ASIA THEOLOGICAL ASSOCIATION
MANUAL FOR ACCREDITATION

Revised August 2013

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ASIA THEOLOGICAL ASSOCIATION

OUR MISSION

Asia Theological Association 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.

OUR COMMITMENT

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

OUR TASK

Affirming our mission and commitment, 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 Academic excellence by
  Accreditation standards
  Faculty development
  Curriculum development

- Foster Spiritual and Ministerial Formation by
  Mentor models
  Ministerial skills
  Christian ethos

- Mobilize Resources by
  Library development
  Information technology
  Infrastructural development

STATEMENT OF FAITH

The statement below is in keeping with the historical evangelical faith of the Church and all members of ATA are expected to affirm the same.

1. The divine inspiration of the Holy Bible, of sixty-six books of the Old Testament and New Testament, as the infallible Word of God. Its consequent uniqueness, entire trustworthiness and supreme authority on all matters of faith and conduct.

2. One God eternally existent in three persons: Father, Son and Holy Spirit.

3. The full deity and humanity of the Lord Jesus Christ, His representative and substitutionary death, His bodily resurrection and personal return in glory to consummate His Kingdom.

4. The dignity of man created in the image of God, his universal sinfulness, his need of repentance, redemption and justification through faith alone in Christ crucified and risen from the dead.

5. The resurrection of all men either to eternal life or to eternal death.

6. The illuminating, regenerating, indwelling, and sanctifying work of the Holy Spirit enabling the Christian to witness effectively to the Gospel and to serve responsibly in the world.

7. The unity in our Lord Jesus Christ of all believers, who comprise the Church.

8. The total mission of the Church to the whole man in society in the contemporary context, in obedience to God according to the Scriptures.

COMMISSION OF ACCREDITATION AND EDUCATIONAL DEVELOPMENT

A. Purpose

With a full realization of the uniqueness of the gospel and in humble and glad submission to the exclusive claims of Christ,

We seek to assist our colleagues and their institutions in theological education 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.

B. 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 two educationists. The CAED Secretary and CAED Associate Secretary coordinate the work of the Accreditation Commission in consultation with the ATA General Secretary.

C. 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.

D. Meetings

1. The CAED will normally meet three times between general assemblies. The purpose of the meeting is to receive reports, evaluate progress, and discusses matters arising from the work of the CAED and accredited institutions and to approve plans for the coming year.
2. Quorum is of a simple majority of the CAED members.
3. Special meetings may be called to conduct business only if the quorum is present.

E. Officers

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

F. CAED Secretary
1. The General Assembly will appoint the secretary on the recommendation of the ATA Executive Board for three-year renewable terms.
2. The Secretary will be the executive officer of the CAED and is responsible to the Commission and for implementing approved CAED plans and policies.
3. The Secretary is permitted to appoint temporary staff members for helping to accomplish CAED responsibilities.

MESSAGE FROM THE GENERAL SECRETARY

Asia Theological Association was founded in 1970 as a direct outcome of the Pan Asia Congress of Evangelism held in Singapore in 1968. Its primary goal then was to promote evangelical theological education including lay training. Accreditation services were rendered to institutions in 1978. And since then, theological institutions have grown and matured to take on an Asian image and the service of accreditation has come a long way.

As of date, with 275 members scattered in 33 nations, we see the growing needs of our theological concern in this globalized world. Asia is now the centerpiece of God's moving force in terms of population, projection and programme. Asia has had her share of natural and manmade disasters, worst hit by strings of typhoons and calamities, escalating ethnic and political rivalries with outright killings and massacre of beastlike scale. It is in such a disrupted and disputable world that ATA is called to bring the theological mandate from God's redeeming Word of faith in Christ alone for transforming lives. The truthful preaching and teaching of God's Word through increasingly training in theological colleges and seminaries, Christ is being uplifted and people groups have come to know Christ as the Savior and Lord for mankind.

As one of the founders of International Council of Evangelical Theological Education (ICETE), ATA 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.

This manual reflects the years of ATA involvement in serving its member institutions in accreditation. It has taken into careful consideration: (1) the dynamics of change that has shaped Asian theological education over the years; (2) the uniqueness and diversity represented by each institution in their respective context; (3) the universal standards accorded by accreditation associations worldwide without loosing our distinctive to meet the needs in Asia, and (4) the challenge of doing theological education in a rapidly changing world.

Institutions are constantly challenge to excel in pursuing their mission and the accreditation exercise must be seen as one of the tools to help the institution achieve their mission. Accreditation allows the institutions to engage in a progressive reflection of self-renewal that would enable institutions to achieve the present and project for the future.

I hope that this manual will serve its purpose and bring enrichment to the institution as together we serve God in training Asian for Asia.

Dr. Joseph Shao

MESSAGE FROM THE ACCREDITATION SECRETARY

Dear Friends,

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.

The ATA began providing the service of accreditation evaluation to its members in the 1970s. Several editions of its accrediting manual have been printed. This edition of the manual has sought to integrate the Theological Education by Extension (Open Theological Education) Accreditation Manual with the Campus based Theological Education Accreditation Manual such that ATA values are reflected.

We are thankful to Dr. Richard K. Hart who prepared the initial draft with the help of members of the Commission on Accreditation and Educational Development. It was then the working group under the leadership of Dr. Joy Bunyi, the ATA Associate Secretary, who spent hundreds of hours in the preparation of the 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 Accreditation and Educational Development Commission exists to serve the membership of the Asia Theological Association. 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.

The Accreditation and Educational Development Commission members have developed this manual for Asian contexts of 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. We also have some values that are distinctively Asian. The values stated in the manual are based on those stated in previous ATA accreditation manuals, the renewal values from "The Manifesto for the Renewal of Theological Education" of the International Council for Evangelical Theological Education (ICETE), and values that have emerged from Commission deliberations.

The 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 can be used to help you achieve institutional or program improvement. The successful completion of a self-evaluation process combined with a peer review, a Visiting Evaluation Team (VET) can lead to the accreditation of your institution or program by the Asia Theological Association.

We welcome your reading of this manual. We hope it will help you see renewal in your theological and ministerial education institution or program. ATA considers Accreditation not so much as an end in itself but a means of helping institutions to achieve their own objectives. Please write us so that we might know how we might be able to serve you better.

Sincerely,
Dr. Theresa R. Lua

OUR PHILOSOPHY OF ACCREDITATION

The validity of any accreditation scheme is rooted in its capacity to focus attention on those aspects of education which are most important. This manual is based on the four key principles listed below.

1 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.

2 PROCESS
   The accreditation process should lead to significant institutional improvement. Educators should not be disheartened, therefore, when the self-evaluation study reveals areas of their programs that require further attention. This is expected, and can provide important benefits for program staff and students.

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

4 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.

Sometimes in the past accreditation procedures have been unnecessarily prescriptive, overlooking valid differences between institutions and programs and 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.

Values Esteemed by ATA Educators

Four categories of values inform the ATA's accreditation philosophy. Below, each value is listed according to category in chart form. Further definition follows.

Administrative Values	Relational Values	Theological Values	Educational Values
Sound Management	Church Orientation	Biblical Grounding	Instructional Variety
Student-Centered Development	Community Life	Contextualization	Lifelong Learning
Faculty and Staff Development	Servant Moulding	Christian Mind & Lifestyle	Integrated Program
Program Accessibility	Asian Diaspora		
Strategic Flexibility			
Continuous Assessment			
Operational Contextualization			

Administrative Values

1. Sound Management – Our institutions must wisely steward their human, material financial and spiritual resources toward the strengthening of the Church.

2. 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.

3. 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.

4. Program Accessibility – Ministry training must be made available to the whole people of God in models that are appropriate to the situation and context.

5. Strategic Flexibility – In co-operation with other programs, we must respond creatively to the church's leadership needs. Our institutions must nurture a greater strategic flexibility in attuning ourselves to the full range of leadership roles the church requires.

6. Continuous Assessment – Our institutions should be guided by a rigorous practice of identifying objectives, assessing outcomes, and adjusting programs accordingly.

7. Operational Contextualization – In structure and operation our theological institutions and programs must demonstrate that they exist in and for their contexts.

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 multi-cultural contexts.

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 around biblical truth as the integrating core of reality and life.

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 objectives in one holistic integrated educational approach.

THE ACCREDITATION EVALUATION PROCESS

1. Application (one month)
   Institutions desiring accreditation for their programs should contact the Accreditation Secretary (hereafter referred to as the Secretary). (Please see Appendix A.)

2. Candidacy Status
   After a careful study of the Fact Sheet and a preliminary visit of the Secretary, if necessary, the Secretary will notify the institution that candidacy status has been granted and the institution may proceed with a comprehensive institutional self-study. (Please see Appendix B.)

3. Self Study (three-six months)
    The self-study consists of two steps. The first one is a stakeholder assessment and the second step is the writing of a self-evaluation using the questionnaire in this manual. (Please see Appendix C). When the self-study has been completed, copy should be sent to the Secretary ninety days before the proposed   visit.
    Upon approval from the Secretary, copies should be sent to other evaluators as directed by the Secretary.

4. Schedule of VET
    The Secretary will then correspond with the institution to finalize the dates for the accreditation evaluation visit by the Visiting Evaluation Team (VET).

5. Visiting Team / Peer Review
    The VET will conduct a 3-7 day visitation. After the visit, they will report their findings, notations, and recommendations to the ATA Accreditation Commission. Institutions may be required to submit a compliance report prior to the granting of accreditation.

6. Action by CAED (two months)
    The Accreditation Commission, on study of the VET report(s) and recommendations provided by the Secretary, will decide upon the status of accreditation. Note that programs, not institutions, are accredited. Institutions should note in their publications which programs are accredited.

7. Annual Progress Report
    Institutions that have received accreditation will be required to submit an annual progress report to the Secretary. The Secretary will carefully study the document to ascertain the maintenance of standards as well as to advise the institution as needed. This is required to maintain the accreditation status. (Please see Appendix F.)

8. Re-accreditation
    Accreditation is normally given for a period of five years. At the end of the fourth year, accredited members will be required to apply for re-accreditation and prepare for the visit of evaluation team members.

PROCEDURES FOR INSTITUTIONAL SELF-STUDY
(Please see Appendix A.)

1. The president or head of the institution will appoint an Evaluation Co-ordinator. Together, they select representative stakeholders to participate in the evaluation. Stakeholders to be represented include students, graduates, faculty members, pastors, church leaders, etc. Stakeholder opinions are gathered either through a questionnaire or through a group session in order to answer the following:
    a. What do you believe is the purpose of the institution?
    b. How does the institution operate?
    c. What factors have helped, limited or influenced the development of the institution?
    d. How would you assess the current effectiveness of the institution?

e. What issues or concerns do you have for the institution?

f. What recommendations do you have for addressing issues and concerns and for improving institutional effectiveness?

A summary of the stakeholder responses will be written by the Evaluation Coordinator(s).

Note: For AGST programs, the Area Dean will appoint an Evaluation Coordinator normally the program Director for each program. The stakeholders may include each host institution, denominational leadership, graduates, faculty,   students, and church agencies.

2. The president and/or the Evaluation Coordinator will select a few team members to be involved in the writing of the self-study report. The members of the team are selected on the basis of their familiarity with the institution's administrative and educational scope, as well as their interpretative and expressive abilities. The summary of the stakeholder assessment should be made available to these writers in order to influence their thinking as they write their answers to the self-study questions.

3. Wide participation from the administration, faculty, staff, and students of the institution in responding to the various questions should be encouraged as this promotes educational renewal. These should be oriented to the purpose and value of the accreditation process so that responses may be given in an atmosphere of open communication

4. The Evaluation Co-ordinator will gather and collate these data from the selected writers and a Final Self-Study document produced.

5. This document will be reviewed and verified by the stakeholders in a group session to provide for a free flow of information, further discussion, revisions, etc. Corrected self-study copies are sent to the Secretary for approval.

QUALITY MEASURES/STANDARDS FOR ACCREDITATION

Guidelines are designed to help evaluate an institution's educational performance. ATA institutions will need to provide evidence to show compliance. Because of differences in educational delivery systems, some guidelines will logically be interpreted differently. While the ATA's value standards cover most of these issues, these guidelines are quality measures for measuring satisfactory compliance with ATA value standards.

A. The Institution and its Philosophy

1.   Government Registration

Wherever possible every institution should be legally constituted as a non-profit educational institution.

2.   ATA Membership

a. Institutions applying for accreditation must be associate members of ATA.

b. Membership in ATA does not preclude membership in any other theological association or accrediting association as long as ATA requirements are adhered to.

3.   Written Objectives

Each institution should have clearly defined objectives for its program as a whole, for each specific program (major or concentration) and for each course of study. The members of VET will evaluate the whole program in the light of its objectives.

Objectives should be clearly stated in the catalogue. The following are general objectives for an accredited theological institution:

a. To cultivate Christian life and experience.

b. To facilitate a comprehensive knowledge of the Scriptures and an understanding of Christian theology.

c. To equip students for a ministry in the Church in their country by adequate knowledge of cultural, socio-economic and political issues, etc.

d. To instill a vital vision for evangelism, missions, social service and action.

e. To equip students spiritually, mentally, physically, emotionally, morally and socially.

4.   Stability

An educational institution should attain a satisfactory degree of stability before applying for accreditation. A certain degree of maturity, experience and administrative continuity and a record of effective service are considered prerequisites. The following are some criteria for 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 faculty and staff turnover.

f. Low fluctuation of enrolment from one year to another.

g. A growing enrolment consistent with the needs of the church.

h. Stability in financial management with a balanced fiscal budget.

i. The nature and degree of 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 study of the institution's education problems.

l. Avoidance of partisan or personal interests in the management of the institution.

B. Administrative Control

1. Administration

   a. Each institution should have a sound organization and administration with clearly defined description of responsibilities of its officers to accomplish its objectives.

   b. Normally there should be a Board or Council, which is finally responsible for the stability of the institution and for decisions regarding personnel, finance, etc.

   c. The Board should appoint the principal executives. Development of national leadership should be encouraged.

   d. The faculty and staff members should meet for fellowship and to make decisions   pertaining to the implementation of the goals of the institution.

   e. A student council or some kind of student representation should be formed. It may participate in the achievement of the goals of the institution.

   f. Efficient keeping of records and reporting of operations must be provided, such as board and faculty minutes, finance, and scholastic records of students.

2. Governing Body

   a. Each Institution must have a responsible Governing Board with a minimum of 7 members to act on its behalf.

   b. It is encouraged that the Governing Body includes members from other professions in order to give a holistic dimension to the understanding of theological training.

   c. It shall be located in the country or area of the institution.

   d. At least fifty percent of its members should be nationals. Efforts should be made to increase this proportion.

3. Business and Finance

   a. Each institution must have well-defined procedures in the preparation, the adoption, and the control of the budget annually prepared for approval by the Board. The financial report must include detailed description of income and expenditures. The budget should include the salaries, including nonpaid personnel.

   b. Annual auditing by the chartered accountant is required.

   c. Each institution must show improvement in developing local support rather than an over-dependence on foreign subsidy.

   d. Adequate faculty/staff salaries and benefits should be provided in order to enable faculty and staff members to give their best service to the institution.

4. Physical Plant

   a. Campus-based:
   Evaluation will carefully assess the suitability and adequacy of building and equipment and the maintenance thereof; classrooms, hostel accommodation, residence for staff, library, administrative facilities, chapel, dispensary, recreation facilities, utilities, sanitation, teaching equipment, students' common room and sports grounds, etc.

      (1) The premises should include at least one room large enough for an assembly of the whole college, and preferably a separate chapel.

      (2) Classrooms should be sufficiently large to comfortably accommodate the maximum number of students per class. Consideration should be given to room size, lighting and ventilation.

      (3) The library should have adequate space for study and research purposes. Accessible library in close proximity can be taken into consideration as an additional facility.

   b. Non-Campus based:

      (1) Should have a headquarter or office where records are kept.

      (2) Adequate facilities, resources and environment conducive for teaching and learning process.

      (3) Accessible library in close proximity can be taken into consideration in lieu of the lack of a permanent library

5.   Church and Public Relations

   a. Sound public relations are important in the successful operation and development of an educational institution. Institutions must keep churches

informed of the work and progress of the institution, to encourage recruitment, and to secure an increasing measure of financial support.

b. Criteria for good public relations include a sound relationship with local churches, an effective continuing ministry with graduates and, where possible, co-operation with other theological institutions in the same area.

c. Whether large or small, its public relations ought to be an administrative responsibility.

d. Adequate information should be provided through publicity materials, catalogues and newsletters.

C. Faculty and Course Writers

1. Faculty should have degrees relevant to the program from recognized institutions.

2. Faculty should have one degree higher than the degree granted.

3. Faculty should have ministerial experience.

4. Faculty should demonstrate teaching and writing competency.

5. Faculty should have a good standing with the local church.

6. Faculty should demonstrate a vibrant spirituality.

7. Faculty should have adequate knowledge of Bible and theology.

8. Regular faculty performance appraisal should be conducted by the institutions.

9. Faculty should be encouraged to continue their educational development and institutions should provide opportunity for in-service training development.

D. Faculty Recruitment

Faculty members should have a variety of educational experiences in completing their theological and secular degrees. Face-to-face learning is viewed as an important part of preparation for teaching women and men who will be entrusted with the responsibility of training church leaders for ministry. Normally, to qualify to teach in a theological institution offering residential programmes, at least one of the degrees a person has earned ought to have been completed in a residential setting.

Candidates considered for assuming a faculty position need to submit a portfolio as evidence of previous developmental and training experiences that occurred while they were doing their academic study. The 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, a portfolio as detailed above will be accepted as

evidence of experience of personal and character formation together with their academic study.

E. Librarians and Library Staff

1. The head librarian should have adequate training in information technology and library studies.

2. The librarian and library staff should be encouraged to have continuous training development.

3. Librarian and library staff should have adequate knowledge in Bible and theology.

F. Curriculum Materials and Educational Methods

1. Instructional resources should be adequate to support the curriculum.

2. Educational methods should integrate learning, ministry and spiritual formation.

3. Interaction between students and teachers should regularly occur inside and outside of class.

4. Methods selected should maximize training impact.

5. Systematic provision for instructional evaluation and reform should periodically occur.

G. Units and Transfer of Credits

1. A semester unit or one semester credit hour is equivalent to a minimum of 800 minutes of classroom instruction plus 1200 minutes outside of class.

2. Units from non-accredited institutions are to be accepted only on the basis of validation or a period of probationary study.

H. Programs of Study
(These are general guidelines. Regional accreditation committees may develop guidelines specific to their regions, subject to the approval of the CAED.)

Undergraduate Studies

1. **Certificate Program** - i.e. Certificate of Theology, Certificate of Ministry, etc.

   a. Purpose and Nature
   Programs granting the Certificate are designed to provide graduates with basic foundational level in Bible and ministry.

   b. Entrance Qualification

Successful completion of 10 years of schooling

   c. Faculty Requirements
- (i) Qualification – at least a Bachelor's degree but preferably a Masters Degree (for units transferable only up to the Diploma level).
- (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

   d. Graduation Requirements
- (i) Successful completion of at least 36 units credit units of course work.
- (ii) An assessment of ministry involvement that meets set requirements.
- (iii) An assessment of character and spiritual development that meets set requirements/standards.

   e. Library and Learning resources
Collection of about 4000 titles that are relevant to the curriculum.

   f. Areas of study
- Bible
- Theology
- Practical Theology: Ministry-related courses, Pastoralia, Missions, Christian Education, etc.

2. **Diploma Program** - i.e. Diploma of Theology, etc.

   a. Purpose and Nature
Programs granting the Diploma are designed to qualify graduates to function in ministry.

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

   c. Faculty Requirements
- (i) Qualification - a Masters degree or a Bachelor degree with at least three years of teaching experience.
- (ii) Core faculty to cover the areas of study.
- (iii) The teacher-student ratio ought to be at least 1:2.
- (iv) Teaching load – 12 hours per week

   d. Graduation Requirements
- (i) Successful completion of 72 credit units.
- (ii) An assessment of ministry involvement that meets set requirements.
- (iii) An assessment of character and spiritual development that meets set requirements/standards.

   e. Library and Learning resources
Collection of about 4000 titles that are relevant to the curriculum.

   f. Areas of Study

- Bible
- Church History
- Theology Ethics
- Practical Theology: Ministry-related courses, Pastoralia, Missions, Christian Education, etc.

3. **Bachelor Program** - i.e. B.Th., B.Min., B.C.E., B.Miss., etc.

   a. Purpose and Nature
   Programs granting the Bachelor degree are designed primarily to qualify graduates to function as principal leaders or ministers

   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, older mature candidates (30 and above) who may not have completed the schooling may be admitted upon successful completion of the Diploma program and/or fulfilling a qualifying assessment.
   (Not more than 10% of the class should comprise of this category of students.)

   c. Faculty Requirements
   (i)   Qualification - at least a M.Div. or M.A. with at least five years teaching experience.
   (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

   d. Graduation Requirements
   (i)   Successful completion of 108 units.
   (ii)   An assessment of ministry involvement that meets set requirements.
   (iii) An assessment of character and spiritual development that meets set requirements/standards.

   e. Library and Learning resources
   (i)   Collection of about 6000 titles that are relevant to the curriculum.
   (ii)   Major periodicals in the fields of study included in the curriculum.

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

Graduate Studies

4. Graduate Diploma
   a. Purpose and Nature
   Programs granting the Graduate Diploma are designed to qualify graduates for specialized ministry.

   b. Entrance Qualifications
      (i)   Successful completion of a Bachelor level degree.
      (ii)   In special cases, older mature candidates (30 and above) who may not have completed the schooling may be admitted upon successful completion of the qualifying assessment. (Not more than 10% of the class should comprise of this category of students.)

   c. Faculty Requirements
      (i)   Qualification - a M.Th. and above in their teaching area or its equivalent. Consideration may be given to persons with an M.Div./BD degree qualification who have demonstrated abilities in teaching and with five to ten years of teaching experience.
      (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 – 10 hours per week

   d. Graduation Requirements
      (i)   Successful completion of 30 credit units.
      (ii)   An assessment of ministry involvement that meets set requirements.
      (iii) An assessment of character and spiritual development that meets set requirements/standards.

   e. Library and Learning resources
      (i)   Collection of about 10,000 titles that are relevant to the curriculum.
      (ii)   Major periodicals in the fields of study included in the   curriculum.
      (iii) Access to internet resources.

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

6. Master of Arts Program or its equivalent - i.e. Master of Ministry; M. A. in Theology, in Missions, 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.

   b. Entrance Qualifications
      (i)   Successful completion of a Bachelor level degree.
      (ii)   In special cases, older mature candidates (30 and above) who may not have completed the schooling may be admitted upon successful completion of the qualifying assessment.
             (Not more than 10% of the class should comprise of this category of students.)

c. Faculty Requirements
   (i)   Qualification - a M.Th. and above in their teaching area or its equivalent. Consideration may be given to persons with an M.Div./BD degree qualification who have demonstrated abilities in teaching and with five to ten years of teaching experience.
   (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 – 10 hours per week

d. Graduation Requirements
   (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)   An assessment of ministry involvement that meets set requirements.
   (iv)   An assessment of character and spiritual development that meets set requirements/standards.

e. Library and Learning resources
   (i)   Collection of about 10,000 titles that are relevant to the curriculum.
   (ii)   Major periodicals in the fields of study included in the   curriculum.

f. Areas of Study
   Each Master degree normally comprises of 60% foundational courses and 40% specialization courses. A required thesis or field project is recommended.
    There ought to be foundation courses in the following categories:
   - Bible & Exegesis
   - Church History
   - Theology/Ethics
   - Practical Theology: Ministry related courses, Pastoralia, Missions, Christian Education
   - Religions, Culture

6. Master of Divinity Program or its equivalent

a. Purpose and Nature
   Programs granting the Master of Divinity degree are designed primarily to qualify graduate 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.

b. Entrance Qualifications
   (i)   Successful completion of a Bachelor degree.
   (ii)   In special cases, older mature candidates (30 and above) who may not have completed the schooling may be admitted upon successful completion of the qualifying assessment.

(Not more than 10% of the class should comprise of this category of students.)

c. Faculty Requirements
  (i) Qualification - Research doctorate (e.g. Ph.D. and Th.D.) in their area of specialization.
  (ii) Consideration may be given to a person with a M.Th. or professional doctorate and with demonstrated abilities in teaching with five to ten years of teaching experience.
  (iii) Core 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
  (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) An assessment of ministry involvement that meets set requirements.
  (iv) An assessment of characterand spiritual development that meets set requirements/standards.

e. Library and Learning resources
  (i) Collection of about 10,000 titles that are relevant to the curriculum.
  (ii) Major periodicals in the fields of study included in the curriculum.
  (iii) Access to internet resources.

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

Postgraduate Studies

7. Master of Theology Program i.e. S.T.M., M.Th., Th.M., or M.Th., 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. As a graduate level program, it requires the student to develop research methods for analyzing and evaluating issues. Normally, the attainment of analytic and evaluation skills will be demonstrated through the completion of a thesis.

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)   Proficiency of an appropriate standard in a language relevant to the field of study.

     (iii)   Ministry experience is required.

c. Faculty Requirements
- (i) Qualification - Th.D. or Ph.D. in their area of specialization.
- (ii) Consideration may be given to person with professional doctorate qualification who have demonstrated abilities in teaching with five to ten years of teaching experience.
- (iii) One full-time faculty in each discipline.
- (iv) Teaching load - average of 8 hours per week.

d. Graduation Requirements
- (i) Successful completion of 30-36 credit units inclusive of thesis of 30,000 words (weightage of 6 credit units).
- (ii) An assessment of character and spiritual development that meets set requirements/standards.

e. Library and Learning resources
- (i) Collection of about 25,000 titles that are relevant to the curriculum.
- (ii) Major periodicals and research journals in the fields of study included in the curriculum.
- (iii) Access to internet resources.
- (iv) Access to other libraries or facilities.

Doctoral Degree Program

8. Professional Doctoral Program i.e. Doctor of Ministry; Doctor of Missiology; Doctor of Education, etc.

a. Purpose and Nature

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. Each of these also includes sophisticated academic and research components. A full time student should be able to complete this program within three years. The program will include seminars, comprehensive examination and dissertation.

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 are 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)   Successful completion of 45 credit units inclusive of project or thesis of 50,000 words.
      (ii)   An assessment of character and spiritual development that meets set requirements/standards.

    e. Library and Learning resources
        (i)   Collection of about 25,000 titles that are relevant to the curriculum.
        (ii)   Major periodicals and research journals in the fields of study included in the curriculum.
        (iii)   Access to internet resources.
        (iv)   Access to other libraries or facilities.

9. Research Doctoral Program i.e. Doctor of Theology; Doctor of Philosophy

    a. Purpose and Nature
      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.

    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)   Proficiency in Hebrew, Greek and any other language are required.
      (iii)   Five years of experience in ministry or teaching are required.
      (iv)   Evidence of scholarly research and theological reflection are required.

    c. Faculty Requirements
      (i)   Qualification - Research doctorate (e.g. Th.D. and Ph.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)   Successful completion of a scholarly dissertation of 60,000-75,000 words that reflects original research.
      (ii)   An assessment of character and spiritual development that meets set requirements/standards.

    e. Library and Learning resources
        (i)   Collection of about 25,000 titles that are relevant to the curriculum.
        (ii)   Major periodicals and research journals in the fields of study included in the curriculum.
        (iii)   Access to internet resources.
        (iv)   Access to other libraries or facilities.

I. Practical Training / Field Education

A sound program of practical training or field education goes hand in hand with formal studies as preparation for effective service. An institution cannot be considered effective if it does not conduct a well-organized program of practical training. The following criteria are descriptive of an ideal program. A full-time student should be able to complete this program within five years.

1. Practical training assignments should be seen as actual service.
2. The institution should see practical training as one phase of the total educational program devoted to the student's development in terms of his personal growth and vocational skills.
3. Practical training may have a wide range and should include pastoral experience, evangelism work among children and young people, lay training, study projects (rural and industrial), distribution of Christian literature, etc.
4. The objectives of practical training should be well thought out for each student, clearly expressed to all concerned, and then carefully implemented.
5. Since practical training is a part of the educational program, it should be under the supervision of the academic department that will determine policy in relation to such matters as objectives, integration, academic value, and controls.

J. Spiritual Formation

Foremost in the total development of students is the cultivation of spiritual life and experience. An institution is expected to have a program suited to its needs in cultivating the spiritual life. This includes chapel services, devotional periods, special events, and individual and group guidance. Adequate measures are to be taken to provide such experiences in non-campus programs.

Among the criteria are the following: the wholesomeness and vitality of the spiritual life; degree of participation by faculty, staff and students; the degree to which the spiritual life pervades all of the institution's activities, the degree to which the spiritual life helps to achieve other valid objectives; the breadth of fellowship that is fostered in relation to other evangelical groups; the inculcation of missionary vision and passion by instructional, inspirational, intercessory and practical activities; and the effective student's implementation of the Great Commission by interest, prayer, giving and dedication to service.

K. Student Life and Services

1. Counseling

   A good counseling program is imperative. It is necessary for all phases of the total development of personality to be coordinated and given emphasis. Adequate provision should be made for non-campus programs.

   Some criteria for objectivity:
   a. Every student must receive individual attention.
   b. The counseling service should provide for all phases of a student's welfare intellectual, spiritual, physical, social, vocational and financial.
   c. Counselors should be appointed on the basis of temperament, spirituality experience and skill.

d. The counseling program should give major attention to first year students, giving increasing responsibility to senior students to assume self-direction under the guidance of the Holy Spirit.

e. Reliance should be placed more upon guidance than upon regulation in assisting students to form worthy habits of conduct, to develop his/her capacities, and to make choice of vocation.

f. The counseling program should include group guidance in extracurricular activities for development of leadership and group co-operation.

g. The institution which has women students and student's wives should make adequate provisions for their counseling and supervision.

2. Discipline

When discipline becomes necessary, such problems should be handled in the highest interests of the individuals concerned and the institution as a whole. Disciplinary action such as dismissal should represent the decision of a committee or group rather than the arbitrary acts of individuals. Disciplinary procedure should be articulated clearly.

3. Orientation

Orientation is an important phase of a student's life. It has to do particularly with induction into institution life, but there is need for continuing orientation during student years. It is considered good practice to set aside a definite period at the beginning of the academic year for student orientation and adjustment, particularly for first year students. Orientation may well include emphasis on the objectives of the institution, spiritual life, testing program, curriculum, standards, method of study, student organizations, library use, form of administration, and wholesome social and recreational activities.

4. Graduation Activities

a. Degrees and diplomas should be granted on the basis of satisfactory accomplishment of academic work (meeting a certain level of scholarship determined by the quality point system), of spiritual life and character, and practical work.

b. Fairness and honesty demand that students who are not meeting standards for graduation be advised as early as possible of such deficiency.

c. It is desirable that degrees and diplomas be awarded at an annual function.

d. Tests of sound policy are suggested by the following:
   (i) The requirements for graduation must be made perfectly clear to the students.
   (ii) The requirements should be sufficiently stable to give students a sense of security and certainty.
   (iii) In order to avoid misunderstanding between students and institution authorities, periodic checks of remaining requirements should be made (This is especially necessary before registration for the senior year.)

5. Health, Housing and Food Services (campus-based programs only)

    Care must be taken to preserve health through proper housing sanitation, diet, good water supply, and physical exercise. There must be access to medical facilities. There should be a variety of facilities for recreational activities.

6. Extra-Curricular Activities: (campus-based programs only)

    a. Since there is a place for the enrichment and development of social life in an institution, the authorities should provide a constructive policy with adequate programming, facilities, and supervision.

    b. All institutions should have student organizations and the faculty should give wide latitude to students in planning, organizing and operating such activities, but the faculty and the Board should retain ultimate authority and policy for student organizations.

    c. Inter-institution activities ought to be encouraged.

7. Financial Assistance and Self-help

    Financial assistance to students should be administered so that educational opportunities will be equalized and scholarship encouraged. If student loans are available, borrowers should know the exact conditions upon which loans are made. Sound business practices should be followed in covering loans by legally drawn promissory notes and in collecting or renewing them when due. Desirable principles in granting aid are equality and fairness in the allotment of grants, their use as incentives for worthy achievement, the extent to which they will enable needy students to secure an education.

    For campus-based programs, institutions have a responsibility to assist students in finding desirable employment both within and without the institution and to safeguard their highest interests by proper supervision and controls. This means investigating available job opportunities and assigning students to work for which they are fitted and which will advance rather than impede their educational progress. Institutions should limit the amount of time devoted to self-help. Normally students, who must work while studying, will not have sufficient time to carry a full study load. It is expected, therefore, that the class load of such students will be reduced and their studies extended over a longer period of time
.

8. Placement Service (campus-based programs)

    Institutions do not assume responsibility for placing graduates but they do have to help graduates find opportunities of service. An institution is usually in a position to render a definite service to its graduates.

    An acceptable placement service for alumni calls for a continually updated directory, an active interest in their welfare and success, and a competent administrator.

VISITING EVALUATION TEAM (VET)

The visiting evaluation team 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. VET members should not be related to the institution being evaluated or to its sponsoring agencies.

2. VET Function
   Normally, the VET will be required only to assist in evaluation of the concerned institution and to go through the accreditation process as prescribed for the visit. However, in certain cases they may consult with other national or regional agencies in the country.

GUIDELINES FOR INSTITUTIONS VISITED BY ATA ACCREDITATION EVALUATION TEAMS

The institution will be hosting the VET. The purpose of the visit is to verify the self-study and look into various aspects of institution life which impinge upon various programs and submit a report to the Commission on the readiness for accreditation.

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

1. The Visiting Team leader should be advised well in advance of any local situations that require modification of the "Sample Schedule for Visiting Teams." Once the schedule for the team's visit has been established by the team leader, the institution's administrator is responsible to arrange for in-country transportation and hospitality, and to arrange scheduled meetings with individuals and groups.

2. A suitable workroom at the institution headquarters should be provided for use by the visiting team throughout the period of the visit. If possible, a computer or typewriter should be placed in the room for use by the team in preparing their report. The workroom also should be provided with all the necessary documents (see Appendix D).

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

4. A member of the institutional staff should be available to accompany members of the team in local travel for visit 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 administrator should be in the initial and exit meeting.

SAMPLE SCHEDULE FOR VISITING TEAMS FOR A CAMPUS-BASED INSTITUTION

Day 1
Arrival of the Visiting Team
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, and staff
Classroom observation

Day 3
Preparation of VET report
Report to the Principal Officer and administrative staff
Departure of the Visiting Team

SAMPLE SCHEDULE FOR VISITING TEAMS FOR A NON-CAMPUS BASED INSTITUTION

Day 1
Arrival of the Visiting Team
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 material, financial management, student records and alumni records
Interviews with selected staff
Meeting with representative board members
Review of faculty selection, training and development
Interviews with selected students, alumni, and tutors

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

FEES CHARGED[1]

	Group A	Group B	Group C
Application Fee	100*	100	100
Association Member Annual Fee	350	350	350
Association/Organization Institutions	280	280	280
Accredited Member Annual Fee			
Undergraduate	620	480	280
Graduate	700	550	350
Post Graduate	750	620	420
Doctoral Level	800	680	480
VET Fee			
Undergraduate	600	460	260 to 3 programs
Additional / Program	60	50	30 each program
Graduate	650	520	325 to 3 programs
Additional / Program	65	55	35 each program
Post Graduate	720	550	400 to 3 programs
Additional / Program	75	60	40 each program
Doctoral Level	800	650	460 to 3 programs
Additional / Program	80	65	50 each program
* US $			

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[1] All checks payable to ATA should be issued to: Asia Theological Association, Manila, Inc. c/o Asia Graduate School of Theology, 54 Scout Madriñan St. Quezon City 1103, Metro Manila, Philippines.

Membership fees could also be sent by telegraphic transfer to the following:
Account name: Asia Theological Association, Manila, Inc.
Account number: 441-2-441-00323-9
Swift code: MBTCPHM
Bank: Metrobank Karuhatan, Valenzuela Branch
Bank Address: 235-I Mc Arthur Highway, Karuhatan Valenzuela City, Metro Manila, Philippines

NOTES:
1. Groupings:
   Group A:
   Australia, Hong Kong, Israel, Japan, Korea, Macau, Malaysia, Singapore,Taiwan, USA/Europe.

   Group B:
   Philippines, Indonesia, Thailand, Jordan

   Group C:
   Bangladesh, India, Mongolia, Myanmar, Nepal, Pakistan, Sri Lanka, Vietnam

2. All affiliates and members will pay an annual membership fee (see tabulation above).

3. Visitation fee is charged to those institutions where ATA is invited either for accreditation or reaccreditation.

4. The institution is responsible for the travel, board and lodging for the Visiting Team members. Where there are more than one institution to be accredited or reaccredited, expenses will be shared equally among institutions involved.

5. The above fees are subject to change from time to time.

LEVELS OF ACCREDITATION

The VET may recommend one of the following two accreditation levels to the CAED:

Provisional

1. This is given for programs that do not meet certain standards and requirements
2. The VET may require a compliance report with a specific time period for submission to the Accreditation Secretary.

Full

This is given for programs that have satisfactorily met all standards.

Accreditation of New Program

An accredited institution that have offered an accredited program for one whole term and has been evaluated for a further term may apply for provisional accreditation of a new program during the final year of the program. The process will involve a full self-study and evaluation of the VET.

Maintenance of Accreditation Status

The institutions must maintain the standards in order to keep their accreditation status. The following may affect the accreditation status of the institution:

1. Failure to abide with the ATA Statement of Faith.
2. Failure to comply with VET reports, in particular to notations.
3. Failure to submit annual reports and fees.
4. Failure to report substantive changes in the program or institution that would drastically affect the operation of the institution (major changes in faculty, finance and curriculum, etc.).

Upon proper investigation of the CAED, repeated failures of the above may result in change of the accreditation status to probation or loss of accreditation. In the event of an institution contesting the decision of the CAED, the ATA Executive Board will review the matter and its decision will be final.

Restoration of Accreditation Status

An institution must apply for re-accreditation and will have to submit to the whole process of evaluation.

APPENDIX A

APPLICATION FORM TO THE ASIA THEOLOGICAL ASSOCIATION FOR ACCREDITATION EVALUATION

The application process for ATA Accreditation begins with a letter from the Principal Officer of the institution seeking accreditation. Below is a sample of the letter that the institution's President/Director/Principal Officer might write to the ATA Commission on Accreditation and Educational Development.

Name of the Institution & Address of the Institution
Telephone number with city and country codes
Fax number with city and country codes
E-mail Numbers

Dr. Theresa R. Lua
Secretary (CAED), Asia Theological Association
c/o Asia Graduate School of Theology
54 Scout Madrinan St., Quezon City 1102
Philippines

Telephone: 410-0312
E-mail: theresarlua@hotmail.com

Date
Dear Sir,
We have studied the ATA Accreditation Manual and understand ATA policies for accreditation.

We have taken a decision in our Board to seek ATA accreditation for (name the Degree) Dip.Th. or B.Th. or M.Div. or M.A. or M.Th. or D.Miss., or D.Min., or Ed.D., or Th.D. or Ph.D. programs. (Also indicate if it is campus-based or not.)

We are ready to conduct a self-study and agree to complete it in at least 90 days prior to the accreditation visit. Attached is the Fact Sheet for your review.

Thank you.
Yours sincerely,
Name and Signature
Position
Attachment:
- Fact sheet
- Board Resolution
- Application Fee (US$60)

Note: The 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.

APPLICATION TO BEGIN THE ATA ACCREDITATION PROCESS

FACT SHEET

1. Name of the Institution
2. Name of the head of the Institution
3. Date of the visit of last evaluation team (if appropriate)
4. ATA status
   a. Date and Year of Accreditation.
   b. Accredited programs.

5. Are you applying now for new accreditation? Yes/No. If No, state the programs for reaccreditations.

6. If Yes, for which new programs you are applying? How long has the program/s been in operation and how many graduates has this program/s produced?

7. Has the curriculum of the program been revised or changed in the last three years? If Yes, what changes have been made?

8. If the period of accreditation is expired, the ATA Visiting Evaluation Team would come to your college. When do you prefer this visit?

9. Statistical Information for the current year and the previous four years:
   a. Student enrolment in each of the programs that the institution offers
   b. Faculty - Full time/ Part time, Librarian - full time/part time
   c. Library collection (no. of volumes and no. of titles)
   d. No. of periodicals
   e. Expenditure on Books
   f. Expenditure on Periodicals
   g. Total Revenue

   h.   Total Expenditure

10. Mission and Vision Statements of the Institution

11. Administration of the Institution
   a.   Governing Body
   b.   Head of the Governing Body
   c.   Internal Administration

12. Give one example of how each one of the values listed in page _____ are implemented in your institution.

13. Projection for the next five years to show that the vision is being implemented.

14. Signature of the Head of the Institution

APPENDIX B

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

5. An institution may remain a candidate for a period of two 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.

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

APPENDIX C
SELF-STUDY REPORT QUESTIONNAIRE

A. BRIEF DESCRIPTION

1. State the programs to be accredited and/or to be reaccredited.

2. State the date when the new programs were started.

3. How many students have graduated from each program?

4. List the names and position of the individuals who were involved in the self-study and describe how the self-study was done.

B. THE INSTITUTION AND ITS PHILOSOPHY

1. Give a concise historical sketch of the beginning and growth of the institution.

2. What are some of the major changes in the development of the institution from the time of its inception to the present? Explain the rationale for these changes. Identify major areas of setback experience (if any) in the life of the institution and the contributing factors to these experiences. What steps were taken to remedy the setback experiences of the institution?

3. State the mission and vision of the institution.

4. What are the training objectives of the institution? Who are involved in the setting of the training objectives of the institution and how often is this done? Where are these stated, and how are these communicated to the faculty, staff, students, and the rest of the institution's constituency?

5. Who are involved in the evaluation of the training objectives? State the system of evaluation used and the common reasons for the accomplishment or revision of the objectives.

6. Is the institution registered and/or recognized by the government? Is it accredited by any other agency? Is it a member of any association or educational institution? If so, please explain.

7. To what church or organization is the institution affiliated or committed to serve? Define the institution's constituency.

8. Define the relationship of the institution with the sponsoring church and the extent that this relationship influences mission, objectives and policies of the institution.

9. What is the present short-range and long-range development plan of the institution? Who were involved in the drawing up of these plans? How will these facilitate the achievement of institutional mission?

C. ADMINISTRATION OF THE INSTITUTION

1. Describe your administrative structure. Do you have an organizational chart? Is this clearly understood by the institution's personnel and students? How often is this revised?

2. Is the administrative structure adequate to support the mission and vision of the institution?

3. Please list the names of your administrators and their term of office.

4. Describe the governing board of the institution in terms of its membership profile, election or appointment, role and functions, terms of office, meetings, practice and pattern of communication.

5. Describe the involvement of the board members in the promotion of the institution and in the life and ministry of the faculty, staff and students.

6. If the President/Director or any of the administrative officers has served in that position less than five years, please give the name of the previous administrator(s) and their reason for leaving.

7. Describe the institution's climate in terms of the relationship of the President with administrative officers, faculty and staff.

8. What is the employee turnover in the institution? What would be the likely reason for the slow or fast turnover of personnel?

9. What system of performance evaluation is used? Who conducts the evaluation and to what extent do the institution personnel participate in the evaluation process?

10. What strategies are employed to foster commitment to leadership as servanthood among administrative and program staff?

11. What are the standing committees of the administration? How are these composed, how often do they meet, and what patterns of communication are being observed so that committee decisions are well received and implemented?

12. Institution and community relations begin within the organization. What is being done to promote good human relations among the members of the institution and how is this reflected in the institution's relationship with the immediate community and constituency in general? What channels are available for your constituency? to communicate its needs and opinions to program administrators?

13. What are the strengths and areas needing improvement in the administrative aspects of the institution?

14. What are the plans to implement these improvements?

D. FACULTY

1. Please state the basic spiritual, academic and ministry qualifications expected of all instructional staff: faculty, course writers, tutors, etc.

2. How are faculty selected? Are there policies or procedures governing the selection process?

3. How are faculty evaluated by the institution and students?

4. What strategies are employed to reward those who demonstrate outstanding effectiveness in teaching or text development?

5. Briefly describe your faculty development program.

6. Is the administration sensitive to the personal needs and welfare of the faculty? If so, in what ways are these met?

7. Give the following information regarding each member of the faculty (full-time, part-time, visiting) and administrative staff (if it applies). For institutions with nonformal programs, please include course writers and tutors:

   a. Name, age, marital status, children and their age
   b. Position, number of years in this position
   c. Degrees earned, year and institution
   d. Teaching field concentration and courses taught
   e. Number of courses or units taught per year
   f. Present ministry involvement outside the institution
   g. Status (full-time or part-time)
   h. Published works

8. What are the strengths and areas needing improvement in the faculty component?

9. What are the plans to implement these improvements?

E. FINANCE

1. How is the institution funded? Please present an analysis of your income by sources. Which of these are 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) source, is there any plan to be fully self-supporting and to a greater extent truly nationalized in leadership?

3. List any pressing needs facing your program with respect to human, material, or financial resources. What steps are being taken to address these needs?

4. Describe the accounting and auditing systems used in the institution. Are these serving the purpose well? If not, what changes should be adopted?

5. Please provide a summary of the salary and benefits scale for full-time and part time faculty and staff of the institution. Do you have a ranking system for the faculty and staff? Please provide a copy of the scheme for the ranking system. What other considerations are there for increase in salary and promotion other than the ranking criteria? When was the scale last reviewed?

6. What are the strengths and areas needing improvement in the finance component?

7. What are the plans to implement these improvements?

F. FACILITIES

1. Does the institution have a campus development and maintenance program? To what extent is this plan developed? What is the rationale for the campus layout, building design, etc.? How was the construction of the existing building funded?

2. Describe the present facilities of the institution. Are these all functional? Do these manifest the ethos of the institution? If not, please explain what changes need to be made.

3. Are there attempts made among the members of the institutional family to promote environmental concerns? If so, what are some of the practices that reflect such a concern?

4. What are the strengths and areas needing improvement in the facilities component?

5. What are the plans to implement these improvements?

G. ACADEMIC PROGRAMS AND STANDARDS

1. How are the duties of the academic department personnel and committees defined and carried out? Where are these stated and how are they made clear to the department personnel as well as those from the other departments?

2. Do you have a curriculum committee? Who are the members? What are the functions of the committee? How active is the committee in terms of responding to the training needs of the students?

3. Describe the record system maintained by the academic department. Do you keep a copy of the records elsewhere?

4. What is the grading system used? What is your procedure for reporting grades?
   How is the accuracy/relevance of the test and measurement tools ensured for a fair grading of students? Are there standardized grading systems and procedures?

5. Does the institution maintain an award system for students? Do these awards promote the development of desired skills and qualifications for students?

6. Is a good blend of theory, practice and lifestyle modelling reflected in the institution curricula? What evidence is there that this is so? If not, what action is being planned to promote a balance of these training elements?

7. Describe the scheduling of classes at the institution.

8. What is the average size of classes handled by the teachers?

9. What is the credit unit standard?

10. Please provide a description of each program that is to be accredited with reference to the following:

   a. Purpose/Objectives
   b. Target group
   c. Course offerings
   d. Entrance requirements
   e. Graduation requirements
      i.   Total number of class hours required
      ii. Length of program in years
      iii. Passing grade point average
   f. Faculty and qualifications
   g. How is the program adapted to individual student motivations, gifts and background?
   h. Instructional resources (including library, teaching aids, textbooks, study guides, etc.) and training opportunities: Are these adequate for the program?

11. Describe the process of selection of applicants for admission into the program.

12. What is the policy regarding admission of transfer students? What policy governs the transfer of credits from extension programs to campus programs?

13. What procedure does your program have for identifying development in the lives of your students in each of the following areas:
   a. Mastery of the biblical, theological, historical and practical content of the curriculum
   b. Ability to analyze data, synthesize ideas, and solve problems

14. What are the strengths and areas needing improvement in the academic programs and standards component?

15. What are the plans to implement these improvements?

H. PERSONAL AND MINISTERIAL FORMATION OF STUDENTS

1. Describe the strategies and programs designed for spiritual development of the students.

2. What procedure is followed for identifying development in the lives of your students in each of the following areas?

a. Personal growth in spiritual disciplines
   Meaningful role in local congregational ministry
c. Noticeable skill improvement in congregational ministry
d. Increased self-confidence (or confidence in God)
e. Communication skills, including preaching, counseling
f. Interpersonal dialogue, teaching and writing
g. Attitude of servanthood

3. What types of counseling service are made available to students? How is this administered and by whom?

4. How does the institution instill a positive attitude towards the church, its leadership, and the ministry among the students?

5. Does the institution have a Field Education/Internship requirement for the programs offered? Please explain the mechanics of this program. Describe the procedure for reporting and evaluating of student involvement/participation? How long has the program been in existence?

6. What has been some evaluation feedback on the program? Has any action been taken based of the feedback?

7. Describe each program that is to be accredited with reference to the graduation requirements relating to the following:

   a. Internship/field work/research requirements
   b. Character/ministerial assessment

8. What are the strengths and areas needing improvement in the personal and ministerial formation components of your program? How do you plan to implement these improvements?

I. LIBRARY

1. Describe the library in terms of personnel qualifications, number of staff, acquisitions, system of classification, accessibility to students.

2. What are the total library resources that student has access to, including resources outside the institution? Do you think that the resources are adequate for the program offered? If not, what steps has the institution taken to supplement them?

3. Is there adequate funding for the library development? What is the total budget given to this development? What is the annual budget for the acquisition of books, journals and resources?

4. Who are involved in the selection and acquisition of resources and what procedures are practiced?

5. What percentage of the library books, periodicals, and other materials is Asian authored/published or related to the Asian context?

6. To what extent is the library being utilized to the maximum by both faculty and students? How are new acquisitions advertised to the faculty and students?

7. Is the library computerized? If not, what steps are taken to pursue the computerization of the library?

8. Do the students have access to the internet in the library?

9. What are the strengths and areas needing improvement in the library?

10. What are the plans to implement these improvements?

J. STUDENT LIFE AND SERVICES

1. Describe the profile of the student body in terms of the following:
   a. Average age of students
   b. Denominational affiliation of students
   c. Country represented
   Provide a statistical graph of enrolment for the past ten years.
   Please provide an explanation of the significant points of the graph.

2. Does the institution has a student recruitment program? If so, please explain.

3. What impact has your program had on student families, their church, and other students? Give a few examples to support your response.

4. How are the students oriented about the institution?

5. How are the immediate families of the students serviced by the institution?

6. How are disciplinary problems dealt with in the institution? Has the institution dealt with serious disciplinary problems during the past five years? How were these handled? How is discipline executed and by whom?

7. What provisions and arrangement does the institution have for the health care, housing and board of the students?

8. What extra-curricular activities do students have, other than their academic concerns? How have these brought about benefits to their institutional life and training?

9. Does the institution have a work scholarship program for the students? Explain the mechanics of this program.

10. What are the strengths and areas needing improvement in the student life and services component?

11. What are the plans to implement these improvements?

K. PAST STUDENTS AND GRADUATES (ALUMNI)

1. Has the institution taken steps to organize the alumni – for example, is there an alumni association?

2. Does the institution help facilitate the placement of graduates? How is this done?

3. Please provide a profile summary of the placement or whereabouts of the graduates.

4. What provision is made regarding the continuing education of alumni?

5. What steps have been taken to ensure ongoing interest in and support of the ministry of the alumni? Are there further steps that can be taken?

L. SUMMARY

1. Summarize the strengths and areas needing upgrading in the institution.

2. Summarize the action plans the institution will activate to enhance the areas needing upgrading.

3. State your reflections on how the self-study has benefited the institution.

ADDITIONAL QUESTIONS FOR AN INSTITUTION APPLYING FOR REACCREDITATION OF PARTICULAR PROGRAMS

1. What substantive changes have been made since the last accreditation visit in relation to the following areas:
   a. Programs
   b. Governance and Administrators
   c. Finance and other resources (physical plant, etc.)
   d. Faculty

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

3. Please attach pertinent documents, including the last VET report and compliance report submitted.

ADDITIONAL QUESTIONS FOR NON-FORMAL PROGRAMS*:

1. List all currently functioning study centers, if appropriate, by country, region or district. Identify new centers established since last year and centers that are currently

dormant, which were functioning last year. If many centers have changed status, please explain.

2. Are instructional materials being constantly produced? What problems have you experienced as a result of unavailability of instructional materials when classes were ready to begin? What administrative steps have been taken to avoid similar problems in the future?

3. Please provide a list of textbooks and training materials currently available for use by tutors and students in your program.

4. Please provide a list of textbooks and training materials currently under development (i.e., assigned to writers, assigned to translators, awaiting final editing or in press). Please indicate the present stage of each item listed, and indicate a realistic date when you expect each item to become available for use.

5. Please present a comparison of your program curriculum and list of currently available training materials. What justification can be given for considering these materials adequate?

6. What procedures exist in your program for providing students with access to enrichment materials related to their present topic of study?

7. What strategies are employed to assist students in discovering learning resources available in their own communities? How effective have these efforts been in the past?

8. What strategies do you employ to promote mobility of instruction?

9. What resources and procedures are necessary to open a new center or class?

10. Describe your procedure for recording fee payments. Does each of the following receive a record of fee payments: the student; tutor; administrative office; sponsoring body or church?

11. How does the institution ensure that standards are being maintained in the study center? Describe the process of reporting and monitoring of the administration of the program through the center. Is the work of all the students evaluated by the host institution? If not, who is responsible for the evaluation?

12. What is the typical interval between assignment of a final grade and recording of grade in the administrative office? Are you satisfied with this interval?

13. When do you notify students of course offerings for the coming year?

Non-formal programs represent non-campus based courses, extension programs in other settings, distance learning, correspondence programs and other non-traditional delivery of education services.

ADDITIONAL QUESTIONS FOR AGST PROGRAMS

Note: The consortium itself will be defined as the institution.

1. Is the program a single-cycle program or ongoing?

2. Describe the process by which the program was approved by the Consortium.

3. Describe the administrative structure of the program.

4. Who conducts the evaluation of the program and to what extent do Consortium and program personnel participate in the evaluation process?

5. Is there a Program Committee? Describe its membership profile and decision making practices.

6. What is being done to promote good human relations with the host institution of the program? How are issues resolved between the host institution and the program? How are issues resolved between Consortium institutions and the program?

APPENDIX D

TYPICAL DOCUMENTS NEEDED DURING ON-SITE VISIT

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

1. The Self-Study Report and supporting data (including previous VET report and compliance reports).

2. The Institution and its Objectives
   - Articles of incorporation/other authorization documents
   - Past institution catalogues
   - Historical enrolment totals
   - Institutional planning document

3. Educational Programs
   - Catalogue (current) - should include the full curriculum and course description
   - Complete course syllabi
   - Class schedules
   - Grading data
   - Thesis/project handbook
   - Test papers/assignments/theses
   - Transcripts

4. Faculty and Staff

- Faculty vita and personnel files
- Faculty meeting minutes
- Faculty handbook
- Faculty evaluation instruments and data
- Faculty salary scale history and policy
- Professional growth program
- List of faculty
- Faculty-published works

5. Student Development and Services
- Student files (current)
- Student handbook
- Student files (historical)
- Student ministries record

6. Learning Resources
- Library circulation statistics
- Library accession records
- Library shelf list
- Collection maintenance schedule

7. Administration and Governance
- Constitution and by-laws
- Organization charts
- Board minutes
- Administrative annual reports
- Administrative operating manuals
- Job descriptions
- Staff handbook
- Salary Scale

8. Physical Resources
- Campus buildings maintenance records
- Equipment inventory

9. Financial Resources
- Budget
- Monthly financial statements
- Audit reports and/or annual financial reports for previous three years
- Management reports for/of external auditors

10. Student Outcomes
- Alumni records
- Placement records
- Graduate survey records

11. Relationships with churches
- General mailing lists
- Public relations materials

- Church leadership and pastoral response materials or evidence of institution effort to solicit participation.

For institution with extension programs, the following documents should be added:
- Sample course materials (including English and local language editions)
- A list of all students and alumni who live within one hour travel time from the headquarters and each of the centers to be visited, if applicable.

APPENDIX E

DOCUMENTS NEEDING TRANSLATION TO ENGLISH

In non-English medium institutions these documents need to be translated:

1. Self-Study Report
2. Catalogue (programs and course titles)
3. Sample academic record/transcript
4. Mission statement, goals and objectives
5. Faculty list and assignments
6. Journal Collection
7. Class schedule
8. Other items as requested by the Accreditation Secretary

APPENDIX F

ASIA THEOLOGICAL ASSOCIATION
ANNUAL PROGRESS REPORT for Year _____

The ATA Office needs to receive this within 3 months of the close of the Institution's Academic year.

1. Name of the Institution:

_____
The Academic year begins on _____(dd/yr)
and ends on _____(dd/yr)
Address: _____
E-mail: _____ Tel. No.: _____
Fax No.: _____ Website: _____
(Indicate * if the address and/or contact numbers are new)

2. Please indicate the year of your last membership fee payment.
_____

3. Programs offered in your institution accredited by ATA, year accreditation/reaccreditation was granted, current status of the accreditation. ***If a compliance report was required, please attach a copy of the VET Report and your Compliance report.***

_____
_____
_____
_____
_____

4. Please give the following information about your top administrators:

POSITION	NAME	QUALIFICATION

If there are changes in your top administrators, please indicate what they are.

5. Please list your teaching faculty, number of students and number of graduating students for __EACH__ program:

Program/Degree: _____ No. of Students: _____
No. of Graduating Students: _____

Date due for next reaccreditation:

FACULTY	HIGHEST DEGREE	COURSES TAUGHT	AREA OF SPECIALIZATION	LOAD/ SEM	ADMIN. DUTIES	AGE	GENDER	NATIONALITY	FULL TIME/ PART TIME

(Please use the same format for additional programs.)
If there are changes in your faculty, please indicate what they are.

6. What are some major changes and/or accomplishments that took place in the past year? Give reasons for these changes and elaborate a little on the accomplishments (curriculum/programs, library development, facilities, funds, etc.)

7. What major projections do you have for this coming year?

_____
_____

8. For Distance based programs, please respond to the following questions:

A. In addition to/instead of Teaching faculty (see #5, A1), please list the Textbook Writers and Tutors for __EACH__ program. Indicate their highest degree and other qualifications:

NAME	HIGHEST DEGREE	OTHER QUALIFICATIONS

B. List centers and the number of students per center per program.

PLEASE SEND ALONG WITH THIS ANNUAL PROGRESS REPORT: Audited Financial Statement & relevant information from the Annual Report (if available & preferably in English).

COMMENTS/SUGGESTIONS TO ATA:

_____
_____
_____
_____

Submitted by: _____ Designation: _____

Signature: _____ Date: _____

Please send the Annual Progress Report to this Email:
ata.progreport@gmail.com

ASIA THEOLOGICAL ASSOCIATION
COMPLIANCE REPORT

Name of the Institution:

_____
Address: _____
E-mail: _____Tel. No.: _____ Fax No.: _____
Programs Accredited or Reaccredited:
Date of VET Report: _____
(*Please attach a copy of the report*)

Recommendations/Notations	Action Taken

APPENDIX G

ATA CONSULTANCY SERVICES

As an educational development agency, ATA seeks to facilitate the following consultancy services. Institutions seeking these services are requested to contact the Accreditation Secretary for further information.

1. **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.

2. **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.

3. **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.

4. **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.

5. **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.

6. **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.

7. **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 practices of financial stewardship in the school.

8. **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 modelling, mentoring, coursework, internships and extra curricular activities.

9. **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.

10. **Self-reliance and Interdependence** involve two forms of capacity building in institutions. The first has to do with fund raising 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 fund raising and communication strategies as well as possibilities for alliances and networks.

APPLICATION FOR ASIA THEOLOGICAL ASSOCIATION MEMBERSHIP

Application for membership in the Asia Theological Association is the first step in seeking accreditation and fellowship. This application should be sent to the Asia Theological Association, Manila, Inc., c/o Asia Graduate School of Theology, 54 Scout Madriñan St., Quezon City 1103, Metro Manila, Philippines, together with a US$100.00 application fee.*

The cheque should be addressed to ASIA THEOLOGICAL ASSOCIATION, MANILA, INC. There will be an annual membership fee of US$280.00 upon approval of membership status.

Pls. fill up the following and submit US$100.00 for application fee.

Name of Institution:_____
_____
_____

Address:_____
_____

Tel: _____Fax: _____ E-Mail _____

Name of President/Principal of the institution:
_____

Programs the institution is currently offering:
_____

---

*All checks payable to ATA should be issued to: Asia Theological Association, Manila, Inc. c/o Asia Graduate School of Theology, 54 Scout Madriñan St. Quezon City 1103, Metro Manila, Philippines.

Membership fees could also be sent by telegraphic transfer to the following:
Account name: Asia Theological Association Manila, Inc.
Account number: 441-2-441-00323-9
Swift code: MBTCPHM
Bank: Metrobank Karuhatan, Valenzuela Branch
Bank Address: 235-I Mc Arthur Highway, Karuhatan Valenzuela City, Metro Manila, Philippines

How long has the program/s been in operation and how many graduates has this program/s produced?

_____

_____

Statistical Information for the current year and the previous four years:

   a.   Student enrolment in each of the programs that the institution offers.
   b.   Faculty - Full time/ Part time, Librarian - full time/part time
   c.   Library collection (no. of volumes and no. of titles)
   d.   No. of periodicals
   e.   Expenditure on Books
   f.   Expenditure on Periodicals
   g.   Total Revenue
   h.   Total Expenditure

Mission and Vision Statements of the Institution:

_____

Projection for the next five years to show that the vision is being implemented.

_____

Administration of the Institution:
   a.   Governing Body
   b.   Head of the Governing Body
   c.   Internal Administration

Are you a member of any other accrediting agencies? If so, please state details:

_____

Name and Position of person making application:

_____

Signature: Date: