

APTEA ENDORSEMENT STANDARDS



April 2012

APTEA Endorsement

Introduction to Endorsement

Endorsement by the Association for Pentecostal Theological Education in Africa (APTEA) signifies the successful conclusion of a process in which member schools voluntarily submit to a thorough and rigorous internal and external examination of their mission and their capacity to accomplish it. See appendix A for the sequence of steps leading to APTEA endorsement.

The endorsement process does not specifically define desired outcomes for member schools. Rather, endorsement aids a school in evaluating its effectiveness in achieving its own desired outcomes through its students. The process begins when a school formulates a mission statement supported by relevant goals and objectives that clearly relate to the Church's¹ biblical mandate to disciple all nations. The school's mission statement forms the core of the foundational first standard to endorsement. Each of the remaining nine standards described later in this document is a content-specific measurement of the fulfillment of the school's mission statement.

Explanation of Endorsement Standards

APTEA has developed endorsement standards to evaluate the degree to which a school or training program is accomplishing its mission, goals, and objectives. These standards and their associated components define the required qualities a school must exhibit in all aspects of its operation. APTEA designed the standards to guide schools pursuing APTEA endorsement in the development of a comprehensive self-study.² Schools should

¹In this document, when capitalized, the term *Church* refers to the universal body of Christ, including the collective Church in Africa.

²See the glossary in appendix B for the definition of this term and other specialized terms throughout this document.

complete the self-study even if the process reveals deficiencies that the school must address prior to endorsement.³

APTEA encourages each school to complete the self-study even if the study reveals deficiencies that the school must address before it could receive endorsement. APTEA also encourages its member schools to engage in periodic self-study even if they do not apply for endorsement. APTEA standards and components provide a useful framework for this effort.

Relationship of Standards, Components, and Typical Indicators in the Endorsement Process

The endorsement process is informed and guided by ten *standards* that identify areas of development and practice that schools should characteristically demonstrate. An applicant school must address each of these standards as it completes its self-study.

APTEA has divided each standard into a set of *components* that assist a school in determining its level of compliance with the standard. For each component, *typical indicators* describe some of the ways a school could demonstrate that it satisfies the requirements stipulated by the component.

The typical indicators do not always fit a local situation. A school may demonstrate its compliance with the standards in ways more appropriate to its mission and context. The endorsement process focuses on the overall pattern of compliance with the standards and components themselves than on exact compliance with all typical indicators. The APTEA evaluation determines whether the school meets each standard in an effective way, such that its program achieves the desired outcomes.

³APTEA also encourages its member schools to engage in periodic self-study even if they do not apply for endorsement. APTEA standards and components provide a useful framework for this effort.

Benefits of Endorsement

A school benefits in several ways from pursuing endorsement. Both the internal evaluation required to complete the endorsement self-study and the input from outside evaluators offer valuable assistance to a school in assessing its capacity to fulfill its mission.

Other benefits of endorsement include the following:

1. The school establishes (or reviews) its mission statement, goals, and objectives to evaluate its effectiveness as a vital part of God's redemptive plan for humankind.
2. The school makes specific plans to fulfill its stated reason for being.
3. The school enjoys the benefits of purposeful and efficient operation.
4. The school becomes part of a network of programs sharing similar vision and commitment to Pentecostal theological education.

Structure of This Document

The remainder of this document is divided into ten sections, one for each of the ten standards, with the format in each section as follows:

Standard Number: Standard Heading.⁴ The standard heading follows the standard number and gives a basic description of the standard in a paragraph or two.

Components (1A, 1B, etc.). The components or specific parts further define the standard. The self-study assists schools in evaluating their degree of compliance with regard to each of the components.

Typical indicators. Typical indicators, numbered sequentially by component, refer to the ways schools typically satisfy the components of each standard. (The self-study requires a school to demonstrate its compliance with each component using either the typical indicator or a justified alternatives means.) The study allows the school to list ways in which it either

⁴This formatting matches that used in this document.

currently complies with the typical indicator or expects to address the indicator (and, thus, the component) in the future.

Use of This Document

APTEA strongly recommends total staff involvement in the self-study process. The school must objectively analyze its strengths and weaknesses with respect to the standards, completing the following self-study steps:

1. Understand the process and desired end result of the self-study.
2. Analyze and understand the APTEA endorsement standards.
3. Evaluate student outcomes.
4. Compare the institution and its programs and outcomes to the APTEA standards by
 - a. Collecting information.
 - b. Analyzing and evaluating the results of the comparison.
 - c. Determining the degree to which the institution complies with each standard.
 - d. Identifying strengths and weaknesses or areas to improve.
5. Develop action plans to improve the institution and its programs by
 - a. Setting priorities.
 - b. Identifying possible solutions.
 - c. Determining any action the school should take, specifying the administrator or faculty member responsible for each task, and setting a deadline for completion of all necessary actions.
6. Draft the self-study report.

Steps to Prepare for the Self-Study

1. The school's administrators, a national church education department, or other official body appoint the self-study coordinator and steering committee.⁵ A school's director/principal or academic dean often serves as the self-study coordinator, but other school personnel may also fulfill this role.
2. The self-study coordinator and steering committee study all APTEA endorsement documents.
3. The coordinator and director/principal appoint other committees as needed. The chairpersons of these committees often serve on the steering committee, along with the coordinator and director/principal.
4. The coordinator and director/principal establish a general timeline. This timeline details the major events of the self-study consistent with the date set for the site visit, as well as a detailed timeline of specific committee meetings and tasks to accomplish. The steering committee members should give input regarding the detailed timeline to the coordinator and director/principal.
5. The coordinator forwards the general timeline and all committee personnel assignments to APTEA.
6. The coordinator duplicates and distributes self-study materials to all committees and staff.
7. The coordinator orients faculty and staff to the self-study and endorsement process, including the following components:
 - a. A thorough explanation of the APTEA endorsement process with emphasis on the value of a systematic self-study and the review by the APTEA site-visit team.
 - b. A discussion of how the process will benefit affiliated church organizations, students, staff, and the school. The coordinator should emphasize the value of the self-study

⁵The self-study coordinator and steering committee must be officially appointed.

process and site-visit reports in identifying the school's strengths, as well as areas that need improvement.

- c. An explanation of the basic self-study process and organization of the self-study report, including a review of the steps in the self-study. In addition, the coordinator should explain the committee structure and designated standards for each committee.
 - d. An overview of the nature and purpose of the site visit.
 - e. The importance of the follow-up process.
8. After the initial faculty and staff orientation, the coordinator provides additional training for committee chairpersons, covering the following items:
- a. The necessity of total faculty and staff involvement.
 - b. The vital importance of all committee members understanding and analyzing the typical indicators of the standards and components assigned to their committee.
 - c. The need to examine objectively all aspects of the institution and its programs with respect to the typical indicators of the standards and components.
 - d. The need for all committee members to engage in in-depth discussion of the data collected and participate in the evaluation of the school.
 - e. The role of a committee chairperson as
 - 1) A trainer of committee members in the use of the standards and data collection.
 - 2) An organizer of committee meetings and tasks, providing ample time for dialogue.
 - 3) An organizer of data collection, such as arranging class visits, obtaining appropriate documents, and conducting surveys.
 - 4) A facilitator of the writing and editing of the drafts of the report.
 - 5) A facilitator of the development of action plans.
9. The coordinator and committee chairpersons oversee the development and administration of surveys and other means of objectively evaluating the school according to the ten

standards. APTEA may provide samples of surveys that the school can modify to meet the needs and concerns of the various committees.

10. Each committee, under the direction of its chairperson, should do the following:
 - a. Consider one component at a time, identifying the critical ideas and topics for study in the statements concerning the component and typical indicators. Identify the major ideas within each component upon which the self-study and site-visit team will evaluate the school's program.
 - b. Use the topics for study as guides to identify the information the committee needs to collect to compare the school's program to the APTEA standard.
 - c. Identify the procedures (e.g., conduct surveys, observe, interview, and document) that the committee will use to collect the information and assign responsibility for data collection.
 - d. Determine the exhibits that the committee will make available for examination by the site-visit team, such as surveys, minutes of board meetings, financial reports, etc.
 - e. Collect data on the current state of the program and compare the findings to the statements in the components and typical indicators. Much of the success of the self-study depends on how well the committee members perform this step. Collecting information increases a committee's understanding of the actual instruction the students experience and the operation of the institution as a whole. Data collection also provides a valuable check on the validity of opinions and is essential if the committee's conclusions are to be more than speculation. Committee members should utilize the following methods to collect data:
 - 1) Observe instructors as they conduct classroom instruction and learning activities and the nature of student participation in the activities. (Classroom visits may be one of the most valuable aspects of the self-study.)

- 2) Interview students about their courses of study.
 - 3) Examine course syllabi and instructional materials.
 - 4) Review samples of student work.
 - 5) Review institutional documents such as the constitution and bylaws; charter; student records; course offerings; statements of goals and objectives; procedures; minutes of meetings of faculty, departments, student government, and institutional governance; and financial documents (especially those indicating trends).
 - 6) Discuss issues with administrators, faculty, staff, students, and others.
 - 7) Review the results of questionnaires and surveys.
 - 8) Engage in personal reflection.
- f. Identify the school's strengths, as well as areas that need improvement. Meet as many times as necessary to discuss all information and perceptions, identifying evident strengths and areas that the school needs to improve for each component.
- g. Analyze and summarize findings. Once committee members have gathered the necessary information, they are ready to compare the institution and its programs with the APTEA standard(s). The results of these discussions form the foundation for the self-study report, the starting point for dialogue with the site-visit team, and the beginning of the improvement process. Committee members should strive to identify root causes of problems, especially those within the institution's ability to improve with existing resources; this is the key to a meaningful self-study. Committee members should attempt to reach agreement but also acknowledge differing views on important issues and note these during the discussion and in the written report.
- h. Based on its comparison of the school's program with APTEA standards, the committee ascertains major strengths of the school, as well as areas that the school should place the highest priority on improving. In addition, the committee assesses the

impact of the school's progress in response to the recommendations and notations of previous APTEA endorsement visits, if any. Committee members should be prepared to discuss with the site-visit team the results of the comparison of the institution's program with the APTEA standard(s) and provide supporting evidence. Summarize the discussion by writing the following sections for each of the standards:

- 1) A summary of the institution's compliance with the components of the standard in terms of the typical indicators.
 - 2) Major strengths (two to four) of the institution in relation to the standard.
 - 3) Major areas that need improvement (two to four) in relation to the standard.
- i. Develop and write a step-by-step action plan for each identified priority area the school needs to improve, including a list of those responsible for each step, a timeline, and a means to assess progress. An action plan should include the following components:
- 1) A statement of the areas the school needs to improve.
 - 2) Specific steps the school will take to improve that area of the institution.
 - 3) Faculty or staff responsible for each step.
 - 4) A timeline for accomplishment of each step.
 - 5) Assessment tools to evaluate progress.
11. Develop the self-study report. Each self-study committee contributes one or more sections to this report (one for each standard). The steering committee compiles the various sections into a unified report and organizes the other items to be included, such as the title page, table of contents, general data, and any pertinent appendixes. The text of the report should seldom exceed one hundred typewritten pages. The steering committee should analyze longer reports to determine if they have mistakenly placed supporting documentation more appropriate for an appendix in the text of the report. Avoid

redundancy wherever possible and maintain a consistent style throughout. Do not repeat material stated under one standard if it is included in another. Because the standards form the basis for comparison in the self-study, the strengths and areas that need improvement should relate to them. The committee should focus primarily on improvements that either a department or the school as a whole can accomplish with existing resources.

12. Review the draft of the self-study report. All committee members should review the self-study report draft, individually and collectively, with respect to the following questions:

- a. Does the report address all the important ideas in the standards and components?
- b. Does the report present evidence that the steering committee gathered appropriate information on which to base the conclusions?
- c. Does the report recommend realistic action plans?

13. Submit the self-study report after the steering committee review. The self-study coordinator duplicates an adequate number of copies of the report, including the approval signature page, and distributes them to APTEA, school staff, and key stakeholders. (See sample signature page in appendix C.) Submit the report at least sixty days prior to the site visit.

**The self-study report must state deficiencies honestly and forthrightly including an action plan to correct them. Attempts to hide deficiencies will become obvious to the site-visit team and reflect poorly on the quality of the self-study report.*

Standard One: Mission Statement, Goals, and Objectives

The school publishes a succinct written statement that clearly expresses the school's mission (purpose) in appropriate school documents and functions as the basic foundation of every phase of its structure and operation. This statement serves as the basis for planning, administering, and evaluating all aspects of the school.⁶ It serves as the criterion by which the school measures each aspect of the institution.

The school's mission statement defines the reason for which it exists and outlines its task in terms of its mandate from Scripture and its societal and ecclesiastical constituencies.⁷ The statement specifies the end results for which the school exists in terms of student outcomes. In order for the statement to function as intended, it should be written in such a way that all board members, administration, faculty, staff, and students can readily quote it and understand that the statement defines the school. If a school adopts a lengthy statement, it should create a shorter version for easy reference. This shorter version may appear on school publications and letterhead.

Component 1A

The school is guided by a mission statement, general goals, and specific objectives⁸ that are consistent with its biblical mandate and appear in the documents by which it is governed.

Typical Indicators:

1A.1 The mission of the school relates to the Church's biblical mandate to disciple all nations in the power of the Holy Spirit.

⁶ APTEA uses the word *school* in this document to describe the entity engaged in the self-study process, although at times, it also uses the adjective *institutional* when referring to this entity.

⁷The school must carefully define its mission statement in the self-study process. APTEA encourages a school to address the larger society it serves as a secondary aspect of its constituency.

⁸In this document, the word *goals* refers to general statements of educational intent, while the term *objectives* refers to specific statements of outcome. In some countries, these terms have the opposite meanings. Schools should identify both goals and objectives, however they use the terms.

1A.2 Administrators, faculty, staff, and students can quote the mission statement and explain the relationship between the mission statement and their presence at the school.

1A.3 The general goals of the school provide direction for current operations and future development, in alignment with the mission statement.

1A.4 Specific objectives that implement the school's general goals are worded with clarity and precision; substantiated by supporting programs and documents; understood and accepted by the administration, faculty, and students; included in appropriate school publications; and worded so as to specify intended student outcomes.

1A.5 The school provides evidence throughout the implementation of its mission that its administration and faculty support and encourage its doctrinal distinctives, including its commitment to Pentecostal experience and ministry.

Component 1B

The school reviews its mission statement, goals, and objectives as a part of each self-study.

Typical Indicators:

1B.1 The school reviews its goals and objectives with input from the governing board, administration, faculty, staff, and students.

1B.2 The school reviews at stated intervals the theological educational needs of its societal and ecclesiastical constituencies.

1B.3 The school uses its mission statement, goals, and objectives to guide institutional planning, resource allocation, and decision making.

1B.4 The school takes steps annually to acquaint the entire school community with its goals and objectives and with their significance to the purpose of the school.

Component 1C

The school's educational objectives clearly articulate, in concise, specific, and measurable terms, what the school intends to achieve. Thus, its objectives provide meaningful data for evaluating whether the school's activities and outcomes are consistent with its mission statement and whether the school has achieved its goals.

Typical Indicators:

1C.1 The school's educational objectives cover all facets of the school's programs and activities.

1C.2 The school matches major features of its current programs to its stated objectives.

1C.3 The objectives reflect the school's actual activities and capacities.

1C.4 The school's achievements essentially correspond with its stated objectives.

1C.5 The stated objectives are specific enough for the school to achieve.

1C.6 The school states the objectives simply so as to be comprehensible by the administration, faculty, and students.

1C.7 The school presents evidence that the entire school community accepts the school's stated objectives.

Component 1D

The school communicates its mission statement, goals, and objectives to its constituency.

Typical Indicators:

1D.1 The school publicizes its goals and objectives in print and electronic media, such as regularly updated school catalogues, brochures, and websites.

1D.2 The school ensures that students and its constituency can easily access communication regarding its mission statement, goals, and objectives.

Standard Two: Educational Programs

The school accomplishes its purpose through its educational programs. The school carefully develops, reviews, and updates its programs with reference to its scriptural mandate; its mission; the needs of its students, constituency, and society; and its resources. Educational programs include the academic curriculum, instructional processes, practical ministry, and spiritual and social development activities. They also include any programs or activities that the school sponsors off campus or in nontraditional modes. The school strives to attain the highest possible quality in all of its educational programs, as evidenced by student outcomes.

Component 2A

The educational programs and delivery systems clearly relate to the school's mission statement, goals, and objectives. The school demonstrates this relationship in its admission policies, curriculum content, and graduation requirements.

Typical Indicators:

2A.1 The school designs programs with the appropriate sequence of courses and teaching methodologies to achieve its objectives. The school adheres to its defined curriculum and course prerequisites in practice.

2A.2 Educational programs reflect a balance of Bible, theology, ministry, and general education courses.⁹

2A.3 Undergraduate programs include general education courses applicable to the development of ministry and social-engagement skills.

2A.4 The school offers educational experiences that provide opportunities for all students to develop and demonstrate competence in communication and ministry skills.

2A.5 Certificate or level-one¹⁰ diploma programs prepare students to engage in lifelong learning and, where appropriate, to transfer to other academic programs.

⁹APTEA recognizes the necessity for exceptions to this curriculum structure for specialized ministerial training programs such as church planting schools, missions training institutes, and Christian universities.

2A.6 Specialized programs train students for a specific field of ministry. The school designs these programs to enable graduates to demonstrate competence and effectiveness in specialized areas of ministry (e.g., children's ministry, missions, counselling).

2A.7 Faculty and staff make appropriate provision for the curricular and physical challenges faced by students with special.¹¹

2A.8 Schools publish program requirements and make them available to students and applicants. Such publications detail all school rules, policies, and regulations relative to completion of the school's programs of study.

2A.9 The school develops, approves, and administers all programs and chosen delivery systems, whether traditional or nontraditional.

2A.10 The school evaluates the effectiveness of its educational programs at stated intervals. The school conducts a comprehensive evaluation, part of the review of its academic master plan, through feedback from graduates, students, faculty, sponsoring organizations, and other stakeholders and with an openness to creativity and innovation.¹²

Component 2B

The school designs its curriculum to achieve its mission and goals, including the development of Pentecostal ministers. The school meets the semester unit requirements (or their equivalent) appropriate to the certificate, diploma, and/or degree programs it offers.

Typical Indicators:

2B.1 Clear and precise objectives guide each instructional program of the school.

2B.2 Educational programs adhere to standard requirements for classroom contact hours.

Schools that calculate units on a basis other than the traditional residential semester or quarter

¹⁰See typical indicator 2C4.2 for details.

¹¹Students with special needs include those with limited ability in the language of instruction and students with disabilities.

¹²See component 2.J.

system show mathematical equivalency in terms of minutes of guided instruction. This includes all schools utilizing an alternative delivery system. Courses requiring interpretation may necessitate additional instruction time. The school should also designate adequate study time.

2B.2.1 Diploma programs require at least 96 semester units or the equivalent in quarter units (and may require more according to regional requirements). If the diploma program utilizes a major/minor structure, academic majors require a minimum of 30 semester units, while academic minors require a minimum of 15 semester units.

2B.2.2 Bachelor programs require at least 128 semester units (141–144 credit hours in the quarter system). Academic majors require a minimum of 30 semester units. Academic minors require a minimum of 15 semester units. The bachelor's curriculum should include Bible, theology, practical ministry, general education, and missions.

2B.2.3 Master of Arts (MA) programs or their equivalent may vary according to regional requirements but require at least 36 semester units. Academic majors require a minimum of 18 semester units.

2B.2.4 Master of Divinity (MDiv) programs require 96 semester units. Students holding a first degree with an undergraduate major, or its equivalent, in a theological discipline may be given advanced standing up to 24 semester units at the discretion of the school. MA credits that the school deems equivalent to the MDiv program may also be applied at the discretion of the school. Students holding only a first degree with an undergraduate major in a nontheological discipline are required to complete the full 96 semester units.

2B.3 The school subjects its curriculum to critical examination and reevaluation at stated intervals. Those schools offering multiple programs regularly update their educational master plan.

2B.4 Faculty members prepare a syllabus for each course,¹³ including a bibliography of resources accessible to the students.

2B.5 The school clearly designates responsibility for curriculum design and implementation with established channels of communication and control. Faculty play a major role in the design of instructional programs.

Component 2C

The school seeks to admit those fitted by spiritual experience, Christian character, academic qualification, and aptitude for ministry education at the school's level of study.¹⁴

Typical Indicators:

2C.1 The school employs appropriate application forms and procedures for student admission. The admissions office uses appropriate means to verify an applicant's character, experience, and aptitude for Christian ministry. The school admits applicants in keeping with the policies of the school's sponsoring bodies.

2C.2 The school has a stated policy regarding transfer of credit. Normally, credits transferred from diploma programs into degree programs should be provisionally accepted; if accepted, they should be credited at less than their face value. For example, a school should not transfer more than two year's credit from a three-year diploma program into a more advanced program unless the school can determine that the diploma-level program was taught on the same instructional level as the advanced program to which it is being applied. The school accepts credits from nonaccredited schools on the basis of validation by examinations, a period of probationary study, or other appropriate indicators of academic equivalency.

2C.3 The school may accept applicants of mature entry, provided this action is consistent with nationally defined higher education practices.

¹³See component 2F for a description of syllabus requirements.

¹⁴Sponsoring church organizations may require all applicants, regardless of educational background, to complete a specified training requirement.

2C.4 Student entrance requirements (academic prerequisites) conform to the following guidelines.

2C.4.1 Certificate level: Though numerous organizations grant certificates for a variety of reasons, within an academic context, a school may issue a certificate to indicate completion of a specified number of courses or a specialized training program. A school accepts students for certificate studies at its discretion.

2C.4.2 Diploma level one/secondary: Admission to a diploma level one/secondary program requires completion of primary school, or an acceptable equivalent, indicating the student's ability to study on a secondary level.

2C.4.3 Diploma level two/post-secondary: Admission to a diploma level two/post-secondary program requires completion of secondary school (normally twelve years of education, primary and secondary) or its equivalent.

2C.4.4 College/university level: Admission to a bachelor's degree program requires completion of secondary school (normally twelve years of education, primary and secondary); a secondary level diploma; or the equivalent. Admissions policies and practices must adhere to national higher education standards.

2C.4.5 Graduate/seminary level: Admission to a master's or graduate degree program requires the completion of a bachelor's (first) degree, or its equivalent, and other stated prerequisites.

Component 2D

The school includes field ministry training as a fundamental and relevant part of its total training program.

Typical Indicators:

2D.1 The educational program includes adequate credit or noncredit field ministry training planned according to the developmental levels of the students.

2D.2 Field ministry training courses and assignments include various aspects of Christian ministry relevant to the ministry training goals of the school and the spiritual development of the individual students.

2D.2.1 The school's objectives for field ministry are clearly stated, adequately communicated to all concerned, and carefully implemented.

2D.2.2 Field ministry assignments take into account the ministry experience and developmental needs of the individual students.

2D.2.3 The school carefully evaluates student ministry skills and spiritual growth on a regular schedule. Evaluation criteria and methods reflect input from both school staff and supervisors at the field ministry location.

Component 2E

The school provides clear, accurate, and helpful information in printed or electronic form about its programs, course offerings, and various options to help students attain their educational goals and meet the school's requirements.

Typical Indicators:

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

2E.2 The school can verify all statements in its promotional publications and nonprint media, particularly its claims regarding the academic excellence of the school's program and the ministries of its graduates.

2E.3 The school clearly states the financial obligations and requirements of students, including accurate information regarding financial aid, tuition/fees, and refund policies.

Component 2F

Course requirements, evaluation of student learning or achievement, and the awarding of course credit follow the school's stated criteria.

Typical Indicators:

2F.1 The school publishes criteria for evaluating student performance, achievement, and grades that faculty and students can readily understand. Grading follows the specifications presented in the syllabi and does not require additional work or payment by students.

2F.2 The school has implemented a grade appeal process whereby a student can appeal a grade that he or she considers inaccurate or unfair.

2F.3 Each course syllabus specifies the minimum number of required textbooks for the course (at least one academic textbook per bachelor's level course) and may stipulate a minimum number of pages of required reading for successful completion of the course.

2F.4 Each course syllabus includes the following elements: course title; name of the institution; course number; number of credit hours; term and year taught; time and place of meeting; name of instructor; course description; course objectives; required and supplemental instructional materials; academic requirements and policies; course evaluation and grading criteria; and course outline, including class schedule.

2F.5 Faculty members use a consistent, established syllabus format for every course.

2F.6 The school maintains a file of all course syllabi in the academic office.

2F.7 Faculty members utilize varied methods of student assessment, such as subjective and objective examinations, written assignments and projects, and field-based or practical performance evaluations.

Component 2G

The school has an appropriate method for recording, maintaining, and safeguarding academic records.

Typical Indicators:

2G.1 The school maintains individual records for all students at its main campus. These records include grades; credits earned; and any certificates, diplomas, or degrees awarded.

2G.2 The school posts credits on official school records and promptly notifies students of their grades following each term.

2G.3 The school maintains a duplicate set of all academic records in a secure off-campus (i.e., off-site) location.

2G.4 The school quickly furnishes transcripts when requested.

Component 2H

The school considers off-campus educational programs and courses, if offered, an integral part of the school. The goals and objectives of these programs, if stated separately, are consistent with those of the school. The school provides appropriate resources and controls to maintain quality at all of its off-site learning centers.

Typical Indicators:

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

2H.2 Requirements for off-campus programs and courses are qualitatively consistent with those in effect for the same or similar on-campus programs. The school requires comparable levels of student work and achievement for course credit.

2H.3 The school approves and administers off-campus programs and courses under established school policies and procedures. An administrator who is part of the school's organization supervises these programs.

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

2H.5 Qualifications of instructors in off-campus programs and courses are equivalent to those for on-campus instructors. APTEA recommends that regular faculty of the school teach at least 50 percent of courses offered off campus.

2H.6 The school describes its off-campus programs in appropriate catalogues, brochures, announcements, and other promotional materials and clearly indicates any exceptions to on-campus conditions in off-campus program documents. The school bases credit awarded for participation in off-campus programs on the same standards required for on-campus courses.

Component 2I

Instruction is characterized by contextualization of the content, learning resources, and instructional methodology.

Typical Indicators:

2I.1 Faculty members utilize contextualized learning resources appropriate to the academic level of study when available.

2I.2 Instructors apply course content to local ministry context.

2I.3 Faculty members utilize instructional methodology relevant to students' prior educational experiences and future expectations.

2I.4 Course syllabi include evidence of contextualization.

Component 2J

Schools offering multiple programs of study have developed and systematically review an educational master plan.

Typical Indicators:

2J.1 The school has developed a written educational master plan, which it makes available to the board, administrators, and faculty.

2J.2 The educational master plan describes each academic program, identifies its relationship to the school's mission and other academic programs, and prescribes a strategy for overall academic improvement. The strategy reflects an openness to creativity and innovation in the school's delivery systems.

2J.3 The board, administrators, and faculty systematically review the educational master plan. Schools may choose to have administrators and the board evaluate the master plan one year and administrators and faculty evaluate it the next.

Standard Three: Faculty and Staff

The people involved in all phases of the day-to-day operation of the school exert a strong influence on its product and that product's ultimate value to its constituency. The school therefore seeks to engage and maintain a faculty and staff composed of people most likely to accomplish its mission and goals. Staff includes all employed personnel, both salaried and nonsalaried.

Component 3A

Faculty, staff, and administration are qualified by calling, training, experience, and ongoing personal and professional development to achieve and promote the mission of the school.

Typical Indicators:

3A.1 Criteria for faculty selection, both full- and part-time, are clearly stated, publicly displayed, and directly related to the school's program, goals, and objectives.

3A.1.1 The school selects and retains faculty members based on their Christian character, teaching effectiveness, academic qualification, and relevant ministry experience.

3A.1.2 Faculty members have attained at least one level of training above the level they teach. Occasionally the school may accept high levels of demonstrated competence or experience in the field in lieu of advanced training.

3A.1.3 Faculty members hold academic credentials appropriate for the courses they teach. They have earned degrees or other academic awards from recognized and accredited schools.¹⁵

¹⁵National higher education authorities may not accept ecclesiastically recognized degrees, but APTEA may accept such degrees upon review.

3A.1.4 Faculty members primarily teach only in those areas in which they have academic and experiential expertise: academic expertise is demonstrated by at least a graduate minor.

3A.1.5 The school provides evidence that it seeks to recruit and develop local and national personnel to serve in faculty and administrative roles.

3A.2 The school clearly states its criteria for the selection of administrators and support staff in writing. The selection criteria closely relate to the duties and responsibilities of the assignment and to institutional and program goals and objectives.

3A.3 The school clearly states its criteria for continued employment, including a comprehensive personal and professional evaluation process.

Component 3B

The school offers an effective faculty development program, and the faculty participates in its design and activities.

Typical Indicators:

3B.1 The school publishes a program of faculty development and enrichment and regularly implements the program.

3B.1.1 The school offers faculty enrichment activities at stated intervals.

3B.1.2 The school participates in the faculty development activities provided through the APTEA regional training network. At least 75 percent of the school's full-time faculty members have been certified by the APTEA Faculty Enrichment and Certification Commission or equivalent programs or are actively pursuing such certification.

3B.1.3 The school regularly evaluates the professional training of its faculty and makes recommendations to its board annually regarding further faculty training

consistent with its mission statement. The school actively seeks appropriate financial assistance for those faculty members selected for further study.

3B.1.4 The school encourages and facilitates an appropriate level of faculty involvement in research, writing, and field ministry. The faculty manual/handbook clearly states the school's policies related to research, writing, and field ministry.

Component 3C

The school maintains a core of full-time faculty whose primary professional responsibility is to the school.¹⁶

Typical Indicators:

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

3C.2 The school and faculty adhere to the school's published statement of responsibilities for both full- and part-time faculty.

Component 3D

The faculty and staff are sufficient in number and diversity of preparation and background to provide effective instruction and support services for the programs offered, while also participating in educational planning, policy making, curriculum development, and instructional design.

Typical Indicators:

3D.1 The school provides evidence that the faculty-student ratio ensures quality education.

3D.2 Full- and part-time faculty and visiting teachers all have sufficient practical and educational backgrounds in assigned areas of instruction.

3D.3 While adhering closely to its purpose statement, the school demonstrates a priority to secure faculty that represent diversity of ministry and background.

¹⁶Contextual realities or national church policies may make fulfillment of this component impossible in certain locales.

3D.4 The school promotes academic, experiential, gender, and ethnic diversity within the faculty, encouraging each faculty member to contribute uniquely to the accomplishment of the school's mission.

Component 3E

The school publishes its institutional policies regarding faculty responsibilities, rights, and limitations and makes them readily available to the faculty.

Typical Indicators:

3E.1 The school clearly states and publishes any beliefs and practices that shape the definition of academic freedom as understood by the school and clarifies the responsibilities of the faculty regarding those practices.

3E.2 The school clearly states and publishes policies governing faculty employment, salary, benefits, course load, and other responsibilities, formalizing these policies in contracts issued to faculty. The faculty manual/handbook clearly delineates policies related to release time and reduction of course load for those faculty members involved in research, writing, and further studies.

3E.3 The school follows systematic processes for the development and approval of faculty policies and includes these policies in a faculty or operations manual.

3E.4 The school publishes an appropriate system of due process for handling grievances, discipline, and dismissal actions and makes this information available to all faculty and staff.

3E.5 The school publishes its expectations of faculty regarding availability to students, office hours, class preparation time, and availability to serve on various school committees in its faculty manual/handbook.

Standard Four: Student Development and Services

Much student development and learning takes place outside the classroom. This includes the informal activities and services offered on campus, as well as those under school sponsorship off campus. These activities reflect the school's mission and goals and promote positive development of the student as a whole person. Student services include all nonacademic programs and services of the school that demonstrate a concern for the full and appropriate development of the student. This development maximizes the student's spiritual, social, and intellectual potential in light of his or her needs, interests, and capabilities. The particular services offered depend on the school's mission, characteristics of its student body, and availability of campus housing facilities.

Component 4A

The school has established appropriate procedures for determining the need for student services and involving staff and students in developing, implementing, and evaluating those services. The school accurately communicates the services available to its students through the catalogue, student handbook, or other means.

Typical Indicators:

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

4A.2 The school designs methods of assessment to determine the need for additional student services and the cultural relevance of the services offered.

Component 4B

The school's student-development programs and services support its mission and goals. The comprehensiveness of these services reflects the diversity of its student body and the needs of both its resident and nonresident students.

Typical Indicators:

4B.1 The school offers programs designed to cultivate Christian character, spiritual maturity, the gifts of its students, and interpersonal relationships.

4B.1.1 The school places high priority on the quality of the spiritual life of the individual student and of the school as a whole.

4B.1.2 The school encourages the spiritual growth of its students through chapel services, personal devotions, special events, individual guidance, and other activities.

4B.1.3 The school actively promotes the students' experience of and development in Christian community and the Spirit-filled and Spirit-empowered life.

4B.2 The school provides student services for student orientation, counselling, practical ministry training, and discipline. It may also offer other services such as housing, food services, student health services, sports, recreation, campus store, and support for the development of special interests, as the school may deem appropriate and affordable.

Component 4C

The school coordinates and administers student services in a unified manner.

Administrators, counsellors, and support staff have appropriate training or experience and are committed to the school's mission.

Typical Indicators:

4C.1 The school appoints a qualified member of the staff to oversee the operation of each service provided, clearly defines the duties of the position in writing, and delegates authority commensurate with the responsibility.

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

Standard Five: Learning Resources

Learning resources may include the library; other collections of materials that support teaching and learning; information and communication technology equipment, such as computers connected to the Internet; student study areas; and other informational media. All instructional resources exist to support the educational program and thereby accomplish the school's mission and goals. Policies regarding learning resources express the educational philosophy of the school they serve and adhere to its purpose. Various patterns of organization, administration, acquisition, storage, and distribution of learning resources may be equally valid in schools with diverse personnel, physical facilities, and levels of financial support.

Component 5A

The school provides up-to-date learning resources sufficient in quantity, quality, and diversity to support its instructional programs and the needs of its students.

Typical Indicators:

5A.1 The school's library holdings support its academic programs and course offerings with a diverse, relevant, current, extensive, and scholarly authoritative collection.

5A.2 The school maintains an advanced level of resource materials and equipment, including computer labs, and demonstrates consistent student use of such resources.

5A.3 Budget allocations for learning resources acquisition represent a fixed percentage of the school's budget and adequately support the procurement of learning resources in keeping with the needs of the instructional programs.

5A.4 The school properly maintains learning resource equipment and makes it readily accessible to faculty and students.

5A.5 A school utilizing an alternative delivery system ensures adequate access to required learning resources through interlibrary loan agreements, access to online library holdings, or other creative means.

Component 5B

The school has established procedures for the selection and ongoing evaluation of learning resource materials.

Typical Indicators:

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

5B.2 The school makes its written policy on selecting learning resources available to the faculty.

5B.3 Learning resources staff systematically and periodically review materials for obsolescence and irrelevance and replace or remove them when so determined.

Component 5C

Learning resources staff maintain organized, readily available resource materials and equipment, which faculty and students use on a consistent basis.

Typical Indicators:

5C.1 Learning resources staff clearly describe the organization of the holdings and allow for easy retrieval by faculty and students. The staff professionally catalogue such holdings and make the catalogue available in an electronically searchable database. Library hours provide convenient access to collections.

5C.2 The school houses its library holdings in clean, dry, and secure facilities. Learning resources staff ensure that no materials leave the room in which they are housed except as provided for in written library policy.

5C.3 Learning resources staff work with faculty to encourage effective use of the full range of learning resources by students. Instructional methods and course requirements stipulated in all syllabi encourage the use of the library collection and other learning resources.

5C.4 Learning resources staff provide administration with a detailed report at the end of each term or block on library usage and circulation statistics.

5C.5 The school strives to provide modern resources to enhance classroom instruction.

5C.6 The school trains faculty in the use of learning resources that enhance classroom instruction, including digital and overhead projectors. This training comprises part of a comprehensive faculty enrichment and development program.¹⁷

Component 5D

The school employs an appropriately trained staff to assist users of learning resources.

Typical Indicators:

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

5D.2 Appropriately trained personnel staff the learning resource facilities whenever they are open.

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

Component 5E

The school clearly states the organizational relationships and responsibilities of learning resources personnel in school and learning resources documents.

Typical Indicators:

5E.1 The school clearly defines in writing the responsibilities and lines of relationship of learning resources staff.

¹⁷See component 3B.

Component 5F

The school demonstrates adequate security to prevent or minimize loss of its learning resources materials.

Typical Indicators:

5F.1 Learning resources staff assign a permanent institutional identification to all learning resources.

5F.2 Learning resources staff lock the library facility when it is closed to users.

5F.3 All users, including students, faculty, and staff, must check out learning resource materials before removing them from the library.

5F.4 Learning resources staff catalogue library holdings in an electronic database designed for library usage.

5F.5 Learning resources staff inventory the collection at specified intervals, not less than once per school year, and forward a written report of any missing materials to the school's administration. The administration aggressively pursues recovery of such materials and, when necessary, considers improved security procedures, such as prohibiting backpacks or briefcases in the library or requiring the checking of same for all users as they exit the premises.

Standard Six: Governance and Administration

Governance and *administration* refer to the various controlling bodies and individual officers of the school, their relationships, organizational responsibilities, and job descriptions. These bodies operate by established procedures designed to facilitate the fulfillment of the school's mission and goals. Those leading these bodies exhibit a spirit of servanthood and a commitment to Pentecostal values, distinctions, and practices.

Component 6A

The controlling bodies and officers of the school govern in a manner consistent with the school's mission statement and goals. The governing bodies and administrators have established conditions and procedures by which the school can fulfill its mission and goals, substantially accomplish them, and expect to continue to do so.

Typical Indicators:

6A.1 The governing board and administration have clearly stated, adequately communicated, and effectively implemented policies and procedures for realizing the school's mission and goals at all levels and through all segments of the organization.

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

6A.3 The board and administration evaluate whether policies and procedures further the accomplishment of the school's mission and goals.

6A.4 The relationships of those involved in the school's leadership demonstrate an atmosphere of goodwill and servanthood characteristic of Christ's mission for His church.

Component 6B

The school has a governing body, such as a board of directors, entrusted with full legal responsibility for the school. The composition of the board aligns with the requirements of the school's constitution and is normally characterized by diversity. The board members

demonstrate commitment to the fulfillment of the school's mission and goals by sending students to the school and systematically supporting the school financially. If the legally responsible body differs from the board, specific policies exist to define the relationship between, and prerogatives of, the various governing bodies. The board develops, and serves as guardian of, the school's constitution and bylaws, memorandum of association, or whatever legal documents authorize the establishment and governance of the school. The board exercises ultimate authority in guiding and advancing the school in harmony with its stated mission and goals.

Typical Indicators:

6B.1 The board is of sufficient size and diversity to reflect the interests of the constituency and to act on behalf of the school. *Diversity* in this context refers to profession, gender, ethnicity, and where appropriate, denomination. The school's constitution and bylaws specify the terms of service of the board members, which are arranged so that not all terms expire simultaneously.

6B.2 The board of directors has carefully developed and duly adopted legal documents authorizing the establishment of the school, and where appropriate, has legally filed or registered these documents. The board keeps the documents in their possession and updates and uses them to guide executive action and policy setting.

6B.3 The board has a clear understanding of its authority, responsibilities, and duties as defined in the school's legal documents. The board seeks to exercise its responsibilities and duties in a manner consistent with the principles of the sponsoring body (or bodies). It also seeks to guide and advance the school in a manner consistent with its mission and goals. The board exercises its authority only when it meets as a whole, not as individual members, except when the board specifically delegates its authority to a committee.

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

6B.5 The constitution and bylaws clearly specify the role and relationship of the director/principal (or chief executive officer by any other title) to the board as an *ex officio* member with voting rights. Normally, this individual is the only member of the school administration or faculty to sit permanently on the board.

6B.6 The board meets frequently enough and schedules sufficient time to fully discharge its responsibilities. In such cases where a board can meet only annually, it appoints an executive committee to act on its behalf between scheduled meetings.

6B.7 The board keeps accurate official minutes of all meetings and promptly makes the minutes available to all members of the board and to other persons as specified by the constitution and bylaws.

6B.8 Board members normally attend all regular and specially called meetings. The constitution and bylaws clearly state the method for replacing inactive board members.

Component 6C

The administrative organizational structure and the experience and skills of the administrators are adequate to provide for effective leadership and management and ensure accomplishment of the school's mission and goals.

Typical Indicators:

6C.1 The constitution and bylaws clearly outline the organizational structure, which the board of directors facilitates by the appointment of administrators and committees as is appropriate to the size and complexity of the school and its programs.

6C.2 The director/principal (or chief executive officer) is responsible for guidance, coordination, and general management of all areas of the school, within limits clearly defined by the school's bylaws.

6C.3 The constitution and bylaws clearly define job descriptions for administrators and faculty, which they perform as stated.

6C.4 Administrators have the spiritual maturity, ministry experience, advanced education, leadership skills, and commitment to the local church needed to provide good management in their various areas of responsibility, thus fulfilling the mandate of the sponsoring bodies as reflected in the statements of mission and goals.

6C.5 Effective teamwork and dissemination of policy decisions and administrative information occur at all levels of the school.

6C.6 In rare cases, satisfactory resolution of grievances or other issues by faculty, staff, and students may not be adequately addressed or resolved through normal administrative channels and may require attention by the board of directors. Faculty, staff, and student manuals/handbooks address the means by which the aggrieved may access the board in such instances.

Standard Seven: Physical Resources

The school's physical resources, whether owned, rented or shared with another entity, constitute the primary environment for instruction and student development. The board and administrators give priority to maximizing the effective use of these resources. Institutional policy guides proper stewardship of resources in accordance with the school's mission and goals. The physical resources include land, buildings, and equipment. The school allocates appropriate space for its varied activities and efficiently uses and maintains its resources.¹⁸

Component 7A

The school provides, arranges, maintains, and manages physical resources, especially instructional facilities, both on and off campus, to enable the school to adequately fulfill its mission and goals.

Typical Indicators:

7A.1 The school assigns and arranges space to best fit the various functions and programs of the school and the learning requirements of the students.

7A.2 The school keeps the facilities and grounds clean and in good repair; conducts maintenance in a systematic, planned fashion; adequately staffs plant operation and maintenance functions; and supports these endeavors through budgetary allocations.

7A.3 The school makes appropriate provision for safety, security, health, and insurance in regard to the physical facilities.

Component 7B

The school provides adequate equipment and maintains it properly.

¹⁸Some schools may offer theological education online or by some other means, requiring flexibility in the evaluation of physical resources. As in all other matters related to endorsement, APTEA evaluates physical resources in relationship to the school's mission. Standard seven should not in any way be construed to exclude those schools that do not make use of physical resources in ways typical to more formal schools.

Typical Indicators:

7B.1 The school makes equipment purchases appropriate to, and commensurate with, the needs of the school and the overall budget.

7B.2 The school maintains equipment on a regular basis and gives attention to the safety and health aspects of its operation and maintenance.

7B.3 The school maintains an adequate inventory control, plans for periodic replacement of institutional equipment, and budgets according to its priorities.

7B.4 The school reports any major inventory discrepancy or loss at the next scheduled meeting of the board or its executive committee.

Component 7C

The school bases the design, development, and use of its physical resources on its educational programs and engages in comprehensive planning in regard to its physical resources.

Typical Indicators:

7C.1 The school has a periodically reviewed master plan for campus development and use consistent with the school's mission and goals.

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

7C.3 The school designs future facilities to accommodate the academic and support services offered by the school in accordance with its mission and goals.

Standard Eight: Financial Resources

A sound financial operation is essential for the long-term continuity of a school. The allocation of financial resources reveals a school's operational priorities and determines its overall effectiveness. A school must give consideration to the stability and range of sources of income and to the efficient planning and management of those financial resources according to its mission and goals.

The board and sponsoring bodies of the school assume appropriate responsibility for the funding of the school. The financial resources of schools vary widely. Even so, a school can offer quality education with limited resources if it designs programs realistically.

Component 8A

The school exhibits sound financial management based on a systematic planning process that facilitates its mission and goals and involves participation by all segments of the school.

Typical Indicators:

8A.1 The sponsoring organization(s) gives the school appropriate oversight of budget and planning matters, in accordance with stated procedures and priorities.

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

8A.3 The board makes provision for an institutional budget and approves a proposed budget before the beginning of each fiscal year. The board or its executive committee reviews budgetary performance at least once per year. The board also makes provision for departments, where applicable, to submit budgets.

8A.4 The school practices the highest ethical principles in all business matters so that the school maintains a positive testimony in the business community.

8A.4.1 The school meets financial obligations promptly, honors contracts and agreements, and maintains good credit.

8A.4.2 The solicitation of funds is characterized by accurate representation of the school. The school uses gifts and donations strictly in accordance with the purposes for which they are given.

8A.5 Financial planning also takes into account student enrolment and services, staff compensation and benefits, equipment acquisition and maintenance, facility development and maintenance, learning resources and maintenance, and long-range projections.¹⁹

Component 8B

The financial management of the school includes sound budgeting, fiscal control, proper record keeping, and accurate financial reporting.

Typical Indicators:

8B.1 Management of financial resources adheres to appropriate standards for budgeting and accounting; such management includes sufficient flexibility to meet contingencies. The school implements adequate safeguards for the receiving and expending of funds and provides accurate and regular financial reports for administrative decision making.

8B.2 The school establishes clearly defined procedures and lines of authority for financial administration. The school provides financial personnel with written job descriptions that include the requirements of full accountability and the maintenance of adequate financial records.

8B.3 The school presents clear and accurate financial reports to the board at stated intervals and makes provision for annual audits.

8B.4 A certified auditor conducts an annual external audit and forwards the audit report to the administrators and board.

¹⁹See component 7C.

8B.5 The school makes purchases only when sufficient funds exist within the designated line item on the annual budget.

Component 8C

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

Typical Indicators:

8C.1 The school can fulfill the financial obligations of its current and advertised future educational programs.

8C.2 The school seeks to develop a broad base of locally generated financial support for its operational budget in order to promote its stability, continuing solvency, and responsiveness to local training needs. The school does not depend primarily on foreign funding for its day-to-day operational budget. Where such dependency exists, local funding either continues to increase while foreign funding levels off, or locally generated funding systematically replaces foreign funding.

8C.3 Projections for expanding educational programs and facilities are consistent with the school's projected revenue.

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

Component 8D

The board authorizes and actively supports operational and capital development other funding.

Typical Indicators:

8D.1 The sponsoring bodies allocate a fixed percentage of their annual budget to the operational expenses of the school.

8D.2 When the board authorizes a program involving major funding, board members lead the way in giving personally and/or in securing the financial support of churches, organizations, and friends of the school.

8D.3 The board encourages faculty, staff, students, and alumni to participate in major funding campaigns.

8D.4 The board accounts for funds raised for capital projects or other special purposes and uses such funds strictly for their intended purpose.

Standard Nine: Student Outcomes

A school has validity only to the extent that the lives and ministries of its graduates fulfill its stated mission and goals and function adequately in the roles for which the school claims to have trained them. Graduates exhibit a positive attitude toward the spiritual growth they experienced and the preparation for ministry they received at the school. Graduates also become servant leaders in their communities and sources of moral influence in the societies in which they live and minister.

Component 9A

The school views its training relationship with students as continuing beyond graduation and regularly evaluates student outcomes. Graduates demonstrate spiritual maturity and effectiveness in ministry by contributing to church growth and development within their respective areas of training.

Typical Indicators:

9A.1 The school remains in contact with graduates through their participation in major campus events, seminars, and joint participation in the ministries of the church.

9A.2 The school employs surveys and other means of both qualitative and quantitative data-gathering to determine the number of graduates active in various areas of Christian service.

9A.2.1 The school uses information from such research efforts to evaluate its effectiveness in fulfilling its stated mission and goals.

9A.2.2 A high proportion of graduates actually enter and remain in the ministry roles for which they were trained. Those graduates who do not enter full-time ministry play a significant role in local churches and in society.

9A.2.3 Churches, other ministry institutions, and their leaders consider graduates well qualified for their ministry functions.

Component 9B

Graduates actively contribute to the quality of the society in which they serve in ministry.

Typical Indicators:

9B.1 Graduates serve as advocates for moral values at the local levels of government, education, and justice and in other areas of societal function.

9B.2 Graduates provide positive influence through teaching, workshops, and other interventions in the areas of marriage and family living, HIV/AIDS awareness, and promotion of human rights in their local areas.

9B.3 Graduates organize outreach ministries that positively impact society, such as hospital and prison ministries.

9B.4 Graduates demonstrate the ability to speak to societal issues from a biblical and compassionate perspective.

Component 9C

Both graduates of the school and church leaders express a high degree of satisfaction with the ministry training provided.

Typical Indicators:

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

9C.2 Church and other ministry organizations, along with their leaders, express satisfaction with the ministry training the school provided.

9C.3 Graduates demonstrate their satisfaction with the school through financial support, student recruitment, and promotion of the school's relationship to the local church.

Component 9D

An alumni program provides for continuing identification with and support of the school.

Typical Indicators:

9D.1 The school assigns a qualified member of the staff to maintain an updated alumni contact list.

9D.2 The school holds annual meetings for alumni.

9D.3 The school offers continuing educational opportunities to the alumni.

Standard Ten: Relationships with Churches

If a school is to fulfill its mission and goals, it must maintain a positive relationship with the churches it serves. The administrators, faculty, staff, and student body all demonstrate the validity of the school's training ministry to its sponsoring church bodies. The participation of students, alumni, and staff in church life fosters a positive relationship with the churches it serves, in addition to the formal public-relations activities of the board, administration, and faculty. Participation by the church in events held on campus also demonstrates a favorable relationship between the school and the church. By making appropriate educational programs available to churches, the school broadens its capacity to fulfill its mission and engenders good relationships with its sponsoring bodies.

Component 10A

The school actively endeavors to cultivate and maintain positive relationships with its sponsoring organizations, alumni, and various constituent bodies.

Typical Indicators:

10A.1 The school sees itself as an extension of the churches it serves, respecting their leaders and ministry programs and participating in the life of those churches insofar as is possible.

10A.2 The school responds to the needs of the churches it serves, understanding that the environment in which it functions and the needs of its constituents continue to change. The school evaluates the effectiveness and accessibility of its delivery systems and demonstrates a willingness to change to accomplish its mission and goals.

10A.3 The school keeps the churches informed of its work and progress in order to encourage student enrolment and secure financial support.

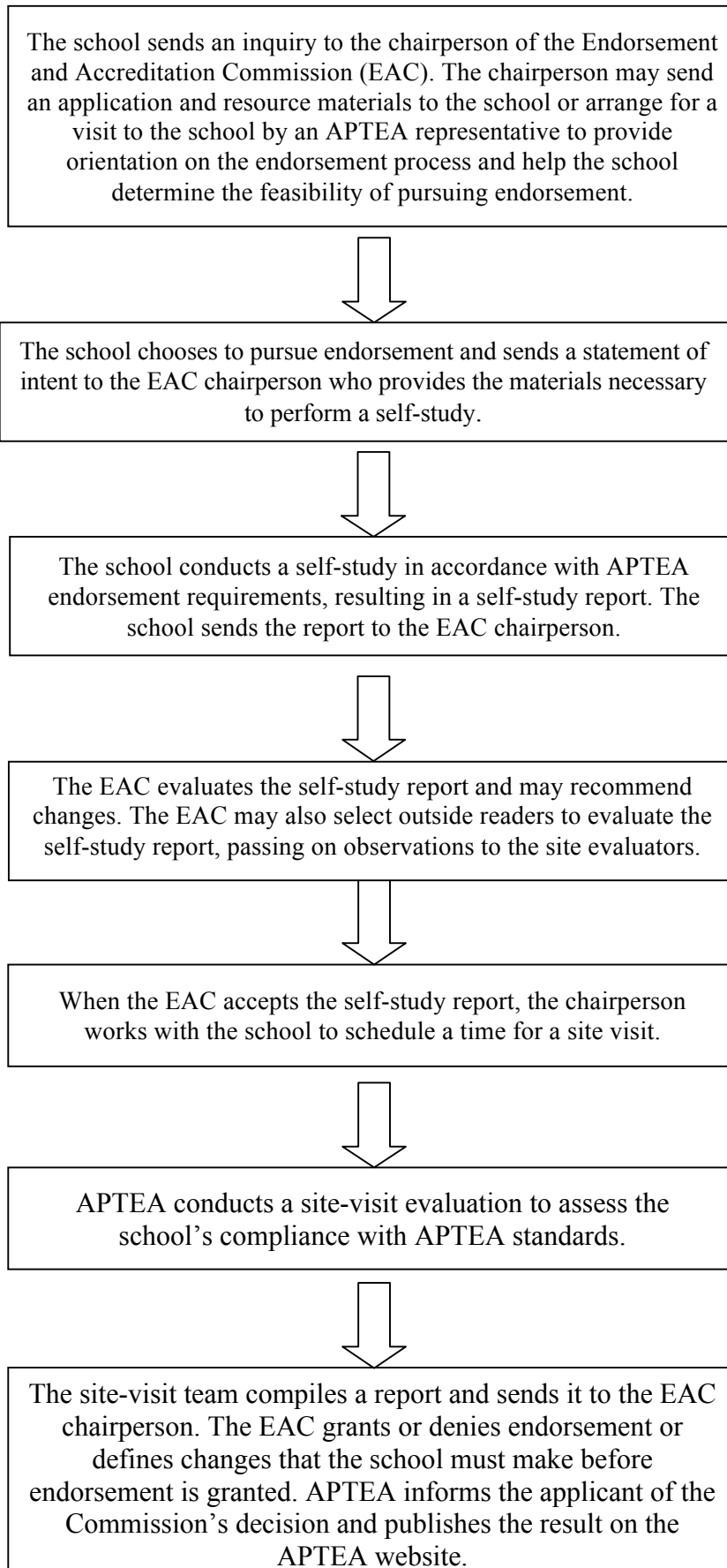
10A.4 Board members, administrators, faculty, staff, and students express favorable attitudes toward the school and promote a positive image of the school among its constituencies.

10A.5 The school's publicity materials present a clear, accurate, and positive description of the school.

10A.6 Where possible, the school offers noncredit seminars to serve members of the church community.

Appendix A

Sequence of Steps Leading to APTEA Endorsement



Appendix B

Glossary

Academic freedom: the right to examine and extend the range of human knowledge and experience in the light of God's Word and the mission of the school.
Accreditation: the successful conclusion of a process in which member schools voluntarily submit to a thorough and rigorous internal and external examination of their mission and their capacity to accomplish it, as well as the quality of their services, operations, and requirements in accordance to internationally accepted standards for the academic levels of instruction offered.
Bachelor's degree: an academic degree conferred by a college or university upon those who successfully complete the undergraduate curriculum. In some contexts, a bachelor's degree is referred to as a first degree.
Certificate: an official document affirming the successful completion of a course of study.
Component: a subpart of a standard that clarifies and further defines its meaning.
Constituency: the broad community served by, and supportive of, an educational institution. A school's constituency may include local and national churches and other organizations, as well as the school's board, faculty, staff, students, alumni, etc.
Delivery system: the schedule, instructional methods, and facilities used to deliver educational content to students in a given program of study.
Endorsement: the successful conclusion of a process in which member schools voluntarily submit to a thorough and rigorous internal and external examination of their mission and their capacity to accomplish it. The endorsement process does not so much define desired outcomes as aid the school in evaluating its effectiveness in producing its own desired outcomes for students.
Faculty: those employed by or seconded to the school and tasked with instructing students according to a prescribed curriculum.
Formal education: the process of educating and developing people in a school within a structured program.
Goals: general statements of educational intent.
Informal education: learning that takes place independently from school and involves everyday experiences that are "educationally unintentional." When employers, peers, or others interpret or augment these real life experiences, they constitute informal learning. ²⁰
Master's degree: an academic degree conferred by a college or university upon those who successfully complete a prescribed program of study beyond the bachelor's degree.

²⁰Russell J. Kleis, et al., "Toward a Contextual Definition of Non-Formal Education," in *Non-Formal Education: The Definitional Problem*, Program of Studies in Non-Formal Education Discussion Papers 2 (East Lansing: Program of Studies in Non-Formal Education, Michigan State University, 1973), 4.

Mission: the reason for which the school exists; a statement that summarizes its task in terms of its mandate from Scripture and its constituency.
Nonformal education: intentional and systematic educational experiences, usually outside of a traditional academic setting, in which content, staff, facilities, etc., are adapted to the unique needs of the students. Nonformal education typically focuses on practical training, where “proof of knowledge is more likely to be by performance than by certificate.” ²¹
Objective: specific measurable statement of outcome.
Outcomes: those attitudes and actions demonstrated by the students outside the school based on the education they received.
Pentecostal: the doctrines, experiences, practices, and values related to the Holy Spirit as described in the Pentecostal and Charismatic movements.
Self-study: the process whereby an institution evaluates its compliance with a set of standards in a manner appropriate to its mission, goals, and objectives.
Site visit: a visit made to a school by a site-visit team appointed by the Endorsement and Accreditation Commission (EAC) for the purpose of evaluating the accuracy and completeness of the school’s self-study in regard to its application for APTEA endorsement. A site visit involves analysis of the school’s self-study report, interviews with school personnel, and preparation of recommendations to the EAC.
Staff: in a broad sense, all those employed by the school. The term may also refer more narrowly to those employed by the school in nonacademic roles.
Standards: the ten criteria adopted by APTEA that identify aspects of the school’s programs and operation that the school must evaluate in the process of completing a self-study. The degree of compliance with these criteria determines the outcome of the endorsement process.
Theological education: the study of the science of theology in conjunction with specialized training for Christian and biblical ministry incumbent for an educated and learned minister of the gospel.
Typical indicator: a specific way a school can demonstrate compliance with a component of a given standard of endorsement. A school may also use indicators other than the typical indicators listed in APTEA documents to demonstrate compliance with a standard.

²¹Ibid., 6.

