

ASIA THEOLOGICAL ASSOCIATION MANUAL FOR ACCREDITATION

Revised January 2016



This version of the Manual can be downloaded from
www.ataasia.com

This manual is certified as true and correct as of the date of printing.
The Board reserves the right to make changes whenever these changes are
deemed necessary and desirable

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Section 1:

Greetings!

1.1 A MESSAGE FROM THE GENERAL SECRETARY

The 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 January 2015, with 282 members scattered in 34 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 program. 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 massacres 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. As a result of the truthful preaching and teaching of God's Word through increasing 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 the International Council for 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 values regarded as essential to evangelical theological education, (3) the uniqueness and diversity represented by each institution in their respective context; (4) the universal standards accorded by accreditation associations worldwide without losing our distinctive to meet the needs in Asia, and (5) the challenge of doing theological education in a rapidly changing world.

Section 1: Greetings!

Institutions are constantly challenged to excel in pursuing their mission and the accreditation exercise must be seen as one of the tools to help institutions 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 ATA institution as together we serve God in training Asians for Asia.

Dr. Joseph Shao

1.2 A 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. In 1985, then ATA General Secretary, Dr. Bong Rin Ro formed a task force to develop an accreditation manual for Theological Education by Extension, TEE (Open Theological Education). Dr. Robert Ferris led the task force and the document was created in 1986. The manual focused on evaluation of ways study programs focused on values esteemed in theological education. In 1999 the Campus Accreditation Manual and the Theological Education by Extension Accreditation Manual were integrated into a single, unified Manual reflecting ATA values. Since then, several freshly revised editions of the Manual for Accreditation have been printed.

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 (CAED). 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 2016 edition of the Manual incorporates revisions that represent a first step for the ATA in being able to accredit online learning programs, as well as some improvements for the accreditation of distance and extension education programs in general. Further revisions, especially with respect to online learning, will be inevitable in the coming years. We are grateful to Mr. Richard Weymouth and Dr. Graham Aylett for their service in preparing this revised edition of the Manual.

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

Section 1: Greetings!

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 to us so that we might know how we might be able to serve you better.

Sincerely,
Dr. Theresa R. Lua

Section 2:

Introducing the Asia Theological Association

2.1 OUR MISSION, COMMITMENT, TASK AND STATEMENT OF FAITH

OUR MISSION

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

OUR COMMITMENT

The 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 fulfill 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

In line with these aims, ATA offers a wide range of consultancy services in addition to the accreditation service. Please see Section 6.2 for further details

OUR 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 the 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.

2.2 THE COMMISSION ON 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. A quorum will be a simple majority of the CAED members.
3. Special meetings may be called to conduct business only if a 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.

2.3 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. COOPERATION

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.

2.4 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.

Section 2: Introducing the Asia Theological Association

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 cooperation with other programs, we must respond creatively to the church’s leadership needs. Our institutions must nurture a greater strategic flexibility in attuning themselves to the full range of leadership roles the church requires.
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.

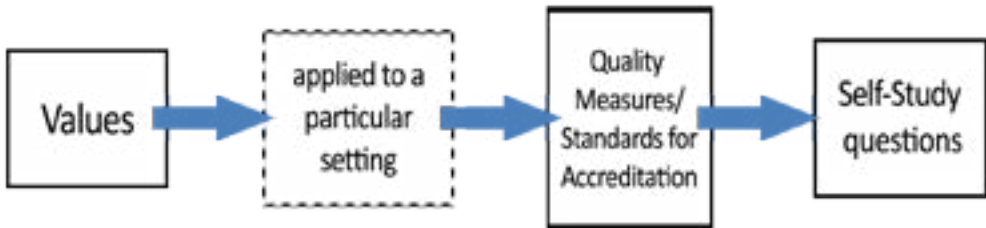
Theological Values

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

Educational Values

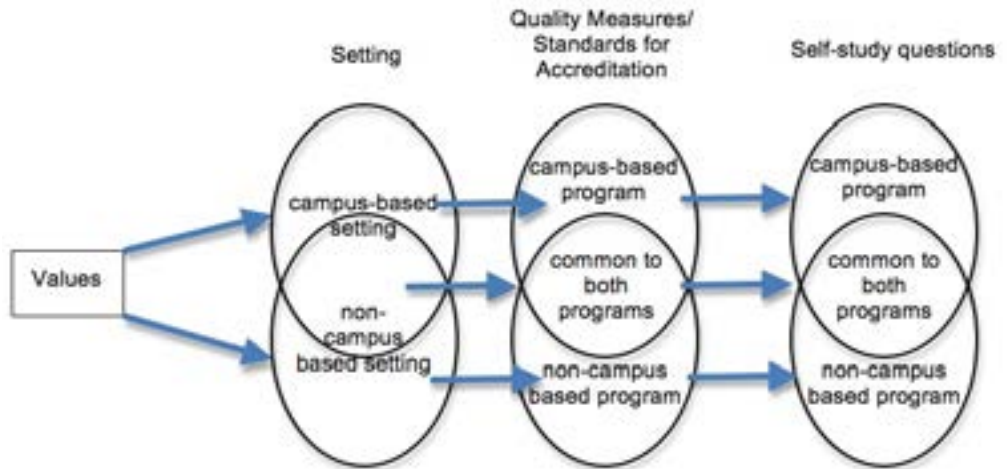
1. **Instructional Variety** – Our teaching methods must be diverse, flexible, innovative and contextualized. Our institutions need to take practical steps to introduce and train their faculty to enhance effective teaching.
2. **Lifelong Learning** – Our institutions need to design requirements that 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.

All ATA educators recognize the importance of these values, and their relationship to the values commended by the International Council for Evangelical Theological Education. However, in the process of accreditation, values must be applied to a particular setting. Applying ATA values to this setting leads to Quality Measures and Standards for Accreditation. These Quality Measures are then explored by the institution using the Self-Study Questions.



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

Within the ATA family, there are different kinds of member institutions, running a variety of programs in different educational settings. Many members are predominantly campus-based; some members are not; while others employ both campus-based and non-campus based programs, or even a blend of different educational settings within the same program. The setting of a program offered by a campus-based, residential institution, for example, is different from that of a non-campus based TEE program or an online learning program. So in some areas, different kinds of Quality Measures will be appropriate, and different Self-study questions need to be asked. But as all ATA members are evangelical training institutions, of course they also share many concerns, and many Standards and questions will be the same.



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

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

Section 3:

Quality Measures and Standards for Accreditation

These 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.

Some sections of these quality measures refer specifically to 'non-campus based institutions and/or programs'. This general heading includes extension education, online learning and distance learning programs.

3.1 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 for the first time 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 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. 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 range of ministries in the Church and society 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 partner with local churches in equipping 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 turnover of personnel.
- 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. Reasonably committed and consistent support from an institution's constituency such as denominations, local churches and individuals.
- j. Capacity for growth and development with its progressive leadership.
- k. A systematic means for continuing program renewal and improvement.
- l. Avoidance of partisan or personal interests in the management of the institution.

3.2 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. Members of the institution 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 minutes, finance, and records of student achievements.

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 a chartered accountant is required.
- c. Each institution must show improvement in developing local support rather than an over-dependence on foreign subsidy.
- d. Adequate salaries and benefits should be provided in order to enable those who receive them to give their best service to the institution.

4. Physical Plant

- a. Campus-based institutions:

Evaluation will carefully assess the suitability and adequacy of building and equipment and the maintenance thereof; classrooms, hostel accommodation, residences 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. An accessible library in close proximity can be taken into consideration as an additional facility.

b. Non-Campus based institutions:

- (1) The premises should have appropriate facilities for administration, record-keeping, and provision of support for educators and students.
- (2) Institutions should provide adequate guidance for program users concerning appropriate facilities for effective teaching and learning.

Note: A library accessible to students can be taken into consideration where the institution does not have a library of its own.

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, cooperation 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 brochures, catalogues, newsletters and on-line publicity.

3.3 EDUCATORS

Note: ATA institutions run programs that may involve a number of different groups of people, including faculty, course writers, on-line content providers, group leaders, learning facilitators, tutors and others. All of these groups are included in the term Educators as used in this section.

- a. All institutions
 1. The requirements for all kinds of educators involved in programs at each level should be clearly defined.
 2. All educators should be in good standing with their local church, and demonstrate a vibrant spirituality.
 3. All educators should evidence spiritual maturity and enquiring minds, so that they will provide appropriate models for students.
- b. Campus-based programs and institutions: Faculty

Note: 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 programs, 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

1. Faculty should have degrees relevant to the program from recognized institutions as determined by the candidate institution.
 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 appropriate knowledge of the Bible and theology.
 6. Regular faculty performance appraisal should be conducted by the institution.
 7. Faculty should be encouraged to continue their educational development and institutions should provide opportunity for in-service training development.
- c. Non-campus based programs and institutions
- i) Course Developers/ Course Writers
 1. Team course development is to be encouraged. Typically a good team will include people with expertise in adult learning, instructional design for the particular medium of course delivery being used, the specific subject area, and the cultural context. For online programs, appropriate Information Technology support should be included in the course development team.
 2. Course development team members who are subject experts should be qualified at the Bachelor's level for Certificate level courses, and at the Master's level for Diploma and Degree level courses.
 3. Course developers should receive adequate training in best practice for their role in course development, and have access to reference materials, including those on adult learning and instructional materials design relevant to the media being used for course delivery.

4. Course development team members who have a role in instructional design should have completed studies at the level of the course they are designing.
 5. Course developers should have access to a wealth of resources, and personal experience, relevant to the areas of their course development role.
 6. There should be a well-documented process of course development including rigorous field testing, editing and revision.
 7. These same standards also apply to those contextualizing courses adopted from other programs and situations.
 8. Special attention should be paid to ensuring that all courses include tested and contextualized guides for the Group Leader, including helps to facilitate group discussion, and application and assessment of learning.
 9. Online course development should include the provision of two types of student guides. There should be simple, well-tested student guides that will (i) (on a per course basis) help the student progress through each step of the course, and also (ii) (on a per program basis) offer practical assistance in using the technological tools and resources employed by the program.
- ii) Group Leaders/Tutors/ Facilitators, including Online Facilitators, and their Trainers
1. Group leaders should have the written approval and support of their local church leader for their role.
 2. Group leaders should have completed studies at the level that they are facilitating, or demonstrate a similar level of learning and maturity.
 3. Group leaders should receive training for each aspect of their role, appropriate to the medium of course delivery being used, and especially

in facilitation of group discussion. They should usually have had experience as a student in the type of program they are to lead. They should be assessed during training and demonstrate appropriate ability before being officially appointed for their ministry as group leaders.

4. Group leaders should be trained to seek continual improvement through self-evaluation, and encouraged to ask for feedback from students, institution, staff, and appropriate local church leadership.
5. The institution should pay special attention to continuing encouragement, support and further training of group leaders. Support of group leaders through evaluation and site visits by institution staff is encouraged.
6. Trainers of group leaders should usually have similar qualifications to those given for faculty above. In particular, they need a rich experience in group leadership.

iii) Notes for online and distance learning programs

Fully online and distance learning programs aiming to prepare students for ministry should provide adequate support for students' personal and ministry development.

1. For students' personal development, the educational team running the program should therefore also include some kind of collegial support officer and/or online chaplain.
2. For students' ministry development, the team should include some kind of church/ministry liaison officer.
3. Both of these officers should usually have qualifications similar to those of Group Leaders and online facilitators.

3.4 EDUCATIONAL RESOURCES AND SUPPORT

a. All institutions:

Administrative support staff

1. Administrative staff should be adequate to support the institution's team of educators and student body.
2. For online programs, staff should be adequate to support needs of IT team, educators and students of the program.

b. Campus-based institutions:

Librarians and library staff

1. The head librarian should have adequate training in information technology, resource and library studies.
2. The librarian and library staff should be encouraged to have continuous training development.
3. The librarian and library staff should have adequate knowledge in Bible and theology.

c. Non-campus based institutions:

Educational resources for group leaders and students

1. Local learning group-based programs such as T.E.E. programs, other forms of church-based learning, and online programs are often designed to be effective with a minimum of additional resources, especially at Certificate level. However, the institution should give careful thought to resources that are available to group leaders and students to further enrich their learning. The higher the academic level, the more access is needed to educational resources.

2. These resources could include local church libraries, a local church pastor's book resources, libraries of accessible theological colleges, local public libraries, internet resources, including public domain resources, resources made available on the institution website, and resources available on resource CD ROMs, USB sticks and SD cards. Training for students in how to access online resources efficiently is desirable, especially at the higher levels.
3. The institution should help local learning groups and online class groups to become aware of the resources available to them, and how these can enrich their learning experience.

3.5 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. *In a campus-based setting*, interaction between students and teachers should regularly occur inside and outside of class.

Non-campus based extension programs should ensure regular, preferably weekly meetings of the local learning group with a Group Leader.

Fully online courses should have at least an asynchronous vehicle for online group discussion (i.e. students may participate in online discussion at any time suitable for them during a specified time-frame), led by an online facilitator, and should normally ensure at least a weekly asynchronous discussion forum during a synchronic course (where all students start and finish together, even though they may be geographically separated). A representative of each student's local church leadership should normally be invited to meet regularly with him or her during the course, and to be in regular contact with the institution's church/ministry liaison officer.

4. Educational methods selected should maximize training impact.
5. There should be provision for regular instructional evaluation and reform.

3.6 UNITS AND TRANSFER OF CREDITS

- a. All institutions:

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

- b. Campus-based institutions:

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.

- c. Non-campus based institutions:

The credit hour for a course should be calculated on the basis of the combined time spent in home study, participation in a local learning group or online discussion forum, and time spent in ministry assignment/ practical application during the successful completion of the course.

3.7 PROGRAMS OF STUDY

These are general guidelines. The Requirements for educators given below need to be read in conjunction with those specified in **Section 3.3. EDUCATORS** above. Regional accreditation committees may also 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, or demonstrated ability to study at this level.
 - c. Requirements for Educators

For faculty in campus-based institutions

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

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

- (i) The course development team should include a subject expert qualified at Bachelor’s level or above, and a member with at least a Bachelor’s degree in theology.

- (ii) Course development team members with a role in instructional design should ideally have training for the particular medium of course delivery used, a qualification and some relevant experience in education and adult learning.

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

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

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

d. Graduation Requirements

- (i) Successful completion of at least 36 credit units.
- (ii) Successful completion of Field Education/Practical Assignments.
- (iii) Character, spiritual development and ministry suitability that meets set requirements/standards.

e. Access to Learning Resources

Campus-based institutions: a collection of about 4,000 titles that are relevant to the curriculum.

Non-campus based institutions and online programs: adequate additional resources should be available to students to support the curriculum.

f. Areas of Study

- Bible
- Theology
- Practical Theology: Ministry-related courses, Pastoralia, Missions, Christian Education, Issues in the workplace, Responsible citizenship, Discipleship, Evangelism, Ethics, 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. Requirements for Educators

For faculty in campus-based institutions

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

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

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

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

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

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

d. Graduation Requirements

- (i) Successful completion of 72 credit units.
- (ii) An assessment of field education/practical ministry involvement that meets set requirements.
- (iii) An assessment of character, spiritual development and ministry capacity that meets set requirements/standards.

e. Access to Learning Resources

Campus-based institutions: a collection of about 4,000 titles that are relevant to the curriculum.

Non-campus based institutions and online programs: adequate additional resources should be available to students to support the curriculum.

f. Areas of Study

- Bible
- Church History
- Theology
- Ethics
- Practical Theology: Ministry-related courses, Pastoralia, Missions, Christian Education, Issues in the workplace, Responsible citizenship, Discipleship, Evangelism, 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 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 (aged 30 and above) who have not completed their 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. Requirements for Educators

For faculty in campus-based institutions

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

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

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

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

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

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

d. Graduation Requirements

- (i) Successful completion of 108 credit units.
- (ii) Field education/practical ministry involvement that meets set requirements.
- (iii) Character, spiritual development and ministry capacity that meets set requirements/standards.

e. Library and Learning Resources

- (i) Collection of about 6,000 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 have not completed their 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 - an M.Th. and above in their teaching area or its equivalent.
- (ii) Consideration may be given to persons with an MDiv/BD degree qualification who have demonstrated abilities in teaching and with five to ten years of teaching experience.
- (iii) For online programs at this level, alongside a specialized lead educator, online facilitator may also be present, who should have completed studies at or above the level that they are facilitating, or demonstrate a similar level of learning and maturity.
- (iv) Core faculty to cover the main fields of study in the curriculum.
- (v) The teacher-student ratio ought to be at least 1-12.
- (vi) Teaching load - 10 hours per week.

d. Graduation Requirements

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

e. Library and Learning Resources

- (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 appropriate online resources.

f. Areas of Study

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

5. 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 - Research doctorate (e.g. Ph.D. and Th.D., Ed.D.) in their area of specialization, and ideally some training in education and adult learning.

- (ii) For online programs at this level, alongside a specialized lead educator, an online facilitator may also be present, who should have completed studies at or above the level that they are facilitating, or demonstrate a similar level of learning and maturity.
- (iii) 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 30 credit units for theological Bachelor degree holders.
- (ii) Successful completion of 60 credit units for non-theological Bachelor degree holders.
- (iii) Ministry involvement that meets set requirements.
- (iv) Character and spiritual development that meets set requirements/ standards.

e. Library and Learning Resources

- (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 appropriate online resources and data bases.

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, like 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 graduates to function as principal leaders or ministers. As a graduate level program it requires the student to develop and demonstrate critical thinking and dialogic skills including the ability to identify and critique theological and moral discourse, the ability to frame cogent arguments, the ability to test ideas for biblical fidelity and contextual appropriateness and the ability to communicate ideas effectively in oral or written dialogue.

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., Ed.D.) in their area of specialization, and ideally some training in education and adult learning.
- (ii) For online programs at this level, alongside a specialized lead educator, an online facilitator may also be present, who should have completed studies at or above the level that they are facilitating, or demonstrate a similar level of learning and maturity.
- (iii) 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) Ministry involvement that meets set requirements.
- (iv) Character and spiritual development that meets set requirements/ standards.

e. Library and Learning Resources

- Collection of about 10,000 titles that are relevant to the curriculum.
- Major periodicals in the fields of study included in the curriculum.
- Access to appropriate online 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 second division.
- (ii) Proficiency of an appropriate standard in a language relevant to the field of study.
- (iii) Ministry experience in local churches or church-related ministries.

c. Faculty Requirements

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

d. Graduation Requirements

- (i) Successful completion of 30-36 credit units inclusive of thesis of 30,000 words (weightage of 6 credit units).
- (ii) 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 appropriate online 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 is required.

c. Faculty Requirements

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

d. Graduation Requirements

- (i) 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 and ideally some training in education and adult learning.

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 appropriate online 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 or seminary with a B+ grade or a high second division.
- (ii) Proficiency in Hebrew, Greek or any other relevant language if required.
- (iii) Significant experience in ministry or teaching.
- (iv) Evidence of scholarly research and theological reflection.

c. Faculty Requirements

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

d. Graduation Requirements

- (i) 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 appropriate online resources.
- (iv) Access to other libraries or facilities.

Satellite Centers and Extension Education Centers

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

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

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

For all Centers

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

3. Centers may be visited by the Visiting Evaluation Team, if necessary, during the accreditation renewal of the ATA accredited institution.
4. The ATA accredited institution will monitor and approve the student records of the centers before academic awards are given.
5. The Certificate, Diploma or Degree offered at the center should be in the name of the ATA accredited institution and may also contain words on the certificate saying, “in cooperation with [name of the center]”.
6. The center should clearly state in any promotional materials produced that the accreditation of the courses belongs with the ATA accredited institution, and not with the center itself.
7. Other guidelines may be added as deemed necessary by the CAED in order to protect the community and the ATA from inappropriate use of the privilege of operating as a center of an ATA accredited institution.

3.8 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 and should receive academic credit
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 or her 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, member training, study projects (rural and industrial), distribution of Christian literature, social work, field research, literacy, 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. *Campus-based institutions and programs:*
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.

Non-campus based institutions and online programs: integration of practical and ministry application with ongoing studies should be the constant aim of the program. Group leaders should be given appropriate assistance in helping students apply their learning, and reflect on their application. Appropriate arrangements for partnership with the student's local church should be developed.

3.9 SPIRITUAL FORMATION

An integral part of 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. In campus-based institutions, may include chapel services, devotional periods, special events, and individual and group guidance.

Non-campus based programs, including online programs, should ensure that their students are fully involved in the continuing spiritual life of their local churches.

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;
- the effective student's implementation of the Great Commission by interest, prayer, giving and dedication to service.
- the service rendered in the community with the goal in mind of affecting change in the lives of children, youth, and adults.

3.10 STUDENT LIFE AND SERVICES

Note: Section 3.10 is intended primarily for campus-based, residential institutions that aim to provide a caring environment and a worshipping community for students.

Students in non-campus based institutions or programs are part of the worshipping community of their local churches, which provide care and accountability networks.

Non campus-based institutions and programs will generally understand that their students' needs for discipline, health, housing and food services, extra-curricular activities, provision of employment, and a placement service are provided for in other ways outside the study program.

However, non-campus based institutions and programs should demonstrate that they provide effective orientation to students especially at the start of a program, and that graduation requirements are clear from the beginning of the program. Further, non-campus based programs need to demonstrate that adequate technical and personal support staff and resources are available to serve the student community, especially for those studying at a distance.

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 should receive 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.
- e. Reliance should be placed more upon guidance than upon regulation.

- f. The counseling program should include group guidance in extracurricular activities for development of leadership and group cooperation.
- g. The institution which has women students and student's wives should make adequate provisions for their counseling and encouragement.

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 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

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:

- 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. 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

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.

Section 4:

The Accreditation Evaluation Process

AN OVERVIEW

Introduction

Accreditation Evaluation is for members of the Asia Theological Association. So the very first step towards accreditation for a program run by an institution with no previous relationship with the Asia Theological Association is to become an Associate Member. The application form for Associate Membership is found in Section 6.3.

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

1. Application for ATA accreditation evaluation

Member Institutions desiring accreditation for their programs should send a request, and a completed Fact Sheet to the CAED Secretary. See Section 4.1.

2. Candidacy Status

After a careful study of the application form and, if necessary, a preliminary visit, the CAED Secretary will decide whether to grant the institution candidacy status. If candidacy status is granted, then a provisional date for the evaluation visit is agreed, and the institution proceeds with a comprehensive self-study.

3. The Institutional Self Study I - the Stakeholder Study

The first step in the self-study is a stakeholder assessment, which may take several months to complete. The stakeholder study is the vital link of the institution to the context and constituency it serves. The stakeholder study gives the constituency served the opportunity to state their understanding on how the institution is functioning and contributing to their contexts. The stakeholder study report is an integral part of the self-study process.

4. The Institutional Self Study II - completing the Self Study Questionnaire

The second step in the self-study builds on the first step, and is the writing of a comprehensive self-evaluation report using the questionnaire given in Section 5. This report may also take several months to compile. Throughout the report there should be clear reference to the stakeholder study. The institution is required to demonstrate in what ways it is responsive to its stakeholders and their contexts. When it is complete, a copy should be sent to the CAED Secretary in time to arrive ninety days before the proposed visit. Upon approval from the CAED Secretary, electronic and/or hard copies should be sent to other evaluators as directed by the CAED Secretary.

5. Arranging the Visit of the Evaluation Team (VET)

The CAED Secretary will appoint a Visiting Evaluation Team (VET) leader. The VET leader will discuss the details of the visit schedule, and inform the institution

about the other members of the VET. VET members make and pay for their own transportation arrangements to the institution. The Institution will reimburse the VET members for their expenses and provide them with food and lodging throughout the proposed visit. Upon approval from the Secretary, electronic and/or hard copies should be sent to other evaluators as directed by the Secretary.

6. The VET Report

The VET will conduct a three to seven day visitation. The VET visit concludes with a report to the Principal Officer and administrative staff, during which the team leader gives feedback, and informs the institution of the recommendations that the VET will make to the ATA Commission on Accreditation and Evaluation Development. After the visit, the VET leader sends the report to the CAED Secretary.

7. Review of the VET Report by the CAED

The CAED Secretary circulates the VET report to CAED members, who review its recommendations. After receiving their comments, the CAED Secretary will decide whether to grant accreditation. Note that programs, not institutions, are accredited. Institutions should note in their publications which programs are accredited.

8. Maintaining Accredited Status, and the Annual Progress Report

Institutions that have received accreditation are required to submit an annual progress report. The report is studied carefully to ascertain the maintenance of standards as well as to advise the institution as needed. This is required to maintain the accreditation status. A form for this report is found in Section 4.8.

9. Re-accreditation

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

4.1 APPLICATION FOR ATA ACCREDITATION EVALUATION

The application process for ATA Accreditation begins with a request to the CAED Secretary from the Principal Officer of the institution seeking accreditation.

THE LETTER OF APPLICATION

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

Section 4: The Accreditation Evaluation Process

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 the following program(s):

(Name the programs you wish to be considered for accreditation, and indicate if these programs are 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)

THE FACT SHEET

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

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.
6. If No, state the programs for reaccreditation, specifying their primary course delivery modes.
7. 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?

Please note:

An accredited institution that has 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.

8. Has the curriculum of the program been revised or changed in the last three years? If Yes, what changes have been made?
9. If the period of accreditation for previously accredited programs has expired, an ATA Visiting Evaluation Team will visit your college for a further evaluation. When would you prefer this visit?

10. 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 (number of volumes and number of titles)
 - d. Periodical selection (explanation of how the selection contributes to strengthening the curriculum.)
 - e. Library collection (number of volumes and number of titles)
 - f. Number of periodicals
 - g. Expenditure on Books
 - h. Expenditure on Periodicals
 - i. Total Revenue of the Institution
 - j. Total Expenditure of the Institution

11. Mission and Vision Statements of the Institution

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

13. For each of the 17 values esteemed by ATA educators, listed on page ____ give one example showing how it is implemented in your institution.

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

15. Signature of the Head of the Institution

4.2. CANDIDACY STATUS

After a careful study of the application form and, if necessary, a preliminary visit, the CAED Secretary will decide whether to grant the institution candidacy status. The criteria used to decide are given below. If candidacy status is granted, then a provisional date for the evaluation visit is agreed, and the institution proceeds with a comprehensive self-study.

Criteria for granting Candidacy Status

1. The institution has clear and publicly stated purposes, consistent with its mission and appropriate to a post-secondary educational institution.
2. The institution has effectively organized adequate human, financial and physical resources into educational and other programs so that it is accomplishing its immediate purposes.
3. The institution is following realistic plans to acquire and organize any additional resources needed to accomplish all of its stated purposes.

Notes regarding Candidacy Status

1. During the time that the institution is a registered candidate, it will pay the same annual membership fee that the fully accredited institutions pay.
2. An institution may remain a candidate for a period of four years. At the end of this time its Candidate status will be automatically terminated, unless an extension is granted by CAED. The Commission may, on request, grant extensions for one year at a time for exceptional reasons. Normally, extensions will not be granted unless the self- evaluation process is well in progress.
3. Institutions that are registered candidates may state so in their publications.

4.3. THE INSTITUTIONAL SELF STUDY I - THE STAKEHOLDER STUDY

1. Institutions that participate in the ATA accreditation evaluation process begin their self-evaluation by conducting a stakeholder study.
2. A stakeholder is someone who holds a “stake” or a vested interest in the institution. We may therefore define a stakeholder as anyone who benefits from the study programs of the institution. Stakeholders include but are not limited to: students, graduates, local churches and church leaders, supporters of students and the institution, teachers, administrators, employers of graduates. It may also include donors, though the focus is primarily upon those whom the program impacts.
3. The institution will not be able to include all of the stakeholders in the study. But it should include key stakeholders from each of the stakeholder groups listed above. If the institution offers courses off campus, by extension or by online media, the stakeholder study should include key stakeholder responses from a representative sample of these instructional delivery sites.
4. ATA accreditation evaluation seeks to be responsive to stakeholders. We believe that the stakeholders need to be heard in the evaluation process. Institutions need to carry out the stakeholder study each time accreditation renewal is sought. It is important for the institution to keep in touch and up-to-date with the changing needs and concerns of its stakeholders, and to help demonstrate to the ATA that the institution is continuing to meet felt needs, is making a positive impact in its area of service, and is continuing to be contextually relevant.
5. The questions of the stakeholder study (given below) can be distributed to key stakeholders by e-mail or in a face-to-face session or a combination of the two ways. Bringing groups of stakeholders together so that they can dialogue with one another on the questions may generate additional data and corroborate the opinions of others. It is the role of the Evaluation Coordinator(s) to plan how they will get stakeholders’ feedback.

6. The information gathered needs to be summarized by the Evaluation Coordinator(s) and written up in a stakeholder study report. When the first draft of the report has been written, the Evaluation Coordinator is encouraged to present it to the key stakeholders to gain their feedback. When such feedback has been incorporated into the draft, the report is finished.
7. The results of the stakeholder study should be an integral part of the self-study report produced in response to the self-study questionnaire (Section 4.4). The stakeholder study report itself ought also to be included as an appendix to the self-study report so that it will be easily available to the members of the Visiting Evaluation Team.

Questions for the Stakeholder Study

1. What do you believe is the purpose of the institution?
2. How does the institution seek to carry out and fulfil its purpose?
3. What factors have helped, limited, or influenced the development of the institution?
4. What do you think are the main strengths of the institution?
5. How would you assess the current effectiveness of the institution in fulfilling its mission and purpose?
6. What issues or concerns do you have for the institution?
7. What recommendations do you have for addressing issues and concerns and for improving institutional effectiveness?

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

Please answer *all* the questions.

4.4 THE INSTITUTIONAL SELF STUDY II - COMPLETING THE SELF STUDY QUESTIONNAIRE

1. When the stakeholder study report has been completed, the next stage in the ATA self-evaluation is the preparation of a self-study report. This report is generated in response to the self-study questionnaire, given in Section 5 below. The institution is required to demonstrate in its self-study that it is responsive to its stakeholders and their contexts. Thus, the self-study questionnaire contains frequent questions which relate to the analysis and results of the stakeholder study. The views of the stakeholders need to help shape the responses that are made to the self-study questionnaire.
2. Completing the questionnaire usually takes months to complete, and should be submitted to the Secretary ninety days before the scheduled evaluation visit. Therefore the institution should be careful to allow adequate time for working through the self-study questionnaire and writing the report. The self-study questionnaire may be found in Section 5 below.
3. 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.
4. 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
5. The Evaluation Coordinator will gather and collate these data from the selected writers and a Final Self-Study document produced.

6. 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 CAED Secretary for approval.

4.5 ARRANGING THE VISIT OF THE EVALUATION TEAM (VET)

Introduction

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

1. VET Membership

- a. A minimum of three appointed members, at least one of whom should reside in the same country as the applying institution, will comprise the VET. For AGST programs, one member will come from outside of the ATA family.
- b. The CAED Secretary or a CAED member shall serve as a member of the team.
- c. 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.

The Work of the VET

The institution will be hosting the VET. The purpose of the visit is to verify the self-study report and the stakeholder study report, evaluate the various aspects of the institution operating the program(s) and submit a report to the CAED on the readiness for accreditation.

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Here are two sample schedules to give an impression of the work of the VET:
First, for a campus-based institution:

Day 1

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, staff and pastors

Classroom observation

Day 3

Preparation of VET report

Report to the Principal Officer and administrative staff

Departure of the Visiting Team

Second, for a non-campus based institution:

Day 1

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, tutors and pastors

Day 3 and 4

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

Day 5

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

Day 6

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

Guidelines for Institutions Preparing to Receive an ATA VET

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

1. The Visiting Team leader should be advised well in advance of any local situations that require modification of these sample schedules. 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 that the VET members will want to look. There is a list of these documents below.

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 Principal or Executive Director should be in the initial and exit meeting. Institutions are encouraged to have the members of their Leadership Team present at the exit interview.

Documents that the VET Members may Want to Review

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 Stakeholder Survey
2. Self-Study Report, and supporting data (including previous VET Report and Compliance Reports).
3. The Institution and its Objectives
 - Articles of incorporation/other authorization documents
 - Past institution catalogues
 - Historical enrolment totals
 - Institutional planning document
4. 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

5. 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

6. Student Development and Services

- Student files (current)
- Student handbook
- Student files (historical)
- Student ministries record

7. Learning Resources

- Library circulation statistics
- Library accession records
- Library shelf list
- Collection maintenance schedule

8. Administration and Governance

- Constitution and by-laws
- Organization charts
- Board minutes
- Administrative annual reports
- Administrative operating manuals
- Job descriptions
- Staff handbook
- Salary scale

9. Physical Resources

- Campus buildings maintenance records
- Equipment inventory

10. Financial Resources

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

11. Student Outcomes

- Alumni records
- Placement records
- Graduate survey records

12. Relationships with churches

- General mailing lists
- Public relations materials
- Church leadership and pastoral response materials or evidence of institution effort to solicit participation.

For institutions with extension or online programs, the following should be provided, including granting access to any online courses:

- 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.

Documents that may Need to be Translated

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

1. Stakeholder Study
2. 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

4.6. THE VET REPORT

The VET will conduct a three to seven day visitation. The VET visit concludes with a report to the Principal Officer and administrative staff, during which the team leader gives feedback, and informs the institution of the recommendations that the VET will make to the ATA Commission on Accreditation and Evaluation Development.

The final written VET report may sometimes be completed after a preliminary VET report has been given verbally. It will include a narrative description of the institution and its programs, and specify any commendations, notations, recommendations, and suggestions for institutional improvement, as well as requiring specific response and compliance reports, and making final recommendations to the CAED concerning the accreditation of the institution and its respective programs.

A notation is a compulsory action for the institution, usually with a limited, specified time frame for compliance, and is usually required to move from a status of provisional accreditation to full accreditation. Recommendations are not compulsory actions but nevertheless are required to be seriously considered by the institution and in most cases implemented or acted upon during the following five years. Suggestions, if any are made, are regarded as being of lesser importance and represent optional actions.

The VET report includes two formal requests to the Institution:

- (i) to submit within 3-12 months¹ an Initial Response Report, indicating the Institution's responses to the present VET report and plans for implementing each of its recommendations over the next five year period. A form for the Initial Response Report is given below.
- (ii) to submit, alongside the next Self-Study documentation in 5 year's time (but at least 3 months prior to the next scheduled ATA evaluation visit), a Final Compliance Report, detailing the Institution's progress and actions in responding to each of the present VET Report's notations and recommendations. A form for the Final Compliance Report, or Compliance with Notations is given below.

At the end of the written VET report, the VET may recommend one of the following two accreditation levels to the CAED for each program:

- a) Provisional Accreditation
 - 1. This is given for programs that have earned accreditation but do not meet certain standards and requirements.
 - 2. The VET may require a compliance report for specified notations with a specific time period for submission to the Accreditation Secretary.
- b) Full Accreditation
 - This is given for programs that have satisfactorily met all standards.

After the visit, they will report their observations, suggestions, recommendations and notations to the ATA Commission on Accreditation and Educational Development (CAED). Institutions may be required to submit a compliance report prior to the granting of accreditation.

¹ The specific time frame for submitting an Initial Response Report will be stated, but only after consulting with the Institution's leadership. Some Institutions may require their Board to review the recommendations, and in some cases their Boards meet only annually.

ASIA THEOLOGICAL ASSOCIATION
INITIAL RESPONSE 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	Plans for Implementation

ASIA THEOLOGICAL ASSOCIATION
NOTATION COMPLIANCE REPORT/FINAL COMPLIANCE REPORT
(Please delete the inapplicable heading).

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

4.7 REVIEW OF THE VET REPORT BY THE CAED

The CAED Secretary circulates the VET report to CAED members, who review its recommendations. After receiving their comments, the CAED Secretary will decide whether to grant accreditation. This process may take up to two months, or occasionally more. Note that programs, not institutions, are accredited. Institutions should note in their publications which programs are accredited.

4.8. MAINTAINING ACCREDITED STATUS, AND THE ANNUAL PROGRESS REPORT

Institutions that have received accreditation are required to submit an annual progress report. A template for the Annual Progress Report is given below, and this may be downloaded from the ATA website. The report is studied carefully to ascertain the maintenance of standards as well as to advise the institution as needed. This is required to maintain the accreditation status.

Institutions must maintain the ATA Quality Measures and Standards for Accreditation 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 and Values.
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.).
5. Failure to deal with serious moral failure in the institution.

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

**ASIA THEOLOGICAL ASSOCIATION
ANNUAL PROGRESS REPORT
for Year _____**

This Annual Progress Report template may be downloaded from the ATA website.

The ATA Office needs to receive this within 3 months of the close of the Institution's Academic year. Please send your completed report to ata.progreport@gmail.com

1. Name of the Institution:

The Academic year begins on _____ (dd/mm/yy)
and ends on _____ (dd/mm/yy)

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.

Programs Offered	Indicate Programs Accredited/ Reaccredited by ATA	No. Of students	Remarks (e.g., change of program, degree name, etc.)

Date due for next reaccreditation: _____

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4. Please give following information about your top administrators.

Position	Name	Qualification

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

5. **a. For campus-based institutions:**

Please list your FULL-TIME teaching faculty. Use (*) to indicate new faculty members.

Faculty	Highest Degree	Specialization	Church or Christian Ministries Involvement

b. For non-campus based institutions:

a) Please list the Course writers and developers, and active Group Leaders/ Facilitators/ tutors for EACH program, giving their name, highest degree, and other qualifications.

Programs	Course Writers – highest degree & other qualifications	Tutors - highest degree & other qualifications

b) For each program, list the study centers, and numbers of students in each center.

Centers	No. of Students

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6. What are some major accomplishments that took place in the past year?
(e.g. curriculum/programs, library development, facilities, funds, etc.)

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

PLEASE SEND A SUMMARY OF THE AUDITED FINANCIAL STATEMENT ALONG WITH
THIS ANNUAL PROGRESS REPORT

COMMENTS/SUGGESTIONS TO ATA:

Submitted by: _____

Designation: _____

Signature: _____ Date: _____

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

Section 5:

The ATA Self-Study Report Questionnaire

Notes:

1. Before completing this Questionnaire, please make sure that you have carefully read and understood all the requirements of the entire accreditation evaluation process, as described in Section 4 above.
2. Institutions that participate in the ATA accreditation evaluation process begin their self-evaluation by conducting a stakeholder study. This may take several months to complete. Working through the sections of the self-study questionnaire and writing the report also takes months. The completed self-study report and stakeholder study report should be sent to the CAED secretary at least three months before the date of the Visiting Evaluation Team visit. Therefore, it is wise to begin the stakeholder study at least nine months to a year before the proposed VET visit.
3. In this Questionnaire, some sections refer specifically to non-campus based institutions and programs. This general heading includes extension education, online learning and distance learning programs. This version of the Manual has been updated to accommodate different types and modes of educational delivery, including online learning in its various forms.

A. BRIEF DESCRIPTION

1. State the programs to be accredited and/or to be reaccredited.
2. Specify the course delivery methods used in each program, identifying the primary one(s).
3. State the date when the new programs were started.
4. How many students have graduated from each program?
5. 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 experienced (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 educators, 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. Define the institution's constituency. Is the institution affiliated to, or committed to serve a particular denomination or organization?
8. Define the relationship of the institution with the sponsoring church(es) and the extent that this relationship influences the mission, objectives and policies of the institution.
9. What are the present short-range and long-range development plans 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 educators, 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.

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7. Describe the institution's climate in terms of the relationship of the President/Director with administrative officers, educators 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 in and through your institution?
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?

What were the significant findings of the stakeholder study concerning the administrative aspects of the organization?

What are the strengths and areas needing improvement in the administrative aspects of the institution? What are the plans to implement these improvements?

D. EDUCATORS

a. For all institutions

1. Please state the spiritual, academic and ministry qualifications expected of educators at each level of instruction in your program. Include qualifications for all kinds of educators: faculty, course writers and developers, group leaders (including online facilitators), etc. as appropriate.
2. How are these educators selected? Are there policies or procedures governing the selection process?
3. How are educators evaluated by the institution and students?
4. What strategies are employed to reward those educators who demonstrate outstanding effectiveness?
5. Briefly describe the development programs for your educators, including any training in educational and adult learning theory and methodology,

b. For campus-based institutions and programs only

1. Is the administration sensitive to the personal needs and welfare of the faculty? If so, in what ways are these met?
2. Give the following information regarding each member of the faculty (full-time, part-time, visiting) and administrative staff (if applicable).
 - i. Name, age, sex, nationality, marital status, children and their age
 - ii. Position, number of years in this position
 - iii. Degrees earned, year, institution, institution's accrediting agency
 - iv. Other training relevant to their role in the institution
 - v. Teaching field concentration and courses taught
 - vi. Number of courses or units taught per year
 - vii. Present ministry involvement outside the institution
 - viii. Status (full-time or part-time)
 - ix. Published works

- c. For non-campus based institutions and programs only
1. What kinds of educators are involved in your programs? For example, there may be team leaders, course writers, online instructional designers, small group leaders/ tutors/ facilitators, trainers of small group leaders, technical support staff and others. Summarize their respective roles and general job descriptions.
 2. For course writers and developers, (including instructional designers), and trainers of small group leaders, please give the following information:
 - a. Current role in the institution, and number of years in this role. List any previous roles.
 - b. Name, age, sex, nationality, and marital status, children and their age
 - c. Current ministry in church and/or family/ community/ society
 - d. Degrees earned, year, and institution
 - e. Other training programs or courses completed (of relevance to their role)
 - f. Denomination or church affiliation

Additional questions for course writers and developers:

- g. Titles, subjects and dates of completion of courses written or developed.
 - h. Titles, subjects and dates of completion of group leader/ facilitator guides, and/ or student learning guides.
 - i. Any other factors that contribute to their suitability to write or develop these courses.
3. For active Group Leaders/ tutors/ facilitators, please give the following information:
- a. Name, age, sex, nationality, and marital status
 - b. Current ministry in church and/or family/ community/ society
 - c. Highest degree earned, year, and institution
 - d. Denomination or church affiliation
 - e. Total number of groups or courses led, and number of groups or courses led in the past academic year

- f. Location of study center/ group
- g. Publications in blogs, journals, newsletters, books

NB: For programs with many active Group leaders, this information may be included in an appendix. If so, please present a summary profile describing your Group leaders in the main body of your report.

4. Briefly describe your training programs for Group leaders/ tutors/ facilitators, including online facilitators. Are all Group leaders required to participate in these programs? If not, what reasons are given for exemption?
5. Are all those who participate in facilitator training programs certified or recognized as Group leaders? If not, what criteria are used? Define clearly 'active' versus 'inactive' Group leaders in your institution. What percentage of trained Group leaders are now active? What efforts do you make to encourage trained Group leaders to become and then remain active?
6. What provision is made for encouragement of group leaders, and their continuing development in educational theory, practical skills, and vision for service?
7. What training is provided for Course Writers or developers, including instructional designers?
8. Are any course writers or developers not working as part of a team? If so, why is this?

What were the significant findings of the stakeholder study concerning the educators of your institution?

What are the strengths and areas needing improvement among the educators? What are the plans to implement these improvements?

E. FINANCE

a. All institutions

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 educators and staff of the institution. Do you have a ranking system for the educators and staff? If so, please provide a copy. What other considerations are there for increase in salary and promotion other than the ranking criteria? When was the scale last reviewed?

b. Non-campus based institutions

1. Describe your procedure for recording course fee payments by students. Does each of the following receive a record of fee payments: the student, group leader, administrative office, sponsoring body or church?

What were the significant findings of the stakeholder study concerning the finance component of your institution?

What are the strengths and areas needing improvement in the finance component? What are the plans to implement these improvements?

F. FACILITIES

a. All institutions

1. Does the institution have a plan for maintaining and developing its facilities? To what extent is this plan developed? What is the rationale for the layout and building design, etc. of the facilities? How was the construction of the existing building(s) 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?

b. Non-campus based institutions

1. List all currently functioning administrative and 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 why.
2. What resources and procedures are necessary to open a new center or class? Who provides these resources?

What were the significant findings of the stakeholder study concerning the facilities of the institution?

What are the strengths and areas needing improvement in this component? What are the plans to implement these improvements?

G. ACADEMIC PROGRAMS AND STANDARDS

a. All institutions

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 modeling 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. a. Campus-based institutions and programs: Describe the scheduling of classes at the institution.

b. Non-campus based institutions and programs: Do students study courses in a fixed order? If not, how much choice is available and who makes the choice?
5. What is the average size of classes/groups handled by the teachers/group leaders?

6. What is the credit unit standard?
7. 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 delivery methods used, identifying the primary method(s)
 - d. Course offerings
 - e. Entrance requirements
 - f. Graduation requirements
 - i. Total number of credit hours required
 - ii. Length of program in years
 - iii. Passing grade point average
 - iv. Other requirements e.g. Christian character, proven ministry gifts, pastor's recommendation, etc.
 - g. Educators and their qualifications
 - h. How is the program adapted to individual student motivations, gifts and background?
 - i. Instructional resources (including library, teaching aids, textbooks, study guides, etc.) and training opportunities: Are these adequate for the program?
8. Describe the process of selection of applicants for admission into the program.
9. What is the policy regarding admission of transfer students? What policy governs the transfer of credits between extension or online programs and campus programs?
10. What procedure does your program have for identifying development in the lives of your students in each of the following areas:
 1. Mastery of the biblical, theological, historical and practical content of the curriculum
 2. Ability to analyze data, synthesize ideas, and solve problems

b. Non-campus based institutions and/or programs.

Note that non-campus based programs include online or distance programs offered by a residential institution.

1. What courses, textbooks and training materials are currently available for use by group leaders and students in your program? Is a group leader's/facilitator's guide available for each course? Is a student learning guide available for each online course? What systems are in place for gathering and including students' and group leaders' feedback for revision of courses, textbooks, group leader and student learning guides?
2. Are instructional materials available for new groups whenever required? If not, please explain the reason, and the steps being taken to remedy the situation.
3. For online programs, is there a practical guide to the technological tools and online resources for students and group leaders? What additional IT support do you offer to both students and group leaders before and during scheduled courses?
4. Please provide a list of courses, guides, and training materials currently under development (i.e., assigned to course writers or developers, assigned to translators, awaiting final editing or printing, being field-tested, undergoing final revision etc.). 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. Are all the necessary materials currently available?
6. Describe the nature of any face-to-face or online group meetings/forums for the program. What is the usual frequency of face-to-face meetings or expectation of participation in online discussion forums for groups in your program? Are there any groups that meet face-to-face or online less frequently than once every two weeks? If so, explain why this is so.

7. How does the institution ensure that standards are being maintained in the study centers or during delivery of online courses? Describe how the administration of the program at the study centers or during online courses is monitored. How does the institution ensure that group meetings or online forums are used for discussion and interaction, and not for one-way communication from group leader to students? What part does the group leader, the local church leader, and/ or institutional staff play in evaluating students?

What were the significant findings of the stakeholder study concerning the academic programs and standards of the institution?

What are the strengths and areas needing improvement in this component?

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
 - b. Meaningful role in local congregational ministry, and/or ministry in family/ community/workplace/ society.
 - c. Noticeable skill improvement in congregational ministry, and/or ministry in family/ community/ workplace/society
 - d. Increased self-confidence (or confidence in God)
 - e. Communication skills, including preaching and counseling where appropriate
 - 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, including the ministry of all believers, among the students?
5. Does the institution have a Field Education/Internship/Practical Assignment 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 Field Education program? Has any action been taken based on the feedback?

Section 5: The ATA Self-Study Report Questionnaire

7. Describe the relationship between your institution and the individual churches to which your students belong. What efforts are being made to develop a partnership between your institution and your students' churches in terms of their personal and ministerial formation? For campus-based programs, please specify whether your institution has active relationships or partnerships with your students' home churches, and the churches they are attending during their studies with you, if they are not the same.
8. Describe each program that is to be accredited with reference to the graduation requirements relating to the following:
 - a. Internship/field work/practical assignments/research requirements
 - b. Character/ministerial assessment

What were the significant findings of the stakeholder study concerning the personal and ministerial formation of the students of your institution?

What are the strengths and areas needing improvement in this component? What are the plans to implement these improvements?

I. ACCESS TO LEARNING RESOURCES

- a. For institutions or programs with their own library facilities
 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 a 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?
- b. For institutions or programs without their own library facilities
 1. Describe how your program provides adequate access to learning resources required for the level of study each student is taking.
 2. What procedures exist in your program for providing students with access to enrichment materials related to topics of study in the courses they are studying?

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

What were the significant findings of the stakeholder study concerning access to learning resources?

What are the strengths and areas needing improvement in this component? What are the plans to implement these improvements?

J. STUDENT LIFE AND SERVICES

- a. All institutions

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 representedProvide 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 have 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?

b. Campus-based institutions only

1. How are the immediate families of the students serviced by the institution?
2. 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?
3. What provisions and arrangement does the institution have for the health care, housing and board of the students?
4. What extra-curricular activities do students have, other than their academic concerns? How have these brought about benefits to their institutional life and training?
5. Does the institution have a work scholarship program for the students? Explain the mechanics of this program.

What were the significant findings of the stakeholder study concerning student life and services in your institution?

What are the strengths and areas needing improvement in this component? 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. For non-campus based programs with many graduates, please provide examples from typical groups.
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, from the preceding sections, the strengths and areas needing upgrading in the institution.
2. Summarize, from the preceding sections, the action plans the institution will activate to enhance the areas needing upgrading.
3. State your reflections on how the Stakeholder Survey and the Self-Study Questionnaire have benefited the institution.

ADDITIONAL QUESTIONS FOR AN INSTITUTION APPLYING FOR REACCREDITATION OF PARTICULAR PROGRAMS

Re-Accreditation is an important part of the continuing process of Quality Assurance. The documentation for accreditation renewal includes the following steps:

Institutions are requested to review and update the self-study they prepared five years ago for the last accreditation visit.

In addition, we ask that the following questions be answered in essay format.

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, your Initial Response Report, and Compliance Reports you have submitted.
4. Please attach a copy of the current strategic plan of the institution and the projected budget for the duration of the plan.

ADDITIONAL QUESTIONS FOR AGST PROGRAMS

Please answer the questions in essay format. Assume that the reader is not fully informed about the AGST program being reviewed.

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?

Section 6:

Appendices

6.1 FEES PAYABLE TO THE ATA

1. All affiliates and members will pay an annual membership fee, with fees payable depending on the location of the institution:

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. A visitation fee is charged to those institutions where ATA is invited either for accreditation or reaccreditation.
3. The institution is responsible for the travel, board and lodging for the VET members. Where there is more than one institution to be accredited or reaccredited, expenses will be shared equally among institutions involved.
4. Fees¹ are subject to change from time to time.

¹ All checks payable to ATA should be issued to: Asia Theological Association International (ATA), 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 International (ATA), Inc.

Account number: 441-2-441-00323-9

Swift code: MBTCPHMM

Bank: Metrobank Karuhatan, Valenzuela Branch

Bank Address: 235-I Mc Arthur Highway, Karuhatan Valenzuela City, Metro Manila, Philippines

Section 6: Appendices

Fees are in US\$	Group A	Group B	Group C
Application Fee	100	100	100
Association Member Annual Fee			
Association/Organization	350	350	350
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 (up to three programs)	600	460	260
each additional program	60	50	30
Graduate (up to three programs)	650	520	325
each additional program	65	55	35
Post Graduate (up to three programs)	720	550	400
each additional program	75	60	40
Doctoral Level (up to three programs)	800	650	460
each additional program	80	6550

6.2 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 modeling, 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.

6.3 APPLICATION FOR ASIA THEOLOGICAL ASSOCIATION MEMBERSHIP

Application for membership in the Asia Theological Association is the first step in seeking fellowship and accreditation. This application should be sent to the Asia Theological Association International (ATA), Inc. , 54 Scout Madriñan St., Quezon City 1103, Metro Manila, Philippines, together with a US\$100.00 application fee².

The checks should be addressed to ASIA THEOLOGICAL ASSOCIATION INTERNATIONAL (ATA), INC. There will be an annual membership fee of US\$280.00 upon approval of membership status.

Name of Institution:

Address:

Tel: _____ Fax: _____ E-Mail _____

Name of President/Principal of the institution:

Programs the institution is currently offering:
(Please provide description of the programs)

² All checks payable to ATA should be issued to: Asia Theological Association International (ATA), 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:

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Section 6: Appendices

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. List of Faculty - Name, highest degree, Full time/Part time, teaching concentration
- c. Library - name of librarian (full time/part time); library collection (no. of volumes and no. of titles), no. of periodicals
- d. Expenditure on books, expenditure on periodicals
- e. Total revenue of the Institution
- f. Total expenditure of the Institution

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