provide a summary table with total numbers of *active* local mentors serving with your programs, percentage male and female, numbers according to country (if more than one), numbers active for each of the last three years, and total numbers recruited but presently inactive.

3. List the local mentor coordinator(s), and the local mentors used by your programs,* with the following information provided:
   (i) Name, age, sex, nationality (and country of service, if different), marital status
   (ii) Number of years as a local mentor (or coordinator) for your institution
   (iii) Status (paid or voluntary)
   (iv) Name of church, denomination or church affiliation, and role in the church (or para-church agency)
   (v) Current and recent ministries (in the previous five years) in church, family, community, society
   (vi) Number of students mentored per year (on average),
   (vii) List of ministries for which mentoring has been provided in the last three years (for general mentoring of students, unrelated to practical ministry training, write "general mentoring")

   ** NB: For programs with many active local mentors (more than 20), the above information should be included in an appendix to the Self-Study Report. For programs with very large numbers of local mentors (over 50), it will suffice to list the names of mentors grouped according to their locations, and be able to show the VET that the above information is recorded on a database for all mentors.*

4. Describe the process for selection and approval of new local mentors.

5. Describe the work of the liaison officer or coordinator of local mentors, and the typical frequency of contacts made with local mentors.

6. How are local mentors given orientation and trained for their role?

7. Describe the tools used by local mentors to assess holistic learning outcomes for students. How efficient is the system for collecting information from local mentors?

8. Are your local mentors paid or volunteers? If paid, describe your policy of recompense and rates given. If volunteers, share your rationale for not paying them, and when you last considered the issue of local mentor recompense.

g. Chaplains, Pastors, and Counsellors

This section refers to chaplains, pastors and counsellors who work on behalf of the institution to support the pastoral or spiritual and non-academic life of students alongside their studies. It is not intended that this section include the pastors of churches attended by students. Church pastors might however be included in the previous section as local mentors.

Quality Measures and Standards	**Supporting Evidence and Documentation**
• The institution provides adequate support for the pastoral needs of students and for their personal and spiritual development. • The educational team running the program therefore includes a chaplain or pastor to the students, possibly a counsellor, and/or a personal support officer. These officers have qualifications similar to those of group leaders and online facilitators. • All those with responsibility for pastoral care of students have appropriate character, training, experience, and skill.	*Please include the following (where available) in a compilation of supporting documents:* • Documents listed in A3.4 (a) above • Job description for these roles

Questions to Respond to

1. For chaplains, pastors, counsellors, and local mentor coordinators, please give the following information:
   (i) Name, age, sex, nationality, marital status
   (ii) Number of years serving in this role, any other positions held in the institution
   (iii) Status (full-time or part-time; paid or voluntary)
   (iv) Degrees earned, with year of graduation, institution, and the institution's accrediting agency
   (v) Other training and experience relevant to their role
   (vi) Denomination or church affiliation
   (vii) Current and recent ministries (in the previous five years) in church, family, community, society
   (viii) Published works (if any; including blogs, journals, newsletters)

2. Describe the role of any chaplains, pastors, counsellors, and local mentor coordinators in your institution. Is there a written job description? What training is provided for these roles?

3. How accessible are they to students? (Or to local mentors, if that is their role?)
   How do students become aware of their role?

4. Are your student chaplains, pastors, or counsellors paid or volunteers? If paid, describe your policy of recompense and rates given. If volunteers, share your rationale for not paying them, and when you last considered the issue of their recompense.

Summary concerning Human Resources

1. What are the strengths and areas needing improvement in relation to your institution's *human resources (leadership, administrators, support staff and educators) and personnel policies*?

2. What are your plans to implement any needed improvements?

A4. COMMUNITY AND CONTEXT

ATA-accredited institutions display healthy community dynamics in active response to their context.

Feedback from the Stakeholder and Institutional Impact Study
What were the significant findings of the Stakeholder Study concerning your institution's *community dynamics as it engages with its various contexts*?

A4.1 Internal Learning Community

a. All institutions:

Quality Measures and Standards	**Supporting Evidence and Documentation**
• The institution fosters a healthy community life, rooted in prayer and worship. This includes strategies to provide student support systems and alumni care, and to nourish a community where Christ-like character is modelled and can be emulated. • Healthy relationships exist between the leadership and other personnel, creating a climate that sustains the institution's mission.	*Please include the following (where available) in a compilation of supporting documents:* • Student Handbook

Questions to Respond to

1. Describe the ways in which the institution seeks to foster a healthy community life. Assess the health of the various aspects of community life. How could it be improved?

2. Outline some of the ways in which Christ-like character is modelled to your students.

b. Campus-based institutions (and programs):

Quality Measures and Standards	**Supporting Evidence and Documentation**
• Interactions between students and educators also regularly occur outside of class. • An integral aspect of the learning community created for students is that it becomes for them a worshipping and praying community, rooting academic learning in the context of worship of God, the Creator, and within an overall commitment to holistic formation.	*Please include the following (where available) in a compilation of supporting documents:* • Faculty Handbook • Student Handbook

Questions to Respond to

1. What opportunities are available for students and educators to spend time together outside of class? Are these adequate? If not, what may be done to create such opportunities?

2. Describe the ways in which worship and prayer are woven into each part of the learning community (including classrooms). What may be done to enrich and enliven them?

c. Non-campus-based institutions (and programs):

Quality Measures and Standards	Supporting Evidence and Documentation
• *Extension programs* provide regular, preferably weekly, meetings of the local learning group or other face-to-face class or study groups. • *Fully online courses* have at least an asynchronous vehicle for online group discussion (i.e. students may participate in online discussion at any time suitable for them during a specified time-frame), led by an online facilitator. They include at least a weekly asynchronous discussion forum during a synchronic course (where all students start and finish together, even though they may be geographically separated). • For *fully online programs*, a representative of each student's local church leadership is invited to meet regularly with him or her during the course, and is in regular contact with the institution's church/ministry liaison officer.	*Please include the following (where available) in a compilation of supporting documents:* • Student Guide to studying with the program • Written procedures for engagement with church leaders of online or extension students • Church leadership feedback forms

Questions to Respond to

1. *For extension programs:* Describe the usual pattern, length and frequency of meetings of the local learning groups. If these are not weekly, explain why.

2. *For fully online courses:* Describe the usual pattern and frequency of synchronous and asynchronous group discussions, and the weekly learning hours expected for these during a typical course.

A4.2 Student Life and Services

ATA institutions aim to provide a caring, supportive environment for students. Several specific areas are included here.

For non-campus-based institutions and programs, student needs for housing and food services and extra-curricular activities are normally provided outside the study program.

For Educational Support Services, including student orientation, please see Section A5.1 below; for Financial Student Support, please see Section A6.5.

(i) <u>Pastoral Care</u>

a. Campus-based institutions and programs:

Quality Measures and Standards	Supporting Evidence and Documentation
• The institution provides a caring, supportive environment with an appropriate level of pastoral care for all students. • Pastoral care concerns all aspects of students' welfare: intellectual, spiritual, physical, social, vocational and financial. • There is appropriate provision for the needs of female students, and for the spouses and families of students. • Particular attention is given to the needs of first-year students. • The institution can provide or recommend suitably qualified external professional help where necessary.	*Please include the following (where available) in a compilation of supporting documents:* • Faculty Handbook • Student Handbook • Guidelines for pastoral care of students by staff and educators

Questions to Respond to

1. Describe the ways that the institution provides pastoral care for students. List those responsible for pastoral care.

2. How does the institution make provision for pastoral care of female students, and for spouses and families of students?

3. In what ways are the particular needs of first-year students for pastoral care recognized and given attention?

b. Non-campus-based institutions and programs:

A student in a non-campus-based program is usually already part of a range of support networks, including the worshipping community of their local church, which provide pastoral care, support and accountability.

Quality Measures and Standards	Supporting Evidence and Documentation
• A personal support officer and/or an online or distance chaplain may assist in providing care to students. • Nevertheless, facilitators (or tutors) of online and extension programs are trained and encouraged to ensure that each of their students has access to appropriate support networks and pastoral care.	*Please include the following (where available) in a compilation of supporting documents:* • Facilitator's Handbook • Guidelines for pastoral care of students by staff and educators

Questions to Respond to

1. Describe the ways that the institution ensures that adequate pastoral care and personal support are available to online and extension students.

2. How are facilitators (or tutors) trained to be aware of any students who may not be well-connected with local support and accountability networks? What additional support is offered to those students (if any)?

(ii) <u>Discipline</u>

All institutions:

Quality Measures and Standards	Supporting Evidence and Documentation
• Written disciplinary policies for students, staff and educators allow for response to ethical, academic, and lifestyle issues. They are articulated clearly and used to guide the implementation of any disciplinary procedures. • Disciplinary actions are handled in the highest interests of the individuals concerned and the institution as a whole. • Serious disciplinary actions, such as dismissal, represent the decision of a committee or group and are never made by individuals.	*Please include the following (where available) in a compilation of supporting documents:* • Disciplinary policies for students, staff and educators • Staff/Faculty Handbook Student Handbook

Questions to Respond to

1. Are there written disciplinary policies for students, staff and educators? How well do they address potential ethical, lifestyle, and academic issues? When were they last reviewed?

2. Has the institution dealt with any serious disciplinary problems during the past five years? How were they handled, and what were the results? Were they handled according to the written procedures? If not, please explain.

(iii) Health, Housing and Food Services

Campus-based institutions and programs:

Quality Measures and Standards	**Supporting Evidence and Documentation** *Please include the following (where available) in a compilation of supporting documents:*
• Student health is maintained through proper housing, sanitation, diet, and good water supply. • There is access to medical facilities. • A variety of facilities for physical exercise and recreation are available.	• Student Handbook

Questions to Respond to

1. How would you assess the general health of the student body? Have there been any common and persistent health issues related to poor housing, sanitation, diet, or water supply? If so, have these issues and their causes been dealt with effectively? If not, what are the plans to solve the problem(s)?

(iv) Extra-Curricular Activities

Campus-based institutions and programs:

Quality Measures and Standards	**Supporting Evidence and Documentation** *Please include the following (where available) in a compilation of supporting documents:*
• Adequate programming, facilities and supervision are provided for the enrichment and development of social life for students and the institution as a whole. Guidance in extracurricular activities for development of leadership and group cooperation is also provided. • The institution has a student organization, which is given wide latitude in planning, organizing and operating extra-curricular activities, though remaining accountable to institutional leadership. • Joint student activities with other institutions are encouraged.	• Student Handbook • Constitution and/or By-laws of student association (if any) • Sample student newsletters

Questions to Respond to

1. What extra-curricular activities enrich the social life of the student body and the institution as a whole? Give some examples. To what extent is this opportunity for teamwork and leadership development used well?

2. Is there a student organization? What kinds of activities and events has it organized over the past five years? Have these included joint student activities with other institutions?

A4.3 Stakeholder Community

Sound stakeholder relations are vital for the successful operation and development of an educational institution, leading to trust, understanding and mutual support and benefit.

Quality Measures and Standards	Supporting Evidence and Documentation
• The institution sees itself as serving Christian faith communities and churches and develops and sustains good relationships and partnerships with external stakeholders. These include especially local and national churches, and also alumni, supporting ministry organisations, donors, prayer supporters and other theological institutions in the same area. • Stakeholders are regularly informed of the institution's work and progress, their insights are researched through stakeholder studies, especially in relation to training needs, opportunities and institutional impact, and the resulting information is shared.	*Please include the following (where available) in a compilation of supporting documents:* • Annual Reports (for previous five years) • Samples of regular newsletters, magazines or blogposts • Stakeholder research reports (if distinct from the Stakeholder Study)

Questions to Respond to

1. In what ways has the institution sustained and strengthened relationships and partnerships with external stakeholders over the last five years? How often does the institution update stakeholders with work and progress?

2. How has the institution researched stakeholders' needs and insights over the past five years? How have the results been shared?

A4.4 Local Neighbors / Community

Institutions are connected to and culturally embedded in the broader community composed of civil authorities, cultural representatives, other higher educational institutions and local neighborhoods.

Quality Measures and Standards	Supporting Evidence and Documentation
• The institution relates well to the immediate community, is sensitive to its community context and seeks to be a responsible, good neighbor to all. • Civil authorities are respected and local government regulations observed. • The institution nurtures an awareness among the staff and student body about the surrounding local context and culture.	*Please include the following (where available) in a compilation of supporting documents:* • Samples of institutional newsletters/photos indicating community involvement • Secular community news articles about the institution (if any)

Questions to Respond to

1. Describe the challenges and the opportunities presented by the institution's local community and civil authorities. How has the institution responded to the challenges, and taken advantage of the opportunities? Are there any outstanding issues? How may these be resolved?

2. Is there a need to help staff and students from outside the local context develop a greater understanding and awareness of the local context and culture? If so, how may this be done?

A4.5 Internal Communications

Quality Measures and Standards	Supporting Evidence and Documentation
• The institution understands that good communication is constituent to healthy community. • Accurate and adequate information is developed, updated, and regularly disseminated as appropriate to various audiences within the learning community.	*Please include the following (where available) in a compilation of supporting documents:* • List and samples of all regular internal communication tools and documents

Questions to Respond to

1. List and provide samples of the regular institutional tools and documents used for internal communications, who they are intended for, and the frequency of their delivery.

Summary concerning Community and Context

1. What are the strengths and areas needing improvement in your institution's *community dynamics in its various contexts* in relation to the five topics mentioned above?

2. What are your plans to implement any needed improvements?

A5. EDUCATIONAL RESOURCES

ATA-accredited institutions have educational resources that support their respective missions and strategies.

Feedback from the Stakeholder and Institutional Impact Study

What were the significant findings of the Stakeholder Study concerning your institution's *educational resources, facilities and services*?

A5.1 Educational Services for Students

Quality Measures and Standards	Supporting Evidence and Documentation
• The institution ensures that educational support for students is adequate to meet anticipated needs and readily accessible. Particular care is given to effective orientation of new students. • Students are informed of the educational services available to them, which may include support from qualified tutors and advisers. • Student services take into account special needs, exceptional circumstances, diversity in student population, issues of mobility across educational systems. • *Non-campus-based programs* provide adequate technical and personal support staff and resources to serve their student body, especially for those studying at a distance.	*Please include the following (where available) in a compilation of supporting documents:* • Student Handbook

Questions to Respond to

1. What educational services are available to support students? Describe the orientation provisions offered for new students and special needs students. How does the institution ensure that students, especially new students, are aware of them? Are they adequate to meet the various needs of the student body? If not, how may they be improved?

2. *For non-campus-based programs*. What technical and personal support staff and resources are available to serve the student body? Are these adequate? If not, what may be done to improve them?

A5.2 Study Facilities, Buildings, and Equipment

Quality Measures and Standards	Supporting Evidence and Documentation
• The site, layout, buildings, furnishings and IT provision of the institution are each suitable for their purposes. They comply with local building regulations and standards, including accessibility requirements. • The institution has a written plan that details and prioritises maintenance and renovation needs for buildings and furnishings. Requirements of the plan are reflected in strategic plans and budgets. • Campus-based institutions provide appropriate spaces for educational activities (e.g. classrooms), student accommodation and food services. There is a meeting place suitable for assembly and worship for the whole community, preferably a separate chapel.	*Please include the following (where available) in a compilation of supporting documents:* • Site plan for campus layout • Office/Classroom floor plans • Institutional site maintenance, renovation, and development plan • List of administrative and Study Centers (for non-campus-based programs)

Questions to Respond to

1. Describe the facilities of the institution. Are they suitable for their purposes? How do they support the mission and the vision of the institution? Please explain, detailing any changes that need to be made if necessary. Do they comply with the relevant building regulations and standards?

   Campus-based institutions, please give particular attention to describing facilities for educational activities, student accommodation, food services, and for assembly and worship.

2. Please include the institution's maintenance, renovation, and development plan as an Appendix to the *Self-Study Report*. When was it prepared, and is the planned work taking place? Are the requirements of this plan coordinated with the institution's strategic plans and budgets? What is the budget for annual maintenance and development?

3. *Non-campus-based institutions.* List all active administrative and study centers by country, region or district. Identify new centers established in the previous five years. How many study centers became inactive in the same period. If many centers have changed status, please explain why.

4. *Non-campus-based institutions.* What resources and procedures are necessary to open a new center? Who provides these resources?

A5.3 Library and Learning Resources

a. Campus-based institutions

Quality Measures and Standards	**Supporting Evidence and Documentation** *Please include the following (where available) in a compilation of supporting documents:*
• The library holdings, online resources available through the institution, and other library resources available to students clearly and adequately support the instructional objectives, levels, and learning outcomes of the institution's programs. *[NB: An accessible library in close proximity to the campus can be considered as an additional facility.]* • Institutions give emphasis to the acquisition of learning resources relating to Asian contexts and in the primary languages of students. • The library has adequate space for study and research purposes, and facilities allow for adequate preservation of library holdings. • Library holdings are digitally catalogued and the catalogue is accessible to students working off-campus. • Library administration is carried out by a sufficient number of well-qualified and trained staff. • The library has a development plan that is suitable in terms of quality, quantity, variety, concentration, theological orientation, subjects covered and language to the programs being offered, and for expanding digital collections and access. This development plan is reflected in the institutional budget. • A strong, ongoing commitment to expanding student access to digital and online learning resources is evident. • Library facilities and equipment allow for adequate preservation, use and expansion of library holdings.	• Summary numbers of library holdings and online resources • Library floor plan • List of library staff with their qualifications • Library (and library resource) development plan

Questions to Respond to

1. Do the library holdings, and online resources available through the institution, clearly and adequately support the institution's programs, levels of study, and their learning outcomes? To what extent are various curricular divisions equally well supported? Give details to support your answer.

2. What percentage of the library books, periodicals, and other materials is related to Asian contexts? What percentage is available in the primary language(s) of students?

3. What is the procedure for the selection and acquisition of new resources? What is the annual budget for their acquisition?

4. How adequate is the space available in the library for study and research purposes? Are there any issues in preserving library holdings? How are they being addressed?

5. Is the library digitally catalogued? Is the catalogue available online? If not, please explain. What backup procedures are used for library databases?

6. Give details of the number of library staff, their weekly hours and levels of training. Are these adequate?

7. Please include the library development plan (focusing on holdings) as an Appendix to the Self-Study Report. When was it prepared, who contributed to it, and to what extent is it being put into practice? Does it evidence a strong commitment to expanding student access to digital and online learning resources? If not, please explain. Are the requirements of this plan coordinated with the institution's strategic plans and budgets?

8. Do library facilities allow for expansion? If not, are plans for expansion included in the library development plan?

b. Non-campus based institutions and programs

Quality Measures and Standards	**Supporting Evidence and Documentation**
• The institution provides or facilitates access to adequate digital and online holdings and/or facilitates students in accessing local resource centres and libraries.[9] • Particular attention is paid to helping local learning groups and online class groups to become aware of the range of educational resources available to them and how these can enrich their learning experience.	*Please include the following (where available) in a compilation of supporting documents:* • Summary numbers of digital holdings and online resources • List of local libraries that students have access to • Learning resource development plan

Questions to Respond to

1. What strategies has the institution followed to ensure that students have adequate access to digital and online resources, and local resource centers and libraries? What percentage of students have less than adequate access to these resources? What plans do you have to remedy their lack of access?

[9] These resources could include local church libraries, a local church pastor's book resources, libraries of accessible theological colleges, local public libraries, internet resources, including public domain resources, resources made available on the institution's website, and resources available electronically.

2. How does the institution help students to become aware of, and use, the range of educational resources available to them?

A5.4 Information Management and Technology

a. All institutions:

Quality Measures and Standards	**Supporting Evidence and Documentation** *Please include the following (where available) in a compilation of supporting documents:*
• Appropriate record-keeping is in place that includes updated contact information, student files, grades and transcripts, finances, and alumni information. • Back-ups of critical institutional data are made at least weekly by at least two different means, with at least one back-up being stored off-site or in the cloud. Back-up systems used are adequate to protect data from loss due to fire and other risks that could destroy the administration offices. • Data protection and privacy policies safeguard student details, in accordance with any local legislation and relevant international legislation • Information Technology (IT) and electronic instruments are employed, managed, and protected against virus, spy-ware, hacking and other risks by qualified personnel.	• Sample transcripts • Sample copies of data held for students and alumni • Data protection policy • Privacy policies made available to students

Questions to Respond to

1. Describe information management systems and policies as they relate to student and alumni information, including student files, grades and transcripts; and as they relate to the institution's finances.

2. Give information about the frequency and location of back-ups, and specify which data are included in these back-ups.

3. Please include data protection and privacy policies as an Appendix to the Self-Study Report. When were these last reviewed? How is the privacy policy (concerning the use of student data) communicated to students?

4. Describe the institution's policies and practices to guard against corruption or theft of software and data as a result of viruses, spyware, hacking or other risks.

5. In what ways has the institution collected and used information relating to students, alumni or programs?

b. Online programs:

Quality Measures and Standards	Supporting Evidence and Documentation
• Steps are taken to ensure that the technical infrastructure and technologies that undergird online programs and technology enhanced learning (e.g. Learning Management System, educational app[lication]s, internet access, a dedicated server or web hosting service, cyber security) are available, functioning correctly, securely, and reliably, and are appropriate to meet the demands of the size of the institution and the number of users. • Qualified personnel carefully monitor and manage these technical services. • An appropriate, secure system for managing enrollment and course payments online is in place.	*Please include the following (where available) in a compilation of supporting documents:* • Technology guides for administrators and support staff

Questions to Respond to

1. Describe the infrastructure and technologies used to support the institution's online programs. How adequate are they? What plans are there for improvement? Explain the reasons for the choices made. What security considerations have been included in your decision making and how have you met those security needs?

2. List the personnel responsible for the management and maintenance of these technical services and their qualifications.

3. What system is used to manage online enrollment and course payments? How reliable has this system been? What security is provided to keep enrollment and financial transactions safe?

A5.5 Virtual Learning Environments and Online Resources

Quality Measures and Standards	Supporting Evidence and Documentation
• Institutions offering distance or online educational programs, provide virtual learning platforms (or learning management systems) and educational app(lication)s chosen after careful research, together with adequate qualified support. • Online learning tools are selected according to their effectiveness in helping to achieve the learning outcomes of the program. A rationale for all technological choices made can be supplied, including any learning (or content) management system adopted. • Online learning is supported by mechanisms and policies that provide for technical and pedagogical support to educators and students. • Students are provided with technical guides and instruction that explain, especially for novice users, the use of the Learning Management System (LMS) and other technologies used in online learning. Frequently asked technical questions are answered step-by-step through help videos created using screen capture technology. • Online students are provided with learning guides that detail the steps to follow in each course (i.e. a course syllabus) and which are designed for novice users.	*Please include the following (where available) in a compilation of supporting documents:* • Technology user guides for educators, and for students • Sample online learning guides for specific courses

Questions to Respond to

1. Explain the reasons for choosing your course and learning management tools and how/where they are hosted. What pedagogical factors influenced your choices?

2. To what extent are each of your pedagogical needs met by the tools chosen, and how are you remedying any deficiencies? Explain how you integrate use of the technological tools with other aspects of your educational program.

3. What training and support are provided to educators concerning use of your educational technologies?

4. What instruction and support is available to help novice users understand and use the LMS and other relevant technologies? What student feedback has there been about their usefulness?

5. Are learning guides available for each course? What student feedback has there been about their usefulness?

Summary concerning Educational Resources

1. What are the strengths and areas needing improvement in your institution's *educational resources, facilities and services* and the topics mentioned above?

2. What are your plans to implement any needed improvements?

A6. FINANCES AND STABILITY

ATA-accredited institutions have suitable financial potential, planning, policies and procedures, fund-raising capacity and strategies to help maintain stability and to ensure sustainability for the future.

Feedback from the Stakeholder and Institutional Impact Study

What were the significant findings of the Stakeholder Study concerning your institution's *finances, stability and future sustainability*?

A6.1 Financial Planning

Quality Measures and Standards	Supporting Evidence and Documentation
• The institution is able to provide a rationale and evidence that sufficient financial resources are available to sustain its mission. • In terms of financial planning, a comprehensive, Board-approved business plan matches the mission and strategic planning of the institution. • The institution has well-defined written procedures for the preparation, adoption, revision and control of the budget, which is annually prepared for approval by the Board. The budget shows reasonable expenditures and forward-looking investments to serve the mission of the institution. • Annual budgets include all salaries, including explicit line items for voluntary or non-paid personnel, to show clearly the actual cost of the institution's operations. • The financial condition of the institution aims at stability of operations, investment in personnel, including adequate workloads and allowance of vacation time and research leaves. • Fundraising and other income sources are appropriately allocated to operational costs, contingency funds and investment.	*Please include the following (where available) in a compilation of supporting documents:* • Institutional financial business plan • Written financial policies • Audited profit and loss statements for the previous two years • Institutional budget for the current and previous year

Questions to Respond to

1. Please submit as an appendix the institutional budget for the current year and the previous year, and copies of audited profit and loss statements for the previous two years. (If this information is sensitive, it may be presented on site during the evaluation visit.)

2. Outline briefly the institution's policy and practice in relation to financial planning, including preparation and approval of annual budgets. Is there a Board-approved business plan?

3. List any pressing financial needs facing your program with respect to human, material, or program resources. What steps are being taken to address these needs?

A6.2 Financial Policies and Procedures

Quality Measures and Standards	Supporting Evidence and Documentation
• Accounting is maintained and audited at professional level by qualified personnel. Backups of financial data are made on a daily basis. • Procedures are in place to ensure that all spending is accounted for and appropriately authorised within budgetary provisions. • Similarly, all incoming funds are appropriately documented, allocated and acknowledged. • Financial reports include a detailed description of income and expenditures. • Annual auditing of institutional finances by a chartered accountant is carried out.	*Please include the following (where available) in a compilation of supporting documents:* • Audited profit and loss statements for the previous two years • Sample letters of thanks to individual donors

Questions to Respond to

1. Describe the accounting and auditing procedures of the institution. Are these serving the purpose well? If not, what changes should be adopted?

2. Who audits the annual accounts and what are their qualifications? If annual accounts are not yet audited, please explain why.

3. How is financial information safeguarded?

4. Explain how you ensure that all spending is appropriately authorized and accounted for within budgetary provisions.

A6.3 Institutional Stability

Educational institutions need to attain a satisfactory degree of stability before applying for accreditation and are expected to maintain this stability while accredited. A certain degree of maturity, experience, administrative continuity and a record of effective service are considered prerequisites. The following are important criteria for evaluating stability:

- *a. Adherence to the stated philosophy and objectives of the institution.*
- *b. Normally 3-5 years of continuous operation as an institution prior to accreditation.*
- *c. Experience in a given educational program to prove that it produces graduates capable of meeting demands made upon them.*
- *d. Continuity of leadership in chief administrative officers.*
- *e. A reasonably low turnover of personnel.*
- *f. Low fluctuation of enrollment from one year to another.*
- *g. A growing enrollment consistent with the needs of the church.*
- *h. Stability in financial management with a balanced fiscal budget, including a demonstrated continuity of income and expenditure over time.*
- *i. Income sources include reasonably committed and consistent support from an institution's constituency such as denominations, local churches and individuals.*
- *j. Capacity for growth and development with its progressive leadership.*
- *k. A systematic means for continuing program renewal and improvement.*
- *l. Avoidance of partisan or personal interests in the management of the institution.*

Quality Measures and Standards	**Supporting Evidence and Documentation**
• The institution demonstrates adequate fulfilment of each of these criteria. • Where one or more of these criteria are not being met, the institution can show that it is addressing the issue, and that renewed stability is feasible in the near future.	*Please include the following (where available) in a compilation of supporting documents:* • Annual reports to stakeholders

Questions to Respond to

1. Please assess the institution's situation in regard to *each* of these criteria. Where a criterion has not been met, what response is the institution making?

A6.4 Sustainability

Quality Measures and Standards	**Supporting Evidence and Documentation**
• The institution shows improvement in developing local support to avoid over-dependence on foreign subsidies. Plans are in place to reduce dependence upon external funding sources. • Dependence on unreliable funding sources is acknowledged and plans to avoid this are being actioned.	*Please include the following (where available) in a compilation of supporting documents:* • Strategic Plan

Questions to Respond to

1. How is the institution funded? Please present an analysis of your income by sources. Which of these are regular and assured? Which are subject to interruption? What plans exist to reduce the program's dependency on interruptible income sources?

2. If the institution is funded by external (overseas) sources, is there any plan to be fully self-supporting?

A6.5 Remuneration and Fee Policies

(i) <u>Remuneration of Personnel</u>

Quality Measures and Standards	**Supporting Evidence and Documentation**
• Adequate salaries and benefits are provided to enable those who receive them to give their best service to the institution and its student body. • Staff and educator salaries, social security, pensions and fringe benefits are reasonably comparable to the prevailing scales of similar institutions in the country, are agreed upon in writing, and reviewed regularly in relation to inflation and other factors.	*Please include the following (where available) in a compilation of supporting documents:* • Salary structures and/or scales

Questions to Respond to

1. Please provide a summary of the salary and benefits scale for full-time and part-time educators and staff. What factors are considered in relation to salary levels, salary increases, and promotions? How often are the salary and benefits scale reviewed?

2. Please explain the rationale for educator and staff salaries and other benefits in relation to the prevailing scales in the institution's context.

(ii) <u>Student Fees</u>

Quality Measures and Standards	Supporting Evidence and Documentation
• Student fees and their due dates are transparent and public and give due consideration both to the financial ability of the students and their sponsors and to the actual expenses of the institution. They are reviewed regularly. • Fee payments are handled according to appropriate written procedures. Any exceptions to regular procedures are specified in written agreements with students.	*Please include the following (where available) in a compilation of supporting documents:* • Fee policies • Fee structure • Sample fee payment agreement

Questions to Respond to

1. Please describe student fees and other charges, including any changes in the past three years. To what extent do student fees meet the actual financial needs of the institution? Are the fees appropriate in the light of the true financial capacities of the students and their sponsors?

2. Give details of the procedures and schedules for student fee payments. How are these communicated to students?

(iii) <u>Financial Assistance for Students</u>

Quality Measures and Standards	Supporting Evidence and Documentation
• Financial assistance to students is administered so that educational opportunities are equalized and equipping for effective ministry encouraged. • The institution encourages the sending church of each student to contribute to their living and study expenses.	*Please include the following (where available) in a compilation of supporting documents:* • Student financial assistance policy • Financial aid/scholarship application form • Sample letter sent to sending churches to encourage contributions

Questions to Respond to

1. Describe the institution's policy and practice in providing financial assistance to students. Are the policies readily available to students and interested stakeholders?

2. Does the institution encourage students' sending churches to contribute financially to their costs? If so, how has this been done and what has been the response?

(iv) Student Employment alongside their Study Program

Campus-based institutions and programs:

Quality Measures and Standards	Supporting Evidence and Documentation
• The institution is aware of its responsibility to assist financially needy students, where possible, in finding desirable employment both inside and outside the institution and to safeguard their highest interests by adequate supervision and appropriate controls. The institution thus explores available job opportunities and assigns students to work for which they are suited and which will advance rather than impede their educational progress. • The institution sets appropriate limits on the amount of time devoted to financial self-help. It recognizes that students who must work while studying will normally not be able to carry a full-time study load. Therefore, steps are taken to ensure that the class load of such students is reduced and their studies extended over a longer period of time. • The institution also considers the possibility of reasonable compulsory student duties for residential students as a way of lowering institutional expenses and reducing student fees.	*Please include the following (where available) in a compilation of supporting documents:* • Written student employment policy

Questions to Respond to

1. Please outline the institution's practice concerning students who take paid employment alongside their studies. Is it a common practice for students of the institution to take employment alongside their studies? How do you monitor whether study and employment workloads are reasonable and balanced?

2. What duties, if any, are required of residential students? Please explain the reasons for this, and the number of hours per week allotted to these duties.

A6.6 Fundraising and Income Generation

Quality Measures and Standards	Supporting Evidence and Documentation
• The institution has, or plans to establish, a fundraising department or team or officer(s) to assist the leadership. • The Board is active in its supervision of fundraising efforts, and Board members are encouraged to be involved in such efforts themselves. • Fundraising procedures are transparent and illustrate true needs. Fundraising proposals and reports are truthful, the latter marked by gratitude. • Income generation projects and practices are approved by the Board, carefully monitored, and run according to good business practice.	*Please include the following (where available) in a compilation of supporting documents:* • Fundraising department job descriptions • Board policy and/or written fundraising procedures • Sample recent fundraising proposals

Questions to Respond to

1. Describe the fundraising department or team of the institution and primary fundraising methods. What, if any, changes are needed to make this work more effective?

2. What is the role of the Board in relation to fundraising and income generation? Where is this put in writing? Who has the final responsibility for ensuring that fundraising and reporting are done with integrity, truthfulness and transparency?

3. If available (and does not compromise confidentiality*), please submit as an appendix two recent and representative funding proposals. (*Sensitive details could be removed, if necessary.)

Summary concerning Finances and Stability

1. What are the strengths and areas needing improvement in your institution's *finances, stability and future sustainability,* and the topics mentioned above?

2. What are your plans to implement any needed improvements?

B. RESPONDING TO THE ATA'S PROGRAM QUALITY MEASURES AND STANDARDS

B1. HOLISTIC INTEGRATION

ATA-accredited institutions have a holistic approach to theological education giving attention to learning activities relating to each aspect of the whole person in community before God, and their integration in the curriculum.

This manual understands whole-life discipleship *as an integrating purpose for theological education in the service of the Church, since Jesus Christ is the head of the Church, and the source of fruitfulness in Christian ministry.*

ATA-accredited programs foster growth as a disciple of Jesus in each of the following areas:

(iv) ***Intellectual formation****, including such things as: gaining knowledge; developing in understanding; belief and doctrine; cognitive skills of analysis, evaluation and synthesis, and reflection; communication.*
(v) ***Ministry skills formation*** *including such things as: the development of practical and field ministry skills, taking responsibility in areas of service including family, church, community and society, recognizing and using spiritual gifts, and developing skills of mentoring, coaching, training, communication, equipping, teamwork and problem solving.*
(vi) ***Spiritual, relational and personal formation****, including such things as: the development of relationship with God; the understanding and practice of spiritual disciplines; obedience to the commands of Jesus; fruit of the Spirit; love and compassion; personal commitment; servanthood; emotions and feelings; passion and motivations; attitudes and values; character, virtues; team-work and community mindset; relationship with others; relationships with family, church and society; self-awareness; personal confidence; self-esteem; personal mentoring; stewardship, including creation care; ethics and development of ethical and moral qualities.*

It is important that ATA institutions give careful attention to the inclusion and integration of each aspect of whole-person-in-community-before-God learning.

Feedback from the Stakeholder and Institutional Impact Study

What were the significant findings of the Stakeholder Study concerning *holistic integration* in the curricula of your institution's programs?

B1.1 Holistic Integration - Whole Life Discipleship

Quality Measures and Standards	Supporting Evidence and Documentation
• Acknowledging Jesus Christ as the all-sufficient source of lasting fruitfulness in Christian ministry, the institution gives first importance to a growing relationship of loving obedience to Jesus Christ, that is, whole-life discipleship. • With the aim of nourishing this relationship of whole-life discipleship, the institution prepares curricula that include and integrate learning activities relating to each aspect of the whole person in community before God. • These holistic curricula include learning activities involving each of the three areas mentioned above: ○ *Intellectual formation* ○ *Ministry skills formation* ○ *Spiritual, relational and personal formation* • All sections of the holistic curriculum are linked to program learning outcomes and learning activities.	*Please include the following (where available) in a compilation of supporting documents:* • Academic Manual or Handbook • Faculty Handbook • Overall institutional training objectives • Overall learning outcomes for each program • Graduate Profile(s) for each award offered

Questions to Respond to

1. What evidence is there that both students and educators grow in loving obedience to Jesus, in whole-life discipleship, through their participation in the training and in institutional life? Please include some illustrations of this.

2. Considering the whole curriculum and each program, what evidence is there of an appropriate integration and balance of learning outcomes and activities, relating to: (i) intellectual formation; (ii) ministry skills formation; and (iii) spiritual, relational and personal formation?

3. To what extent is this integration and balance reflected in the graduate profile for each award program? If any one area is weak or neglected, what action is planned to promote a more holistic curriculum?

4. To what extent is the holistic balance of learning activities and outcomes reflected within individual courses offered by the institution? What actions are planned to increase the commitment to holistic curricula across all courses offered?

B1.2 Whole-Life Discipleship in Intellectual Formation

Quality Measures and Standards	Supporting Evidence and Documentation
• The institution includes and monitors outcomes and learning activities in their programs related to intellectual formation. • In addition to subject knowledge and understanding, students develop cognitive skills such as critical thinking, ability to find information and the ability to apply, evaluate, analyse and create knowledge, and to communicate the results effectively. • Institutions help students to develop effective research skills. • Students are equipped to be lifelong learners.	*Please include the following (where available) in a compilation of supporting documents:* • Graduate profiles • Syllabi template and sample syllabi • Tools provided to help students in critical reflection, critical thinking, and to engage in lifelong learning

Questions to Respond to

1. Describe program learning outcomes in the area of intellectual formation. How are the cognitive skills of evaluation, analysis and synthesis developed? How is their development monitored?

2. How are students encouraged to reflect critically upon their personal growth as whole-life disciples of Jesus?

3. Describe the efforts made to help students grow in their communication skills for effective sharing of what they are learning. What methods and media are included in those efforts?

4. In what ways are students at various levels equipped with effective and relevant research skills?

5. In what ways are students equipped to be lifelong learners, and what tools are provided to help in this process?

B1.3 Whole-Life Discipleship in Ministry Skills Formation

Quality Measures and Standards	Supporting Evidence and Documentation
• The institution includes and monitors outcomes and learning activities in their programs related to ministry skills formation. These include skills required for effective ministry in relation to the aims of the program. Where appropriate particular attention is given to skills relevant to making disciples and equipping God's people. • The institution provides appropriate opportunities for practical learning through activities such as field placement, work-based learning, experiential learning and reflective practice. • These opportunities are an integrated part of the program, and they receive credit according to the learning hours involved. • Practical learning assignments are varied and wide-ranging, according to the aims of the program and the calling, gifts, skills and prior experience of the learners. • The institution gives attention to the preparation, support, encouragement and evaluation of those who supervise practical learning assignments. • Program outcomes include transferable skills such as problem-solving, conflict resolution, and the ability to work in teams. ("Transferable" skills are core skills that are valuable across a wide range of situations, subjects, and settings.) • Program outcomes include the ability to communicate practical learning to others, and to train and equip others in practical ministries. • Students are equipped to contribute to church and the wider society in a variety of contexts.	*Please include the following (where available) in a compilation of supporting documents:* • Academic Handbook • Graduate Profiles • List of field ministries available to students • Field ministry guidelines for students and supervisors/mentors • Field ministry planning and evaluation tools

Questions to Respond to

1. Describe program learning outcomes in the area of ministry skills formation. How are these skills developed? How is their development monitored?

2. What opportunities are there for a variety of practical learning assignments according to the different callings, giftings and prior experience of students? Please include a list of possible field ministry options for students. How are learning hours measured and credits allocated for practical ministry? If credits are not yet granted to students for practical ministry, please explain the rationale for that policy. When was the matter last considered?

3. Describe how field or ministry placements are arranged and supervised.

4. What preparation, support, encouragement and feedback is given to those supervising practical learning activities? Please include any planning and evaluation tools used by mentors and supervisors with students.

5. Describe how reflection upon ministry is encouraged and developed in students. Please include copies of any tools given to students to help them do this.

6. What efforts are made, and opportunities given, toward helping students grow in teamwork? How strongly is teamwork in ministry emphasized by the curriculum and by educators?

7. Describe the efforts made to enable students to train, equip, and mentor others in practical ministries, including communicating their practical learning effectively.

8. What feedback was evident in the Stakeholder Survey about the effectiveness of the programs in equipping students for ministry in the churches and society? What gaps in your practical training need to be filled, and how do you plan to fill those gaps?

B1.4 Whole-Life Discipleship in Spiritual, Relational and Personal Formation

Quality Measures and Standards	**Supporting Evidence and Documentation**
• The importance of spiritual, relational and personal formation to all forms of Christian ministry is recognized. The significance of a person's relationships, character and behavior, values and attitudes, passions and emotions for learning and transformation is understood. • The institution includes and monitors outcomes and learning activities in their programs related to spiritual, relational and personal formation. • Community contexts are accessible to learners where growing relationships with God, with others and with creation are modelled. In particular, contexts are available where spiritual disciplines are practiced, character development is nourished and sustained, and creation care is given practical expression. • Mentoring relationships are in place to support and encourage learning outcomes in these areas of whole-life discipleship.	*Please include the following (where available) in a compilation of supporting documents:* • Academic Handbook • Graduate Profiles • Faculty Handbook • Mentor guidelines and evaluation tools

Questions to Respond to

1. Describe program learning outcomes related to spiritual, relational and personal formation. What learning activities are designed to lead to these outcomes?

2. How do you encourage and assess growth in spiritual formation, evidenced by a person's relationship with God, relationships with others, and their character and behavior, values and attitudes, passions and emotions?

3. Where are the community contexts accessible to students that provide for the practice of spiritual disciplines, the formation of godly character, and the practical expression of creation care? What are the strengths and weaknesses of the institution in terms of creating or making use of appropriate contexts for spiritual, relational and personal formation?

4. To what extent are local churches actively involved in these processes for your students? Describe the efforts made to encourage church participation in the spiritual, relational and personal formation of students.

5. Describe mentoring services available to students. What support and training is given to mentors? What tools are provided for mentor evaluations of students?

Summary concerning Holistic Integration

1. What are the strengths and areas needing improvement in relation to the *holistic integration* of curricula in your institution's programs and the three overlapping aspects of holistic formation and whole-life discipleship that are emphasized by the ATA?

2. What are your plans to implement any needed improvements?

B2. PROGRAM DEVELOPMENT

ATA-accredited institutions design and implement approved, outcomes-based programs that provide excellent holistic training appropriate for the contexts they serve.

Feedback from the Stakeholder and Institutional Impact Study

What were the significant findings of the Stakeholder Study concerning the *design, development and implementation* of your institution's programs, curricula and syllabi?

B2.1 Program Design and Approval Processes

Quality Measures and Standards	Supporting Evidence and Documentation
• The institution develops programs that contribute to the fulfilment of its vision and mission. • The institution employs a clear process for the design and approval of their programs. • The design of each program includes contextual analysis and stakeholder consultation, leading to learning outcomes and a graduate profile. The program's curricular structure, level and duration, course content, and delivery approaches are designed to lead to these outcomes. • In choosing delivery strategies, the institution demonstrates awareness of issues such as accessibility, quality and cost. When offering the same program through diverse delivery methods, the institution ensures that uniform standards of quality are maintained.	*Please include the following (where available) in a compilation of supporting documents:* • Vision and Mission statements • Student prospectus for each program • Academic Handbook or Manual

Questions to Respond to

1. What evidence is there that the institution's programs are effective in contributing to its mission and vision?

2. Describe in outline how the program(s) to be evaluated were designed in the light of contextual analysis, and stakeholder consultation. Please attach any written documentation of this process, if available.

3. What factors influenced the choice of delivery strategy for the programs? If a program is delivered using multiple delivery methods, what procedures are in place to ensure uniformity of quality across those delivery methods?

B2.2 Contextual Relevance

Quality Measures and Standards	Supporting Evidence and Documentation
• Programs are contextually relevant. They are based upon careful research and analysis of contextual needs. • Curricular content addresses the challenges and opportunities students and graduates face in relation to the roles for which the program is designed to equip them. Delivery modes are appropriate for the intended contexts. • Students are prepared for the service settings and contexts they are likely to enter after graduation.	*Please include the following (where available) in a compilation of supporting documents:* • Contextual analysis and stakeholder research (where additional to the ATA Stakeholder Survey) • Graduate ministry statistics

Questions to Respond to

1. When were the program(s) to be evaluated last assessed for continuing contextual relevance? How rigorous and extensive was that assessment? Please describe it. What were the conclusions, and what changes were made as a result?

2. List the contextual challenges and opportunities facing the majority of your students and graduates. Briefly describe how your program(s) prepare students to face those contextual realities. Mention any contextual challenges or ministry opportunities that your program(s) do not yet adequately meet and your plans to address any curricular gaps.

3. What information is available concerning the ministries, occupations and service settings of students who graduated in the last five years? Please tabulate the ministry statistics for these graduates. Are there any significant changes from past years that have implications for the continuing relevance of the program(s) to be evaluated?

B2.3 Program Learning Outcomes and Graduate Profiles

Quality Measures and Standards	**Supporting Evidence and Documentation**
• Based on its vision and mission, and having researched the contextual needs, the institution designs programs that lead to clearly defined and holistic overall learning outcomes. • Program learning outcomes relate to each aspect of the whole person in community before God and include outcomes relating to (i) intellectual formation, (ii) ministry skills formation, and (iii) spiritual, relational and personal formation. • To develop these holistic learning outcomes, the institution actively seeks stakeholder definition of the knowledge, skills and attributes that students and graduates need for the ministries they are being trained for, in their contexts. • Corresponding to these program learning outcomes, the institution prepares a graduate profile for each program. • Program learning outcomes and graduate profiles are regularly reviewed, and checked for alignment with the institution's mission and vision. • The program learning outcomes determine curricular structure, course learning activities and assessment. Care is taken to ensure that the combination of all courses and ministry units can reasonably be expected to lead to achievement of each of the learning outcomes in the graduate profile.	*Please include the following (where available) in a compilation of supporting documents:* • Program learning outcomes for each award offered • A separate Graduate Profile for each award Academic Handbook

Questions to Respond to

1. List the overall learning outcomes for each program and include each graduate profile in an appendix.

2. How adequately are each of the three formational areas mentioned in Section B1 above represented in each graduate profile? (Answer separately for each program to be evaluated.) If any aspects of whole person formation are not adequately addressed, what plans are there to remedy that, and how will your programs change to ensure achievement of the graduate profiles in those aspects?

3. When were each program's learning outcomes and graduate profile last reviewed for alignment with the institution's mission and vision? What were the results of that review, and what changes were made?

4. For each program, present a curricular map or table that shows how the different elements of the program are designed to lead to fulfilment of the program's learning outcomes. Within the table, the contribution of each course should be clear.

B2.4 Curricula and Syllabi

a. All programs

Quality Measures and Standards	Supporting Evidence and Documentation
• The institution has a published curriculum for each program of study, including the purpose of the program, the program learning outcomes and the graduate profile, and the courses of study, with their credit allocation, duration, instructional methods and assessment criteria. This is normally part of the Academic Manual. • The institution uses a standard syllabus template to prescribe the parameters of course syllabi for its educators. The institution has written syllabi for all courses, which describe the learning outcomes of the course, a summary of its content, credit allocation and duration (including learning hour expectations and allocations), instructional methods, learning activities (specifying clear student requirements for any assignments and examinations) and criteria for assessment (including grading allocations). • Courses within the curriculum normally show clear progression and sequencing, from foundational to advanced levels. • Curricula and syllabi are developed in close cooperation with the teaching faculty and/or course writers who share in the ownership of the overall curriculum criteria and design. • The institution has developed its own quality assurance process for programs and curricula leading to internal approval and external validation.	*Please include the following (where available) in a compilation of supporting documents:* • Academic Handbook or Manual (or written curriculum for each program) • Faculty Handbook • Standard syllabus template • Sample syllabi for each program *(please note that other course syllabi may be requested by the VET during the onsite visit)*

Questions to Respond to

1. Please attach the curriculum/curricula for the program(s) to be evaluated.

2. Please attach the standard syllabus template used for course descriptions, and share in an appendix two to three sample syllabi for each program.

3. Describe the progression and sequencing of courses in the program(s) to be evaluated.

4. How are course syllabi developed? Give a description of the process of course design, showing how good educational practices are ensured.

5. What internal quality assurance processes are in place for course syllabi and who is involved in them? Give an example of their use and evaluate their effectiveness.

b. Extension and online programs

Quality Measures and Standards	Supporting Evidence and Documentation
• There is a well-documented process of course development including rigorous field testing, editing and revision. • Special attention is paid to ensuring that all courses include tested and contextualized guides for the Group Leader, including helps to facilitate group discussion, and application and assessment of learning. • Online course development includes the provision of two types of student guides. There are simple, well-tested student guides that will (i) (on a per course basis) help the student progress through each step of the course, and also (ii) (on a per program basis) offer practical assistance in using the technological tools and resources employed by the program.	*Please include the following (where available) in a compilation of supporting documents:* • Written course development process • Template for group leader course guides • Template for student guides for individual courses

Questions to Respond to

1. Describe the course development process from initial course preparation to final revision and release for regular student use. Include any written documentation that details this process.

2. Do all courses include guides for the Group Leader, including helps to facilitate group discussion, application, and assessment of learning? Summarize what is typically covered in a group leader guide. [Please prepare some sample group leader guides for the VET to peruse onsite.]

3. Do all online programs include student guides for each course, and adequate practical assistance in using technology resources (including any learning management system)? Summarize what is typically covered in these student guides, and in the technology guide. [Please prepare some sample student guides, and any technology guide for students, for the VET to peruse onsite.]

B2.5 Credit Allocation

For the following, please refer also to the detailed specification of the ATA Credit Unit and the ATA's policy on the Recognition of Prior Learning, respectively in Part I: Sections 4.1 and 4.2 of the Manual for Accreditation.

Quality Measures and Standards	Supporting Evidence and Documentation
• Institutions use credit and learning hour counting to quantify student learning outcomes, with the focus being on demonstration of achievement of learning outcomes. Credit allocations are in conformity to the ATA's Credit Unit policy in Part I: Section 4.1 of the *Manual*. • The institution awards credit for all learning activities that match learning outcomes (see further Part I: Section 4.1 of the Manual). • Face to face instruction is understood to be only one of many possible learning activities, and not an essential requirement for credit. Credit allocation calculated on the basis of time spent in learning activities allows for any mode of program delivery. • Syllabi clearly show course duration, total learning hours (including a breakdown of learning hours for the various learning activities of the course) and related credit counts. • The school calendar balances the distribution of learning time over the academic year. When intensive or block courses are used, student learning is enhanced by including preparatory assignments before, and follow-up assignments after, the intensive module. … /	*Please include the following (where available) in a compilation of supporting documents:* • Academic Handbook • Sample syllabi (mentioned in B2.4) • School academic calendar • Written policy for Recognition of Prior Learning

• The institution makes provision for carefully defined allocation of credit for prior learning, non-formal and informal learning that match program learning outcomes, in conformity to the ATA's policy on the Recognition of Prior Learning.	

Questions to Respond to

1. List any learning activities leading to program learning outcomes where credit is either not awarded or not awarded in proportion to the learning hours involved (such as field education or spiritual formation activities). What are the reasons for excluding them from credit allocation or for differing credit proportionality?

2. Is learning time for the program(s) evenly distributed over the year? If not, why is this? If there are intensive or block courses, how do preparatory and follow-up assignments support student learning? Please include your school calendar as an appendix.

3. Please attach in an appendix the institution's policies on granting credit for prior learning, non-formal and informal learning. Please give details of credits awarded in these categories to current students or recent graduates.

B2.6 Monitoring Processes

Quality Measures and Standards	**Supporting Evidence and Documentation**
• The institution regularly monitors and reviews programs, curricular components, and courses to ensure that they are achieving their intended outcomes. • These monitoring and review processes form part of the internal quality assurance system of the institution. This system involves educators, students and other stakeholders with the aim of improving the effectiveness of programs. • Program monitoring by the institution evaluates: ○ *Program content in light of the latest research, to ensure that it is up to date;* ○ *How programs are responding to the needs of students, stakeholders and society;* ○ *Issues of student progression, completion, and workload;* ○ *Credit and learning hour allocations;* ○ *Student satisfaction in areas of teaching, learning and assessment;* ○ *Overall student satisfaction and expectations;* ○ *The suitability of the learning environment;* ○ *The effectiveness of support services.* • The institution uses the results of monitoring to make appropriate improvements, and communicates these to everyone involved.	*Please include the following (where available) in a compilation of supporting documents:* • Course and program evaluation tools • Student exit interview questions

Questions to Respond to

1. Describe the institution's internal program monitoring and review processes. Briefly state what is reviewed, how, by whom, how often, and the date of the last review. Give examples of changes to the program that have been made as a result of these processes.

2. Please provide in an appendix any tools used for the evaluation of courses and programs by students, educators and other stakeholders.

Summary concerning Program Development

1. What are the strengths and areas needing improvement in the *design, development and implementation* of your institution's programs, curricula and syllabi, and in the topics mentioned above?

2. What are your plans to implement any needed improvements?

B3. LEARNING, TEACHING AND ASSESSMENT

ATA-accredited institutions implement good educational practice in areas of learning, teaching and assessment.

Feedback from the Stakeholder and Institutional Impact Study What were the significant findings of the Stakeholder Study concerning *learning, teaching and assessment* in your institution's programs?

B3.1 Educational Philosophy and Andragogy

Quality Measures and Standards	Supporting Evidence and Documentation
• The institution has a clearly-articulated educational philosophy that is grounded theologically, and in best practices for learning and teaching. This educational philosophy undergirds the institution's curriculum design and learning and teaching strategies. • The entire learning community has access to and is encouraged to engage with the institution's educational philosophy and practice. Educators both understand and subscribe to it. • Andragogic theory and practices determine learning and teaching strategies at appropriate levels and academic depth for each program. • The institution uses educational methods that promote learning with an enduring influence (deep learning), and life-long learning, and actively foster a collaborative and community approach to learning and living.	*Please include the following (where available) in a compilation of supporting documents:* • Faculty Handbook • Academic Manual or Handbook

Questions to Respond to

1. What is the educational philosophy of the institution and how is it communicated to educators, students and other stakeholders?

2. How has this understanding of education shaped the institution's curriculum design, and learning and teaching strategies? In particular, how have andragogic theory and good practice informed the institution's learning and teaching strategies? How do you ensure that educators understand and implement ~~it~~ the educational philosophy?

3. How are students encouraged to engage with this educational philosophy?

4. In what ways are the educational methods used designed to lead to deep learning? How do they promote collaborative learning? How do they encourage life-long learning?

B3.2 Student-Centered Learning

Quality Measures and Standards	Supporting Evidence and Documentation
• Educators understand the difference between teacher-centered and student-centered learning paradigms, and incorporate the valuable insights of student-centered learning into their approach to learning and teaching. Academic leadership assists in this process. • The institution delivers its programs in a way that encourages students to engage in self-reflection and to be responsible, self-motivated learners. Educators provide appropriate support, in a climate of common commitment to grow as learners and disciples of Christ. • The institution is aware of the diversity of its students' needs and learning styles, and as far as possible provides an appropriate range of learning activities for them.	*Please include the following (where available) in a compilation of supporting documents:* • Faculty Handbook • Sample Course Syllabi for each program • Learning styles information shared with educators and students

Questions to Respond to

1. In what ways are the insights of a student-centered learning paradigm incorporated in the educational philosophy of the institution? How do you ensure that educators apply student-centered learning in practice?

2. How does the institution encourage students towards self-reflection, and responsibility for their own learning and growth as disciples of Christ?

3. To what extent do educators model their own ongoing commitments to learn and grow as disciples? In practice, how do educators support students in this task?

4. For each program, what are the smallest and largest class sizes, and an average class size?

5. How does the institution discover the needs and learning styles of students? How does the institution provide an appropriate range of learning activities, both across the curriculum as a whole and within each course?

B3.3 Course Design and Variety in Delivery

Quality Measures and Standards	Supporting Evidence and Documentation
• In line with the standards given in Section B2 (Program Development), educators design courses such that each contributes to the achievement of the graduate profile of the award program, and is aligned with the institutional mission. • Educators implement good practice in course design in relation to delivery strategies and to the level of the program. • The institution encourages creativity among its educators, who enhance learning by using a variety of instructional methods appropriate to the course aims and learning outcomes. • Educators recognize and use the learning and teaching potential of a range of non-classroom settings to achieve holistic program goals. • Appropriate consideration is given to the use of technology-enhanced learning.	*Please include the following (where available) in a compilation of supporting documents:* • Academic Handbook • Faculty Handbook • Graduate Profile for each program • Sample syllabi for each program • Standard syllabus template Educator guide for technology-enhanced learning (if any)

Questions to Respond to

1. How do you ensure that educators link course design to the institutional mission and vision, and to the graduate profile for the program involved?

2. How does the institution encourage appropriate creativity among its educators? Give examples showing how different instructional methods are helping students to achieve learning outcomes.

3. How are non-classroom settings integrated into the total learning experience to achieve holistic program goals? How effective have these been, and how may they be improved?

4. In what ways is technology-enhanced learning supporting achievement of learning outcomes and program goals? Please share any guides given to educators to help them use technology in the learning process.

B3.4 Course Delivery Feedback

Quality Measures and Standards	Supporting Evidence and Documentation
• The institution regularly gathers feedback from students on course content and delivery, quality of teaching methodologies and overall design effectiveness. Student anonymity is preserved in such feedback to encourage greater honesty of response. • Feedback is used to improve course design and delivery.	*Please include the following (where available) in a compilation of supporting documents:* • Course evaluation forms used by students • Sample copies of student feedback compilation, as presented to educators • Annual educator appraisal form

Questions to Respond to

1. How is student feedback relating to courses gathered? Is there a standard template for feedback? If so, please attach this template. If not, what guidance is given to educators concerning collection of feedback?

2. What systems are in place to ensure that feedback is used to bring about improvement in course design and delivery? Please share some recent examples where student feedback led to course design or delivery changes.

3. To what extent is course feedback used as part of an annual appraisal for educators?

B3.5 Assessment Frameworks and Systems

Quality Measures and Standards	Supporting Evidence and Documentation
• Educators design assessments for each course that are holistic, and aligned with the specific course outcomes, and the program learning outcomes and the graduate profile. • Educators treat all forms of assessment as formative learning activities, part of the overall learning and teaching process. • Educators use assessment rubrics that are simple and clear for each course and each learning activity, and apply them consistently and fairly. Students are provided with these assessment rubrics [together with a written syllabus] at the start of each course, and educators help students to understand them. • Where learning activities take place in partnership with the church and the community, local partners, who may include mentors, contribute to their assessment. • Assessment feedback contributes to students' motivation, self-reflection and engagement in the learning process. • Academic or Student Handbooks inform students about regulations concerning marking criteria, submission procedures, marking procedures, penalties and possibility of resits and appeals. Regulations include consideration of mitigating circumstances and appeal procedures. • Assessment of the institution and its programs is regularly sought from all stakeholders	*Please include the following (where available) in a compilation of supporting documents:* • Academic Manual or Handbook • Faculty Handbook • Student Handbook • Written assessment (or grading) policies (if not in the Faculty Handbook) • Sample syllabi for each program • Sample assessment rubrics or other tools offered to educators

Questions to Respond to

1. How do you ensure that course assessments for each course are holistic, and aligned with specific, holistic, course outcomes? When were course assessments last evaluated according to these criteria, and what was the result? What changes still need to be made?

2. What forms of assessment are most commonly used in the institution?
   How are assessments designed to be *formative* learning activities (i.e. that contribute to student formation)?

3. How are learning outcomes for ministry formation, and personal, relational and spiritual formation typically assessed? Please give some examples.

4. How does the institution evaluate assessment rubrics for simplicity and clarity, and for consistent and fair application? When was such an evaluation last carried out, and with what results?

5. How are students helped to understand assessment rubrics at the start of each course?

6. Where local partners in the church and community are involved in learning activities, how are they involved in assessment processes? What tools or training is provided to help them?

7. How and when do students receive assessment feedback? To what extent does such feedback contribute to student motivation, self-reflection and engagement in the learning process?
   How often do students report that feedback received encouraged them?

8. How does assessment feedback contribute to achievement of the learning outcomes of the course and the program?

9. How are regulations concerning assignments and assessments, appeals and mitigating circumstances communicated to students? Briefly describe the appeals process available to students, and how an appeal is adjudicated.

10. Aside from the ATA Stakeholder Survey, describe the ways in which assessment of the institution as a whole, and its programs, is sought from stakeholders. Who is usually consulted, and how frequently do these assessments occur?

Summary concerning Learning, Teaching and Assessment

1. What are the strengths and areas needing improvement in the area of *learning, teaching and assessment* in your institution's programs, and in the five related topics mentioned above?

2. What are your plans to implement any needed improvements?

B4. STUDENT ADMISSION, PROGRESSION, RECOGNITION, AND CERTIFICATION

ATA-accredited institutions formulate and implement suitable policies for the student 'life cycle' that include entrance requirements, progression, recognition, and certification.

Feedback from the Stakeholder and Institutional Impact Study What were the significant findings of the Stakeholder Study concerning the *admission, progression, recognition, and certification* aspects of the student 'life cycle' in your programs?

B4.1 Entrance Requirements

Quality Measures and Standards	Supporting Evidence and Documentation
• Entrance requirements are clearly stated in the institution's prospectus or equivalent document, or webpage. • There are well-documented and publicized application and selection/admission procedures, suitable application forms, and competent support staff to assist students in the application process. • Admissions procedures are implemented consistently and transparently, and are sensitive to student mobility across higher education systems. • The institution has clear evaluation criteria to assess the suitability of applicants for specific programs, which include academic qualifications, Christian commitment, character, and sense of calling. • Recommendations are required from the student's local church leader and at least two others from, for example, teachers, employers and friends. • The institution supports equal opportunity for applicants with special needs or access requirements. • Policies for admission of transfer students and transfer of credits are in conformity with ATA policies (see Part I: Sections 4.1 *ATA Credit Units and Transfer of Credits* and 4.2 *The Recognition of Previous Learning* in the *Manual for Accreditation*) and are clearly documented. • Transfer credits from non-accredited institutions are accepted only on the basis of careful validation by the receiving institution or a period of probationary study.	*Please include the following (where available) in a compilation of supporting documents:* • Academic Manual or Handbook • Institutional or Program Prospectus • Entrance requirements as published on webpage (if not included in other published documents) • Written policy for transfer students and transfer of credits

Questions to Respond to

1. For each of the program(s) to be evaluated, describe the institution's entrance requirements, and application and selection policies and procedures. How are stakeholders and potential applicants able to access this information?

2. Are there any aspects of the institution's entrance policies and practice that do not conform to the quality measures and standards mentioned above? If so, please explain.

3. Describe the policies applicable to applicants with special needs or access requirements.

4. Who is involved in the processing and approval of entrance applications (e.g. Academic Dean; selection committee)? What confidentiality and privacy provisions are implemented with respect to student application data and accompanying references?

5. Please attach the institution's policy on admission of transfer students, and transfer of credits from both accredited and non-accredited institutions. Are these in conformity with ATA policies? If not, please explain.

B4.2 Progression to Higher Degree Programs

Quality Measures and Standards	**Supporting Evidence and Documentation**
• Requirements for progression between qualification levels (e.g. Bachelor to Master) are transparent, clear, consistent, and publicly available. They take into consideration issues of student mobility and comparable standards in the wider academic community. • Where necessary, the institution provides appropriate bridging seminars or courses to ensure smooth progression.	*Please include the following (where available) in a compilation of supporting documents:* • Academic Manual or Handbook

Questions to Respond to

1. What are the requirements and processes for students to progress between different qualification levels? Where are these published?

2. Describe any bridging seminars or other provisions available to assist students seeking to progress to a higher award.

B4.3 Recognition of Prior Learning

Quality Measures and Standards	**Supporting Evidence and Documentation**
• The institution gives fair recognition to higher education qualifications, periods of study and prior learning, as well as to the recognition of non-formal and informal learning. • The ATA's policy on the Recognition of Prior Learning (see Part I: Section 4.2 in the *Manual for Accreditation*) is being implemented by the institution, and the institution's own version of it is publicly available.	*Please include the following (where available) in a compilation of supporting documents:* • Written policy for the Recognition of Prior Learning

Questions to Respond to

1. Summarize the institution's policy on the recognition of prior learning, attaching the full policy as a supporting document. Where is the policy published? How does the institution recognize and quantify non-formal and informal prior learning?

2. Are there any areas of the ATA's policy on the Recognition of Prior Learning that are not being implemented? If so, please explain.

B4.4 Graduation and Certification

Quality Measures and Standards	Supporting Evidence and Documentation
• Graduation requirements are clearly stated in the institution's Academic Manual or equivalent document, and/or webpage. • Graduation requirements demonstrate the achievement of the program's holistic learning outcomes. Specifically, they include accomplishment of learning outcomes relating to intellectual development, development of ministry and general skills, development of godly attitudes and emotions, and development of mature relationships with God, others, self and the created order. • Students are informed of graduation requirements at the time of admission and no change will affect their course of study unless mutually agreed. • In order to avoid misunderstandings between students and the institution, periodic checks of their remaining requirements are made. Such a check is especially included in registration procedures for students entering their final year of studies. Students who may be in danger of failing to meet any graduation requirements are advised as early as possible to give them time to improve their standing. • Degree certification regulations are clear and applied consistently, with due consideration for student mobility within and across higher education systems. • Standard degree certification includes the award certificate, and an academic transcript of all courses taken, following standard criteria. • Essential certification data includes the student's identity, date of completion, level of degree, qualification gained, credit value, issuing school, as well as the context, level and accreditation status of the completed program.	*Please include the following (where available) in a compilation of supporting documents:* • Academic Manual or Handbook • Program graduation requirements (if published separately) • Sample graduate transcripts for each program • Sample degree certificates for each program

Questions to Respond to

1. What are the graduation requirements for the program(s) to be evaluated? Where are they stated?

2. Describe the correlation between the Graduate Profile and the graduation requirements for each program. How do the graduation requirements demonstrate fulfilment of holistic learning outcomes for each program?

3. Who is involved in the process of checking the fulfilment of requirements and then approving students for graduation (e.g. President, Academic Dean, Board, Educators)?

4. How does the institution keep students informed about their progress towards fulfilment of graduation requirements? How are students notified when there is a danger of failing to meet them?

5. What data is included in the institution's degree certification (on award certificates and transcripts)?

6. How does the institution normally award degrees and diplomas? How does this practice strengthen the understanding of the whole stakeholder community about the mission and vision of the institution? How does this practice bring glory to God?

Summary concerning Student Admission, Progression, Recognition and Certification 1. What are the strengths and areas needing improvement in the areas of *student admission, progression, recognition and certification* in your institution's programs? 2. What are your plans to implement any needed improvements?

B5. QUALIFICATION NOMENCLATURE AND STANDARDS

ATA-accredited institutions follow internationally recognized qualification nomenclature and credit-counting systems that are consistent with ATA specifications and standards.

Feedback from the Stakeholder and Institutional Impact Study
What were the significant findings of the Stakeholder Study concerning the *degree frameworks (nomenclature and credit-counting systems)* used for your institution's programs?

B5.1 Qualification Nomenclature

Quality Measures and Standards	Supporting Evidence and Documentation
• The institution demonstrates awareness of national qualification frameworks for higher education and international systems of degree nomenclature and has adopted the system that is most suitable for its context and students. • Degree nomenclature takes into account issues of duration, level, nature of study and credits. • The institution is able to demonstrate comparability of the chosen degree nomenclature system with the ATA's degree nomenclature. It understands that for ATA accreditation, ATA Award Specifications must be followed (for them, it is necessary to consult Section B6 [in Part I: 3] of the *Manual for Accreditation*).	*Please include the following (where available) in a compilation of supporting documents:* • Academic Manual or Handbook • Prospectus for each program

Questions to Respond to

1. Describe the rationale for the choices of degree nomenclature for each program. Are the institution's award qualifications recognized by, or regarded as comparable to, secular national awards? Please explain why or why not.

2. If the nomenclature system for the institution's program(s) to be evaluated is not the same as the ATA's system, please demonstrate comparability between the two nomenclature systems.

B5.2 Credits

For an explanation of the ATA Credit Unit and policies for credit transfer, please see Part I: Sections 4.1 and 4.2 in the Manual for Accreditation. The standards and quality measures included here relate to the ATA credit policies described there.

Quality Measures and Standards	Supporting Evidence and Documentation
• There is a defined and published credit unit standard, implemented in conformity to the ATA's Credit Unit policy in Part I: Section 4.1 of the *Manual*. • The institution demonstrates awareness of the ATA Credit Unit and other international systems of credit counting (e.g. Carnegie, ECTS, UK Credits, etc.), and defines the expected student workload through the system that is most suitable for its context and students. • However, if the institution uses another credit system, it must also be in conformity to the ATA's Credit Unit system and policy (see Part I: Section 4.1 in the *Manual*), and with ATA award specifications (see Section B6 of the *Manual*). … /	*Please include the following (where available) in a compilation of supporting documents:* • Academic Manual or Handbook • Credit comparability tables (if more than one credit system is used) • Sample graduate transcript for each credit system used, for each program

• Where another credit system is being used the institution provides comparability tables of credit value (between ATA credits and the other system used) and academic transcripts and/or official statements using ATA credit units are available to students or other educational institutions upon request.	

Questions to Respond to

1. What credit system does the institution use? Please include a definition of the credit unit(s) used by the institution. Where is the credit system explained for students? [NB: If the institution does not use the ATA's Credit Unit system, please show how the institution's system relates to the ATA's system, and demonstrate that the institution's policy is in conformity with the ATA's policy.]

2. Does the institution provide tables comparing its own Credit Unit system with other internationally used and recognized systems, including the ATA's? If so, where are these available?

Summary concerning Qualification Nomenclature and Standards

1. What are the strengths and areas needing improvement concerning the *degree frameworks (nomenclature and credit-counting systems)* for your institution's programs?

2. What are your plans to implement any needed improvements?

B6. ATA AWARD SPECIFICATIONS

B6. Award Program Specifications

ATA-accredited institutions maintain and publish thorough and detailed specifications for each of their award programs, which must be in conformity to the ATA's award specifications for each type of program, described at length in Part I: Section 3 - B6 of the Manual for Accreditation. ATA-accredited programs also substantially meet each of the quality measures and standards included in the Questionnaire sections B1, B2, B3, B4, and B5 above.

NB: Each part of the detailed ATA specifications in Section B6 of the *Manual for Accreditation* (see Part I: Section 3 below), in particular, Sections B6.3 (Undergraduate Studies), B6.4 (Graduate Studies) and B6.5 (Post-Graduate Studies), should be read and understood before responding to the questions below.

Feedback from the Stakeholder and Institutional Impact Study

What were the significant findings of the Stakeholder Study concerning the various *award programs* of your institution and any of their respective *specifications* or other components?

Quality Measures and Standards	Supporting Evidence and Documentation
• Programs accredited by the ATA conform to the ATA Award Specifications described in Part I: Section 3 - B6 of the *Manual*, in the Standards and Quality Measures of Sections B6.3 (Undergraduate Studies), B6.4 (Graduate Studies) and B6.5 (Post-Graduate Studies), and these specifications are being satisfactorily implemented by the institution. • Award specifications are adequately and accurately communicated to educators and students within the institution. • Program award specifications also remain in conformity to the Quality Measures and Standards specified for ATA-accredited Programs in Sections B1, B2, B3, B4 and B5 above. • Award specifications concerning educators also remain in conformity with the Quality Measures and Standards described above in Section A3.4 - Educators.	*Please include the following (where available) in a compilation of supporting documents:* • Academic Manual or Handbook • Prospectus for each program • Graduate Profile for each program

Questions to Respond to

For *each* award program that is to be accredited, *one by one*, and also for any current programs for which accreditation may be sought in the future,* please respond to the following questions. Information may be extracted from the Academic Manual or Handbook, though additional data and explanations may be included if necessary or as requested below.

(*Which may occur, for example, if a current program has not yet achieved any graduates.)

1. List the degree title and abbreviation as a heading, and its accreditation status (applying for renewed accreditation, new accreditation, not yet ready for accreditation).

2. Does the program conform to the ATA's Award Specifications, as described in the Standards and Quality Measures of Sections B6.3, B6.4, and B6.5 of the *Manual*, or not? (Again, please consult Part I: Section 3 - B6 in the *Manual* before answering.)

   If the program does not conform in significant aspects, please list those aspects and provide a detailed justification for your alternative specifications or award type.

3. Describe fully the degree specifications for the award program offered, with reference to the following details, even if they are not mentioned in your Academic Manual or Handbook:
   (i) Purpose/Objectives
   (ii) Target group(s)
   (iii) Graduate Profile (holistic learning outcomes expected to be achieved by graduation; can be included in an appendix if necessary)
   (iv) Course delivery methods used, identifying the primary method(s)
   (v) Course offerings (please list headings, course titles, and credit allocations here, identifying compulsory and optional courses, and suggested or required course sequences; provide additional details in an Appendix, if not already found in the Academic Manual or Handbook)
   (vi) Entrance requirements
   (vii) Graduation requirements
      a. Total number of credit hours required (where applicable, please specify any variations that are based upon differing entrance qualifications)
      b. Typical length of program in years (and any minimum or maximum number of years, if relevant)
      c. Passing grade point average
      d. Other graduation requirements e.g. Christian character, proven ministry gifts, pastor's recommendation, etc.
   (viii) Educators and their qualifications (please list the names of the educators involved in delivering this program and, for each, their highest qualification, role, and teaching concentrations;
   NB: do not repeat here all the information provided in Section A3.4 above).

4. Please share any other pertinent information about the program that will assist evaluators in understanding and assessing it.

5. Finally, please make sure that the Institutional Fact Sheet has been updated with program statistics (student and graduate numbers) that are current to the month before submitting the Self-Study Report.

Summary concerning Award Program Specifications

1. What are the strengths and areas needing improvement concerning the *award programs* of your institution and their respective specifications?
   What structural changes need to be made for program improvement?

2. What are your plans to implement any needed improvements?

C. FINAL SUMMATION

a. Institutional Strengths and Improvements Needed

1. Summarize, from Sections A1 to A6, the strengths and areas needing upgrading in the institution.

2. Summarize, from Sections A1 to A6, the action plans you will activate to enhance the institutional areas needing upgrading.

b. Program Strengths and Improvements Needed

1. Summarize, from Sections B1 to B6, the strengths and areas needing upgrading in the programs of the institution.

2. Summarize, from Sections B1 to B6, the action plans you will activate to enhance the program areas of your institution that need upgrading.

c. Final Reflections on the Self-Study Process

1. State your reflections on how the Stakeholder Survey and the Self-Study Questionnaire have benefited the institution.

D. ADDITIONAL QUESTIONS FOR AGST PROGRAMS

Please answer the following questions in essay format. Assume that the reader is not fully informed about the AGST program being reviewed.

NB: In the previous Self-Study questions, mention of "the institution" should be interpreted as a reference to the Consortium itself, and not to the member institutions who make up the Consortium. Similarly, the AGST program is regarded as "the program" for the purposes of evaluation, even though it is offered by multiple member institutions.

1. List the member institutions of the AGST Consortium, and the President and Academic Dean for each.

2. Is the program a single-cycle program or ongoing?

3. Describe the process by which the program was approved by the Consortium.

4. Describe the administrative structure of the program.

5. Who conducts the evaluation of the program and to what extent do Consortium and program personnel participate in the evaluation process?

6. Is there a Program Committee? Describe its membership profile and decision-making practices.

7. What is being done to promote good human relations between the Program Committee and the host institution(s) of the program? How are issues resolved between the host institution(s) and the program?

8. How are issues resolved between other Consortium members and the program?

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4. SELF-STUDY REPORT DOCUMENTARY PREPARATION

4.1 DOCUMENTATION PROVISIONS FOR VISITING EVALUATION TEAMS

a. Preparation of electronic documents for the Self-Study Report

The ATA requests that any electronic documents submitted to the ATA should first be converted to PDF documents. While word processing programs (e.g. Microsoft Word) may be used for preparing documents for the accreditation evaluation process, PDF documents should be created from these documents when finalized, preferably allowing for OCR (optical character recognition) and text searching.

Page numbers need to be supplied for all, and document indexes (also with page numbers) created at the start of each document submitted.

Then, having created PDF versions of each document to be submitted, electronic indexing should be added to each one using PDF bookmarks, enabling ease of documentary navigation at the click of a button or link.

b. Documents which should be submitted 90 days prior to the evaluation visit

1. Self-Study Report

- *Index to the Self-Study Report*
  (+ ATA Index, for joint accreditation, if you use another agency's self-study template; see Part II: Section 4.2c immediately below)
- Institutional Fact Sheet (re-submitted) (updated to 1 month prior to submitting the Self-Study Report)
- Self-Study Questionnaire
- Stakeholder Study Report

2. Accreditation Documentation

- *Index to the Accreditation Documentation*
- Previous VET Report (in full)
- Initial Response Report (usually submitted within 12 months of an evaluation visit)
- Compliance Reports (to any notations)
- Final Compliance Report (final response to all recommendations and notations; this should be prepared alongside the Self-Study Report)
- Compilation of Annual Reports to the ATA (since previous evaluation visit)

3. Supporting Evidence and Documentation (compiled into one or more documents, as necessary)

The following list of documents is a guide to possible supporting evidence and documentation. Where existing documents match those below (or fulfil the same functions) they should be included. If these documents do not exist, simply note that in the Self-Study Report and include there what information you do have. You are not being asked to create any new documents; only to compile existing ones.

Some items mentioned below will be included in other documents and, if so, they do not need to be repeated (e.g. the Statement of Faith, and Mission and Vision statements, may already be included in the Constitution; if so, including a copy of the Constitution is enough). This will be true of many of the items mentioned below.

Large or lengthy documents may need to be submitted by themselves (e.g. Academic Manual), but otherwise smaller documents should be grouped into one or more compilation documents (as few as possible is preferable; please do not submit them as individual documents) and appropriately indexed.

While an institutional website may be referred to, information on those web pages should be compiled into transmissible electronic documents.

If any documents are regarded as too sensitive or confidential to send by email, please note that in the Self-Study Report, and instead have them available for onsite perusal by the VET.

(i) Supporting documentation list and indexes

- *Master list of all documents submitted* (including where they can be found)
- *Index to each PDF compilation of supporting documentation*

(ii) Institution-related documentation

Identity; Governance and Leadership, and Quality Assurance

- Constitution and By-laws (or other articles of incorporation)
- Board minutes confirming the most recent revision of the Constitution and By-laws
- Official government/legal recognition documentation
- Statement of Faith
- Mission and Vision statements
- Core Values
- Institutional Training Objectives
- Strategic Plan (and accompanying budget)
- Action plans (to fulfil the strategic plan)
- Board handbook
- List of Board members
- List of Executive Leadership and Senior Administrators
- Chart of organisational structure
- List of Standing Committees (or other institutional decision-making bodies)
- Role descriptions for senior leadership positions

Human Resources

- Sample Job Descriptions for various roles, and for each educator role
- Lists of Educators (grouped according to their educational roles)
- Recruitment and appointment policies for staff and educators
- Human Resource management policies and disciplinary policies
- Sample employment contracts for staff and educators
- Salary structures/scales for staff and educators
- Administration/Staff Handbook
- Educator Handbooks (for various kinds of educators)
- Professional Development documentation for staff and educators
- Appraisal forms for staff and educators (for use by administrators)
- Educator evaluation tools (for use by students)
- Educator Training Tools for specific roles, including local mentors

Student Life and Community; Internal Communications

- Student Handbook
- Student Association documents
- Samples of student newsletters
- Pastoral Care guidelines
- Student Disciplinary policies

- Privacy policies made available to students
- List and samples of all regular internal communication tools and documents

Educational and Physical Resources

- Physical buildings or Site Plan
- Office / Classroom floor plans
- Annual site maintenance and development plan
- List of administrative and study centers
- Summary numbers of library and digital resource holdings
- Library floor plan
- Educational resource and library development plan
- List of local libraries that students have access to
- Data protection policy

Financial Policies and Resources

- Financial business plan
- Student fee policies
- Student fee structure
- Student financial assistance policy and application form
- Student employment policy
- Fundraising department job descriptions
- Financial and fundraising policies

(iii) <u>Program-related documentation</u>

Curriculum Development

- Academic Manual or Handbook or Catalogue
- Prospectus for each program offered
- Graduate Profile for each award offered
- Contextual analysis and stakeholder research
- Curriculum development process
- Annual Academic Calendar

Course Development

- Course development process
- Template for Syllabi for each program
- Template for extension and online courses
- Template for group leader/facilitator tutor guides
- Typical Class Schedules
- Course evaluation tools (for use by students)

Students, Learning, Teaching and Assessment, Graduates

- Program entrance requirements
- Credit and credit-transfer policies
- Credit comparability tables (if more than one credit system is used)
- Recognition of Prior Learning policy
- Grading guidelines and sample assessment rubrics for use by educators
- Education and learning tools provided to students
- Assessment/feedback forms (assessment of students by educators, mentors, church leaders)

- List of field ministries available to students
- Field ministry guidelines, planning, and evaluation tools (for students and mentors)
- Personal, spiritual and relational formation evaluation tools (for students and mentors)
- Program graduation requirements
- Exit interview guidelines and tools
- Sample graduate transcripts for each program
- Sample award certificates for each program
- Graduate ministry statistics

c. Documents which need to be translated

In non-English medium institutions at least the following documents need to be translated (into English). These translations need to be completed at least 90 days prior to the evaluation visit.

- Institutional Fact Sheet
- Stakeholder Study Report
- Self-Study Report
- Accreditation Documentation (all documents listed in 4.1b -2. above)
- Mission and Vision Statements
- Institutional goals and objectives
- Chart of organisational structure
- List of executive leaders and senior administrators
- List of educators and their assigned roles
- Academic Manual or Handbook (at least the program titles and summaries, and all course titles)
- Graduate Profile for each program
- Sample academic record/transcript (for each program)
- Class Schedule (current)
- Indexes to the Self-Study Report, Accreditation Documentation, and Supporting Documents
- Other items as requested by the Accreditation Secretary or VET Leader

d. Documents to prepare for onsite perusal by the VET

Physical (printed) copies of most of the documentation submitted with the Self-Study Report (all those listed above) should be available onsite for the VET. These and the suggested documents listed below should be placed inside the VET workroom or made available upon request.

(i) Institution-related documentation

Institutional Documents and Evidence

- Documents listed above that were too confidential or sensitive to send by email.
- Past institutional catalogues
- Compilation of Annual Reports to stakeholders (previous five years)
- Reports sent to other external quality assurance agencies (where you are free to share the reports)
- Samples of regular magazines or news bulletins (at least five of each)
- Copies of public and promotional brochures
- Board minutes (for previous two years)
- Historic student enrolment and graduation data
- Evidence of relationships with churches (such as general mailing lists, public relations materials, and evidence of efforts to solicit partnership relationships with churches)

Human Resources

- Faculty meeting minutes
- Educator Curriculum Vitae
- Published works of educators
- Personnel files
- Access to educator, student, and alumni databases (to be demonstrated by an administrator)
- List of staff and educator names and office extension numbers

Financial Resources

- Monthly or quarterly financial statements
- Annual budget for current year and previous year
- Audited annual financial (profit and loss) reports (for the previous two years)
- Sample generic fundraising proposals
- Sample letters of thanks to individual donors

(ii) Program-related documentation

Courses, Guides, and Assessment

- Sample course syllabi for each program (at least three per program; all others available upon request)
- Sample online or extension course materials (all others available upon request; online courses can be demonstrated by staff if needed)
- Sample tutor/facilitator guides for extension or online courses
- Sample online course guides for students (at least three for each program)
- Student guide for use of technology tools or learning management system
- Educator guide for use of technology tools or learning management system
- Thesis/project guidelines or handbook
- Sample graded examination papers for 3-4 courses in each program
- Sample graded major assignments and theses for 3-4 courses in each program
- Library catalogue
- Library circulation statistics

4.2 DOCUMENT PREPARATION FOR JOINT ACCREDITATION EVALUATION

This section is relevant only for institutions applying for joint accreditation with the ATA and one or more other agencies.

Following the special procedures for Joint Accreditation Evaluation visits described in Part I: Section 2.11 of the ATA *Manual for Accreditation*, this section describes the document preparation needed for such joint visits.

As mentioned in the *Manual* (see especially Section 2.11.b), the ATA prefers institutions to use the ATA *Self-Study Questionnaire* as its template for writing the *Self-Study Report*. However, where preferred otherwise, an institution may use the template of the other agency to structure its *Self-Study Report* and answers. Either way, in such cases, at least the following documentary requirements still need to be met:

a. Specific ATA-required documents

(i) The ATA's *Institutional Fact Sheet* needs to be submitted 9-12 months prior to the expected evaluation visit, including a response to the ATA's Values on the *Fact Sheet* (for the ATA values, see Part I: Section 1.3d above).

(ii) The ATA *Stakeholder Study* needs to be carried out and completed prior to the writing of the Self-Study Report. The ATA's Stakeholder Study questions (see Part II: Section 2.1g) must be included in a Stakeholder Study, even if merged with questions required by the other agency (see Part I: Section 2.11b in the *Manual*).

(iii) ATA accreditation-related documents, compiled into one electronic document, including the previous VET Report, the Initial Response Report, Compliance Reports (including a Final Compliance Report*), and a compilation of Annual Reports submitted to the ATA since the previous evaluation visit.
(*The Final Compliance Report must respond to all notations and recommendations in the previous VET Report, regardless of whether the recommendations came from the ATA, the other agency, or jointly from both.)

b. ATA Self-Study Report questions

(i) Each of the ATA self-study questions should be answered somewhere in the combined *Self-Study Report*. The institution must therefore diligently work through the entire ATA *Self-Study Questionnaire* (Sections A1-A6, B1-B6, and C), to ensure that each ATA question is included somewhere. No shortcuts should be taken here. If the ATA asks questions not asked by the other agency, answers to the ATA questions need to be included within the appropriate or relevant sections. It is helpful for them to prefaced with a marker, "ATA Question" or similar.

(ii) ATA self-study questions requiring responses to Stakeholder Study results (at the start of Sections A1 to A6 and B1 to B6) must be explicitly included.

(iii) Similarly, responses to the Summary questions at the end of Sections A1 to A6, B1 to B6 and in Section C of the *Self-Study Questionnaire*, concerning the identification of institutional strengths, weaknesses, and plans to remedy those weaknesses, must be explicitly included.

(iv) The combined *Self-Study Report* and supporting documentation should have unique page numbering on all pages for ease of reference.

c. ATA Index to the Self-Study Report

[required only for joint-evaluations when the Self-Study Report has been based on the template of another agency, rather than upon the ATA's Self-Study Questionnaire]

(i) A separate, detailed *ATA Index* to the *Self-Study Report* (and accompanying documentation) must be prepared, arranged and numbered according to the structure of the ATA *Self-Study Questionnaire*, giving specific page references for answers to the ATA questions, and to the requested supporting documentation. This will enable ATA evaluators to know exactly where to look in the combined *Self-Study Report* for information relating to each of the ATA's quality measures and standards.

(ii) The *ATA Index* should be submitted as a separate electronic document, ready for printing, and detached from the main Self-Study Report, if printed.

d. Other documentary requirements

(i) Supporting documents requested by the ATA (see those listed in the preceding Part II: Section 4.1) must still be supplied as part of the submitted *Self-Study Report* documentation.

(ii) ATA evaluation teams will almost always require the main accreditation documents to be presented in English.

(iii) The combined Self-Study Report documentation must still be submitted according to ATA's time-frame, at least three [3] months prior to the evaluation visit, even if the other agency permits a later submission date.

Part III:

APPENDICES AND FORMS

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1. APPENDICES

1.1 APPLICATION PROCESS FOR ASSOCIATE MEMBERSHIP OF THE ATA

a. Criteria for Associate Membership

To be eligible to become an Associate Member of the ATA, the institution …

- Must affirm its agreement with, and willingness to abide by, ATA values and the ATA Constitution, including the ATA's statement of faith (please request a copy of the ATA Constitution);
- Should have the potential to become an accredited member of the ATA; this includes a willingness to comply (in the future) with ATA's quality measures and standards (see Part I: Section 3 of the ATA *Manual for Accreditation*);
- Ideally should aim to apply for, and achieve ATA accreditation within five years of attaining Associate Membership (although in special cases Associate Membership might be offered without such an expectation);
- Should have a clear and publicly stated purpose or purposes, consistent with its mission and appropriate to a post-secondary educational institution;
- Must have demonstrated at least four years of stable operation as an institution; as part of this, the institution should be able to show that it has effectively organized adequate human, financial, and physical resources into its educational and other programs so that it is accomplishing its immediate purposes;
- Must have adopted and is following realistic plans to acquire and organize any additional resources needed to accomplish all of its stated purposes;
- Should have the endorsement of another ATA member school in the same locality or country to apply for Associate Membership;
- Should communicate that it understands the ATA's criteria for Associate Membership, and show that it conforms to these criteria;
- Must complete the ATA's *Application for Associate Membership* (a copy is provided in Part III: Section 2.1 below, but should be downloaded from the ATA's website); and
- Must pay the specified Application Fee; and agree to pay Annual Fees if accepted.

b. Documentation to Support the Application

- Copies of the institution's promotional materials
- Academic catalog or handbook
- Documentation showing the mission and vision of the institution, and main organisational objectives
- A history of the institution, including its founding
- A strategic plan (if available)
- Documentation confirming claims made in the Application for Associate Membership

c. Agreements Necessary

(i) As part of its application, the institution must express its agreement with the ATA Constitution, including the ATA's Statement of Faith and Aims, and its willingness to abide by ATA values.

(ii) It must agree to pay for a preliminary visit by a member of the CAED, if recommended by the Secretary (such a visit is usually necessary).

(iii) It must agree to pay the prescribed Annual Fees to the ATA, if accepted.

(iv) The institution must also agree not to promote its status as an Associate Member (if this is granted) in any way that might communicate ATA recognition of its programs nor any accreditation status until ATA accreditation is formally applied for and achieved through the regular ATA accreditation process; similarly, once a newly accepted Associate Member applies for accreditation, it must agree to state explicitly that it is only a candidate for accreditation with the Asia Theological Association (ATA).

d. Application Approval Process

After receiving an application for Associate Membership, the Secretary for Accreditation and Educational Development (A&ED) will:

(i) Circulate the application papers to the CAED membership sub-committee for review and discussion;

(ii) Where necessary (and at the expense of the institution), arrange a preliminary visit by a member of the CAED to the institution, asking for a summary report by the CAED member;

(iii) Determine that the institution is taking seriously its obligations to the ATA as a potential Associate Member; and

(iv) Present the sub-committee's recommendation to the CAED for approval, which may take place by email vote (a two-week time frame will normally be requested). If significant objections or disagreements ensue, the Secretary may defer a decision to the next formal CAED meeting, to allow for further discussion and consideration.

In some circumstances, the ATA may choose to limit Associate Membership to only one year, but which is renewable each year, subject to receiving an Annual Report, paying an annual fee, and continued CAED approval (which will be implicit in the absence of any objections).

Following acceptance of an institution into Associate Membership, the Secretary for A&ED will advise the institution of its acceptance, and specify the institution's new responsibilities to the ATA, including submission of an Annual Report, and paying an Annual Fee. The new Associate member will also be invited to attend coming ATA assemblies and consultations.

1.2 FEES PAYABLE TO THE ATA

a. ATA Fees and Accreditation Expenses

1. All Associates and Members are required to pay an annual membership fee, with fees payable depending on the location of the institution:

   Group A countries:
   Within Asia — Hong Kong, Korea, Malaysia, Japan, Macau, Singapore, Taiwan
   Outside Asia — USA, Europe, Israel, Australia

   Group B countries:
   Philippines, Thailand, Indonesia, Jordan, Vietnam

   Group C countries:
   Bangladesh, India, Mongolia, Myanmar, Pakistan, Nepal, Sri Lanka

2. Application fees (for Associate Membership) are also levied according to the location of the institution. The institution is also responsible for the travel, board and lodging of a CAED member carrying out a preliminary visit as part of a membership application.

3. Apart from the annual membership fee, a visitation fee is charged to those institutions where the ATA is invited either for accreditation or reaccreditation evaluation visits. Under normal circumstances this is once every five years.

4. The institution is additionally responsible for the travel, board and lodging of VET members for accreditation evaluations. Where there is more than one institution to be accredited or reaccredited, expenses will be shared equally among institutions involved.

5. The fee structure is available on the ATA website and the ATA office will be more than happy to provide further details as needed. ATA fees are subject to change from time to time (see part c. immediately below for those at the time of publishing this *Manual*).

b. Payments to the ATA

All checks payable to ATA should be issued to:

Asia Theological Association International (ATA), Inc.
Unit 702 Centro Plaza Condominium
49 Scout Madriñan St. Quezon City 1103
Metro Manila, Philippines

Application and Membership Fees could also be sent by telegraphic transfer to the following:

Account Name: *Asia Theological Association International (ATA), Inc.*
ATA Registered Address (for banking purposes): *77-B Bible St., Karuhatan, Valenzuela City, Metro Manila, Philippines*
Account Number: *441-2-44100323-9*
Swift Code: *MBTCPHMM*
Bank: *Metrobank Karuhatan, Valenzuela Branch*
Bank Address: *235-I McArthur Highway, Karuhatan, Valenzuela City, Metro Manila, Philippines*

Kindly indicate the name of your institution as the remitter.

For institutions in India, please contact the ATA India office in Bangalore regarding fee payments.

c. ATA International Fees Charged

ATA FEES	Group A ($ US)	Group B ($US)	Group C ($ US)
Membership Application Fees			
Within Asia	400	300	100
Outside Asia	500	400	
Associate Member Annual Fees			
Association/Organization	420	420	420
Institution	350	350	350
Accredited Member Annual Fees			
Undergraduate	750	580	350
Graduate	850	650	420
Post Graduate	900	750	500
Doctoral Level	950	820	580
Accreditation Evaluation (VET) Fees*			
Undergraduate Each additional program	750 90	550 70	350 (up to 2 programs) 40
Graduate Each additional program	800 100	650 80	400 (up to 2 programs) 60
Post Graduate Each additional program	850 125	700 100	500 (up to 2 programs) 80
Doctoral Level Each additional program	950 150	800 120	550 (up to 2 programs) 100

* Note: institutions are also expected to cover travel and accommodation expenses for Visiting Evaluation Teams (VETs)

For all queries concerning ATA fees or payments, please contact the ATA Office in Manila (or in Bangalore for institutions in India).

1.3 ATA CONSULTANCY SERVICES

As an educational development agency, ATA seeks to help institutions beyond accreditation. In recent times, ATA has sought to develop partnerships with other global bodies enabling a wider pool of experts and resource persons to provide consultancy in the following areas. Institutions seeking these services are requested to contact the Accreditation Secretary for further information. While some of these services may be offered as part of trainings and workshops, some may require an institution to pay a basic fee, or cover the travel and accommodation/meal expenses of the resource persons/experts.

(i) **Organizational Structure** has to do with developing school structures and cultures that best facilitate the formation of Christian ministers. This begins with identifying and shaping institutional values that guide personal relationships, policies, procedures and programs. ATA may be requested to coach schools through this process of institutional renewal and organizational change.

(ii) **Curricula and Program Development** are more than the arrangement of courses and the shaping of syllabi. They have to do with the total learning environment of the school including practicum for ministry and spiritual formation. The objective is to develop a comprehensive plan for academic, ministerial and spiritual formation relevant to the future lives and ministries of students. ATA may be requested to assist faculty of the various disciplines in updating and expanding curricula. Assistance will also be given in examining faculty policies and needs in light of curricular changes.

(iii) **Vision** is essential if schools are serious about relevant ministries. Visioning is seen as a spiritual process of applying biblical values to the contemporary scene with the objective of producing an institutional strategic plan. ATA may be requested to guide participants through a strategic planning cycle for their institution.

(iv) **Library Development** involves both policies guiding management and acquisitions as well as personnel development for efficient operation of library resources. These include not only books but also other media and Internet resources. ATA may be requested to help by examining libraries, conferring with school librarians and making recommendations for development. Participation in national library associations will be encouraged.

(v) **Faculty Development** recognizes that teachers are the greatest resource of the school. The objective is to have a faculty with the knowledge, values, maturity and experience necessary for the formation of ministers and scholars for the church. ATA may be requested to confer with the faculty and Dean and make recommendations for faculty development programs and policies.

(vi) **Governance** has to do with the exercise of authority and control and the system whereby authority and control are distributed. The purpose of examining governance is to study how the Board and the CEO may improve the leadership of the school. ATA may be requested to work with the Board and CEO in shaping patterns of governance for school development.

(vii) **Finance** ties directly to good stewardship. The objective is to review and improve the financial management and capacity of the organization. This involves accounting policies and procedures, financial reporting, auditing and budgeting. ATA may be requested to work with the school's business office in reviewing and developing good practices of financial stewardship in the school.

(viii) **Leadership Development** for the church is a principal aim of theological education and thus requires special attention. Leadership is not just a course; it is nurtured in the culture of the school. Based on Christian principles, ATA may be requested to provide guide for faculty and administration in addressing principles of leadership development through modeling, mentoring, coursework, internships and extra curricular activities.

(ix) **Teaching Methodologies** shape the learning experience. The objectives are to facilitate the development of individual teaching styles and to integrate into individual teaching styles the concepts, values, and skills associated with excellent teaching. Teaching methods and strategies based upon the interplay of teaching and learning principles in the context of theological education will be examined. Ways to teach for different cognitive and affective levels of learning will be discussed. Special consideration will be given to contextualization and the emancipatory dimension of the teaching/learning process. ATA may be requested to lead a seminar/clinic to improve teaching methodologies and to establish ongoing peer-based, in-service teacher development programs.

(x) **Self-reliance and Interdependence** involve two forms of capacity building in institutions. The first has to do with fundraising and communication; the second with building alliances and networks of organizations and institutions that together build capacity. ATA may be requested to help the school explore fundraising and communication strategies as well as possibilities for alliances and networks.

2. FORMS

2.1 APPLICATION FOR ASSOCIATE MEMBERSHIP OF THE ATA

An application for Associate Membership in the Asia Theological Association is the first step in seeking fellowship within the ATA and subsequent accreditation. A template for this form may be downloaded from the ATA's website: https://www.ataasia.com.

ASIA THEOLOGICAL ASSOCIATION (ATA)
APPLICATION FOR ASSOCIATE MEMBERSHIP

This application should be sent by email attachment to: ataasia@gmail.com or by postal mail to the *ATA Administrative Office: Unit 702 Centro Plaza Condominium 49 Scout Madriñan Street, Quezon City 1103, Philippines*, together with the application fee. (For applications from India, please see the end of this form.)

a. Institutional and Program Summary

1. Full Name of the Institution (and abbreviation, if any)

2. Full Address

3. Contact details (telephone, fax, email)

4. Name and title of the head of the institution

5. Are you a member of any other church or theological association or accreditation agency? If yes, please give details.

6. Program(s) the institution is currently offering to students:
   a. Please mention here the names of all programs, and provide in an appendix a description of each program, including its curriculum.
   b. How long has each program been in operation, and how many graduates has each produced?
   c. Identify any programs that already receive accreditation from another agency.

7. Do you believe you have the potential to become (after a full and comprehensive evaluation) an accredited member of the ATA, with a willingness to comply (in the future) with the quality measures and standards of the ATA for accreditation purposes (please see Part I: Section 3 of the ATA *Manual for Accreditation*)?

8. Please state your intentions regarding ATA accreditation of your programs, and a realistic timeframe for achieving accreditation (note that the accreditation process itself normally takes a full year).

9. List of educators and librarians in the institution, grouped according to their educational roles. For each please share:
   full name, highest degree, employment status (full time / part time), teaching concentrations.

10. Please include the history of the institution, including its founding (as an appendix, if necessary).

b. Institutional and Program Statistical Summary

11. Please supply statistical information for the current year and the previous four (4) years for each of the following (indicating if any current year statistics are incomplete):
    a. Student enrolment in *each* of the programs that the institution offers
    b. Educators (including librarians): list numbers full time/part time (grouped under their respective educational roles)
    c. Financial Summary:
       (i) Total Revenue of the Institution
       (ii) Total Expenditure of the Institution
    d. Educational resources
       (iii) Library collection (number of volumes and number of titles; include separate numbers of digital titles)
       (iv) Number of periodicals (include separate numbers of digital titles)
       (v) Expenditures on educational resources

c. Governance and Strategic Plan Summary

12. Mission and Vision statements of the institution

13. Main organizational objectives of the institution

14. Leadership of the Institution
    a. Governing Body (list of members and their roles)
    b. Executive leadership (list all executive office holders and when they took office)

15. Please submit (as an appendix, if necessary) your current institutional strategic plan* to highlight intentionality for future growth and development in line with your mission and vision. Please attach the projected budget for the duration of the plan. [* If a formal strategic plan is not available, please describe here the main areas in which institutional and program growth and development is intended in the coming three to five years, and any specific objectives you may have.]

d. Agreements and Responses to the ATA

16. Please confirm that you understand the ATA's Criteria for Associate Membership and that you believe you meet the criteria for membership of the ATA.

17. Please state your agreement with, and willingness to abide by, ATA values and the ATA Constitution (please request a copy before proceeding), including its Aims and Statement of Faith.

18. For *each* of the 25 values esteemed by ATA educators, listed in Part I: Section 1.3d of the ATA *Manual for Accreditation*, give one example showing how it is implemented in your institution.

19. Which ATA member school in the same locality or country endorses your application for Associate Membership of the ATA?

    Please supply the name and contact details (address, phone, email) of the head of that institution.

20. In making this application and by signing below, our institution also agrees:
    (please confirm your agreement by writing "Agreed" to each)

    a. To pay travel and accommodation expenses for a preliminary visit by a member of the CAED, if recommended by the Secretary, prior to acceptance.

    b. To pay the prescribed Annual Fees to the ATA and submit *Annual Reports*, if accepted as a member.

    c. Not to promote its status as an Associate Member (if this is granted) in any way that might communicate or imply ATA recognition of its programs, nor to communicate or imply any accreditation status until ATA accreditation is formally applied for and achieved through the regular ATA accreditation processes.

    d. Similarly, if accepted as an Associate Member, and our institution subsequently applies for accreditation with the ATA, we agree to state explicitly that our institution is only a *Candidate* for accreditation with the Asia Theological Association (ATA) until such time as accreditation is formally granted by the ATA through its Commission for Accreditation and Educational Development (CAED) following the regular ATA accreditation process.

21. Name and position of the person making application

    Signature

    Date

e. Associate Membership Application Payments

All checks payable to ATA should be issued to:

Asia Theological Association International (ATA), Inc.
Unit 702 Centro Plaza Condominium
49 Scout Madriñan St. Quezon City 1103
Metro Manila, Philippines

Application and Membership Fees could also be sent by telegraphic transfer to the following:

Account Name: *Asia Theological Association International (ATA), Inc.*
ATA Registered Address (for banking purposes): *77-B Bible St., Karuhatan, Valenzuela City, Metro Manila, Philippines*
Account Number: *441-2-44100323-9*
Swift Code: *MBTCPHMM*
Bank: *Metrobank Karuhatan, Valenzuela Branch*
Bank Address: *235-I Mc Arthur Highway, Karuhatan Valenzuela City, Metro Manila, Philippines*

Kindly indicate the name of your institution as the remitter.

APPLICATIONS FROM INDIA

In the case of institutions in India who wish to apply for ATA membership, please send your application to:

The Regional Secretary - India
Asia Theological Association
003, Providence Apartments
10, BDS Garden Road
Geddalahalli, Bangalore - 560077

The ATA India office will advise regarding the application fee and other requirements.

For a list of ATA International Fees, please see Part III: Section 1.2c in the Manual.

2.2 APPLICATION FOR ATA ACCREDITATION EVALUATION

The application process for ATA Accreditation begins with a request to the CAED Secretary from the Principal Officer of the institution seeking accreditation and, with it, submission of the ATA's Institutional Fact Sheet (on that see Part II: Section 1 above), both of which should be sent approximately 12 months before a requested accreditation evaluation visit.

THE LETTER OF APPLICATION

On the following page is a sample letter that the institution's President/Director/Principal Officer might write to the ATA Commission on Accreditation and Educational Development (CAED) to apply for accreditation or accreditation renewal.

Name of the Institution
Address of the Institution
Telephone number with country and city codes
Fax number with country and city codes
Email address

Dr. Theresa R. Lua
Secretary (CAED),
Asia Theological Association
Unit 702 Centro Plaza Condominium
49 Scout Madriñan St. Quezon City 1103
Metro Manila, Philippines

Telephone: (+63-2) 8668 1906
E-mail: gensec.ataasia@gmail.com

Date

Dear Sir/Madam,

Re: Application for Accreditation Evaluation

We have studied the 2021 ATA *Manual for Accreditation* and understand ATA policies for accreditation.

We have taken a decision in our Board to seek ATA accreditation [or renewed accreditation] for the following program(s):

(Name the programs you wish to be considered for accreditation [or re-accreditation] and indicate if these programs are campus-based or not, and the main delivery modes used in each.)

We are ready to conduct a comprehensive self-study following ATA procedures and agree to complete and submit the *Stakeholder Study*, *Self-Study Report,* accreditation and supporting documentation at least 90 days prior to the accreditation visit.

Attached is our completed *Institutional Fact Sheet* for your review.

Thank you.
Yours sincerely,

Name and Signature
Position in the institution

Attachments:

- *Institutional Fact Sheet*
- Board Resolution (confirming decision to apply for accreditation)
- Application fee ($60 US)

2.3 ACCREDITATION FOLLOW-UP REPORTS

a. Initial Response Report

The Initial Response Report is the first official institutional response to a VET Report and should be submitted within the timeframe indicated on the VET Report. It copies all recommendations and notations in the VET Report, and presents the institution's plans for implementing them over the five-year accreditation period (or other specified period for notations). For further details, please see Part I: Section 2.8 of the Manual above.

ASIA THEOLOGICAL ASSOCIATION (ATA)

INITIAL RESPONSE REPORT

Name of the Institution:

Address:
Email:
Telephone: Fax:

Programs Accredited or Reaccredited:
(List each program name in full)

Date of VET Report:
(Please attach a copy of the VET Report)

Recommendations/Notations	Plans for Implementation
[one by one, list all notations and recommendations from the VET Report]	*[for each, detail your plans for implementation and any actions already taken]*
	[add more rows as necessary]

Name of person completing the Report
Position

Signature and date

---

b. Notation Compliance Report / Final Compliance Report

A Notation Compliance Report describes all actions taken to comply with notations in an ATA VET Report. The compliance actions must be completed, and this Report submitted, within the timeframe indicated in the VET Report. Similarly, a Final Compliance Report describes all actions taken to comply with both notations and recommendations in a VET Report. The Final Compliance Report is submitted alongside a new Self-Study Report for accreditation renewal (typically five years after the previous evaluation visit and VET Report).

For further details, please see Part I: Section 2.8 of the Manual above.

ASIA THEOLOGICAL ASSOCIATION (ATA)

NOTATION COMPLIANCE REPORT / FINAL COMPLIANCE REPORT

(Please delete the inapplicable heading)

Name of the Institution:

Address:
Email:
Telephone: Fax:

Programs Accredited or Reaccredited:
(List each program name in full)

Date of VET Report:
Date of *Initial Response Report*:
Date of *Notation Compliance Report*: (if any; delete this line if not applicable)
(Please attach a copy of the VET Report, your *Initial Response Report*, and any previous *Notation Compliance Report*)

Recommendations/Notations	Actions Taken
[one by one, list all notations and/or recommendations from the VET Report]	*[for each, detail all actions taken toward implementation or compliance, and when they were completed*
	… include any plans for future additional action
	… and explain the reasons for any recommendations that have not been implemented]
	[add more rows as necessary]

Name of person completing the Report
Position

Signature and date

2.4 ANNUAL REPORT

Associate and Accredited Members of the ATA are required to submit an Annual Report. Further details are given in Part I - Section 2.9 above. It is anticipated that the Report may soon be filled out online; please contact the ATA Office for further details. A template for the Annual Report may be found on the ATA website.

ASIA THEOLOGICAL ASSOCIATION (ATA)

ANNUAL REPORT for Year [ ]

Annual Reports must be submitted to the ATA Office (email: annualreport.ata@gmail.com and copy to: ataasia@gmail.com) within three (3) months of the close of the institution's academic year

1. **Name of the Institution**:

2. **Contact details**:
   Address:
   Telephone: *Fax:*
   Email:
   Website:

3. **Recent academic year**, beginning and end dates (dd/mm/yyyy):

   From: *To:*

4. **Last membership fee payment**, please give the month and year:

5. **Program summary** for the recent academic year (please list all programs offered in your institution)
   (If a Compliance Report was required for any program, please attach a copy of it and the VET Report.)

Program/degree name	**Accreditation status**			**For the recent academic year …**	
	ATA accredited? (Yes/No)	Year accreditation granted (most recent)	Current status (full, provisional, or none)	Number of Students	Number of new Graduates
[please add rows as necessary]					

6. **Next reaccreditation due date,** month and year:

7. Senior leaders/administrators – please give the following information for each:

Name	Position	First year in position	Qualifications	Email address
[please add rows as necessary]				

If there have been changes in your senior leaders/administrators in the last year, please indicate what they are.

8. Educators in campus-based programs – please give the following information for each educator (use abbreviations where possible):

Educator personal details					Teaching responsibilities				Employment / role	
Name	**Highest degree**	**Age**	**M/F?**	**Nationality**	**Which programs?**	**Area of specialization**	**Courses taught**	**Courses / semester**	**FT/PT?**	**Admin. duties**
John Tang *[this example row can be deleted]*	PhD	36	M	Singapore	BTh DMin	NT, Ethics	Intro to NT, John, Romans, NT Theol NT Greek, NT Ethics	3	FT	Student Dean
[please add rows as necessary]										

9. Educational leadership and faculty - if there have been changes in your senior educational leaders (all programs) or faculty (campus-based programs) in the last year, please indicate what changes have occurred.

10. Educators in non-campus-based programs – for senior educators/academic leaders, and for course-writers and active group leaders/tutors/facilitators please supply the following information in the table below (use abbreviations where possible; if you have more than 20 group leaders/tutors, please include their information in an appendix):

Educator personal details						Educator responsibilities			
Name	**Highest degree**	**Other degree**	**Age**	**M/F?**	**Nationality**	**Which programs?**	**Educational focus**	**Educator role**	**FT/PT?**
Sarah Tang *[this example row can be deleted]*	MA Theol	B.Ed	34	F	Singapore	BTh	Writing: Bible Tutoring: all	Course Writer Online Tutor	FT
[please add rows as necessary]									

11. Extension/Study Centers for non-campus-based programs – please supply student numbers for each program for each study center (enter your own program abbreviations).

Study Center	Location	Number of active students per program			
		CertMin	DipTh	BTh	other
e.g. Baptist Church	Amman	15	-	7	na
Online courses	Internet	-	16	22	na
[please add rows as necessary]					

12. Major institutional or program changes and/or accomplishments – please mention those that took place in the past year. Give reasons for these changes and elaborate a little on the accomplishments (e.g. in curriculum/programs, library development, facilities, funds, etc.)

13. Progress on accreditation recommendations – please mention any progress you have made (since your last *Annual Report*) in implementing ATA recommendations (and notations) from the most recent VET Report. List each recommendation in which specific measurable progress has been made and briefly describe what actions you have taken so far.

14. What major expectations or projections do you have for this coming year?

15. Please share any comments or suggestions for the ATA:

Finally, please include with this *Annual Report* for the ATA, the following:

- Audited Financial Statement
- Relevant information from your Annual Report to stakeholders (if available; preferably in English)

Annual Report submitted by:

Designation:

Signature: Date:

Please send the Annual Report by email to:
annualreport.ata@gmail.com *and copy to:* ataasia@gmail.com

Asia Theological Association
Office: Unit 702, Centro Plaza Condominium, 49 Scout Madriñan St. (corner Scout Torillo St.), Quezon City 1103, Philippines, **Telephone:** (+63-2) 8668 1906, **Inquiries:** ataasia@gmail.com