

BIBLE SCHOOL LEADERSHIP MANUAL

**TOOLS TO EQUIP
THE NEXT GENERATION
FOR THE HARVEST**

EDITED BY DR. JOHN EASTER AND DR. CARL GIBBS



BIBLE SCHOOL LEADERSHIP MANUAL
Tools to Equip the Next Generation for the Harvest

Copyright © 2021 by Africa's Hope
580 West Central Street
Springfield, Missouri 65802

Africa's Hope is grateful to the Asia Pacific Educational Office of the Assemblies of God (APEO) for their permission to modify and include many of their resources in the appendices of this manual and the digital supplement. School administrators are encouraged to visit their excellent site for more resources: www.apeo.org.

Africa's Hope is also grateful to the schools in Africa that cooperated in the production of this manual and digital supplement by sharing examples of their forms and resources.

All Scripture quotations, unless otherwise indicated, are from the HOLY BIBLE, NEW INTERNATIONAL VERSION, 1984. Copyright © 1973, 1978, 1984, 2011 by Biblica, Inc.™ Used by permission of Zondervan. All rights reserved worldwide. www.zondervan.com. The “NIV” and “New International Version” are trademarks registered in the United States Patent and Trademark Office by Biblica, Inc.™

All rights to this manual are reserved. No part of this book, except the appendices and resources in the digital supplement, may be reproduced in any form or by any other means without permission in writing from the publisher. However, the appendices and examples in the digital supplement are free for school administrators to adapt in any way that is helpful to them.

Developed and Published by
Africa's Hope Publications
Springfield, Missouri

www.africashope.org

ISBN: 978-1-935531-76-0

Table of Contents

Foreword	v
Introduction to the manual	vii

The Ten Standards

Standard 1 · Mission Statement, Goals, and Objectives <i>Why do we train leaders?</i>	3
Standard 2 · Educational Programs <i>Do our programs align with our goals?</i>	11
Standard 3 · Faculty and Staff <i>How do we develop a productive team?</i>	27
Standard 4 · Student Development and Services <i>How do we train to change lives?</i>	35
Standard 5 · Learning Resources <i>What are proper tools for learning?</i>	43
Standard 6 · Governance and Administration <i>How is leadership structured?</i>	53
Standard 7 · Physical Resources <i>How do we steward our resources?</i>	61
Standard 8 · Financial Resources <i>How do we maintain viability?</i>	71
Standard 9 · Student Outcomes <i>How do we know if we are successful?</i>	77
Standard 10 · Relationship with Churches <i>Are you partnering with the church?</i>	85

Appendices

Appendix 1 <i>Mission statement, goals, and objectives</i>	97
Appendix 2 <i>Educational programs</i>	103
Appendix 3 <i>Faculty and staff</i>	139
Appendix 4 <i>Student development and services</i>	155
Appendix 5 <i>Learning resources</i>	165
Appendix 6 <i>Governance and administration</i>	175
Appendix 7 <i>Physical resources</i>	191
Appendix 8 <i>Financial resources</i>	199
Appendix 9 <i>Student outcomes</i>	207
Appendix 10 <i>Relationship with churches</i>	215
Appendix 11 <i>APTEA accreditation standards</i>	221
Appendix 12 <i>Contents of the digital supplement</i>	251

Foreword

Following His resurrection, Jesus stressed the high priority of disciple-making as the central activity in the Great Commission. Christ has never changed His priority! A reproducing church, however, requires renewal with each generation to cultivate Spirit-filled, biblically trained leaders who will advance the mission of God in the world. To this end, theological education plays a critical role in the health and growth of the church.

As a theological educator, I am overjoyed by the development of this resource designed to equip and empower individuals who are called by God to serve in the arena of theological education. Harvest workers need good harvest tools! My personal desire to see the development of this particular resource emerged out of my experiences working alongside national churches and their training programs across Africa. These experiences with friends and coworkers have taught me some valuable principles about theological education and the church.

One important lesson is that while theological education must be theologically sound, it must also be educationally tenable. Theology and education are not mutually exclusive; yet, the key to positioning them toward a missional orientation is often catalyzed by good personal and institutional leadership skills.

Let me illustrate this with an observation. In various contexts, a national church may appoint an individual to an administrative role over a theological institution, only to later express growing frustration about unrealized expectations because the school is not producing the kind of students who positively contribute to the life and growth of the church. In the meantime, the academic administrator feels increasingly uncertain as to his role and the institution that has been placed in his hands.

While various factors work against quality theological training, one common problem is poor training for academic leaders to effectively oversee educational systems. In most cases, the problem does not relate to an academic leader not having an earned biblical or theological degree, exhibiting a lack of motivation, or falling short in intellectual ability. Instead, the issue normally concerns the individual having little or no training on how to effectively design and manage academic institutions and lead an educational team.

While biblical and theological training must remain central to Pentecostal ministry, we need to ensure a parallel track of equipping institutional administrators and faculty to enhance personal leadership skills, to place people in their area of giftedness, and to design relevant programs based on desired outcomes—all of which will result in more effectual training systems to shape a new generation of pastors, teachers, evangelists, and missionaries to strengthen and grow the church of tomorrow.

Theological institutions remain critical for shaping future church leaders, and as such, our academic leaders play an important role in successfully achieving this strategic outcome. The *Bible School Leadership Manual* is designed to offer a practical and relevant tool to motivate and equip personal and institutional reflection and encourage our ecclesiastical training efforts toward higher levels of educational and ministerial standards.

It is no secret that Pentecostalism has emerged as a prominent narrative in Africa's religious landscape. The growth of the Pentecostal church in Africa now requires viable and sustainable models of education that will both strengthen and grow this church movement. If this is to happen, academic leaders and our institutions must be sufficiently prepared. The church in Africa will need not hundreds, but millions of trained leaders to fulfill the task of the Great Commission in this millennium. In response, our academic leaders and educational institutions must rise to greater standards of educational practice that will encourage and equip our national churches to confidently advance gospel proclamation, church planting, and disciple-making through the empowerment of the Holy Spirit.

The value of this harvest-tool resource kit is that it seeks to drive theological training from the grassroots no matter the academic level or model. My hope for this tool kit is that it be greatly studied and utilized by academic leaders toward personal and institutional growth to promote excellence in Pentecostal theological education.

Your coworker in the harvest,

John L. Easter, Ph.D.
Executive Director, Africa's Hope

Introduction to the manual

In February of 2015, a group of missionary educators met to discuss the prospect of creating a unique resource for African Bible school administrators. This group represented over 600 years of experience in school administration, teaching, and curriculum development in Africa, North and South America, Europe, and Asia.

Their purpose was to develop a unique seminar and resource for Bible school leaders. This manual was designed to give educators a systematic approach to leading Bible schools and to provide hundreds of examples of what other schools are doing. The result is the manual you hold, which includes ten essays related to the basic areas (standards) of quality recommended by the Association for Pentecostal Theological Education in Africa (APTEA). The manual also includes over 150 pages of appendices and an extensive digital supplement of example forms, programs, and instructions for Bible school leaders.

Africa's Hope sponsored the initial meeting in 2015 and financed and managed the development of this first resource in a planned series called Harvest Tools. Africa is a natural place to introduce this vital resource because of its remarkably successful church "harvest." In the last twenty-five years, the Assemblies of God in Africa has grown from 2 million to over 18 million adherents. In the same period the number of schools and distance-training programs has grown from 49 to 257.

In the first fifteen years of the twenty-first century, the Assemblies of God in Africa grew by an average of ten new churches and 1,900 converts a day. This growth requires adding a minimum of ten to fifteen trained African ministers each day. If this does not happen, the current lack of school educators and administrators marks a potential crisis for the church. Therefore, the amazing growth of the church demonstrates the urgent need for African leaders to be empowered to assume the responsibility of leading their schools and teaching this ever-growing number of students, and this must be done as quickly as possible.

The Team

Africa's Hope wants to give special thanks to the team who helped develop the *Bible School Leadership Manual*. Below are those who contributed content to the manual:

- Dr. John Easter: General editor of the project and executive director of Africa's Hope, Dr. Easter and his wife Cheryl helped found All Nations Theological Seminary in Lilongwe, Malawi.
- Dr. Doug and Corrine Lowenberg: Directors of Addis Ababa Bible College and Addis Graduate Studies, the Lowenbergs helped launch graduate programs in Ethiopia and Tanzania, advanced the program in Kenya, and have decades of experience of training in Africa (Standard 1).
- Dr. John Carter: Former president of the Asia Pacific Theological Seminary, Dr. Carter is also a former dean of Global University, and a world leader in theological education (Standards 2 and 6).
- Dr. Murriell McCulley: Vice-director of the Association for Pentecostal Theological Education in Africa, Dr. McCulley has taught faculty enrichment seminars in the majority of the countries of Sub-Saharan Africa (Standard 3).
- Dr. Weldyn and Dr. Barbara Houger: Directors of the Asia Pacific Theological Association, the Hougars specialize in preparing schools to conduct self-studies. They have served for more than thirty years in Asia as theological educators and instructors at the Asia Pacific Theological Seminary (Standard 4).
- Gary Flokstra: Executive director of 4WRD and consultant to Africa's Hope, Gary has processed and shipped tens of thousands of books to Africa. He also helps African Bible schools organize their libraries and train their personnel (Standard 5).
- Harry and Beth Osland: Directors of the Assemblies of God Faculty of Angola, the Oslands helped to found the Roots of Faith church-based training program in Angola, and have served for twenty-five years as directors and instructors at the Mount Hope School in Fanhoes, Portugal (Standard 7).

- Walt Ligon: Office manager for Africa's Hope and former executive with a major international company, Walt has decades of experience managing large budgets and staff (Standard 8).
- Dr. Carl Gibbs: Managing editor of this project and team leader for publications at Africa's Hope, Dr. Gibbs served as dean with Global University for thirteen years and as managing editor for the Brazilian Extension Schools of Theology for eleven years. He has taught regularly in Africa for the last twenty-five years (Standard 9).
- Nate and Tammy Lashway: Serving as team leader overseers for Assemblies of God USA missions in the Swahili zone of Africa (Kenya, Tanzania, Rwanda, Uganda, and Burundi), the Lashways were heavily involved for many years with the Assemblies of God Bible school in Madagascar (Standard 10).
- Derek van der Merwe: Team leader for the Assemblies of God missionaries in Uganda. He was a member the Africa's Hope Educational Advancement team and directed Youth with a Mission (YWAM) in South Africa for fifteen years (Editorial revisions of the original manual).

Special thanks is given to Dr. Jeff Nelson, Richard Schoonover, and Todd Churchill for their editorial work on this project. We also want to acknowledge the contributions of Jared Lee for assisting with the appendices and organizing the digital supplement, and of Julia Lowenberg for her fine work in editing, compiling, and typesetting.

The Contents

The contents of this manual and digital supplement are based on the ten standards of APTEA. The primary goal of this material is to provide information and guidance for a school in the process of a self-study and to share resources from multiple well-developed institutions to help schools that do not have the personnel to develop these on their own. This manual has three sets of resources.

OVERVIEW OF THE TEN STANDARDS

The first resource is an overview of each of the ten standards required by the Association for Pentecostal Theological Education in Africa (APTEA). To be endorsed or accredited by APTEA, a school must conduct a self-study that requires self-examination in each of these standards. This manual provides foundational instruction on how to conduct this self-study.

APPENDICES RELATED TO THE STANDARDS

The second resource is a set of twelve appendices. The first ten give examples, forms, and instructions for each of the ten standards. Appendix 11 is a list of the ten standards with their corresponding components and typical indicators. The final appendix lists the contents of the digital supplement.

Africa's Hope is grateful to the Asia Pacific Educational Office for allowing the use and restructuring of many of the resources located on their website (www.apeo.org). Many examples were also used with permission from West Africa Advance School of Theology (WAAST), East Africa School of Theology (EAST), Addis Ababa Bible School (ABC), and Pan-Africa Theological Seminary (PAThS). Their cooperation with this project is greatly appreciated.

DIGITAL SUPPLEMENT

The third resource in this manual is an extensive digital supplement containing editable versions of the materials in the appendices, as well as many additional resources. All of these resources can be adapted for local school use.

Our team prays that these tools will make a significant difference in the effectiveness of your administration and the ministers trained at your school.



The Ten Standards

STANDARD 1 · Mission Statement, Goals, and Objectives

Why do we train leaders?

You are the president of the main Bible school in your country. Your school's student enrollment is dwindling. This has been going on for a few semesters. When you begin to investigate, you learn that a local church has opened its own training center in competition with your Bible school. The local pastors and national church leaders are disappointed with the quality of your Bible school graduates. They do not feel the school has adequately prepared these graduates for pastoring. Your school appears to be no different from other local evangelical Bible colleges. Your Pentecostal distinctive is missing. How can this be? Those who established your school did so to specifically train Pentecostal, servant pastors.

You examine your school's vision and mission statements, and in fact, training pastors was its intended mission. You discover that part of the problem is the fact that the administration has not reviewed its vision and mission statements each year to ensure the school is staying true to its mission. Over the years, the school has strayed from that vision and mission. The administration has not communicated the vision and mission to faculty and staff. Your Bible school has continued to offer new classes and degrees but focused more on attracting students than preparing students for Pentecostal ministry. Faculty members teach classes that revolve around their personal interests instead of classes that enhance the school's mission. This comes, in part, because the administration has not regularly reminded the faculty and students of its vision and mission. As a result, the school is facing closure because it does not have the financial resources or student enrollment to continue its operation.

Mission, Goals, and Objectives	1
Educational Programs	2
Faculty and Staff	3
Student Development	4
Learning Resources	5
School Administration	6
Physical Resources	7
Financial Resources	8
Student Outcomes	9
Relationship with Churches	10

As president, how can you solve this problem? What steps can you take to ensure the Bible school will adhere to its vision and mission to train pastors?

DEFINING TERMS

The first and most fundamental issue that a Bible school's administration and the national church leadership must address is the mission statement for the school.

The first and most fundamental issue is the mission statement.

Closely related to the mission statement are the school's vision statement, goals and objectives, core values, and the philosophy of training the school will follow.

Africa use the standard definitions below. We anticipate that each school will devise distinct formulations for each term.

Mission statement

A mission statement is a clear, concise, enduring declaration of the major purpose or reason for the school. What is the administration of the school trying to accomplish through the operation of the school? What is the administration intentionally doing that makes the school unique from other schools with a similar purpose?

Vision statement

A vision statement is a mental image of a realistic future for the school. It focuses on who you are as a training institution and what the school aspires to become over the next ten years. What will the school look like in ten years? Accomplishing the mission will result in the school fulfilling its vision. The vision statement expresses what the institution wants to become and accomplish. The mission statement, distinct from the vision statement, declares how the vision will become a reality—what must be done to bring the vision to fulfillment.

Goals

Goals are general statements of what the administration wants the school to achieve. Goals state the target, the results your school needs to accomplish. They clarify targets, intentions, and the direction the school is taking to fulfill its vision and mission. Goals are

broad, general intentions that include the intangibles. They may be somewhat abstract and are usually difficult to measure objectively.

Objectives

Objectives are specific time-sensitive, measurable steps or outcomes the school plans to achieve. In contrast to goals, objectives are narrow, precise, tangible, concrete, and measurable. Objectives describe actions and activities the school must implement to arrive at its goals. When determining objectives, the administration should include specific results and dates. Objectives are measurable in terms of whether or not the school has achieved them. There may be several objectives to complete for each goal. Accomplishing objectives leads to reaching goals, which result in fulfilling the mission.

Core values

Core values express the ethics, principles, behavior, and attitudes that will guide the decisions, relationships, and behavior of the school's governing body, administration, staff, faculty, and student body. All members of the institution must safeguard these core values.

Philosophy

The philosophy of the school is a broad, general statement that synthesizes all aspects of the vision, mission, goals, and values of the institution. It defines the school, its purpose, distinctive, goals, and the values it upholds as it attempts to fulfill its mission.

VISION, MISSION, GOALS, AND OBJECTIVES

The school's vision, mission, goals, objectives, core values, and philosophy establish the purpose and direction for the school and establish the underlying values by which the school operates. These preliminary statements and values are the basis by which the administration structures and evaluates all aspects of the school. These statements and values shape the curriculum and set the standards for student outcomes. The administration must organize the school's facilities, faculty, and finances to enable the institution to fulfill these statements and continue to mature as a well-run, well-organized, Pentecostal ministerial training institution.

When evaluating these aspects, the administration must ask questions such as the following: Do the academic programs of the school enable it to fulfill its purpose for existing? Does the school's governance structure facilitate accomplishing its mission? Are the school's

budget and financial operating systems consistent with its mission and core values? Is the school receiving and spending its financial resources in keeping with the school's mission?

WRITING VISION AND MISSION STATEMENTS

How does the administration determine these various statements and then express them in writing? Each statement will require time, thought, and consensual deliberation by a group of leaders involved in the school. The leadership team of the church, the school's governing body, and the school's administration need to work together to formulate these statements. There must be selectivity in the choice of words so each statement conveys a message that is simple, memorable, concise, and meaningful. Each statement should include as few words as possible without sacrificing clarity and should describe distinctly why the school exists, how it will function, and what it intends to accomplish.

Begin by formulating the school's mission statement—the mission statement expresses the reason the school exists. The institution has been established to do the following or to carry out these functions. For the mission statement, include significant words and ideas such as training, servant leadership, and discipleship or making disciples. There should be references to the presence and power of the Holy Spirit as a major component in the training process. There should also be references to the school being missional—training for cross-cultural outreach. The mission statement needs to mention Scripture and scriptural foundations and the relationship of the school to the local church.

The vision statement will describe what the future of the school and the school's ministry context will look like. The vision will provide the reality the administration wants to create through the effective performance of the school and all of its members in the foreseeable future. How will the vision become a reality?

All of these elements need to be interrelated and internally consistent. The vision statement must relate to the mission statement. The core values of the school must provide the ethical foundation for accomplishing the mission and fulfilling the vision. The administration will want to formulate statements that are short, concise, focused, biblical, and measurable. The administration should avoid drafting statements that are long, wordy, unfocused, and subjective.

DEVELOPING GOALS AND OBJECTIVES

Consistent with the school's vision and mission statements, goals and objectives need to articulate in concise, specific, and measurable terms what the school intends to achieve. The administration must address critical organizational issues within the objectives. They must answer questions such as the following: Who will accomplish this goal? How will it be achieved? What will be the procedure for accomplishing this task? How will we know when we have completed it? When will we complete this goal or task? Objectives state the detailed steps the school will take to achieve each goal. With each objective, the authors will need to provide a time frame for its completion.

The goals the administration determines may include such topics as the faculty employing innovative classroom techniques of instruction. For students, goals may include developing thinking and ministry skills, enhancing their worship of God, and motivating them to obey the Holy Spirit's guidance. One goal for each Assemblies of God school will be developing servant leaders who are skilled in their capacity to influence others and respond to the spiritual and holistic needs in the communities where they serve. Assemblies of God schools are training students to enrich the ministry of the local church and to make disciples in regions that have not embraced the gospel. Goals may address chapel programs and nonacademic curriculum, which are important dimensions of training.

Goals and objectives
need to articulate
what the school
intends to achieve.

REVIEWING AND COMMUNICATING

The administration, along with the governing board, faculty, students, and alumni, needs to review periodically the school's vision, mission, goals, and objectives to ensure the school is remaining true to its mission. Over time a school might stray from these core reasons for its existence.

The administration also needs to communicate the school's vision, mission, and goals to faculty and students. Keeping these purpose statements in the forefront of communication and interaction will ensure that each decision regarding the school will be in line with the purpose of the school.

EXAMPLES

Example mission and vision statements

THE MISSION OF ASSEMBLIES OF GOD THEOLOGICAL SEMINARY (AGTS)

Shaping servant leaders with knowledge, skill, and passion to revitalize the church and evangelize the world in the power of the Spirit.

THE MISSION OF EVANGEL UNIVERSITY

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the church and society globally.

THE MISSION OF ADDIS ABABA BIBLE COLLEGE (ABC)

Addis Ababa Bible College trains men and women to become disciples of Jesus Christ to serve the local church and to reach the unevangelized of Ethiopia, the Horn of Africa, and the world through the enablement of the Holy Spirit and a living knowledge of inspired Scripture.

THE MISSION STATEMENT OF KAG EAST UNIVERSITY

KAG EAST University is a Pentecostal training centre shaping servant leaders for strategic global impact through Spirit-empowered life and ministry.

THE VISION STATEMENT OF EASTERN BIBLE COLLEGE

We envision qualified and equipped Eastern Bible College graduates contributing to an increasingly redeemed and transformed nation through the establishing and strengthening of local churches and through expressions of compassion that are sustainable, create independence, and enhance the capacity of people to serve others.

Example goal and objectives

A PARTICULAR GOAL #1

We desire to have meaningful, spiritual, daily chapel services for our entire college family.

OBJECTIVES FOR GOAL #1

- Objective 1a: The dean of students will schedule daily chapels in advance for the entire semester.
- Objective 1b: A variety of worship teams will lead the daily chapels in meaningful praise and worship for approximately 15 minutes. They will meet in advance to

pray and prepare.

- Objective 1c: The format of the chapels will vary: twice per month the students meet in small groups for Bible study and prayer; once per month the entire chapel is devoted to intercession; once per month the entire chapel will consist of testimonies and song; and there will be variety in speakers including faculty, administration, students, staff, and outside guests.
- Objective 1d: Chapels will start and finish on time.
- Objective 1e: At the end of the semester, the administration will meet with the faculty and students to evaluate the spirituality and meaningfulness of the chapel program.

ABC'S CORE VALUES

As a foundation for our vision and mission, our core values include:

- Subordination of our personal wills and desires to the beliefs, practices, and lifestyles ascribed in the Bible, God's written and authoritative revelation.
- Respect for the dignity, uniqueness, and opinions of others.
- Protection of the academic and tangible properties of every member of the ABC community and the ABC facilities and resources.
- Pursuit of excellence in all we do while acknowledging both our God-given abilities and our human limitations.
- Working together to edify and promote the success of every member of the ABC community.
- Acknowledgement of our utter dependence on the Holy Spirit to live holy, excel academically, and fulfill God's calling on our lives.

A PHILOSOPHY STATEMENT FOR THE COLLEGE

We embrace historic Pentecostal and evangelical Christianity as revealed in the Scriptures. We seek to provide a comprehensive education for men and women called by God to full-time ministry through a rigorous academic program within the context of a Christ-centered worldview. Central to the learning process is the integration of both faith and academics that ultimately leads to the development of a Christian mind and godly character.

CONTENTS OF APPENDIX 1

See Appendix 1 for examples of mission and vision statements, goals, objectives, core values, and philosophy statements. These examples come from several schools and programs in Africa.

NEW RESOURCES AVAILABLE THROUGH AFRICA'S HOPE

This manual will highlight additional resources available through Africa's Hope. To download these resources, visit <https://africaatts.org>. Other resources are available only through a memorandum of understanding (MOU) with Africa's Hope. For information about agreements with Africa's Hope or to access more extensive resources, write to info@africaatts.org.

STANDARD 2 · Educational Programs

Do our programs align with our goals?

The students of your Bible school recently met with the national leadership to complain about your faculty. Their main issue is that many faculty members require students to purchase textbooks and notes written by the faculty. These texts and notes are sometimes very expensive. The students think that because the school underpays its faculty, faculty members are subsidizing their salaries by selling their books and notes at a high price. The students also claim that their education does not seem to prepare them adequately for ministry. Some of the courses do not meet graduation requirements. The faculty also teaches whatever they wish to teach, so the students do not receive a comprehensive and balanced education.

Teachers often let students out of class early, so they are not receiving the class contact hours required by the school. Other students claim that those who attend extension classes off campus do not follow the same requirements as on-campus students for the same courses. Field ministry training is not adequately preparing students for ministry. The school has not updated its catalogs, so they do not reflect current class offerings and graduation requirements.

As president, how would you respond to these charges? What steps would you take to correct any deficiencies in your school's educational programs?

Mission, Goals,
and Objectives

1

Educational
Programs

2

Faculty
and Staff

3

Student
Development

4

Learning
Resources

5

School
Administration

6

Physical
Resources

7

Financial
Resources

8

Student
Outcomes

9

Relationship
with Churches

10

When people think about what makes something a school, it is likely that the educational programs a school offers come most readily to mind. Through a school's educational programs, it accomplishes its purposes. Educational programs encompass the structure of the curriculum leading to the certificates, diplomas, and degrees the school offers. It also includes the requirements and procedures for admitting students into those programs. Educational programs encompass the nature of the instructional process itself as well. These are among the most important aspects of what constitutes a quality school.

The basic issues concerning the educational programs of a school involve whether the school has adequately structured its curriculum and academic policies and procedures—including the requirements and procedures for admitting students to study into those programs—to accomplish its stated mission. Everything a school does needs to relate to its mission and purpose. If a school's mission states that its purpose is to train church planters, the structure of the curriculum and academic policies related to admitting and instructing students need to reflect this focus. One might ask if the school provides a theological and biblical understanding of church planting and the practical skills and experiences needed by church planters. If so, then we can say

**The structure of a
school's curriculum
and academic policies
must reflect the
focus of its mission.**

the school has developed an educational program to achieve its purpose. If not, then it is likely that the school is not achieving its mission.

All too often a school begins with a borrowed curriculum from another culture or context. The reasons for the original curriculum may be different from yours. For instance, the primary goal of the program

may have been defending one church theology from another denomination. However, your context may be planting churches where there are none. The first school may have a much heavier weight on theology where your school may need a greater emphasis on practical ministry, evangelism, missions, and church planting. Every Bible school must honestly evaluate its program to ensure it is in alignment with the mission of the school.

In this standard, we will consider what constitutes quality educational programs and how to implement them. As a school improves its educational programs in appropriate

ways, it addresses one of the most important areas in the endorsement and accreditation processes of the Association for Pentecostal Theological Education in Africa (APTEA), or any accreditation process.

Standard 2 of the APTEA standards, which relates to the educational programs of the school, is the most comprehensive of the APTEA standards. It encompasses ten components a school must address in the self-study process and fifty specific indicators related to these components. As such, Standard 2 concerns about 30 percent of all the issues a school must consider in the process of obtaining APTEA endorsement or accreditation.

Here are the ten components that determine the quality of the educational programs offered by a school.

EDUCATIONAL PROGRAMS AND THE SCHOOL'S STATED MISSION

A school begins its analysis by looking at its mission and purpose and how the programs the school offers relate to them. Has the school designed its programs to support the mission and purpose? In the example above, the school had a mission to train church planters. Perhaps the founders established the school to train pastors or church leaders in general. The school might also want to train missionaries, Christian education leaders, or worship leaders. Whatever the case, the administration needs to examine whether the curriculum and academic programs the school offers support the intentions of the school as represented in its mission and purpose statements. To do so, we need to look at the following elements.

Degrees, diplomas, and certificates

In many cases, a school's founders stated the school's mission and purpose when they established the school. The administration, however, sometimes fails to revisit and update the mission statement as the school grows. Over time, the school evolves to reflect new directions and priorities. Perhaps the administration developed programs without regard to the school's mission, even though the mission is still the appropriate intention of its stakeholders. In either case, it is important that these two aspects of the school be in harmony. The school's administration must periodically revise the mission statement or adjust the curriculum to ensure that it remains consistent with the school's mission.

Appropriately balanced courses

Courses in Bible, theology, practical ministry, and general education need to be part of a ministry training program so that students obtain the ability to think both biblically and

Students need to obtain the ability both to think biblically and to apply their knowledge in actual ministry settings.

theologically (academic focus) and are able to apply this knowledge in actual ministry settings (practical focus). If there are too few courses in either area, students may be able to perform ministry functions without understanding why they do it that way or they may possess knowledge without being able to use that knowledge in a practical way. Schools avoid either error when they provide students with a well-rounded education in all aspects of theology and practical ministry.

In the same way, general education courses in social science, history, and literature provide students with a broad perspective on human life and social development. This will aid them in their ability to work with laypeople, who may have a broad-based secular education. Schools need to plan for their general education courses to give students a broad understanding of disciplines that have relevance to ministry effectiveness, such as psychology, counseling, history, and communication. Even courses in math and science can benefit pastors and church leaders as they encounter health and medical concerns within their churches and communities. (Examples of course sequences for various educational programs are included in Appendix 2.)

Non-Traditional Delivery Systems

The educational strategy needs to reflect openness to creativity and innovation in the school's delivery systems. These non-traditional systems may include evening classes, off-campus extension programs, virtual learning, distance education, correspondence courses, short-block (intensive) courses, cohort learning environments, exchange programs, etc. Providing alternative learning options for students will allow a greater audience of students to participate in what is offered. All of these programs must be in alignment with the mission and must remain under the direction of the administration of the school and fulfill the same rigors academically, spiritually, and in every way as the traditional delivery system. There may be many students who because of distance, work schedules, or other reasons cannot attend traditional residential programs. Non-traditional programs may be the school's way of fulfilling its mission in a much greater capacity than ever before.

Student educational experiences

In addition to courses that focus on understanding how to minister, students need to have practical experiences in ministry in different settings that allow them to develop skills and experience practical results. For instance, students who plan to become pastors would benefit from an internship or practicum in a church setting, missions students in a missionary outreach, etc. All students need to learn how to communicate the gospel effectively in preaching and teaching.

A major purpose of any academic program is to equip students with the skills they need to continue to learn throughout their lives. The educational program can provide only a small fraction of the knowledge students will need throughout their lives and ministries. Learning how to study effectively, conduct research, and find the sources of new information they may need as they encounter new problems and challenges are some of the most valuable outcomes of higher education. The student's course of study also needs to provide the foundational education needed to continue studies at a higher level should the student choose to do so.

In keeping with the mission statement of the school, schools need to give students opportunity to specialize in specific areas of ministry, or to take elective courses in these areas to broaden their scope of ministry preparation. If the school admits students with special physical needs, or those who cannot adequately study in the language of instruction, it must provide the assistance these students need to be successful.

A major purpose of any academic program is to equip students with the skills they need to continue to learn throughout their lives.

Schools need a catalog or prospectus that clearly describes all academic programs and courses it offers, admissions requirements, and academic policies related to course credits, graduation requirements, and discipline. (See Appendix 2.8 for the typical components of a school catalog.) Schools must assume active responsibility for the programs they offer, including how they administer and supervise these programs. Schools cannot transfer this responsibility to outside agencies such as a church or denominational body. Such entities may be a sponsor or major stakeholder in the school, but control of the academic program must reside within the administration and faculty of the school.

For any school to continually develop and improve, it must periodically solicit feedback from its alumni and stakeholders. Schools can gain valuable insights from alumni. As alumni begin to engage in ministry, they may reflect on things their schooling prepared (or did not prepare) them for in ministry. A noted scholar said, “Feedback is always friendly.” Even if we receive feedback that is not positive or complementary, it is “friendly” because it informs us of something we did not know and may want to change.

APPROPRIATE COURSE REQUIREMENTS

A person does not start on a major journey without an idea of where he or she is going. A school’s administration must not develop an educational program without an understanding of its goals and objectives. The administration needs to identify goals and objectives for every program leading to an academic degree and every course in the curriculum that is included in earning the degree. Every syllabus needs to state clearly the course objectives. In other words, a school needs a mission statement, goals, and objectives. A program needs to relate to the school mission statement and have program objectives. And a course needs to relate to the school mission statement and have course objectives that are in alignment with the program objectives.

Standard education requirements

Below is a list of the credit hours usually required to receive an academic degree. These sometimes differ for a named degree (e.g. Bachelor of Theology) within the British or European systems.

- One-Year Certificates = 30–32 credits
- Diplomas = 60–96 credits
- Bachelor’s degrees = 128 credits
- Master of Arts degrees = 36 credits
- Master of Divinity degrees = 72 credits (with ministry-related undergraduate degree)

EXPECTED CLASSROOM CONTACT HOURS PER CREDIT

For all curriculum levels there needs to be 750 minutes of classroom instruction for each course credit hour (e.g. one credit = 750 minutes; two credits = 1,500 minutes; three credits, = 2,250 minutes), plus a one-hour final exam period for each credit. This calculation is for any calendar term, whether semester, trimester, or quarter, including one to three-week intensive courses. Divide the minutes for each course by the weeks

of the term to determine the classroom hours needed for each week (e. g, a three-credit course offered over twelve weeks, would require 187.5 minutes per week ($2,250/12 = 187.5$ minutes). Note that the final exam period is additional. The minutes listed are actual class minutes, excluding breaks.

VIRTUAL LEARNING AND CONTACT HOURS

Virtual, on-line, and distance learning should not allow education delivery to be less than in-class experience. Video delivery, discussion board postings and reactions, reading instructor's feedback, weekly lecture notes, etc. can be calculated as contact hours for in-class learning. Shortcuts should not be taken for virtual learning, but they may be defined differently. Contact can be defined as student-to-teacher, teacher-to-student, and student-to-student discussion times.

CALCULATING CLASS HOURS FOR DIFFERENT CALENDAR PERIODS.

Semester schedule: Usually, two sixteen-week terms per academic year (fifteen weeks of classes, plus a final exam week).

- Three-credit course: $2,250/15 = 150$ minutes of class per week, usually involving three 50-minute sessions.
- Two-credit course: two 50-minute sessions per week.

Trimester schedule: Usually, three twelve-week terms per academic year (eleven weeks of classes, plus a final exam week).

- Three-credit course: $2,250/11 = 205$ minutes of class per week; e.g. three 75-minute sessions
- Two-credit course: $1,500/11 = 136$ minutes per week; e.g. two 75-minute sessions.

Using the same formula, you can calculate the required class hours for any term length. (For further help in converting classroom instruction time into credit hours, see Appendix 2.)

EXPECTED OUT-OF-CLASS STUDY HOURS

The following are the expected requirements for academic programs offered by any level of school. This ensures that the preparation given to students is equivalent to that given at any similar institution offering the same academic degrees. These are the study hours an average student will need. Some students may take more or less time to complete assignments depending on their background and ability. These study-requirements form the basis for transferring credit and recognizing academic degrees from one school to

another so students may continue their education. Adherence to these requirements is also necessary for APTEA to endorse or accredit a school.

Diploma and bachelor's (first and second years):

- One hour of out-of-class study for each hour in class.
- Includes 100–200 pages of assigned reading (e.g. in a textbook) and a 5–7 page written assignment per course.

Diploma and bachelor's (third and fourth years):

- One and a half to two hours of out-of-class study for each hour in class.
- Includes 200–300 pages of assigned reading (e.g. in a textbook) and a 10–12 page written assignment per course.

Master's level:

- Three to four hours of out-of-class study for each hour in class.
- Includes 1,000–1,200 pages of reading and a fifteen- to eighteen-page written assignment per course.

CURRICULUM

Any curriculum can become out of date with decreased relevance over time. At least every five years, the administration needs to review its curriculum for every academic program by soliciting input from its faculty, alumni, and stakeholders. It also needs to review developments in theological and ministry education to ensure the curriculum remains current and appropriate for the students who are enrolling.

Faculty must develop a syllabus for every course. This syllabus must include all information necessary for students to understand what their teacher requires of them and how their teacher will evaluate them. The syllabus serves as a contract between the teacher and the

The school's faculty members need to be the principal developers of the school's curriculum.

student. It clearly states what is required of the student to accomplish the course and if it is accomplished the student will get the corresponding grade. It should also describe resources the student can consult in doing research on the topic or for future reference. (See Appendix 2 for examples).

The school's faculty members need to be the principal developers of the school's curriculum. Even if stakeholders or other administrators suggest or propose educational programs, the faculty should have significant input into the structure and implementation of the curriculum for those programs. Faculty members are the content experts who possess the best understanding of how the sequence of subjects should flow and what the course requirements should be.

ADMISSION REQUIREMENTS

Admission forms, policy, and procedures

Admission forms need to make it easy for prospective students to apply for admission. Schools must also adequately develop forms and procedures to evaluate students' spiritual and personal character and the adequacy of their academic background for the programs the school offers. (See an example application form in Appendix 2.)

In general, a school needs to accept provisionally a student's credits from a previous school until the receiving school can verify that these credits are at the same academic level as the credits of the receiving school. If the school cannot verify the academic level of the credits, it needs to accept credits at less than face value. For instance, a school might give a diploma program two years of credit instead of three years. If the previous school is not an endorsed or accredited school, the receiving school needs to accept credits based on validation by examinations, a period of probationary study, or other appropriate indicator of academic equivalency.

Entrance requirements

CERTIFICATE LEVEL

Since certificate-level programs may vary in purpose and structure, there are no rigorous admission standards for such programs. Schools may accept students into a certificate program at the school's discretion where there is reason to believe the student can be successful in the program.

DIPLOMA—SECONDARY LEVEL

Since this is a secondary-level program (meaning students in this program did not complete high school), admission would require that the student has completed a primary school program. The student must also show evidence that he or she has the ability to study at the secondary level.

DIPLOMA—POST-SECONDARY LEVEL

Admission requires that the student has completed a secondary program (normally twelve years of education or its equivalent). In some settings, secondary-school completion may only require ten years. In this case, the school needs to require additional evidence of readiness for post-secondary-level instruction such as performance on entrance exams.

COLLEGE/UNIVERSITY LEVEL

Admission to a bachelor's program requires that the student has completed the secondary level (normally, twelve years) as evidenced by a secondary-level diploma, or the equivalent. Admissions policies need to conform generally to those at national higher education institutions. In some cases, schools may admit students without a secondary diploma on probation where there is reason to believe the student can study at this level.

GRADUATE/SEMINARY LEVEL

Admission to a master's degree program (e.g. M.A. or M.Div.) requires that the student has completed a bachelor's degree or equivalent and other appropriate prerequisites.

FIELD MINISTRY TRAINING

Effective ministry training requires a balance of the academic and the practical. Field ministry internship experiences provide opportunities for students to take the knowledge and skills they learned in the classroom and apply them in the ministry setting for which they are preparing. These experiences should take place on a regular basis under the guidance and evaluation of a supervisor. Field ministry experiences are vital for allowing

Effective ministry
training requires a
balance of the academic
and the practical.

students to be able to grow in ministry effectiveness. Therefore, schools need to plan carefully for internship experiences as a part of any ministry training program.

Schools should not view field ministry internships as a one-size-fits-all process. Students might be planning to engage in different kinds of ministries, and their practical experience needs to reflect these choices.

The school needs to develop a document that describes the field ministry internship program and how it will conduct field ministry. (See Appendix 2 for an example.) This helps students know what the school expects of them. Likewise, the school needs to give

guidance to field ministry internship supervisors, both at the school and in the field, on what the school expects of them. Just as professors evaluate academic performance in the classroom, field-education supervisors must also evaluate the student's field-education performance and give students feedback that will help them as they develop ministry skills.

PROVIDE CLEAR, ACCURATE INFORMATION CONCERNING EDUCATIONAL REQUIREMENTS

The school has an ethical responsibility to ensure it provides accurate and up-to-date information on the programs it offers to current and prospective students and to the public at large. This includes requirements for admission and graduation, grading policies, descriptions of educational programs, and current course offerings. The school needs to make these documents readily available to students and other interested parties. It is especially important that the school have a mechanism to update information in these documents regularly, especially if they distribute them online.

The school has an ethical responsibility to provide accurate and up-to-date information.

It is important that a school not overstate the quality and recognition of its programs, especially as relates to its level of endorsement or accreditation. It also needs to disclose fully all financial information to both current and prospective students.

DEVELOPING COURSE REQUIREMENTS

It is not enough to establish criteria for faculty to follow in grading and evaluating student learning. It is also important that the school establish procedures for ensuring that faculty implement these criteria. Schools can accomplish this in the following ways.

Grading criteria

The faculty needs to adopt grading criteria and use it for all courses. It is common for schools to adopt a percentage system for assigning grades that is similar to the following:

- 90–100% = A
- 80–89% = B

- 70–79% = C
- 60–69% = D
- 0–59% = F

Some schools insert + and – grades within these ranges, as well. Whatever the system a school uses, it is important to state these grading criteria clearly so that both faculty and students know how grades will be calculated and recorded. The French grading system is numerical and ranges from 0 to 20. Scores of 16-20 are not used as they are too close to perfection which is seen as unattainable. Here is an example of a Franco-American grade conversion chart:

FRENCH GRADE	AMERICAN EQUIVALENT
15	A+
14	A
13	A-
12	B+
11	B
10	B-
9	C+
8	C
7	C-
6	D+
5	D
4	D-
3	F

Appealing grades

Schools often fail to implement a process whereby students can appeal a grade they consider inaccurate or unfair. This is an important procedure to have in place. For instance, a process that allows students to appeal to the academic dean or the academic affairs committee would be appropriate. It is also important that a school takes seriously an appeal from the student without assuming that anything a faculty member does is necessarily appropriate. At the same time, it is important to uphold the integrity of the faculty's role in student evaluation. Fortunately, this issue arises very rarely.

Standard syllabus format

Faculty members need to follow the standard format for syllabi adopted by the school. (An example syllabus template and sample syllabus is located in Appendix 2.) The academic dean should routinely review all syllabi to ensure that faculty members are following school policies and are including appropriate objectives, assignments, and grading criteria in their syllabi.

It is important that the school file copies of all syllabi in the academic dean's office for reference for each class. New faculty can review them for their course preparation. If a school pursues accreditation, the visiting accreditation team will want to review the syllabi for compliance with accreditation standards.

Diversity in teaching methods

Educational research confirms that effective teachers incorporate various types of assignments and assessments in their courses as appropriate to the subject matter. Assignments of various kinds, especially those that require students to apply what they are learning in practical ways, promote more useful learning outcomes than those that simply require memorization and recall. Schools need to encourage faculty to enhance their skills by facilitating professional development opportunities and if applicable, making it possible for faculty to participate in the seminars and workshops offered by the APTEA Teacher Development and Certification Commission. Some diversity in teaching method ideas include:

Educational research confirms that effective teachers incorporate various types of assignments and assessments in their courses.

- Interviews in class
- Inductive study (of Scripture)
- Field interviews
- Reaction sheets
- Music
- Discussion sheets
- Student teaching
- Field trips

- Outreach projects
- Outside speakers
- Problem solving
- Agree-disagree sheets
- Personal testimonies
- Quizzes
- Role plays
- Skits
- Contests
- Buzz groups
- Pantomimes
- Brainstorming
- Dramatic readings
- Paraphrasing
- Story telling
- Interviews
- Panels
- Group reports
- Forums
- Individual reports
- Verse memorization
- Debates

Plagiarism

Plagiarism is using material written by another person without proper citation or representing material written by another as one's own work. Plagiarism is a serious violation of Christian integrity and academic ethics. The school's written policy on plagiarism needs to define plagiarism and clearly state the penalties that will result if a student plagiarizes. The policy should also explain how students can avoid plagiarism.

Plagiarism should be addressed in a beginning orientation and/or course in the school with explanation of its meaning and the consequences.

The following statement, or something similar, needs to be included in each syllabus:

In this course, there are serious penalties for plagiarism. These can include: failing the written assignment (the minimum penalty), failing the course, or expulsion from school. If you have any questions about how to properly quote and cite

materials written by others that you wish to include in your written assignments, please see your instructor to discuss this. Otherwise, the instructor will assume that you understand what constitutes plagiarism, and you will be subject to the stipulated penalties if it should occur.

RECORDING, MAINTAINING, AND SAFEGUARDING ACADEMIC RECORDS

One of the most fundamental responsibilities of a school is to accurately record the academic records of its students and ensure it preserves these records for future reference. Students may ask for copies of their transcripts decades after they have graduated. Schools must be able to provide transcripts for their students. Even if a school closes, it must take steps to preserve the academic records of its alumni, usually by transferring them to another institution for safekeeping.

Africa's Hope has developed a computerized record system called OASIS that provides an excellent resource for schools. See Appendix 2 for information on this program and how to access it.

One of the fundamental responsibilities of a school is to accurately record and preserve the academic records of its students.

The school must maintain individual records (transcripts) for all students at its main campus. This includes grades, credits earned, and any certificates, diplomas, or degrees awarded. Schools need to provide grades to students within a few weeks of the end of a school term. (See the example transcript form in Appendix 2.)

In addition to the copies maintained on campus in the registrar's office, schools need to keep a duplicate copy off campus. This ensures that a fire or some natural disaster does not permanently destroy these valuable records. If the school computerizes its records (e.g. using OASIS), this is relatively easy to do by simply making a backup copy at the end of each term and either sending it to an off-campus server or cloud-based service. Alternatively, schools can copy records to a CD or USB flash drive and store them at an off-campus location (perhaps at a local church or denominational office). In any case, it is vital that the school ensure that it safeguards the academic records of students on a permanent basis.

The school needs to furnish as quickly as possible any transcripts a student requests. Even years after they graduate, students may need a copy of their transcript as they pursue employment opportunities or further education. It is common for schools to charge a small amount to provide a copy of the transcript. When a school receives student requests, it should fulfill these requests within a week or so.

OFF-CAMPUS EDUCATIONAL PROGRAMS AND COURSES

Increasingly, schools are developing off-campus education programs to extend their programs beyond their main campus. These programs often use the facilities of a local church. Schools are also increasingly offering courses on the Internet. The goals and objectives of these programs, if stated separately, need to be consistent with those of the school. The school must also provide appropriate resources and controls to maintain quality at all of its off-site learning centers.

The fundamental issue with any such program is that it must be equivalent to those offered on campus and be under the control of the school's administration and faculty. It is inappropriate for a school to award credit for courses it has not approved and supervised in an appropriate manner.

The school needs to link any off-campus programs to the mission and purpose of the school in the same manner as those offered on campus. If these off-campus programs represent special situations and opportunities, then the campus administration and faculty need to understand clearly and support these special situations. If such programs or courses differ in purpose or procedure from those offered on campus, the school must justify the differences and clarify their connection with the school's mission.

Off-campus programs and courses must follow the same criteria for academic excellence as those offered on campus. The syllabi for off-campus courses must be the same or equivalent to those for on-campus courses. The school must require comparable levels of student work and achievement for course credit.

The school must manage off-campus programs under the same administrative authority as on-campus programs. If there is a director or coordinator who

organizes the program at an extension center, he or she must be a part of the school's administration. This person needs to report to an on-campus administrator who serves under the direction of the academic dean, or to the academic dean directly if there is no other responsible administrator. Off-campus programs, including the selection of instructors, must be accountable to and under the supervision of the school's administration.

The academic qualifications of all faculty, whether on campus or off campus, must be the same. Usually, this means that the faculty member has one level of education above the level of the course he or she is teaching (e.g., a bachelor's degree for diploma-level courses, a master's degree for bachelor-level courses). Occasionally, schools can make exceptions for an eminently qualified teacher who does not have the required academic qualification (e.g., a highly effective pastor who teaches pastoral ministry).

The general rule is that off-campus programs must be functionally and academically equivalent to those on campus. The school must also base credit it awards for participation in off-campus programs on the same standards required for on-campus courses. The school needs to publicize the requirements for these off-campus programs with accuracy and completeness. (For further considerations when projecting an extension education program, see Appendix 2.)

INSTRUCTIONAL CONTEXTUALIZATION AND METHODOLOGY

It is often difficult to find textbooks and other resources written with a particular context in mind. In ministry and theology, most resources come from the West. Faculty need to look for contextually relevant resources appropriate to the course subjects and use them whenever possible.

Even where contextualized resources are not available, faculty need to be sensitive to contextual issues as they teach and make learning assignments.

Effective teachers take account of the background of their students and their prior learning experiences. If students

Effective teachers take account of the background of their students and their prior learning experiences.

have mostly learned through memorization and rote recall of course information, faculty may need to teach students how to think more critically and apply information learned to new contexts. Practical assignments can be beneficial in this regard.

Faculty can address contextualization issues through the objectives for the course, textbooks and reading assignments, other class assignments, and classroom presentations. Faculty need to address these issues in the course syllabus.

DEVELOPING AN EDUCATIONAL MASTER PLAN

If a school offers only a simple curriculum focused on one academic area (e.g. a school with a diploma in only one area), then it probably does not need a comprehensive master plan. If a school has multiple programs leading to different levels of academic awards such as various diplomas and/or degrees with different majors, then a master plan provides a comprehensive overview of the school's programs.

An educational master plan provides an overview of how the various programs of a school relate to its mission and purpose and how they serve its constituency. It needs to describe the various programs, present their specific goals, show the interrelationships of the various programs the school offers, and describe how the school delivers instruction (e.g., on campus, off campus, using the Internet, virtual learning). The educational strategy needs to reflect openness to creativity and innovation in the school's delivery systems. The administration needs to develop the master plan, the faculty needs to review it, and the board needs to approve it. The board, administrators, and faculty need to review and update the school's master plan at least once every five years, or more often if the school has introduced new programs.

CONTENTS OF APPENDIX 2

See Appendix 2 for the following supplemental resources related to educational programs:

- Example course sequences and program guides
- How to convert classroom instruction time into credit hours
- Course numbering systems
- Example syllabi
- Admissions requirements
- Example application for admission form

- Example internship/field ministry training program syllabus
- Typical components of a school catalog
- Example transcript template
- Example registration card
- OASIS: a recommended resource for academic records
- Considerations when projecting an extension education program

NEW RESOURCES AVAILABLE THROUGH AFRICA'S HOPE

Templates to create the following documents:

- Catalog
- Educational program
- Syllabus

OASIS (Open African Student Information System)

- Software for keeping student records
- Integrates student information and program information
- Tracks grades, creates student reports, and generates transcripts
- Allows for the easy backup of data
- Can import information from the TROUSERS software program

Africa's Hope Discovery Series

- Diploma-level curriculum approved by APTEA and Global University
- Each text includes a student workbook and instructor's packet.
- Digital copies, print rights, and assessment systems are available only with a memorandum of understanding (MOU) with Africa's Hope.

STANDARD 3 · Faculty and Staff

How do we develop a productive team?

You have received a new faculty member at your school. This person came from the district office. He had some problems there, so the district leadership assigned him to teach at your school. He does not want to be at your school; his attitude and actions show this. He is constantly making disparaging remarks about district leadership. He has no training in teaching methodology. Since he only has a diploma, he is not qualified to teach the B.A. students. He reads from the text as he lectures. He teaches to the test so students will do well and make him look good. However, the students are developing a bad attitude toward district leadership. Since the class lectures are boring, some students sleep during class. The students are not learning. They cannot remember much of the class material two weeks after class. They only memorized the answers for the test. The students are beginning to complain about the teacher to each other.

How would you handle this situation? What could you do to prevent this from happening? How could you help this teacher?

Well-trained teachers are the key to the success of the school. No one should underestimate the value of a well-written mission statement with a strong educational program to support it. Without the mission statement, the program has no true meaning. It just becomes an activity. On the other hand, writing the mission statement and planning the program is not enough. The administration may have worked hard to develop a strong mission statement and set well-written goals and objectives. They may have planned wonderful education programs. None of that will be beneficial, however, if staff and faculty are not qualified, motivated, and equipped to carry them out.

Mission, Goals, and Objectives	1
Educational Programs	2
Faculty and Staff	3
Student Development	4
Learning Resources	5
School Administration	6
Physical Resources	7
Financial Resources	8
Student Outcomes	9
Relationship with Churches	10

The administration must implement mission, values, and goals to have benefit to the school. The faculty and staff of the school become the most important determiners for the success of the educational program. The administration must always pay careful attention both to how they select faculty and staff and how they plan for ongoing development and enrichment of the faculty and staff.

FACULTY QUALIFICATIONS

Administrators need to use wisdom and guidance from the Holy Spirit to choose faculty according to call and qualifications rather than choosing according to position or prominence. The number one qualification is that the faculty member must have a calling to teach. The school needs to balance a person's call to teach with appropriate academic and

The school needs to balance a person's call to teach with appropriate academic and ministry experience.

ministry experience. One old adage about teachers states, "They are so academically minded, they are no earthly good." Teachers need academic qualifications. APTEA requires that all teachers have at least one degree at a level higher than the students they are teaching and in the subject they are teaching. Just because a potential teacher has a B.A. or M.A., that degree is

insufficient if it is in a field different from the classes the teacher is being asked to teach. Administrators should only assign faculty members to teach in the field of their training. (See Appendix 3 for an example faculty job description.)

COMPONENTS OF AN EFFECTIVE TEACHER

Imagine being tired and longing to sit and rest. Someone shows you a beautiful, comfortable looking chair and offers you a seat. Gladly you accept the offer and sit down only to be shocked as you fall to the floor. What happened? The chair was missing some legs, and it could not hold you.

Just like a chair needs four strong legs to be reliable, a teacher needs four components to be reliable and effective. However, too often, school administrators only look at one or perhaps two of the legs.

Competence

When hiring staff and faculty, competence in the area of service is important. Whether the staff are teaching in the classroom or coordinating school activities, competence in the area of service is a necessary consideration. Teachers need to know the subject they are teaching, and they should only teach within their field of training. If someone has a master's degree in leadership that did not include a study of theology, that teacher should only teach leadership courses. Competence in the subject area or required responsibilities is one important leg of the chair.

Experience

Experience is another component—or leg—that administrators often look for. While everyone has to begin somewhere, it is nice to have faculty and staff who come with a good background of experience. How long have they been a believer? What ministry have they been involved in and for how long? The administration will also look at their spiritual experience and Christian character. As in the example at the beginning of this chapter, the experience should be positive as well. If a person has failed in another ministry, it may not be wise to place him in the role of training young ministers until he has had successful ministry.

If schools wish to acquire accreditation or have other schools accept their students, they must adhere to certain standards. One of those standards is to require that faculty have one degree higher than the level they are teaching. If they are teaching in the diploma program, they need at least a B.A. If they are teaching at the B.A. level, they need an M.A. or M.Div. Teachers also need ministerial experience. It is difficult to teach ministers if one has never been involved in pastoral ministry.

We have discussed two important legs of the chair: experience and competency in area of responsibility. What about the other two legs of the chair? Teachers usually teach using the same methods that someone used to teach them. Many teachers are pastors who are experts in their areas of knowledge, but they are not trained teachers. Many assume that if you give out information, the students will learn it and will use it. This is not true. Church leadership often complains that graduates cannot adequately function in the field. Why? Two legs of

It is difficult to teach ministers if one has never been involved in pastoral ministry.

the chair are missing—understanding of effective pedagogy (methods of teaching) and of the learning process.

Effective pedagogy

What is the purpose of teaching? Why do schools exist? If someone looks at a Bible school’s mission statement, that person will most likely see that a major purpose for the school is to train men and women for ministry—equipping them to do what God has called them to do. According to the principles of teaching, this will require more than just delivering a prescribed set of information. If the administration is to fulfill the school’s mission, faculty and staff need to know how to intentionally move their students beyond the simple acquisition of information and on to the development of skills and the ability to apply knowledge to new settings, which is the essence of an effective learning process.

To move students beyond the simple acquisition of information and on to truly facilitate the learning process, the administration needs to train faculty in the areas of methodology and understanding how one learns in order to effectively teach for transformation and transferability. Unfortunately, what Paulo Freire called the banking approach is the most common method of teaching. In this method, the teacher deposits the content of the course into the minds of the students—the teacher tells the students what they should know. The students take notes, memorize their notes, and give it back to the teacher when they make “withdrawals” in the form of examinations. This type of teaching usually does not produce transformation and transferability. It only produces grades leading to graduation.

A more effective teaching model is when the teacher and learner enter into a partnership to investigate together a body of information to determine the best way to use it in practical ways. For transformation to happen in the lives of the students, transferability

**Teachers cannot tell
the students what
they need to do,
but they can help
students discover it.**

of learning must be in place. Teachers cannot tell the students what they need to do, but they can help students discover it. Teachers should not only present information, but they need to train students to reflect on issues and develop critical thinking skills to work through problems. Using classroom lessons, the teacher helps students discover solutions that are relevant to their needs. Teachers accomplish

this when they organize classroom discussions and give assignments that require students to actually use what they have learned through application and problem solving instead of simply being asked to regurgitate what the teacher or textbook has told them. One definition of teaching is “to cause to learn.” If the teacher is not “causing learning” he or she is not teaching at all. To “cause learning” the teaching must structure classroom activities and learning assignments that students cannot complete without using the knowledge that they have encountered in classroom presentations and textbook reading.

The learning process

The fourth leg of the chair that is needed to develop more effective teachers is the teacher’s understanding of the learning process. Not all students learn the same way. The more we know how our students learn, the better we will be able to teach them. As the administration plans for teacher development, they need to include sessions on how students learn. Examples of learning styles of students are visual learners, auditory learners, kinesthetic (tactile) learners, and reading/writing learners.

Earlier we discussed the school’s mission statement, goals, and objectives. Schools do not usually exist so students can only attend and gain a degree or diploma. Most schools also want to see change. They want their programs to make a difference not only in the current life of the students but also in their future lives. For that to happen, the chair needs all four legs; faculty and staff need to be competent in content knowledge, experience, pedagogy, and understanding the learning process.

FACULTY DEVELOPMENT

How is it possible to have qualified faculty? What can administrators do if well-trained faculty are not available? APTEA recognizes that administrators might have difficulty in finding faculty who are qualified with expertise in both the areas of content and delivery. Often those who are well qualified in content and experience have little or no training in classroom strategies for effective teaching. However, administrators can easily train faculty in these areas. APTEA standards require that 75 percent of all full-time faculty be certified. To do this, administrators need to develop an effective faculty development program that is mandatory for all teachers. This needs to be an ongoing plan for continually equipping teachers to be more effective, not a one-time workshop or seminar. Such programs are available through APTEA or Africa’s Hope. The workshops offered by APTEA have four main areas of focus. They are as follows:

1. Being aware of the problems that exist in traditional theological educational endeavors and the proposed solutions.
2. Understanding differences between traditional teaching, transferability, and teaching for transformation.
3. Understanding how one learns according to the brain, learning styles, and learning strategies.
4. Developing the skills needed to become a more effective teacher who teaches for life and not just for the exam.

Students only remember (learn) a limited amount of what they hear. The more activities the teacher adds to the learning experience that involve thinking about and applying the learning content, the more memory increases. Yet, in a typical classroom, the teacher does all the talking and the students listen and take notes. Teachers who are experts in their field of knowledge but have not received training in principles of effective teaching are not equipped to ensure their students are learning the materials in a manner that will enable them to continue to transfer that information into real-life situations.

A school may design their own training program for its teachers. However, such a training program needs to be more than just having the teachers read a book. It must include interaction and practice. One way the administration can conduct training would be to select a book on teaching methodology or principles of teaching, and have the teachers read the book and then gather to discuss it chapter by chapter, allowing time for practical application of what they have read.

Another way to help the teachers would be to organize a teacher's training seminar

Administrators need to develop a system for routine teacher evaluation and development.

with APTEA. No matter what program you use, the important point is for each school to provide ongoing development training for their teachers. However, a one-time training event is not sufficient. Administrators need to develop a system for routine teacher evaluation and development. (See Appendix 3 for further suggestions of how to conduct faculty development.)

FULL-TIME AND PART-TIME FACULTY

One area that administrators often struggle with is the lack of funds to maintain a full-time faculty. Yet, when hiring faculty and staff, the administration should look for diversity and balance between full-time staff and part-time staff. Due to the lack of funds, administrators will often look to local pastors to fill the teaching needs. This may lead to more part-time faculty than full-time faculty. For consistency and continuity of the overall program, there needs to be a balance of full-time and part-time faculty. At least half of all courses the school offers need to be taught by full-time faculty.

If the majority of teachers in the school are only part-time, it becomes difficult for teachers and students to build the relationships that are important for effective learning to occur. In reality, it is economically easier for schools to hire part-time teachers who come in for short times. If this is a necessity, then the administration must set plans in place to keep part-time teachers well informed and connected to the school. They also need to encourage part-time teachers to work intentionally at building strong relationships with the students so they can connect classroom teaching to real life.

It is also important that the administration maintain a sufficient ratio of faculty and staff to the number of students in order to provide adequately for the needs of the students. This would include providing sufficient staff for effective training as well as for providing support services for the programs offered.

FACULTY HANDBOOK

No matter how well written a policy or strategy is, it loses its effectiveness if it is unknown to those who are supposed to obey it. Therefore, the administration needs to clearly define in a faculty/staff handbook all policies and procedures relating to qualifications for hiring faculty and staff as well as their responsibilities. This book should be available to current staff and faculty and also to potential ones. (See Appendix 3 for a list of typical components included in a faculty handbook.)

CONTENTS OF APPENDIX 3

See Appendix 3 for the following supplemental resources related to faculty and staff:

- Faculty and staff code of ethics

- Example Faculty Job Description
- Extension Program Positions – Example Job Descriptions
- Suggestions for Conducting Faculty Development
- Suggested Topics for Faculty Professional Development Sessions
- Faculty Handbook – Typical Components
- Instructor/Course evaluation forms

NEW RESOURCES AVAILABLE THROUGH AFRICA'S HOPE

Templates to create the following documents:

- Faculty manual
- Job description for full-time faculty
- Job description for adjunct faculty

Teaching Insights: Descriptions of twenty teaching methods

Student activities:

- Suggested activities to create an active learning environment
- One suggested activity for each unit of the Africa's Hope Discovery Series

Test Maker

- Computer program for creating professional exams quickly
- Generates exams based on a list of 350–400 “criterion-referenced” questions
- Saves time and encourages faculty to use more formative exams

E-Quip microSD card

- Contains more than 600 textbooks and research tools
- Each Africa's Hope Discovery Series text is contained in a file folder along with ten to twelve books related to the topic.
- General research tools such as Bible dictionaries and concordances

STANDARD 4 · Student Development and Services

How do we train to change lives?

You are the president of a Bible school. Local churches and the national church leadership have been disappointed in the spiritual maturity of your Bible school graduates. Leaders have noticed some serious character flaws in your graduating students. They have confronted you with this issue. As you investigate, you realize faculty and staff have not kept you informed about student involvement in the various campus activities, such as chapels, students' personal and spiritual growth, physical condition, and other important aspects of campus life. Some students have not been attending chapel regularly. They claim chapel is boring. You do not have any means for evaluating chapel services.

Other students have not been having daily devotions and have not been spending time with the Lord. You also discover that you have failed to provide ways to mentor students in their spiritual growth. Furthermore, you do not have adequate student involvement in the various aspects of campus life. Your main focus has been on academic achievements, and the teachers believe that if students earn good grades, they will be adequately prepared for ministry.

As president, how should you respond to this situation? Can you recommend some evaluation tools that would be helpful?

Much of a student's spiritual and academic growth happens outside the classroom. Therefore, it is essential that the school provide both formal and informal student activities and services that assist in developing the whole person. These services and activities need to align with the school's goals and objectives. As students develop, they will grow spiritually

Mission, Goals, and Objectives	1
Educational Programs	2
Faculty and Staff	3
Student Development	4
Learning Resources	5
School Administration	6
Physical Resources	7
Financial Resources	8
Student Outcomes	9
Relationship with Churches	10

and mentally, become critical thinkers, and progress in their academics. Consequently, they will develop in character, personal ethics, and behavioral patterns, and their thought processes will steadily become more like Christ. For each student activity and service, there should be some form of evaluation to determine outcomes and assessment.

Student development outside the classroom is even more difficult in non-traditional modes of delivery such as intensive courses and virtual learning. Administrators must be intentional about ensuring that non-traditional students are given opportunities and requirements for development like the traditional students are given. If a traditional student is required to fulfill an internship, the non-traditional student should be as well.

CATEGORIES FOR STUDENT DEVELOPMENT AND SERVICES

Spiritual life

One of the highest priorities of the Bible school should be the quality of spiritual life of both the students as individuals and the institution as a whole. The student's spiritual development is essential for personal spiritual growth and for ministry development while

The student's spiritual development is essential for personal spiritual growth and for ministry development while attending the school.

the student attends the school. Consequently, the school should be intentional about encouraging and assisting in the spiritual growth and development of its students. There are multiple ways the school can assist in this development. Primary methods include encouraging personal devotions, organizing chapel services and special events, and facilitating individual guidance, mentoring, and other activities.

CHAPEL

Chapel provides spiritual enrichment and development for the student. The chapel service is not only a time of structured learning but also a time of enriching and empowering students through praise, prayer, and application. The administration needs to creatively design chapel services where the student seeks the Lord for the empowerment of the Spirit,

understanding of God's will and Word, and being used in the gifts of the Holy Spirit. Students also need to learn to obey the Lord, as well as praise and worship the Lord. The administration needs to require all students to attend chapel. (See Appendix 2 for chapel service ideas.)

The administration needs to develop methods to determine the effectiveness of chapel services. Suggestions include having students and faculty fill out an evaluation form or survey once a semester, giving them the opportunity to share their general feedback about chapel services. The administration might also create a suggestion box where students can give ideas for the format of chapel services or encourage students to submit testimonies of what God has been doing in their lives.

PERSONAL DEVOTIONS

Bible schools should expect students to have quiet time on a regular basis where they spend time in prayer and read the Word, meditate on it, and make personal application. Reading the Bible for class assignments does not take the place of reading the Bible for personal edification, comfort, and enrichment. The school administration should do their best to encourage students in their personal walk with the Lord and foster an environment that promotes personal spiritual growth.

SPIRITUAL/MISSIONS-EMPHASIS WEEKS

Each semester or trimester, the school needs to have a spiritual-emphasis week or a missions-emphasis week. These extended times of spiritual emphasis are for student enrichment and helping them learn to hear God's voice. The administration should bring in a special speaker for these emphasis weeks to challenge the students in various areas of their lives. Non-traditional modes of delivery can creatively develop other avenues to accomplish spiritual emphasis such as an annual spiritual event for students in their intensive block sessions or a virtual prayer week together over the Internet.

PRAYER AND FASTING

Prayer and fasting help discipline the student in the areas of intercessory prayer and abstaining from food or other activities to align oneself with the Word, mission, and will of the Father. The administration should ensure that chapel teachings cover elements related to prayer and fasting. In addition to encouraging personal times of prayer and fasting, the school may also wish to schedule certain communal times of prayer and fasting. For these times, the school-wide community (students, faculty, staff, and administration) is invited

to spend a designated amount of time praying and fasting, perhaps focusing prayer on a specific topic or need.

MENTORING

Africa's Hope suggests that all incoming students be assigned to a faculty member for mentoring to help develop the spiritual growth of each student. When students enter their last year of study, they could be encouraged to mentor a small group of underclassmen either on their own or with another last-year student for practical application. These advanced students would have a faculty member over them for consultation and further growth in the area of counseling.

Campus life

Each school will need to strategize and implement a campus environment that enriches the student's life not only spiritually but academically, socially, and communally. The school will need to make sure its policies in this area are relevant, contextual, and holistic. Campus life should assist in building biblical character, godly attitudes, and ethical traits students will need to pastor today's generation. Concepts such as the following will need to be considered within this area:

- Dormitory life
- Relationships
- Policies for dating and marriage
- Dress code
- Behavior expectations
- Quiet hours
- Leaving campus and curfew
- Maintenance procedures
- Safety procedures
- Student council and representatives
- Food services

Health and hygiene

Each country or area has its understanding and guidelines for dealing with health and hygiene issues. Each school needs to establish specific guidelines for good health and hygiene to help suppress viruses and diseases and contain them within the context of the school. The school will need to clearly document their policies concerning health and hygiene issues and how those policies will be implemented. If possible, the school might

also offer some form of student health services, such as having a school nurse or small clinic on campus.

Related to health, schools need to ensure that the food services they offer provide students with healthy, well-balanced meals. These meals also need to be prepared in sanitary conditions. Additionally, schools should make efforts to promote physical health by encouraging students to exercise on a regular basis.

Personal disciplines

Schools need to develop the inner and spiritual disciplines of their students. In addition to the spiritual disciplines previously mentioned (Bible study, prayer, and fasting), there are other disciplines, skills, and giftings that schools should encourage students to develop, such as their spiritual gifts. (See Appendix 4 for suggestions of how to provide spiritual direction and promote personal growth.) It is also important for students to develop the personal disciplines of time management and study skills.

To measure the effectiveness of their development programs, schools may wish to conduct an assessment related to personal disciplines both when students first begin their studies and then again at the completion of their studies. This assessment would provide an overview of the type and quality of personal disciplines within the life of the student. A suggested assessment would be to have each incoming student write a 1,000-word testimony of his or her spiritual journey before entering the school. At the end of the student's academic career at the school, the student would write a 1,000-word essay of his or her spiritual journey while at the school.

Ethics/Character

To guide the ethical development and character developments of students, the school needs to establish a code of conduct (sometimes also called a code of ethics). The code of conduct should address topics such as ethics in the use of Internet and media, relationships with members of the opposite sex, honesty, making Christ-honoring choices, and demonstrating integrity in all areas of life. Having a code of conduct in

A code of conduct helps the school foster correct and healthy ethics for students preparing to enter any ministry within the local church.

place helps the school foster correct and healthy ethics for students preparing to enter any ministry within the local church.

Depending on the degree the school offers, the administration needs to consider the age of the students as well as the amount of experience they have had. Generally, older students are farther along in their spiritual growth and development because they have had more time and experience. However, this is not always the case. The administration should recognize that there is always room for continued growth.

The school may wish to develop an assessment tool to evaluate the students' development related to character and ethics. Conducting such an assessment can help ensure that the ethics of the school remain biblically sound and that the students receive proper training. This will help the school verify its effectiveness in developing the moral and spiritual character of the student.

Student activities

This is a large area. Typical student activities a school might offer include student council, missions outreaches, community outreaches, practical ministry opportunities, children's ministry, counseling, choir, chapel worship teams, sports, recreation, clubs, yearbook, school newspaper, an annual institution picnic, and an annual Christmas party.

It would be helpful for the school to create an assessment tool related to student activities. This tool could be used both to assess the interest-level of students in each activity as well as how students evaluate the importance and relevancy of each activity. One effective assessment tool would be a survey. To create this type of survey, develop a Likert scale. For example, use a scale of 1–5 with 1 having a "strongly agree" value and 5 having a "strongly disagree" value. Students then answer questions by choosing the number that corresponds with their opinion. Another assessment tool is the interview. The dean of students could meet with student council leadership to assess various events, activities, and policies.

COMMUNICATING SCHOOL POLICIES, PROCEDURES, SERVICES, AND ACTIVITIES

Student handbook

Specific educational and institutional tools are necessary to conduct the successful operation of the school. The school needs to develop a student handbook with the

following topics: introduction of the school and its mission, objectives and core values of the school, administration and faculty (including the staff), student life, housing, food services, discipline procedures, spiritual life, special events, Christian ministry opportunities, student council, etc. This could also contain other pertinent forms, such as a student covenant, a student ministry form, a list of local Assemblies of God churches, etc. The student handbook details the expectations the school has for its students. (See Appendix 4 for a more comprehensive list of the typical components of a student handbook.) The administration should revise the student handbook on a regular basis to reflect various new policies that flow out of the administrative committee and student feedback gathered throughout the year.

School catalog

Another tool related to student services that the school needs to create is a catalog. (This was also described in Standard 2.) The catalog would explain general admission requirements, academic information, financial information, academic programs, degree offerings, and course descriptions. If the school has distance-education programs, the school would mention them in the catalog. (See Appendix 2.8 for a more comprehensive list of the typical components in a catalog.)

ASSESSING STUDENT OUTCOMES

Prepare specific assessment tools

The school needs to prepare various assessment tools (such as those mentioned earlier) at the beginning of a student's academic career and when he or she exits the school. These tools would evaluate the student's Bible knowledge, language ability, character development, and spiritual development. Administration also needs to consider the following areas for student assessment: maintaining positive and healthy relationships, having favor within the campus community, physical health, academic achievement, and leadership/followership development. These assessments will help the school balance academic development and nonacademic development or formal training with nonformal training. The school's goal is to develop the whole person (mentally, socially, spiritually, academically, etc.).

Awarding students

In the areas mentioned above, the administration can present awards for student accomplishment. A special awards chapel should be arranged to disperse various awards, typically at the end of a school year.

Recommendations for the instructor

The administration needs to provide its faculty with copies of the student handbook and faculty handbook. Faculty members also need copies of the school catalog, either digital or printed. To enhance classroom discussion, it would be beneficial for the instructors to read Howard Gardner's *Frames of Mind: The Theory of Multiple Intelligences*.

CONCLUSION

APTEA Standard 4 defines the significance of student development and services for the school. These elements are vital for the overall development of the student. These suggestions will help administration to guarantee there is proper balance in developing the student academically, spiritually, and socially.

The administration needs to remember that its school needs to plan creative, practical, and appropriate ideas to fulfill each of the areas mentioned in this chapter. The school needs to be relevant and contextual. The school must never think it has arrived in each of these areas because culture changes. When culture changes, the Bible school must take the timeless and unchangeable Word and discover new approaches in developing its students to build the kingdom of God.

CONTENTS OF APPENDIX 4

See Appendix 4 for the following supplemental resources related to student services and development:

- Example Student Code of Conduct
- Student Handbook – Typical Components
- Suggestions for How to Provide Spiritual Direction and Promote Personal Growth
- Chapel Service Ideas
- Dean of Students – Sample Job Description
- Spiritual Life Director/Campus Pastor – Sample Job Description
- Student Council – Example Committee Description

NEW RESOURCES AVAILABLE THROUGH

AFRICA'S HOPE

Templates to create the following documents:

- Student manual
- Internship guidelines
- Student assessment of internship
- Pastoral assessment of intern

STANDARD 5 · Learning Resources

What are proper tools for learning?

A visiting professor from a neighboring country assigned your students a project that required significant research. The students were unable to complete the assignment due to problems with the library. At first, the students had to wait until the class that met in the library had finished before they could use the library. Then they had to find someone to unlock the cabinets that contained the library books. Finally, there were so few books that the sixteen students had to share the two books that addressed the topic in the assignment.

The students also discovered that many books were organized poorly according to library standards. This meant they had a difficult time finding the appropriate books. Additionally, the books in the library were outdated and did not reflect current research on the topic. The professor also required the students to use electronic resources from a CD of files that the librarian thought was in a cabinet somewhere but could not find. It was evident that the librarian was inadequately trained and could not help students with their questions.

You are the school administrator. Why is it important to have an adequate library? How can you help solve these issues with the library? How can you plan for adequate resources for your library?

Do you know why the library at your school exists? Many libraries began as a pastor's library and probably met the needs of the Bible school in its early years. But as a school progresses to a degree program and/or when the school adds more degree programs, the library must be updated to meet the increasing needs of the students.

Mission, Goals, and Objectives	1
Educational Programs	2
Faculty and Staff	3
Student Development	4
Learning Resources	5
School Administration	6
Physical Resources	7
Financial Resources	8
Student Outcomes	9
Relationship with Churches	10

A library exists for reasons such as the following:

- To preserve the memory of the school
- To preserve the memory of the denomination or supporting constituency of the institution
- To preserve a memory of Christianity and its history, theology, practical theology, people, study of Scripture, etc.
- To provide resources for students in order to research and learn
- To help those who are lifelong learners
- To provide a repository of relevant materials in a variety of formats

The mission of the library is to provide information resources in an organized collection to students, staff, and faculty that match the worldview, geography, and degree level of the school. These resources come in many formats and in contemporary culture are found in greater complexity than ever before: books, periodicals, pamphlets, notebooks, cassettes, VHS tapes, CD-ROMs, DVDs, flash drives, web links, Internet access, and smart phone apps just to name a few.

Each school needs to create a mission statement for its library and relate all tasks and policies to that purpose

To calm this raging sea of information, policies, processes, and people must work together with curriculum, facilities, and budget to meet the mission of the library. The following components and typical indicators prepare our thinking and our efforts to fulfill the purpose of the library.

Each school needs to create a mission statement for its library and relate all tasks and policies to that purpose statement. The administration must tie the library mission statement to the mission statement

of the school. It then needs to create policies and standardized procedures that force the library into compliance with academic, numerical, and electronic growth. It must remain tied to the core values and mission of the school that impact the daily routines in the library.

PROVIDING UP-TO-DATE LEARNING RESOURCES

To keep current with the growing demands of students, the library needs to add electronic and print materials. The library also needs the equipment to access electronic resources regularly. Relying on donations may build a large library, but it may not help the library be relevant or up-to-date. The administration needs to budget for regular growth in library resources. Libraries that do not meet library standards need to budget more than five percent of the total school budget to attain library standards. Doctoral programs should allocate five percent of the total school budget to the library. Diploma and B.A. level schools need to allocate three to five percent of the total school budget for learning resources. Doing this provides steady growth related to purpose and need. This results in a learning resource center that supports the educational programs and information needs of its users.

Although there is no hard and fast rule on numbers needed to meet specific degree requirements, here are some guidelines on the print side of information resources. Adequate print resources for the diploma level might be 5,000 items; B.A. level around 10,000 items; M.A. level 15,000 items; and doctoral level 20,000–25,000 items. In French, Spanish, or Portuguese, the numbers would be about half of those listed. It is important to note, however, that quantity should not be attained at the expense of consistent quality; superficial and superfluous titles should be avoided in acquisitions and eliminated from holdings.

Are there more options in finding information resources? Limited time, budget, and personnel are the only limitations in tapping into the vast electronic information realm. Phone apps, web links, stored databases, e-books, and interlibrary agreements can all expand the amount of information available to your faculty and students. On the doctoral level, and possibly on the M.A. level, access to full text periodicals and other databases is ideal.

Limited time, budget, and personnel are the only limitations in tapping into the vast electronic information realm.

In the print realm, there are local bookstores, publishers, and other libraries that can help you. There are organizations that want your library to grow. Here are four that help theological libraries:

1. Africa Library Services (<https://africashope.org/africa-library-services-office/>)
2. 4 the World Resources (Distributors <https://www.4wrd.org>)
3. Langham Literature Trust (<https://langham.org>)
4. Theological Book Network (<https://www.theologicalbooknetwork.org>)

A computer laboratory is an important part of the learning resources. While it may be one of the most costly additions to a Bible school, it is critical. Since computers and the Internet are a vital part of everyday life across Africa, students need to know how to use computers and they can benefit from the vast knowledge available to them on the Internet. A computer lab needs to have access and proper use guidelines in order to best benefit the students. The oversight of the computer lab needs to be under the direction of a qualified technician and the appropriate faculty member, librarian, or administrator.

SELECTING AND EVALUATING LEARNING RESOURCES

Libraries need a justification process when deciding whether to add an item to the collection. Adding items to the library collection takes time, material, space, and money. Acquisition policies can be lengthy and complex or simple. Below is an example of a simple policy.

All items added to the library of an African Bible school should consider the following criteria:

- Relate to a class offered at the school.
- Be recommended by a faculty member.
- Be requested by a student.
- Be listed in course syllabi.
- Be written from a Pentecostal worldview.
- Have cultural relevance.
- Fit the budget allocation.
- Support the educational policy and methodology of the school.

When deciding whether to remove items from the learning resources, the same questions apply. A negative response indicates you need to remove the item. Some additional criteria for deselection include the condition of the item, ability to use the item (e.g., no more cassette players), the replacement of the item by a newer edition, etc. Do not discard items of historical importance in relation to the founding of the school and its constituency for

any reason. It is suggested that unneeded duplicate resources of value be donated to sister institutions that do not have the item.

The concept here is that items retained in the collection pass a set standard and no resource is added based on personal wants or powerful personalities (e.g., books given by a highly respected benefactor).

ORGANIZING LEARNING RESOURCES

Information resources need to be organized and readily available to faculty and students. There are a variety of systems for organizing libraries: the two most popular library systems are Dewey Decimal System and Library of Congress. All require tools, computers, and trained personnel to implement. Use a system that is familiar in the geographic area as this will let you make use of local experts for help.

The concept here is that libraries need to store information in a way that is retrievable and allows students to find the resources in set ways over and over again. In other words, library materials should be well-organized in order to save time for the reader. This is one of the “Laws of Library Science.” Most libraries use a series of access points, key words, and location numbers to achieve this goal. Access points include, but are not limited to, author(s), title(s), subject(s), publisher, International Standard Book Number (ISBN), and date of publication. The format of information sometimes requires items of like format to be stored together.

Organizing electronic information is more difficult. Schools need at least one library staff member who is knowledgeable in this fluid area. Maintaining websites, apps, links, databases, and the necessary equipment can be a full-time task.

Libraries need to store information in a way that is retrievable and allows students to find the resources in set ways over and over again.

Students also need to know how to use the library. Library orientation and library skills start with the librarian and move to integrated research assignments from faculty. Many schools offer a required library-skills class (noncredit) early every

semester. The librarian helps students walk through the procedures of doing research for their classes. Sometimes a dean asks the faculty to meet in the library to highlight a new avenue for finding information such as an online database or to review aspects of library research or just for an informative time available for the librarian to reintroduce the library to the faculty. Some schools have the librarian team teach a research class.

Above average librarians keep track of the kinds of questions students ask and have set answers available to them. They also create research guides for specific topics that theological students face (Greek word studies, baptism in the Holy Spirit, etc.). There are many of these kinds of guides available from specific library websites. Unfortunately, most are library specific. Fortunately, they can be adapted to a local library. B. L. Fisher Library at Asbury and Fuller's library have good examples.

HIRING APPROPRIATELY TRAINED STAFF

Sometimes a school will hire the spouse of a new faculty member to be the librarian. However, what worked when the library housed 400 books does not work when the library houses 40,000 books. Growth impacts the library in many ways. As student population increases, the demands on circulation, reference work, acquisitions, library hours, space, and personnel increases. Higher academic degrees offered by the school require more research, which impacts the work load of the staff.

Ideally, the librarian knows the most about the library. (See The Librarian's Manual in the digital supplement.) Answering the questions in that first chapter will help the librarian become the expert about the library. There are three areas of concern in the library. Technical services deal with the behind the scenes work of acquisitions, processing, cataloging, classifying, and shelving. Reader's services deals with helping clients use the library, find information, circulation, etc. The final aspect is administrative duties such as scheduling library workers, presenting the needs of the library in faculty committees, being a spokesperson for the library to the dean and president, budgeting, etc.

Here are some quantification for numbers and training for librarians in specific settings.

- A diploma-level school should have a library staff member with experience and knowledge of the collection. Students can fill in with various repeatable

duties for most schools unless the student population tops 150. Then the school needs at least two full-time librarians. The librarian should have had some form of training, and the school should pay for a membership in a local library association.

- In a B.A.-level school, the librarian may have a B.A. in Bible or theology and is working on a degree in library science. There is at least one other paraprofessional librarian. The school may employ a staff member who does a few specific tasks like overseeing circulation or encoding books into the library's database. Also, a faculty member may devote time to electronic resources.
- On the M.A. level, the school needs two full-time librarians who have a degree in Bible, theology, or missions. One of these would have a degree in library science and the other a degree in information science. Since the school also offers a B.A. degree, there would be other full-time staff for reader's services and technical services.
- On a doctoral level, at least one librarian would have a master's degree and there may be a specific librarian to help the doctoral students with dissertation-specific research.

ORGANIZATIONAL RELATIONSHIPS AND RESPONSIBILITIES

The school needs to develop an organizational chart and a list of responsibilities for the library staff. This includes who reports to whom and who has authority to do the various tasks and responsibilities. Does the librarian have the ability to start the process for ordering books? Define the responsibilities of the librarian and the library staff (with the librarian) and give as much authority as needed to accomplish the tasks. The sooner the school settles this, the better. Clearly defined roles save misunderstanding. Unclear roles can cause conflict.

Clearly defined roles
save misunderstanding.
Unclear roles can
cause conflict.

LIBRARY RESOURCE SECURITY

Schools need to determine the type of facilities they will use for the library. They need to protect library resources from the elements. To protect the investment that the school

makes in acquiring learning resources, the administration must put thought into designing and operating the library facility. Usually there should only be one regular entrance. The library may need an emergency exit, but when someone opens the door, an alarm should sound. The library windows should not open or be adjusted in a way so someone cannot open them far enough to allow a person to pass books through the open window. The library also needs fans, air conditioning, or dehumidifiers to keep air moving and lower the humidity. Few people beyond the librarian should have a key to the library. Students and faculty can only use the library during posted hours. Faculty and administration are not to view the library as their personal library.

It is wise to have all policies and procedure manuals of the library approved by the faculty committee and by the school's board to strengthen the authority of the policies. One important policy is that nothing leaves the library without a signature of responsibility. This record remains in the library.

Lost resources are a common problem in libraries. What do you do? First, with use comes loss. Sometimes the loss is due to heavy stress on certain books or subject areas. Since there are not enough resources to meet a need, books "disappear." Books also get lost in the library through wrong shelving, falling into crevices, or being misplaced for a time. Any loss above one percent of the collection per year needs immediate attention. Make sure to follow a number of procedures to confirm the books are actually lost. The library is a fluid entity. Some losses from a prior decade can influence current numbers since the

The best way to
stop loss is to
provide sufficient
resources.

library did not take proper measures at the time of initial loss. Another "Law of Library Science" is that "books are for use."

The best way to stop loss is to provide sufficient resources. Any time a professor places heavy demand on limited resources, loss will occur. Removing books from circulation and placing them on reserve can alleviate stress by allowing more students access. Providing second or third copies of books that faculty requires students to read also helps stem loss. Moving expensive and sought-after books to the reference collection may reduce stress.

Security systems may stop some clientele from absentmindedly removing items from the library. However, library literature still argues the cost benefit of security systems. Use some common-sense solutions:

- Have only one entrance.
- Do not let anyone use the library after posted hours.
- Do not allow bags or backpacks in the library.
- Station a library staff member at the entrance at all times.
- Place a security guard at the entrance at all times.
- Do not give graduation diplomas or credit for coursework unless a student has paid library related fines and upheld library policies.
- Teach on the ethics of library use in chapel.

The librarian can conduct an inventory of information resources from time to time to determine the holdings and find out the specific losses of the library. This provides information on whether security measures are working and whether the librarian needs to replace certain items. However, this process is time-consuming and complex. If this is the first inventory done for many years, the number of books missing may be large. However, when divided by the number of years since the last inventory, the number may actually be low. One school did its first inventory in thirty years and according to the initial figures, lost 1,514 books. But it discovered that some books were reclassified during that time, others were moved to the reference collection, still others were donated to other schools (without removing the records), and others had replaced spine labels with wrong information. The school actually only lost forty-one books in thirty years. Usually librarians conduct this inventory while the library is closed and all items are checked in. Library staff then check the order books appear on the shelf against the computer record (or card shelf list) one by one. Some databases allow an inventory via barcode or magnetic strip. All systems require detective work to make sure that the records of missing items are actually missing.

CONTENTS OF APPENDIX 5

See Appendix 5 for the following supplemental resources related to learning resources:

- Librarian – Example Job Description
- Library Committee – Description and Responsibilities
- Suggested Policies for Overall Library Management
- How to Conduct a Library Inventory
- Computer Lab Maintenance Recommendations
- Example School Policy for Use of Computers, Electronic Media Resources, and the Internet
- Web-Based Resources for Research

NEW RESOURCES AVAILABLE THROUGH AFRICA'S HOPE

Templates to create the following documents:

- Computer lab policy
- Library user policy

Library Manual

- An introduction to creating and managing a library
- How to improve the library collection and catalog resources
- How to prepare new books and organize resources in the library
- An overview of library membership and orientation

Library Box

- Minicomputer with software for creating and managing a library
- Catalog resources
- Manage patrons
- Circulation records
- Searching the library collection

STANDARD 6 · Governance and Administration

How is leadership structured?

You are the president of a Bible school, and the school's borehole (well) has dried up. Because the school's founders had not developed an adequate constitution and bylaws, you do not know who is responsible to fund or authorize drilling a new well. You expect the board of governors or the board of administration to provide the funds to drill a new borehole. They expect you to pay for this, but there is no money in the budget for repairs. In fact, there is a shortage of funds, and you have not been able to pay your faculty for the past three months. Both boards blame you for spending money on a recent building project they did not approve. You remember mentioning the project to most of the board and getting their verbal approval, but they do not remember doing this. There are no meeting minutes to prove you had their approval. You are also frustrated because some board members do not attend the two regular board meetings the constitution specifies.

What could you have done to prevent the confusion about authorizing and budgeting for repairs and maintenance? What other issues would a good constitution and bylaws address?

The board and administration provide the governance and administrative functions of a school. They also give overall direction toward fulfilling the school's mission and purpose under the authority of the school's constitution and bylaws. The board and administration are responsible for developing and implementing the policies and procedures that guide the programs and activities of the school. Only when the board and administration are working in harmony can the school move forward effectively in accomplishing its mission and fulfilling the purposes established by its founders and stakeholders.

Mission, Goals, and Objectives	1
Educational Programs	2
Faculty and Staff	3
Student Development	4
Learning Resources	5
School Administration	6
Physical Resources	7
Financial Resources	8
Student Outcomes	9
Relationship with Churches	10

The relationships among board members and administration, the nature of their organizational responsibilities, and the job descriptions that define them determine the effectiveness of the governance and administrative structures. The stakeholders of the school expect those fulfilling these roles to exhibit a spirit of servanthood, and a commitment to the mission of the school and to Pentecostal values, distinctives, and practices.

This standard examines the primary elements that determine the effectiveness of a school's governance and administrative structures. Schools must address several general areas in assessing these issues.

CONSTITUTION AND BYLAWS

Every school must have a constitution and bylaws (CBL) as its foundational governing document. The board and administration must follow the CBL to ensure the school is operating in the manner intended by its founders and stakeholders to fulfill the purposes for which it was established. (See Appendix 6 for a sample outline of a constitution and bylaws.)

GOVERNING BOARD AND ADMINISTRATION

The administration must ultimately judge every aspect of its school by whether it contributes effectively toward the school's mission and purpose. Dysfunctional governance and administrative structures may prevent the school from being effective and lead, ultimately, to failure in fulfilling its mission and purpose.

The role of the board is to approve the policies that guide the operations of the school. The role of the administration is to implement those policies. The initiative in proposing policies, however, may come from any level of the school, including the faculty, or any

administrative officer or the board. Once proposed, however, the board in session must approve a policy before the school can implement it.

**The board approves the policies that guide the operations of the school.
The administration implements those policies.**

Africa's Hope highly recommends that the school collect all approved policies into a policy manual with separate sections (or separate manuals) for

major areas of the school for easy reference. These might include administrative policies, academic policies, staff policies, and student policies. In some cases, the school will incorporate these policies into general documents such as a faculty manual, student manual, or staff manual (which, respectively, describe the roles, responsibilities, and privileges of these major segments of the school community.) The board needs to approve these manuals.

Everything a school does, including the actions of its governing bodies, must relate to its mission and purpose. If this is not evident, then some may call the policies and procedures into question. If the decisions the board and administration make do not accomplish the mission and purpose of the school, these leaders are not being faithful to the intentions of the founders and stakeholders. Periodically, the board and administration need to review the mission statement to ensure it is foremost in their minds as they make decisions affecting the school.

Christ taught His disciples that a Christian leader must first be a servant leader (Matthew 20:20–28; Mark 10:42–45; Luke 22:24–27). The attitude of a servant involves thinking of what is best for the kingdom, not for oneself, and enabling others to achieve their highest potential to serve God and fulfill His calling in their lives. When the administration exhibits these qualities, as opposed to the authoritarian attitude that Christ condemned by telling the disciples, “Not so with you!” (Matthew 20:26; Mark 10:43; Luke 22:26), there is more likely to be a harmonious atmosphere where everyone works effectively as a team.

Governing board

Africa’s Hope assumes that the school has a governing body, such as a board of directors. This board has the full legal responsibility for the school. This is essential for any school. Without a board, the school has no effective governance structure to ensure it functions in an appropriate way to serve the interests of its constituency and fulfill its mandate.

The constitution and bylaws of the school need to define the membership of the board so it can adequately represent the stakeholders it serves. A school benefits when there is a diversity of backgrounds serving on the board in terms of profession, gender, ethnicity, and, where appropriate, denomination. A school board will benefit if it includes members with a background in business and experienced educators, as well as church leaders.

It is important that members of the governing board strongly support the school by recommending and sending students and, especially, supporting the school financially. It is a fundamental responsibility of a board to ensure the financial stability of the school. If members of the board are not supporting the school in these ways, then the board should reconsider their membership on the board.

In some cases, a school may operate under the auspices of a church or a district or national council. If this is the case, there must be clear policies defining this relationship and the governing bodies involved in order to avoid conflicts of interest. Whatever other entities may be involved, the school board must have ultimate authority over the operation of the school.

**Whatever other entities
may be involved, the
school board must
have ultimate authority
over the operation of
the school.**

The board is responsible to adequately safeguard essential legal documents, such as titles to property, corporate registration, and reports to government agencies. The board needs to keep them in a secure location, such as a safe at the school or a safe-deposit box at a bank.

The constitution and bylaws comprise the fundamental and generally unchanging articles governing the school. Only the

board can make amendments to the constitution and bylaws. The board, by a two-thirds majority, must approve any changes to the constitution. The board must receive advance notification of such a proposal (usually at least thirty days prior to the board meeting). The board in session can make changes to the bylaws, which describe the operating procedures, with a majority vote.

Normally, the school president is the only member of the administration or faculty who sits permanently on the board, although the board may invite other members to attend meetings and make reports at the discretion of the president or board chair.

It is vital that the bylaws clearly define the role of the president as the person directly responsible to the board for the operation of the school. It is also critical that all members of the board and school community understand and respect this role.

There are two distinct roles involved in giving leadership to a school. The first role is governance (the root word means steering), which is the role of the board. Governance involves the following:

- Setting the overall direction of the school.
- Appointing competent administrative leadership.
- Approving policies governing the operation of the school.
- Ensuring the ongoing financial viability of the school.

Boards possess legitimate authority, having been elected or appointed by the sponsoring bodies for the school (e.g. general councils, district councils, church boards, mission organizations, etc.). The board represents those bodies by ensuring that the school is fulfilling its mission and purpose as defined by its constitutional mandate. The board does this by delegating authority for administration to others who give day-to-day leadership to the school.

The second important leadership role is management. The administrative leadership of the school implements the policies adopted by the board, guides the day-to-day operation of the school toward achieving its purposes, and ensures fiscal integrity and responsibility. The board expects the president and administration of the school to exhibit competent or expert authority in fulfilling their responsibilities.

For the school to enjoy effective leadership without conflict it is important to keep these two roles separate. The board must exercise governance without becoming directly involved in management, or, as one seminary president put it, “stick your nose in, but keep your hands off.” The administration must accomplish the day-to-day management of the school while being fully amenable to the governance authority of the board (i.e., getting the work done without overstepping the parameters established by the board). The president is the connection point between the board and administration and is its agent in fulfilling governance mandates.

The board operates as a group, and its vested authority is in the group, not any individual on the board, including the chairperson of the board. When individual members of a board become involved in the management of a school,

The board operates as a group, and its vested authority is in the group, not any individual on the board, including the chairperson of the board.

thus bypassing the president, they violate this separation of responsibilities, undermine the authority of the president, and create problems for the school.

The most important responsibilities of a board include:

- *Setting the overall direction of the school through its mission and vision.* There should be a strong consensus among the members of a board in consideration of the intentions of the school's constituency regarding the fundamental mission of the school. This provides the basis for everything the school does in program and institutional development.
- *Selecting competent leadership for the school, especially the president.* The board needs to support the president in successfully fulfilling his or her responsibilities. The board needs to support the president unless there is a loss of confidence, in which case the board needs to replace the president.
- *Providing the resources the school needs to fulfill its purpose.* These include financial, physical, human, and educational resources. The board represents the school to its constituency and must ensure there is adequate support for the school.
- *Ensuring the school has developed and is implementing an ongoing strategic plan.* While this is also a responsibility of the president and administration, the board must take the lead in thinking about the future and where the school should be going.

Normally, a school board needs to meet at least twice during an academic year to receive reports from the administration, review the status of the school, and make policy decisions. Some boards meet quarterly. The board secretary needs to record the minutes and distribute them to all members for review. The board needs to approve these minutes at the following meeting and preserve them for future reference.

The constitution and bylaws need to state clearly the method for replacing inactive board members. The board needs to adopt a formal policy regarding the requirements for attendance by board members and define how many consecutive meetings a member may miss before the board considers a position vacant. This will avoid the need for the board to take specific action to declare a seat vacant since the vacancy becomes automatic at some point. For instance, a board might stipulate that in the event of three or four consecutive absences, depending on the frequency of meetings, the board will declare the member has

resigned and select a new member as a replacement. (For more information regarding the board of directors, see Appendix 6.)

School administrators

One of the most important functions of the board is to appoint competent administrators to run the school. The president (sometimes referred to be other name such as the director, principal, or vice chancellor) must be an effective administrator who can give leadership to the other administrators and relate well to the constituency of the school. It is important that the academic dean have appropriate academic credentials and be able to lead the faculty effectively. Other administrators must have appropriate training and experience to fulfill their responsibilities.

The bylaws need to describe the various administrators who serve the school and their essential responsibilities. The board needs to appoint administrative personnel on the recommendation of the president. (See Appendix 6 for a sample Bible school organizational chart.)

The president is directly responsible to the board for all aspects of the school's operation. All other administrators are responsible to the president for the functions within their areas of responsibility. These administrators constitute the Administrative Committee (AdCom) of the school. It is important that the AdCom members function as an effective team and coordinate their activities in a harmonious way to ensure maximum effectiveness in all areas of school operation. Where serious disagreements or dissension develops among administrators or between the faculty and administration that is adverse to the harmonious operation of the school and cannot be resolved through normal administrative channels, the board may need to take action to resolve these differences.

**The president is
directly responsible
to the board for
all aspects of the
school's operation.**

Administrators must 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, they fulfill the mandate of the sponsoring bodies as reflected in the constitution. The board needs to evaluate administrators periodically to ensure they are adequately fulfilling their responsibilities and, if not, the

board should replace them. (See Appendix 6 for recommended job descriptions for the administrative roles normally found in a school.)

CONTENTS OF APPENDIX 6

See Appendix 6 for the following supplemental resources related to governance and administration:

- Constitution and Bylaws: Outline of Typical Components
- Example Bible School Organization Chart
- Board of Directors: Structure, Responsibilities, and Characteristics
- Administrative Responsibility List
- Administrative Committee Description
- President – Example Job Description
- Academic Dean – Example Job Description
- Registrar – Example Job Description

NEW RESOURCES AVAILABLE THROUGH AFRICA'S HOPE

Templates to create the following documents:

- Constitution
- Administrative structure

Job descriptions

- Chairman of the board
- President or director of the school
- Vice-president or assistant director of the school
- Academic dean
- Dean of students
- Registrar

STANDARD 7 · Physical Resources

How do we steward our resources?

The national church has decided to hold their seventy-fifth anniversary celebration featuring national and international leaders at your Bible school. Unfortunately, the school is in disrepair. There are several areas you need to repair before these dignitaries arrive. The air conditioning does not work in several buildings, which has caused a buildup of mildew and mold. In the rooms where guests will be staying, the roof has started to leak. There are also problems with the cistern, and the lawn mower is broken. For the past several years, the administration has used the small amount of money set aside for maintenance for other purposes, typically paying faculty salaries.

Why is systematic maintenance important? What are the results of not maintaining the school's facilities? In what ways can you budget and plan for maintenance?

The national church or Bible school governing body is responsible for providing instructional facilities to train pastors, church-planters, and spiritual leaders. Bible schools generally begin small, and classes may initially occur in a local church or a rented building; but as the church grows and generates increased demand to meet the church's growing educational needs, it will eventually be necessary to purchase land to construct a Bible school campus. The diligent management of facilities and responsible stewardship of all physical resources is critical to creating a safe environment that facilitates a thriving community and supports the learning and ministry objectives of the school. Physical resource management can be divided into four categories of responsibility:

Mission, Goals, and Objectives	1
Educational Programs	2
Faculty and Staff	3
Student Development	4
Learning Resources	5
School Administration	6
Physical Resources	7
Financial Resources	8
Student Outcomes	9
Relationship with Churches	10

INFRASTRUCTURE ORGANIZATION

Layout and design

The arrangement and use of facilities can play a significant role in creating an optimal environment in which community and learning can thrive. Aim to organize space in a way that best fits a required function or task while still maintaining a harmonious or coherent flow of traffic throughout campus facilities. For example, it does not make sense to have the kitchen be the building closest to the school entrance or for kitchen staff to be the first people a visitor encounters. Placing the office at the school entrance offers a more sensible option as it empowers office staff or school leadership to better monitor and manage access to the campus. This layout promotes student learning and community safety as it prevents strangers from accessing the property, faculty, or students without first going through appropriate channels.

Classroom design is essential to optimizing the learning experience. Classrooms should be large enough for students to have desks and chairs and be well lit so course materials can be easily read. Blackboards or whiteboards are useful teaching aids that allow teachers to visually present concepts and ideas. Keeping classrooms clean and uncluttered serves as an additional way to maximize learning. Some environments and climates offer additional challenges that may divert student attention, such as excessive heat or the presence of bothersome flies. School administration should do what they can to alleviate or minimize these distractions.

Health and safety

Government agencies or accrediting institutions will generally expect the school to have a fully-stocked medical first aid kit and properly placed fire extinguishers throughout the campus. Strategically placed trash cans across the campus will aid in reducing litter. Garbage management and appropriate disposal is critical to maintaining a clean and sanitary campus environment. Inefficient elimination of trash, especially leftovers from kitchens, can attract rodents, cockroaches, and other creatures that could bring sickness or diseases. Ramps along pathways and at entrances to buildings offer students and visitors with disabilities easier access to facilities on campus. All drains, holes in the ground, and septic tanks should be covered to prevent people, especially small children, from falling into these cavities. To minimize any potential electrocution or fires, no live electrical wiring should ever be open or accessible.

The Bible school is responsible for student and faculty safety and should offer optimum security measures to safeguard personal belongings and campus property. Well-constructed walls or perimeter fencing is a principal means for securing the property and its residents. Preferably, the property should have a minimal number of entrances, all of which should lock and be difficult for thieves to breach. The administration should aim to control public access to the property or campus through intercoms or security guards. Burglar bars on windows, security gates over doors, employing security guards, or installing an alarmed security system can also offer additional protection.

INFRASTRUCTURE OPERATIONS

Staff operations

School management should appoint faithful and qualified people to supervise the required maintenance tasks and responsibilities. The ideal candidate for such a role is self-motivated, can create and follow detailed schedules or itemized lists, and is proficient in general repairs. It is helpful if department leaders possess good people skills as they will lead teams and interact with companies for those jobs that require qualifications and expertise beyond the capacity of maintenance staff. Careless use of equipment, negligence in inspection, and delayed response to potential problems can pose considerable problems that threaten the health of relationships, the quality of education, the institution's reputation, and frustrate the school's self-sustainability efforts. Multiple layers of accountability combined with simple but thorough systems and processes will go a long way to minimize the irresponsible stewardship of facilities and equipment.

The ideal candidate for such a role is self-motivated, can create and follow detailed schedules or itemized lists, and is proficient in general repairs

Accidents happen, and the school must prepare for potential damages or loss of campus infrastructure. Insurance on buildings, expensive equipment, and campus vehicles can help protect the school in cases of vandalism, theft, or natural disasters such as floods or fire. Recuperating the expense of extensive damage is generally impossible without compensation from the insurance company.

Inventory control and assessment

Responsible equipment management requires careful oversight and accountability to prevent squandering or misuse of resources. Systems and processes for inventory control, coupled with scheduled equipment service, reduce wear and tear and prevent unnecessary wasting of oil, fuel, and other supplies associated with mechanical maintenance. Scheduling regular meetings is a great way to evaluate progress, assess the quality of work, and gather reports to identify any areas of loss or discrepancy. Results from evaluations should be presented at board or executive committee meetings.

INFRASTRUCTURE MAINTENANCE

Maintenance budget

It is an impossible task to properly maintain facilities and service vehicles and equipment without adequate resources. School administration is responsible for accurately assessing the budgetary needs and delegating resources to the various departments. Allocated funds empower faculty and staff to fulfill their departmental responsibilities and achieve the school's desired objectives and goals. Systems of accountability should be in place to monitor expenditures and evaluate progress.

Maintenance and repair

The management and maintenance of the Bible school property and its facilities is often a reliable indicator of the quality of education and level of service one can expect to receive at the school. Property management involves attentive supervision and faithful maintenance of the grounds and gardens, buildings, perimeter fencing or walls, and electrical and mechanical equipment. Maintaining gardens and grounds includes watering flowers and lawns, weeding gardens, trimming or pruning trees, raking leaves, and similar activities that generally require daily or weekly attention.

The maintenance of the facilities is often a reliable indicator of the quality of education one can receive at a school

Clearing the grounds from rock piles and trash mounds can limit the number of snakes, rats, and other creatures that may threaten the community's health and security.

A monthly review of all tools, garden hoses, and other gardening equipment helps

determine what needs to be repaired or replaced. Working with tools in disrepair may slow productivity or cause personal injury. A systematic inspection of all buildings and infrastructure allows for early detection of leaks, cracks, and other defects. Scheduling regular maintenance assessments and developing methodical checklists to guide the process can significantly reduce annual operational expenses. An itemized equipment inventory provides a way for the administration to have an accurate record of tools to determine future purchases and offers a way to monitor loss or theft of items.

INFRASTRUCTURE DEVELOPMENT

Campus development

The initial planning of a Bible school campus should include its short-, medium-, and long-range goals, and be periodically assessed for progress and alignment with its mission. Dreaming big in the beginning stages of campus development may feel overly ambitious but will prove beneficial over time. Schools that plan solely for their immediate needs inevitably run into problems when the school grows. The result of this failure to plan is a campus with an impractical layout of structures and facilities that feels disjointed and lacks coherent flow or order. Including faculty, staff, students, and board members in the planning phase for new campus developments will offer a broad range of insight and collective wisdom that increases the probability of successful layouts and designs. Understanding the school vision and knowing each building's purpose is crucial to the planning process. The purpose of a building will usually determine its placement.

Buildings used for chapels, church services, and community events tend to have more traffic, and the sound from these events can be bothersome to students if classrooms are in adjacent buildings. In determining the best placement of structures, one should consider the neighborhood surrounding the campus. Loud, late-night prayer vigils or worship events may be a source of irritation or frustration to neighbors and produce resentment that could harm the school's reputation or hinder its ministry to the community. Foreknowledge of the property plan allows initial construction to provide appropriate roads and access points that may be more expensive and difficult to achieve at a later stage of development. Ultimately, the goal is to arrange and utilize all facilities in a manner that supports the school's primary objectives while maintaining campus coherency in which the placement of buildings makes natural sense as one navigates through the campus.

Equipment acquisition

It is unfair to expect staff to maintain grounds or upgrade facilities without providing them with the appropriate tools for the task. Specific jobs require certain tools. Ill-equipped workers may face personal injury that could lead to lawsuits or become frustrated and discouraged, which can influence the way they do their work or affect the community's culture on campus. After a proper assessment of required tasks to determine appropriate tools for the job, the administration can either rent or purchase the necessary equipment. Toolboxes with a measuring tape, screwdrivers, wrenches, and hammers, as well as machetes, garden hoses, and standard gardening tools, are essential for the upkeep of any campus. As the school grows and the maintenance demands increase, it will demand regular assessment of equipment needs to ensure staff has what they need to discharge their duties effectively. The purchase of lawnmowers, tractors, weed-eaters (bushwhackers), vehicles, and trailers is usually dependent on campus needs and what the school can afford.

CONTENTS OF APPENDIX 7

See Appendix 7 for the following supplemental resources related to physical resources:

- School Facilities and Accreditation Standards
- Job Descriptions Related to Physical Resources
 - Manager of Maintenance
 - Manager of Construction
 - Kitchen Supervisor
 - Cooks
 - Manager of Lands
 - Yard Workers
 - Bookstore Manager
 - Supervisor of Security

NEW RESOURCES AVAILABLE THROUGH AFRICA'S HOPE

Templates to create the following documents:

- Accounting log
- Maintenance log

STANDARD 8 · Financial Resources

How do we maintain viability?

The national leadership has charged you with embezzling funds from your Bible school. You originally became the business manager at the school because there was no one else available to take care of the finances. In the beginning, you were able to handle the finances while the school was small, and the school profited. Because the administration trusted you, they never asked for an accounting of income and expenses. They only wanted to know if there were adequate funds to pay the expenses. As the school grew, your accounting procedures became inadequate.

People you have previously paid are now claiming that you have not paid them. You did not keep an itemized list of income and expenditures nor did you record financial records on a computer. The only records you had were a box of receipts that were lost in a fire. Because the administration and the board of directors did not have detailed financial reports, they did not know the financial condition of the school. The school now has no funds for salaries, and the leadership is accusing you of misappropriation of funds. Because you have not kept adequate records, you have no way of proving your innocence.

How could you have prevented this from happening? Why is it important to keep good financial records? How might you need to change the financial record keeping at your school?

Mission, Goals, and Objectives	1
Educational Programs	2
Faculty and Staff	3
Student Development	4
Learning Resources	5
School Administration	6
Physical Resources	7
Financial Resources	8
Student Outcomes	9
Relationship with Churches	10

CATEGORIES FOR FINANCIAL RESOURCE MANAGEMENT

Financial integrity and transparency

The Bible school must place a high priority on financial integrity and transparency regarding its use of student and donor funds. The administration must consider the risk of stolen, misused, or lost funds in all policy and individual roles regarding finances. All staff personnel in the school need to review and sign a code of ethics (see Appendix 3).

Financial policies and procedures

The administration needs to develop and enact policies to address risks and roles associated with the various aspects of the financial operations. The leadership designs these policies and procedures to minimize risk and clearly defines roles of those involved in financial transactions.

The Bible school must place a high priority on financial integrity and transparency.

After carefully reviewing actual expenditures, budgets, and operations personnel, the administration needs to review finance policies and procedures each year to consider any necessary changes. The best policies are not helpful if they are not adhered to. The administration must encourage that the policies established are

followed by everyone involved. The financial policy should contain at least the seven areas that follow.

GENERAL PRACTICES

This area defines the fiscal roles of the organization—custody, authorization, execution, and monitoring the school's finances. It should also provide procedures for two-system software and hardcopy backup copies for all the school's files and maintain them in separate locations.

BUDGETS

Each area of the school needs to submit operating and capital budgets to the administrator for approvals and use in the upcoming fiscal year. (See the Bible School Budget Report in Appendix 8). The administration needs to document accounting system software procedures for payroll, invoicing, receivables, payables, and keep a chart of account

usage for the school. (See Bible School Chart of Accounts in Appendix 8). There are several other things the administration needs to accomplish in budgeting. It needs to provide system-training procedures on the reports and analysis tools that are available for all administrators and department heads. The administration needs to determine the weekly, monthly, quarterly, and annual finance budget reports it will require. The administration also needs to establish budget amounts to be set aside each year for maintenance, repairs, or replacement on facility, equipment, vehicles, computers, furniture, etc.

RECEIPT OF FUNDS

The administration needs to develop well-defined procedures for handling receipt of checks and cash. There needs to be a written record of the funds from the time they are received until they are deposited into the funds account of the school. This includes bank deposits, deposit slip preparation, and credit card or other transfer of contribution funds. Financial directors need to provide written letters or receipts to donors acknowledging funds received. This also includes maintaining a record of all student funds received and providing receipts for each payment.

DISBURSEMENT OF FUNDS

The school should pay all disbursement of funds via check except for petty cash accounts. The financial officer needs to establish a bank account with authorized signers and establish procedures to reconcile bank statements. He or she also needs to define who has custody of checks, the limits of disbursement expenses, and the number of signatures required for disbursement and cash-advance approvals.

EXPENSE REIMBURSEMENT

The administration and financial officer should have a financial policy that defines what the school will or will not reimburse. The school needs to develop a reimbursement form requiring two levels of approval for all expense or invoice payments. (See the Invoice/Payment Reimbursement Request in Appendix 8). This financial policy needs to list things financial personnel are not to do, such as having signed blank checks and checks made out to cash.

PURCHASING

Financial policy needs to outline procedures for obtaining bids and approvals for purchasing equipment, software, furnishings, capital improvements, or major materials.

This should include stating sufficient lead time for administration budget adjustments and/or approvals before any major purchase.

CONTRACTS OR OBLIGATION AGREEMENTS

Financial policy also needs to define methods, procedures, and approval forms required for any contractual or obligation agreement services.

Asset control and protection

The administrator and staff should document and supervise all assets and intellectual properties to ensure proper use and protection.

ASSET CONTROL

Part of asset control is documenting and maintaining an annual inventory list of all equipment: furniture, computers, electronics, shelving, books, course materials, vehicles, and supplies, etc., along with an estimated cost of replacement for insurance purposes. This list includes all buildings and grounds facilities, air conditioning, heating, fans, and usable floor space. Also estimate facility replacement costs in case of loss.

ASSET PROTECTION

Asset protection involves providing insurance or detailing procedures to guard facilities against theft, casualty loss, and accidents on property. This should include insurance for the

Asset protection involves providing insurance or detailing procedures to guard facilities against theft, casualty loss, and accidents on property.

facility, staff, students, buildings and grounds, vehicles, and institutional leadership against liability claims or other loss claims. Asset protection also provides intellectual and software system security protection to prevent unauthorized use, tampering, loss, or significant damage to these systems. Part of asset protection involves risk management, such as providing an emergency evacuation procedure and periodic training on fire, smoke, or other evacuation possibilities. Provide and maintain a schedule of maintenance procedure for the buildings, grounds, vehicles, and equipment usage.

Internal and external audits

Auditing involves creating a document detailing the periodic internal and external auditing guidelines to ensure the school is adhering to proper finance and operations procedures. When performing, documenting, and reviewing the audit results, utilize other school guidelines, outside auditing personnel, or qualified personnel who do not report to the school administrator.

Assess financial need and income sources

The board needs to facilitate brainstorming sessions periodically with staff, outside groups, and other interested parties to determine possible income sources for the school. This should include alumni and national church leaders, both in Africa and abroad. The administration needs to encourage or assist in developing videos or other tools that provide the school with stories that faculty, staff, and others can use to raise funds.

DEFINITIONS OF FINANCIAL TERMS

Asset. A resource with economic value that the institution owns or controls with the expectation that it will provide future benefit. Usually property, equipment, or investments.

Audit. An objective examination and evaluation of the financial statements of an institution to make sure that the records are a fair and accurate representation of the transactions they claim to represent. It can be done internally by employees of the institution or externally by an outside firm.

Budget. An estimate of income and expenditure for a set period of time.

Capital Budget. A plan for raising large and long-term sums for investment in equipment, buildings, vehicles, computers, or other major purchases over a period greater than the period considered for the annual operating budget.

Contract vs. Obligation Agreement. A contract is a legally binding agreement reached between two parties, the terms of which the courts have the authority and obligation to enforce. An agreement is a less formal creation of an obligation between the two parties that is not legally binding but provides for clear operations procedures.

Disbursement. The payment of funds from institution accounts for invoices, payroll, or approved reimbursement requests.

Expenditure. The payment of cash or school account funds for goods or services, as evidenced by an invoice, receipt, voucher, or other such document.

Fiscal. Of or relating to expenditures, revenues, and policy of incurring income and expenses relating to finances of the organization policy.

Invoice. A document that itemizes a transaction between a buyer and a seller. An invoice should include the quantity of items purchased, price of goods and/or services, date, parties involved, and a unique invoice number.

Operating Budget. A combination of known expenses, expected future costs, and forecasted income over the course of a year. Operating budgets are completed in advance of the accounting period, which is why they require estimated expenses and revenues.

Payables. Funds which are owed or to be paid to vendors for products and services purchased on credit or over agreed upon intervals.

Petty Cash. A small fund of cash kept on hand for purchases or reimbursements too small to be worth submitting to the more rigorous purchase and reimbursement procedures of the institution. However, all funds should be accounted for by signatures and using chart of accounts and reimbursement policies for budget purposes.

Receivables. An asset designation applicable to all debts, unsettled transactions or other monetary obligations owed to the institution by its students, debtors, or customers.

CONTENTS OF APPENDIX 8

See Appendix 8 for the following supplemental resources related to financial resources:

- Business Administrator – Example Job Description
- Bible School Chart of Accounts
- Bible School Budget Report
- Invoice Payment/Reimbursement Request

NEW RESOURCES AVAILABLE THROUGH AFRICA'S HOPE

Templates to create the following:

- Financial policy
- Financial report

STANDARD 9 · Student Outcomes

How do we know if we are successful?

A Bible school has not paid its administrators and staff for six months. The generator has also stopped working, but there is no money to repair or replace it. Much of the current financial stress is the result of a sudden drop in enrollment that began when a new Pentecostal school opened in the same city. Many former students who are pastors have encouraged their young people to go to the new school because these pastors were disappointed with the quality of the teaching they received at their alma mater. Some pastors complain that the school has not kept up with the changing times and is no longer relevant. That is why they are directing prospective students to the new Pentecostal school.

To compensate for the drop in enrollment, the school has started accepting almost any student who applies. Some of these students are not spiritually mature enough to attend Bible school and have given the school a bad reputation. The school has gradually put all of its emphasis on academic pursuit without focusing on the spiritual maturity and ministerial skills of its students.

The national executive committee arranged an emergency meeting. In that meeting, the national executive committee suggested that the school appeal to its alumni for funds. The school, however, did not have an updated list of all the alumni. In what ways can you evaluate the educational and spiritual qualities of your graduates? How can you keep in contact with your graduates after their graduation? How might their evaluation of their time at your school help you better plan to help current and future students? What serious errors do you suspect led to the school's predicament? If the national church leaders appointed you to take over as the principle of this school, how would you motivate the alumni to feel ownership and loyalty toward the school?

Mission, Goals, and Objectives	1
Educational Programs	2
Faculty and Staff	3
Student Development	4
Learning Resources	5
School Administration	6
Physical Resources	7
Financial Resources	8
Student Outcomes	9
Relationship with Churches	10

Just as a coin has two sides, so ministerial training has two sides. On one side, we see the school's mission statement, educational goals, and training programs. On the other side are the ministries of the graduates, which are the final proof of the school's effectiveness.

The relationship of the student to the school does not end at graduation. It is vital that the school continually track the number of students who go into ministry and their level of success. A wise school administrator will see the need to nurture an ongoing relationship

with the graduates. That administrator understands that these graduates can provide feedback to improve the school, finances to support the school, and students to enroll in the school.

A wise administrator
will see the need to
nurture an ongoing
relationship with
graduates.

The apostle Paul described the disciples of his ministry as "living epistles." He said they were evidence of the validity of his ministry (2 Corinthians 3:2). In the same way, we measure

the evidence of success for a Bible school or seminary by the success of its graduates. They are the living letters of recommendation of the school. We cannot measure a school's effectiveness by the size of the campus, the level of its teaching, or the number of its graduates. We can only measure the school's effectiveness by its graduates' impact in their churches, local communities, and the world.

Another major indicator of success of a Bible school's training is the level of cooperation the school enjoys with its graduates. If the school administration maintains and nurtures a strong relationship with its graduates, they will enjoy these four benefits:

- Practical self-assessment
- Increased student enrollment
- Generous financial support
- Fraternal relationships with alumni

AN ACTIVE ALUMNI ASSOCIATION

The primary agent for maintaining the relationship with graduates is a well-structured and active alumni association. This association organizes social events, raises funds, and provides a variety of services that help the alumni remain connected to the school and to

fellow alumni. An active alumni association can provide a forum where a new generation of graduates can network with older alumni. It promotes unity in a movement by facilitating the networking of alumni.

A wise school administrator will develop a well-organized and active alumni association. The school must appoint someone to oversee it from the school's perspective, and an alumnus of the school must assume the leadership role from the graduates' perspective. A clearly stated charter for the alumni association will clarify the roles, purposes, and events for the association. (See the example alumni association constitution in Appendix 9).

The school needs to update the list of alumni addresses annually. Electronic addresses such as e-mail and social media contact lists are increasingly valuable. Communicating with the alumni will keep them current with school events, staff, and news through a printed newsletter or through social media. Alumni should be aware of major events at the school such as seminars, graduations, and alumni meetings. They also need to be aware of the school's ongoing challenges and accomplishments.

An annual meeting of alumni will help them keep in touch with fellow alumni and staff. Having graduates come back as teachers, chapel speakers, and guests is a powerful way to build loyalty. Putting alumni on school boards and action committees gives them a sense of ownership of the school. Honoring the significant accomplishments of alumni builds bridges, and sharing this information with current students can motivate them toward higher levels of achievement.

Increased finances tend to flow from a strong relationship with alumni. As recipients of training themselves, the alumni should serve as fountains of resources for the school. However, if the school only contacts alumni to ask for money, the result will be irritation, not generosity. School administrators should not make every alumni event a fundraiser but should look for ways to maintain a meaningful and ongoing ministerial relationship with the alumni.

If alumni feel they are vital to the school apart from their giving, they will want to be a vital part in giving. This happens when the school maintains contact and

If alumni feel they are vital to the school apart from their giving, they will want to be a vital part in giving.

communication with the alumni. Faculty and administration should be encouraged to build relationships with alumni by developing ongoing training opportunities, visiting their churches, listening to their advice, and inviting them into the classrooms as lecturers and guest speakers.

FEEDBACK FROM ALUMNI

The school used in the case study assumed it was successful without ever sending out a survey to ask for feedback from its alumni. The administration did not even have a list of the addresses of former students, let alone know what they were doing in ministry and how their ongoing involvement in the school might be beneficial. The administrators were shocked to discover that their alumni were sending young people to another school.

Regular surveys of alumni are not a meaningless requirement for the academic association but are a vital necessity to maintain the ongoing vitality of the school. Such surveys provide a means of self-assessment and help to maintain a strong bond with the students after they leave the school. The first survey should be conducted during the last term at the school as an exit interview questionnaire (see Appendix 9.1). Surveys can now be conducted electronically using electronic tools and can reach a large number of alumni at very little cost.

Another Pauline image for a disciple is “a son in the faith” (1 Timothy 1:2). Similarly, school administrators and faculty can form ongoing bonds with their students that are similar to the bonds between a parent and sons and daughters. One cannot imagine a child

leaving home and the parent never seeking to know how they are doing in life. In the same way, it is hard to understand how a school cannot be concerned about knowing what former students are doing and how they are using what they learned in school. Just as children grow to adulthood and can one day counsel their parents, so students in ministry can advise their teachers and administrators.

Just as children grow to adulthood and can one day counsel their parents, so students in ministry can advise their teachers and administrators.

A school could send a survey to all the graduates every three to five years. It should inquire what

ministry the students are involved in or if they are in ministry. The school would want to know how the training they received at the school has affected them positively or how the school could have improved its training to help them more. The school can use this type of information to guide future training. A school also needs to track those who do not graduate or do not enter ministry since this reflects the effectiveness of the training. (For examples of alumni surveys, see Appendix 9.) Alumni surveys typically ask questions such as the following:

- Is the alumnus in ministry? If so, what type?
- Has the alumnus' training prepared him or her effectively for ministry?
- Are there areas in which the alumnus did not feel well-prepared?
- How could the school have better prepared the alumnus for ministry?
- Does the alumnus recommend students to the school? Why or why not?
- Is the alumnus willing to be contacted for more information if the school has questions?

Assessing the school's effectiveness should extend beyond graduates to include any gatekeeper (authority person who relates to the school) and the leadership of the national church. Feedback through surveys, interviews, panel discussions, etc., with national leaders is invaluable for assessing the effectiveness of the school's training.

PARTNERING WITH ALUMNI TO IMPROVE EFFECTIVENESS

The Bible school administration must be proactive in soliciting feedback from graduates and must demonstrate that it takes the feedback seriously. No assessment of the school is more important than feedback from its former students. If they feel they can make a meaningful contribution in how the school is run, the following four indicators will reflect their satisfaction:

- Recommending new students to attend the school
- Supporting the school and students financially
- Responding to invitations to participate in school events/projects
- Serving as adjunct faculty

Most schools in Africa depend heavily on volunteer teachers who are full-time pastors. The school needs to acknowledge regularly these volunteers. The school also needs to invite these volunteer teachers to attend faculty meetings where they can express their opinions and make suggestions. Their advice can be invaluable for contextualizing training because they serve in both the school and in local congregations. School administrators should create an atmosphere where all faculty feel free to give positive criticism without putting the administration on the defensive.

Administrators should create an atmosphere where all faculty feel free to give positive criticism without putting the administration on the defensive.

It is not open criticism the administration should fear, but secret criticism. If faculty members are not encouraged to express their opinions openly, they will express them behind closed doors, and the problems will not be fixed but will grow more acute.

Urbanization, media, travel, and a host of other factors create an atmosphere of constant change for Africans. The churches and Bible schools must constantly be adapting to new challenges.

For the schools, the primary source for understanding its role in a changing Africa is its alumni. For this reason, the school must initiate opportunities for all former students to give feedback.

ONGOING MINISTRY TO THE ALUMNI

Most alumni experience the majority of their training before they have significant ministry experience. One graduate complained that his schooling provided him with all the answers before he had any of the questions. He regretted that the school had not provided opportunity for continued training after ministry—when he had more questions than answers. Experienced teachers tell us it is more delightful to teach an experienced adult than a novice youth. Ironically, almost all formal training takes place among young people.

A school is wise to recognize its obligation to continue training its graduates. This might mean something as simple as hosting occasional seminars or allowing graduates to audit classes. Or, it might be as extensive as providing credit-level courses by extension studies.

If a school develops a higher level of training than was offered to previous graduates, it might be advantageous for the school to allow alumni to upgrade their diploma or degree.

Note, the training must adapt to the realities of the student. The school will need to offer this training in short blocks of time that do not require extensive time away from the church.

Another resource for graduates could be a newsletter that announces training opportunities and events. A website might recommend sources and online helps for Bible study and personal spiritual development through books, articles, websites etc.

One of the best ways to show responsiveness to alumni surveys is to communicate that a past gap in the program has been corrected. If the students complain of not providing opportunity for continued training after ministry, at an alumni meeting the school can announce a new program of regional continuing education. If the students registered concern that their education lacked sufficient courses on missions, the school can add the vital courses and announce it to the alumni through newsletter, website, national church meetings or alumni meetings.

Some students who may want to go on to higher levels of education will need to transfer to another school. These students will depend on being able to transfer advance standing into the second institution or having their degree accepted for admission to higher levels of training. A school can help the student by providing letters of recommendation to the registrar of the other school. Included in this letter would be a report of other students who have been accepted by the sister institution and the extent of advance standing. Keeping a careful record of these successful transfers of credit/degrees can make a major difference in the number of students who can successfully matriculate into higher levels of training. Similarly, a school should do this so an academic association, such as APTEA, can officially recognize it. The students they promote to higher levels of training may well come back as faculty in their own school.

CONTENTS OF APPENDIX 9

See Appendix 9 for the following supplemental resources related to student outcomes:

- Exit Interview Questionnaire
- Alumni Questionnaire
- Alumni Association – Proposed Constitution and Bylaws

- Alumni Liaison – Sample Job Description

NEW RESOURCES AVAILABLE THROUGH AFRICA'S HOPE

Templates to create the following:

- Teacher & course evaluation
- Internship assessments
- Alumni evaluation
- Guidelines for creating an alumni association

STANDARD 10 · Relationship with Churches

Are you partnering with the church?

The number of students who attend your Bible school has declined over the past few years. You have gone to the national church leadership to encourage them to send more students and to ask for financial help. Unfortunately, the Bible school and national church do not have a good relationship. School administrators are not involved in ministering in the local churches and do not want to go to those churches because the churches will not pay for their travel expenses. Some faculty members criticize churches for not inviting them to speak; churches criticize faculty for not offering to come and preach. You have tried to get the national church leaders more involved with the school with little success. You have invited them to speak for chapel services, but most are too busy to come while others expect to receive expensive food and lodging, which the school cannot afford.

What are some ways you and your faculty can build relationships with the national church leaders and the churches close to your Bible school?

A Bible school is not an entity unto itself. Bible schools train pastors, missionaries, and leaders who will help advance the church. Therefore, each school's mission and reason for being must include the church or churches it serves. To that end, a Bible school exists to serve the church, not the other way around.

If your Bible school wants to fulfill its mission and goals, it should do everything possible to maintain a positive relationship with the churches it serves. It does this by actively cultivating and maintaining positive relationships with its sponsoring organizations, alumni, and various constituent bodies.

Mission, Goals, and Objectives	1
Educational Programs	2
Faculty and Staff	3
Student Development	4
Learning Resources	5
School Administration	6
Physical Resources	7
Financial Resources	8
Student Outcomes	9
Relationship with Churches	10

ACTIVE IN LOCAL CHURCHES

Administration, faculty, staff, and students should have an active role in local churches. Weekend ministry by school officials or students can have a great impact on these churches. This helps churches see the value of the Bible school in the spiritual maturity of its students. When a church sends a person to study at a Bible school, and this person

When a church sends a person to study at a Bible school, and this person returns for weekend ministry, the people will be able to see the value of ministerial training.

returns for weekend ministry, the people will be able to see the value of ministerial training. Pastors will see how Bible school education is making a difference in the lives of these students. This will encourage them to support the school financially and to send people from their church to study in these schools.

Students who minister in these churches can also gain an understanding of what it means to minister in a church.

Pastors in churches in close proximity to the Bible school can become mentors to the students.

When those from the school go out on weekend ministry, they can take promotional material to help the pastor and church better understand the purpose and scope of the school's ministry. This can help promote a positive image of the school.

A school and its faculty can develop several weekend seminars to conduct in churches. This provides additional training for the churches and also presents the school in a positive light.

Administration, faculty, staff, and students must keep in mind that everything they do needs to advance the kingdom of God through the church or churches that partner with the school. Faculty, employees, and students should seek opportunities to engage in both formal and informal public relations on behalf of the school with both alumni and church leaders to foster better understanding and support for the school and to ensure that the school is truly meeting the needs of the stakeholders it serves.

THE STAKEHOLDERS (GATEKEEPERS)

Stakeholders are persons or entities who have a vested interest in the Bible school and its outcomes (trained pastors). The primary stakeholders for a national Bible school are the national leaders of the church the school serves. Secondary stakeholders may be alumni or leaders of other churches or organizations that use the Bible school. A third group of stakeholders might be a missionary organization who has a strong financial investment in the school and provides key personnel to the administration or teaching staff.

Some call these stakeholders “gatekeepers” because they control access to students and funding. A school must obtain their support and sponsorship before it implements an education program. It is common to ask for permission to open a school without getting a guarantee of support. If church leadership is not willing to commit to support the school financially and to send students to study there, the school will suffer. Schools are long-term projects, and the leadership must be prepared to sacrifice in order to maintain them for decades.

The primary
stakeholders for a
national Bible school
are the national
leaders of the church
the school serves.

Educators are often shocked and disappointed when the gatekeepers do not accept their graduates or put graduates on probation for a time before they accept them into ministry. This defensive structuring by church leadership is understandable, but if it causes them to reject graduates, it will negatively impact and affect the viability of a school. Here are a few reasons why training may threaten stakeholders who may have less or even no formal training.

1. They worry that strangers or near-strangers will take over the teaching of practice and faith. These newly trained students might introduce new ideas that could make the current leaders look dumb or in error.
2. They worry that the criteria for selecting leaders will change from selection by the authority figures to selection based on training. If the gatekeeper has come to leadership because of special gifts but does not have a degree, he or she may see the school as a threat to the gatekeeper’s authority.

3. Graduates tend to challenge authority and traditional methods and beliefs. A schism often forms between the older gatekeepers and younger change agents. Gatekeepers may blame the school for what is a natural product of youthful zeal and a sudden explosion of knowledge.
These are difficult attitudes to deal with, but they must be addressed. Humility on the part of the school leaders, faculty, students, and graduates is a key in overcoming this problem. As church leaders feel supported and reassured by the Bible school, hopefully they will be increasing willing to add their support to its development of their pastors. One school even offered scholarships to church leaders from the national and district offices in an effort to raise their level of training and bring them into positive relationship with the Bible school.

STAKEHOLDERS AND MISSIONARY INVOLVEMENT

In one instance, an expensive school structure was built with missionary funds in a country that had never had a training program. The national leaders did not see a need for a residential school that offered degrees, but once the building was complete, they felt obligated to do something with it. The building was designed for residential learning, which meant that current pastors could not attend. To fill the rooms, the leaders offered free tuition and room and board to prospective students. Many unemployed and directionless youth flocked to the school, and when they graduated, the church did not know what to do with them because the national church had not chosen or vetted them.

**From the early stages of
Bible school development,
training should not cost
more than the national
church is willing or able to
support and can maintain
without the help of foreign
capital and instructors.**

When the missionary support of finances and faculty ceased, the school was in a desperate dilemma. There was no precedent for charging the students more than enough to cover their room and board, and the national church had not budgeted anything for the school's support. The administrators were blamed for not being able to maintain the building and adequately feed the

students, but the problem did not start with them—it was inherent in the way the school was started.

From the early stages of Bible school development, training should not cost more than the national church is willing or able to support and can maintain without the help of foreign capital and instructors. When changes are necessary in an existing training system, these should not be rushed but implemented gradually. There are many changes that gatekeepers will initially resist but later come to accept. Wait until that time to implement these changes. It is a small price to pay for their support. Some major changes must be made slowly and tactfully.

Ownership of the school's buildings and what is to happen to them if the school is sold or closed needs to be included in the constitution and bylaws. Memories fade and the original founder may pass away, so the next generation needs to have a clear record of the original understanding. This is particularly important for schools that serve multiple church groups or several countries.

FRICITION OVER FINANCES

Finances are often at the root of schisms between churches and schools. When it comes to expenses for Bible schools, the higher and more formal the training, the higher the costs. It costs little to train a disciple but a great deal to train a scholar. For this reason, it is often more practical to have a region or national group finance the diploma-level and bachelor-level Bible college, and have multiple nations with similar cultures finance the graduate level.

Often, starting higher-level schools is a time of great euphoria and naïve optimism. Everyone wants the higher level of training, but few are willing to sacrifice to create and sustain it. When an agency or group of educators asks national church leaders if they want a Bible school, seminary, or university, they should not simply take yes for an answer. This agency or group of educators need more than mere approval. They need a commitment to support and send students.

When national and expatriate stakeholders share financial responsibility, the model should be shared resources (interdependence) rather than the expatriate entity paying the bills (dependence). In the same way, when national church leadership pays all the bills and the schools do not share their responsibility, tensions are

inevitable. In the end, both school administrators and stakeholders must share the responsibility for the success of the school. Since few schools can meet their budgets based on student tuition fees alone, the stakeholders must be ready to provide financial assistance. At the same time, the school administration should understand that those who provide the resources must be proportionally involved in the oversight of the school.

CONTRASTING GOALS IN TRAINING

The church leaders and the school administrators must be on the same page when it comes to the purpose and goals of the school. If the church's needs are not seriously considered and the school does not produce graduates to equip the church, it will be easy for hostility to develop toward the school. School administrators should solicit advice from their stakeholders to guarantee that the training being offered by the school is relevant to the church. Administrations can do this by involving stakeholders on the school board, soliciting feedback through regular meetings, occasional surveys of the leaders who receive the graduates, and focus-group meetings with stakeholders.

Another factor for potential tension is the perception that pastors earn status in the church by college degrees rather than by character and ministry. It is notable that

Training at any level should not have as its goal to certify a person for higher levels of status but to equip and mold that person for servant leadership.

Paul's instructions to Timothy and Titus on the qualifications of an elder have few requirements dealing with knowledge and teaching and so many dealing with character. Servant leadership should be emphasized in the Bible school and even incorporated into the mission statement of the school. Training at any level should not have as its goal to certify a person for higher levels of status but to equip and mold that person for servant leadership.

Formal education for ministry should not reflect worldly values nor should it be divorced from the life of the church or personal spiritual formation. This paradox can be greatly diminished by a close

partnership between the churches and the schools that integrates training with ministry. This integration requires the following:

- The church helps the school create goals for learning and selection of students.
- The students become actively involved in ministry as a part of their curriculum.
- The school administrators and educators see their primary goal as transformation rather than information.

Below are a few suggestions to maintain a close partnership between a school and the stakeholders it serves:

- The school must see itself as an extension of the church, not an independent entity.
- The school must respond to the changing needs of the church. It must be willing to change tactics, maintain continuing dialogue, and engage in self-evaluation. For instance, many of the instructors may have come from a rural background but many of the students may come from an urban setting. The school must address this new paradigm.
- The school keeps the churches informed of its work and progress.
- Board members, administrators, faculty, staff and students express positive attitudes toward the school.
- The school recognizes the importance of quality publicity materials, presented in many contexts. This goes beyond world of mouth with items such as posters, a booth at the national convention; CDs for churches, and banners in frames for local and national church events.
- Where possible, the school may offer noncredit seminars.

Below are some assessment methods to consider when a school assesses the strength of its relationship with the national church leadership and the level of satisfaction its graduates have in the churches.

- How many of your board members and alumni speak in chapel?
- Is there an active program to get students and faculty into the churches for weekend ministry?
- Is the board involved in the school in a healthy way (attending board meetings, chapel, on campus for other events)?
- Are you holding non-credit seminars for pastors?
- How often is the school represented in the churches? The churches in the school?

- Elicit feedback from alumni as to the effectiveness of the school; perhaps through surveys at national conferences (those who return a completed survey receive free material, such as articles written by students or faculty, or sermon outlines).

CONTENTS OF APPENDIX 10

See Appendix 10 for the following supplemental resources related to relationship with churches:

- Suggestions for Maintaining a Positive Relationship with Churches
- Pastor's Assessment of Alumnus
- Internship Program Coordinator – Job Description

NEW RESOURCES AVAILABLE THROUGH AFRICA'S HOPE

Templates to create the following:

- Gatekeeper assessment
- Five-year development plan





Appendices

Introduction to the appendices

The following pages contain a wide variety of documents needed to run a successful Bible school. Most of the documents are examples for Bible schools to follow when creating their own forms, catalogs, surveys, policies, handbooks, job descriptions, constitution and bylaws, etc. The appendix also contains advice on specific topics mentioned in the text, such as how to convert classroom time into credit hours and how to conduct faculty professional development. The contents of the appendices are organized according to the standard with which they correspond.

It is our intent at Africa's Hope that the appendices serve as a resource for Bible schools to adapt and use as is most appropriate to meet their needs. These documents should serve as a starting point to help each Bible school develop their own forms, policies, etc. Editable versions of everything in the appendices can be found in the digital supplement. The digital supplement also contains examples of documents that were too lengthy to put in the appendices, such as handbooks, a model constitution and bylaws, and operational procedures for job descriptions.

The materials in these appendices and the digital supplement come from a number of sources. Many of the examples were contributed by Bible schools in Africa. Many resources were also adapted from the Asia Pacific Education Office for this manual. In addition, educators at Africa's Hope contributed advice and sample documents on specific topics.

APPENDIX 1

Mission statement, goals, and objectives

Examples of Vision, Mission, Core Values, Goals, and Objectives

- 1.1 Ethiopia Assemblies of God Diploma Program
- 1.2 Pan-Africa Theological Seminary (PAtHS)
- 1.3 East Africa School of Theology (EAST)
- 1.4 West Africa Advanced School of Theology (WAAST)

Mission, Goals, and Objectives	1
Educational Programs	2
Faculty and Staff	3
Student Development	4
Learning Resources	5
School Administration	6
Physical Resources	7
Financial Resources	8
Student Outcomes	9
Relationship with Churches	10

— APPENDIX 1.1 —

ETHIOPIA ASSEMBLIES OF GOD DIPLOMA PROGRAM

1. Vision statement of the diploma program: All Ethiopia Assemblies of God (EAG) pastors will be equipped through biblical and ministerial training to effectively lead their local churches in spiritual and numerical growth and to plant new churches.
2. Mission Statement: The EAG Diploma program trains EAG pastors, church leaders, and emerging pastors to lead their congregations into spiritual maturity through an adequate knowledge of the Bible and theology to plant new churches both monoculturally and cross-culturally, to exhibit servant leadership skills and attitudes, and to be loyal to the EAG church.
3. Core values:
 - a. Spiritually sensitive and obedient to the revealed will of God.
 - b. Commitment to study Scripture and submit to its intended message.
 - c. Dedication to make disciples of every people group in Ethiopia.
 - d. Spiritual openness to participate in the miracle working power of God.
 - e. Faithfulness to love and serve one's family, local church, and national church leaders.
4. Outcomes/goals for the program will be:
 - a. Pastors will be committed to humbly serve their local church for the edification of every member.
 - b. Pastors will work to establish new churches that become independent and indigenous.
 - c. Pastors will preach biblical sermons.
 - d. Pastors will operate with Holy Spirit gifts and fruit.
 - e. Pastors will identify and disciple emerging leaders from their local churches.
 - f. Pastors will demonstrate a loving and critical loyalty to the EAG (loyalty to the denomination, paying tithes, and working together with other pastors, churches, and EAG ministries).
 - g. Pastors will utilize leadership principles to operate an efficient, organized local church where leadership responsibilities are delegated to many.

(May 2013)

— APPENDIX 1.2 —

PAN-AFRICA THEOLOGICAL SEMINARY (PAThS)

PAThS Mission Statement

PAThS exists to prepare servant leaders to equip the church of Africa to fulfill God's mission in the power of the Holy Spirit.

Because of this commitment, the training priorities of this seminary are intentionally biblical in perspective, Pentecostal in orientation, missional in emphasis, contextual in application, and scholarly in practice.

It is the conviction of the leadership of this seminary that God has a great plan for the church in Africa to fulfill through fully participating in the *missio Dei* to take the gospel of Jesus Christ to the nations of the earth. PAThS exists to prepare trainers and leaders of the African church, who will in turn equip other eleventh-hour laborers to fulfill their God-given destiny (2 Timothy 2:2).

PAThS Distinct Priorities

Central to the educational philosophy of PAThS is the conviction that ministry training is a biblical mandate. The purpose of this seminary is to produce the kind of effective leaders needed for the African church. Therefore, our training goals and objectives are focused and founded on the priorities established by the Africa Assemblies of God Alliance (AAGA).

PAThS is focused on Pentecostal empowerment for mission.

It is assumed that all involved with PAThS understand the link between Pentecostal empowerment and the completion of Christ's Great Commission. This concept is infused into all aspects of the program.

PAThS is preparing servant leaders to influence the larger Pentecostal church of Africa toward the advancement of God's kingdom on the earth.

Effective leaders influence others toward greater effectiveness in ministry. We desire every student to grow their circle of influence to maximize their effectiveness.

PAThS recognizes that the church is God's chief instrument for accomplishing his mission in the world.

For this reason, we value our partnership with AAGA and are accountable to its leadership.

PAThS Core Values

- Biblical in perspective: We value a high view of Scripture. We believe the entire Bible (Old and New Testaments) is inspired of God and is the revelation of God to humanity, the infallible, authoritative rule of faith and conduct for all of life. The Bible is indispensable to the identity, health, and mission of God's people. The seminary considers it a sacred responsibility to pass on to students a passion for God's Word. We prioritize the use of skillful exegesis to correctly understand and apply Scripture.
- Pentecostal in orientation: We value theological education characterized by Pentecostal ethos. Pentecostal-theological education emphasizes the role and presence of the Holy Spirit in student formation. Because the Spirit's intervention is essential for personal growth and ministry, the seminary commits to creating space for the Holy Spirit in all parts of the educative process, emphasizing His role in the student's learning experience.
- Missional in emphasis: We value the church's role in proclaiming God's mission to redeem sinful humanity and restore a fallen world. This mission is realized evangelistically through the proclamation

of the gospel of Christ, and is lived out in the ministry context of everyday life. The seminary is committed to Christ's Great Commission, and therefore is also committed to effectively equip and empower students for meaningful engagement in this purpose.

- Contextual in application: We value the ministry context of every student. The faculty of the seminary are committed to a learning environment that presents information in a way that will help the student better construct meaning out of his or her own experiences. The learning environment exists not only in the classroom, but also in the student's local context through application of course content to the student's own cultural setting and ministry.
- Scholarly in practice: We value scholar-practitioners who are aware of, and can respond to, questions the surrounding culture is asking. All truth is God's truth; therefore we are committed to knowing truth through scholarly investigation. The seminary is committed to effectual theological education resulting in outcomes characterized by scholarly rigor, academic integrity, and ministerial competence.

Doctrinal Agreement

It is expected that all Assemblies of God students will be prepared for a rigorous examination of their doctrinal beliefs within a community of scholars committed to the World Assemblies of God Fellowship Statement of Fundamental Truths (see *Catalog* or www.worldagfellowship.org). Students admitted from other theological traditions will be expected to affirm the major doctrines of the historic Christian faith and be sensitive to and tolerant of the doctrinal positions of the Assemblies of God. Students who come to deny major doctrines of the historic Christian faith or become disruptive and resistant to reconciliation with regard to the doctrinal positions of the Assemblies of God may be subject to disciplinary action or dismissal from the seminary.

(PAThS website and Student Handbook, 2014 edition)

— APPENDIX 1.3 —

EAST AFRICA SCHOOL OF THEOLOGY (EAST)

Mission Statement

KAG EAST University is a Pentecostal training center shaping servant leaders for strategic global impact through Spirit-empowered life and ministry.

Vision

EAST will be a premier Pentecostal university for training people for relevant ministry. It will be recognized throughout Africa for the following distinctives:

- Graduates who are servant leaders full of the Holy Spirit.
- Faculty that are distinguished for their writing, research, and teaching in ministry fields.
- Programs which address present and future needs of the church, reaching the unreached, and discipling believers.
- Campuses which fit the mission by providing beautiful, spacious, and spiritually conducive places for learning.

Core Values

- **Christ-centered.** Jesus Christ, the Savior and Lord, is the ultimate focus and purpose of EAST. He is the supreme model, demonstrating a life of genuine integrity, holiness, and biblical servant leadership. (Philippians 2:5–11)
- **Biblical.** The Holy Bible, the inspired Word of God, is the basis for our faith and practice. It is the authoritative foundation of EAST, defining our purpose and essence. (2 Timothy 3:16)
- **Pentecostal.** Rooted in the principles and practice of Pentecostal theology, EAST creates an atmosphere to experience the power of the Holy Spirit, allowing people to fulfill the purpose of Acts 1:8 and 2:1–4.
- **Missional.** Passionate for the Mission of God (*missio Dei*), EAST equips cross-cultural servants to strategically engage the nations with the transformational Gospel of Jesus Christ to the glory of God. (Genesis 1:28; Matthew 28:16)
- **Educational.** In a tradition of academic excellence emphasizing creative thinking, cultural relevance, community influence, and Christian spirituality, EAST develops scholars through research, teaching, and praxis. (Colossians 3:23; 2 Timothy 2:15)

(EAST Catalogue, 2011–2014 edition)

— APPENDIX 1.4 —

WEST AFRICA ADVANCED SCHOOL OF THEOLOGY (WAAST)

Purpose Statement

West Africa Advanced School of Theology (WAAST) is committed to the achievement of excellence in ministry in Africa and throughout the world. The purpose of WAAST is to train people in the knowledge and skills needed to enable them to carry out God's mission (*missio Dei*) to the nations of the world, serving as pastors, evangelists, missionaries, administrators, and Bible school teachers. WAAST and its graduate school, Assemblies of God Graduate School of Theology (AGGST), aim to develop an integrated Christian worldview in a context of conservative, evangelical, and Pentecostal scholarship founded on biblical theology and in accordance with the Assemblies of God. The school is bilingual and offers both its undergraduate and graduate programs in French and English.

Mission Statement

Training for the *missio Dei* through Pentecostal servanthood.

General Objectives

A graduate from WAAST or AGGST should be able to:

- Demonstrate spiritual maturity by his or her attitudes, values, personal consecration, faithfulness, cooperation, and dedication to Christian principles.
- Give evidence of his or her commitment to the Pentecostal requisites by living a Spirit-filled, Spirit-endued, and Spirit-directed life.
- Show a vision for world evangelism by participating actively in cross-cultural missions inasmuch as no church is truly indigenous unless it is truly missions-minded.
- Demonstrate that he or she has a sound knowledge of biblical exegesis and biblical theology.
- Give evidence that general education in social studies and sciences has augmented his or her effectiveness in Christian service.
- Exhibit ministerial skills in study habits, administration, human relations, and methods of teaching.
- Demonstrate increased effectiveness in Christian service in the local church context and give evidence of readiness to enter into further studies, as the Lord may lead.
- Give evidence that he or she is committed to maintaining a healthy lifestyle in terms of diet, exercise, and rest.
- Express Christian cultural values in terms of refinement, appreciation, and social attitudes and skills.
- Demonstrate that he or she is committed to continued growth subsequent to the campus experience.
- Perform on a level equivalent to the graduates of institutions with similar programs anywhere in the world.

(WAAST and AGGST Student Handbook, 2016 edition)

APPENDIX 2

Educational programs

2.1 Example Course Sequences and Program Guides	Mission, Goals, and Objectives	1
2.2 How to Convert Classroom Instruction Time into Credit Hours		
2.3 Course Numbering System	Educational Programs	2
2.4 Example Syllabi	Faculty and Staff	3
2.5 Admissions Requirements	Student Development	4
2.6 Application for Admission	Learning Resources	5
2.7 Example Internship/Field Ministry Training Program Syllabus	School Administration	6
2.8 School Catalog – Typical Components	Physical Resources	7
2.9 Transcript Template	Financial Resources	8
2.10 Example Registration Card	Student Outcomes	9
2.11 OASIS: A Recommended Resource for Academic Records	Relationship with Churches	10
2.12 Considerations When Projecting an Extension Education Program		

— APPENDIX 2.1 —

EXAMPLE COURSE SEQUENCES AND PROGRAM GUIDES

The following pages consist of course sequences for various types and levels of programs from different schools. A course sequence lays out the order in which students in the program should take classes. Normally, a course sequence shows which classes students should take during each semester, term, session, or year, depending on the program. A program guide is similar but lists all of the classes in the program according to their content division or category.

Schools are encouraged to create a course sequence for every program they offer. These sequences should be included in the school catalog.

While looking at the examples in the next several pages, it is important to be aware that there is considerable variation among different schools in their requirements for diploma programs and whether classes are worth 2 credits or 3 credits. When determining the specifics of the diploma program(s) you will offer at your own school, you must consider the following:

1. What amount of classroom time that will be required for each class?
2. What amount of work will be required for each class?

These factors will affect the credit value of each class and therefore how many classes will be included in the program.

**For more examples of course sequences, see the digital supplement.*

THREE-YEAR DIPLOMA PROGRAM COURSE SEQUENCE

Course Sequence

Africa's Hope Discovery Series

FIRST YEAR			
First Semester		Second Semester	
Old Testament Survey	2	Old Testament Historical Books	2
New Testament Survey	2	Life of Christ in the Synoptic Gospels	2
Bible Doctrines	2	Power Ministry	2
Hermeneutics	2	A Biblical Theology of Missions	2
Leading Christian Organizations	2	Biblical Principles of Marriage	2
Transformational Development	2	Muslim Ministry in the African Context	2
Total	12	Total	12
SECOND YEAR			
First Semester		Second Semester	
The Pentateuch	2	Major Prophets	2
Acts	2	Corinthian Letters	2
Abundant Life in the Son	2	Pastoral Theology	2
Biblical Models of Leadership	2	Principles of Teaching	2
Expository Preaching	2	Evangelism and Discipleship	2
Children's Ministry	2	Choice of elective	2
Total	12	Total	12
THIRD YEAR			
First Semester		Second Semester	
The Psalms and Wisdom Literature	2	Elective – Old Testament Division	2
Elective – New Testament Division	2	Revelation	2
Elective – Theology Division	2	Pneumatology	2
History of the Church in Africa	2	Principles of Counseling	2
God's Mission and Ours	2	African Issues	2
Church Growth Dynamics	2	Choice of elective	2
Total	12	Total	12
		Total of Program	72

ELECTIVE COURSE OPTIONS

Old Testament

- Bible Geography
- Minor Prophets

New Testament

- Romans and Galatians
- New Testament Backgrounds
- General Epistles
- Prison Epistles
- Spiritual Persons, Gifts, and Churches

Theology

- Bibliology and Christology
- The Bible in Context
- The Kingdom of God

Leadership

- Conflict Transformation
- Crisis Counseling

Applied Ministry

- A Biblical Theology of Worship
- Pastoral Care in a Muslim Context

THREE-YEAR ADVANCED DIPLOMA IN BIBLE AND THEOLOGY

Course Sequence

East Africa School of Theology

FIRST YEAR					
September Term		January Term		May Term	
OT Literature	3	NT Literature	3	Research Methods	3
Intro to English	3	Writing Better English	3	Life of Christ	3
Intro to Computers	3	Children's Ministry	3	Acts	3
Evangelism Today	2	Church Planting	3	Maturity and Growth	2
				Chorale	0
Total	11		Total	12	Total
SECOND YEAR					
September Term		January Term		May Term	
Homiletics	3	Introduction to Missions	2	Leadership	2
Hermeneutics	3	Paul's Salvation Letters	3	Pastoral Counseling	3
Holy Spirit	3	Pentecostal Beliefs	2	Internship Orientation	0
Church History	2	Christ and Salvation	3	KAG Constitution or Pastoral Ministries	2
				Principles of Teaching	3
Total	11		Total	11	Total
THIRD YEAR					
September Term		January Term		May Term	
Internship 1	3	Corinthians	3	Christian Marriage & Family	3
Internship 2	3	Eschatology	3	Advanced Leadership	3
Pentateuch	3	World Religions	3	Cross Cultural Communication	3
Major Prophets	3	God, Angels, and Man	3	Paul's Letters to Pastors	3
Total	12		Total	12	Total
				Total of Program	102

FOUR-YEAR B.A. DEGREE IN BIBLE AND THEOLOGY

Course Sequence

Addis Ababa Bible College

FIRST YEAR			
First Semester		Second Semester	
OT Literature	3	NT Literature	3
God and Angels	3	Life of Christ	3
Research Methodology	3	The Bible and the Church	3
Intro to Computers	3	Writing Better English	3
Intro to English	3	Children Adult Education	3
English Immersion & Conversation	1	Man and Sin	3
Total	16		Total 18
SECOND YEAR			
First Semester		Second Semester	
Principles of Biblical Interpretation	3	Hebrews	3
Pneumatology	3	Great Commission Strategies	3
Intro to Missions	3	Intro to Islam	2
Guidelines for Leadership	3	How to Speak in Public	2
Acts	3	General Physical Science	4
Themes from Minor Prophets	3	African Church History	2
Total	18		Total 16
THIRD YEAR			
First Semester		Second Semester	
Genesis	3	Galatians and Romans	3
Worship of God	3	Christology	3
Expository Preaching	3	The Work of the Pastor	3
Business Mathematics	3	Civilization Past and Present	3
Intro to Sociology	3	Intro to World Literature	3
Principles of Teaching	3	Church Business	3
Total	18		Total 18
FOURTH YEAR			
First Semester		Second Semester	
Wisdom Literature	3	Corinthians	3
Apologetics	3	Cross Cultural Communication	3
Intro to Psychology	3	Marriage Counseling	3
Intro to Philosophy	3	Senior Project	3
Total	12		Total 12
			Total of Program 128

FOUR-YEAR B.A. DEGREE IN BIBLE AND THEOLOGY

Program Guide

Addis Ababa Bible College

DIVISION	NUMBER	NAME	CREDITS
Bible			
	BIB 1033	The Life of Christ in the Synoptic Gospels	3
	BIB 1073	Paul's Salvation Letters: Romans & Galatians	3
	BIB 2033	A Study of the Book Hebrews	3
	BIB 2043	Principles of Biblical Interpretation	3
	BIB 3013	Genesis	3
	BIB 3073	The Book of Acts	3
	BIB 4053	Corinthians	3
	BIB 4133	Wisdom Literature	3
	LIT 1213	Old Testament Literature: His Story	3
	LIT 1303	New Testament Literature	3
		Total	30
Theology			
	THE 1013	Pneumatology	3
	THE 1033	God and Angels	3
	THE 1043	Man and Sin	3
	THE 2013	The Bible and the Church	3
	THE 2043	Christology	3
	THE 3013	Apologetics	3
		Total	18
Church Ministries			
	COM 3103	Cross-Cultural Communications	3
	MIN 1053	The Work of the Pastor	3
	MIN 1103	Great Commission Strategies	3
	MIN 2033	Expository Preaching	3
	MIS 3023	Introduction to Islam	2
	MIS 3013	Introduction to Missions	3
		Total	17
General Education			
	COM 1012	How to Speak in Public	2
	CSC 1023	Introduction to Computers	3
	ENG 1023	Introduction to English	3
	ENG 1103	Writing Better English	3
	GSC 1103	General Physical Science	4
	GUO 1002	Research Methodology	3
	LIT 1023	Introduction to World Literature	3

	MUS 3053	Worship of God	3
	PHL 2013	Introduction to Philosophy	3
	PSY 3013	Introduction to Psychology	3
	SOC 2013	Introduction to Sociology	3
	HIS 2503	Civilization Past and Present	3
	HIS 2012	African Church History	2
	MAT 3013	Business Mathematics	3
		Total	41
<hr/>			
General Electives			
	LDR 3123	Senior Project	3
	LDR 3013	Guidelines for Leadership	3
	EDU 3103	Principles of Teaching	3
	EDU 1103	Christian Adult Education in Cultural Context	3
	MIS 2063	Marriage Counseling	3
	BUS 2103	Church Business	3
	BIB 3063	Themes from the Minor Prophets	3
	ENG 1001	English Immersion & Conversation	1
		Total	22
<hr/>			
		Total of Program	128

— APPENDIX 2.2 —

HOW TO CONVERT CLASSROOM INSTRUCTION TIME INTO CREDIT HOURS

1. Standard Formula

- A. The standard formula most commonly accepted for computing classroom instruction time into SEMESTER CREDIT HOURS EARNED is as follows:
- 750 minutes of classroom instruction plus a final exam equals one (1) credit unit
 - 1,500 minutes of classroom instruction plus a final exam equals two (2) credit units
 - 2,250 minutes of classroom instruction plus a final exam equals three (3) credit units
- B. Basic Computational Formula: 750 minutes, times the number of credit units, divided by the number of weeks, divided by the number of class sessions per week, equals the number of minutes recommended for each class session. These times do not provide for a break within the class period. If a break is included, then additional time must be added. Where the required minutes are not divisible by 5 (e.g. 63 minutes as noted below for a 12-week class), the class period should be rounded to the next 5-minute increment.

2. Examples

- A. 15 Week Semester: 3 Credit Course
- Requirements: 750 minutes times 3 credit units = 2,250 minutes of instruction required, plus a final exam, offered over 15 weeks
 - Formula: 2,250 minutes divided by 15 weeks = 150 minutes of classroom instruction per week
 - Schedule: Three 50-minute sessions each week for 15 weeks plus the final OR two 75-minute sessions each week for 15 weeks plus the final OR one 150 minute session each week for 15 weeks plus the final.
- B. 12 Week Term: 3 Credit Course
- Requirements: 750 minutes times 3 credit units = 2,250 minutes of instruction required, plus a final exam, offered over the 4-week block.
 - Formula: 2,250 minutes divided by 4 weeks = 188 minutes of classroom instruction (round to 190 minutes) per week
 - Schedule: Three 63-minute sessions each week for 12 weeks (round to 65 minutes), plus the final (or) two 94-minute sessions (round to 95 minutes) each week for 12 weeks plus the final
 - [SPECIAL NOTE: To facilitate convenient scheduling, these times could be rounded to 65 minutes and 95 minutes, respectively.]
- C. Four Week Block Session: 3 Credit Course
- Requirements: 750 minutes times 3 credit units = 2,250 minutes of instruction required, plus a final exam, offered over 4 weeks

- Formula: 2,250 minutes divided by 20 class days = 112 minutes of class room instruction per day (round to 115 minutes)
- Schedule: Five 115-minute sessions each week for 4 weeks, plus the final

D. Two Week Block Session: 3 Credit Hours

- Requirements: 750 minutes times 3 credit units = 2,250 minutes of instruction required, plus a final exam, offered over 2 weeks
- Formula: 2,250 minutes divided by 10 class days = 225 minutes of class room instruction per day
- Schedule: Five 225 minute (3 hours and 45 minute) sessions each week for 2 weeks, plus the final

E. One Week Intensive Block Session

- Requirements: 750 minutes times 3 credit units = 2,250 minutes of instruction required, plus a final exam, offered over 1 week
- Formula: 2,250 minutes divided by 5 class days = 450 minutes of class room instruction per day
- Schedule: Five 450 minute (7.5 hour) sessions for 1 week, plus the final

3. A note about trimester schedules

CAUTION: Some schools that follow a trimester schedule use a 3/4 credit hour system (actually, 80%), which equals approximately 600 minutes of classroom instruction per credit unit instead of 750 for a semester credit unit. This should be specified on their transcript or school catalog, but an inquiry may be needed when credit is being considered for transfer. So, for instance, a student earning 80 TRIMESTER CREDIT HOURS would be given credit for ONLY 64 credit hours when transferring into a SEMESTER HOUR program following the standard computation formula.

[SPECIAL NOTE: Not all schools that follow a trimester schedule reduce the required classroom minutes and may teach the full 750 minutes per class within a 10–12 week schedule. This can be confirmed by examining their transcript guide, catalog or direct inquiry, if needed.]

— APPENDIX 2.3 —

COURSE NUMBERING SYSTEM

It is very important to establish a clear and consistent system for numbering all of the courses that your school offers. Most schools use a system that consists of 2–4 letters followed by 3 numbers, which looks something like this: OT 212.

LETTERS: The letters used to label each course should identify which content division it belongs to. For example, the Africa's Hope Discovery Series uses OT to represent the Old Testament Division and TH to represent the Theology Division.

NUMBERS: The numbers used for each course should identify the level of the course (introductory or advanced). Many schools decide on a numbering system where each of the 3 numbers has a specific meaning. The following is one example of a specific numbering system:

- 1st digit: Year offered
- 2nd digit: Sequence in the program
- 3rd digit: Sequence in the program or credit value

Other schools follow a similar system but use 4 numbers rather than 3. When this is the case, the first number designates the course level, the second and third numbers indicate the course sequence, and the fourth number identifies the credit value.

— APPENDIX 2.4 —

EXAMPLE SYLLABI

The next few pages consist of examples that are helpful for creating a course syllabus.

1. *Syllabus template:* The first document is a generic syllabus template. This document lists all of the components that are commonly included in a course syllabus along with explanations of what these components usually cover. Teachers are encouraged to use this template as a starting point and make modifications based on the course they are teaching, their own personal preferences, the expectations of the school, and the context in which they are teaching.
2. *Example syllabus:* The second document is a full example syllabus. This syllabus follows the order and contents of the provided template. This does not mean that all syllabi need to look exactly like this. Syllabi will vary considerably depending on the level of the course and whether it is being taught over a full semester or as a block course.

*For the syllabus template file and more example syllabi, see the digital supplement.

Generic Syllabus Template

COURSE NUMBER AND TITLE

Course Syllabus

Name of School

School Term and Year, Number of Credits

Instructor:

Office:

E-mail:

Phone:

Office hours:

COURSE DESCRIPTION

A brief description of the course as it might appear in the catalog.

RELATIONSHIP TO SCHOOL'S CURRICULUM

A brief statement of where the course fits in the curriculum, including whether it is a required or elective subject, for which program(s), etc.

GENERAL AND SPECIFIC COURSE OBJECTIVES

In the syllabus, it is permissible to state only the general course objectives if you are going to provide more detailed objectives in another manner. It is recommended that course objectives be written to include anticipated student learning outcomes (capabilities the students should learn).

[SPECIAL NOTE: Research shows that the treatment of this area of the syllabus differs more than any other part of a course syllabus. Some instructors include only general course objectives while others also include specific or behavioral course objectives (results that are intended after instruction has taken place). General course objectives are broad statements of what the course is intended to accomplish. They are derived directly from the course description and describe an instructional process or procedure. Specific or behavioral course objectives describe behavior expected of a learner after instruction has taken place. They describe an intended result, not a means of achieving the result; a product, not a process.]

TEXTBOOKS

List required and recommended textbooks, giving full bibliographic data. This information may be used by students, for evaluation by the Academic Dean, and for purchasing.

METHODS OF INSTRUCTION

Describe the manner of presentation and instruction (i.e. lecture, discussion, student presentations, discussions groups, audio-visual aids, etc.) that will characterize the course.

COURSE PROCEDURES AND REQUIREMENTS

Courses should require an average student to study 1–3 hours for every hour of class time. This is accomplished by the reading, writing, testing requirements, and practical assignments that are incorporated into the course. In general, assigning credit for non-performance aspects of the course, such as attendance (which is already

required by school policy), and non-evaluated items, such as reading reports where there is no associated writing requirement, is discouraged. Include the following information:

1. List the tests and assignments that students are expected to complete, including their percentage contribution to the final grade. Give sufficient detail so students know exactly what is expected of them.
2. State clearly what the due dates are, if there are any penalties for late papers, and how much mechanics such as grammar, spelling, and format count in the grade.

GRADING CRITERIA

Students should be aware of grading procedures at the beginning of a course and should know the weight given to each of the constituent parts comprising the final grade. State the grading scale or refer to the standard grading scale adopted by the school.

ACADEMIC INTEGRITY AND PLAGIARISM

Include a description of the school's policy on academic integrity and plagiarism. This statement should clearly define plagiarism and cheating and state the consequences for those who are found guilty of plagiarizing or cheating.

COURSE OUTLINE AND SCHEDULE

Give an outline of the main topics to be covered in each class session and the reading assignments that need to be completed before that class session. The outline should also include dates of exams and due dates of assignments. The following outline may be helpful:

<u>Date</u>	<u>Topic</u>	<u>Reading/Assignment</u>
-------------	--------------	---------------------------

SUGGESTIONS FOR FURTHER STUDY

Include a listing of the major references on the subject, especially those in the school library, giving full bibliographic information.

[SPECIAL NOTE: All course syllabi should be presented to the academic dean for evaluation and approval prior to the beginning of the course, and a copy of the course syllabus should be given to each member of the class during the first class session. After the course is taught, the instructor will want to evaluate the syllabus and note any suggestions for syllabus revision before teaching the course again. Further, it is recommended that a copy of the course syllabus be placed in the course file in the academic dean's office for reference and as a resource for instructors that may be assigned to teach this course in the future.]

Example Syllabus: Bachelor's Level, Semester Course

BIB 432 EPISTLE TO THE HEBREWS

Course Syllabus

Northern Bible School

Fall Semester 2009, 3 credits

Instructor: Bill Smith

Office: Livingstone Hall 132

E-mail: bsmith@schoolmail.org

Phone: 862-935-7712

Office hours: M-F, 2:00–4:00pm and by appointment

COURSE DESCRIPTION

An analytical and exegetical study of the epistle with special attention given to its theology, Christology, and use of the Old Testament. The superiority of the new covenant to the old will be shown setting forth Christ as the Great High Priest.

RELATIONSHIP TO SCHOOL'S CURRICULUM

This course fits within the Division of Bible. It is a required course for those within the Bachelor in Bible and Theology degree program. The course is usually taken during a student's senior year.

COURSE OBJECTIVES

General Objectives:

1. To acquaint the student with New Testament theology and historical background using a detailed examination of the book of Hebrews.
2. To assist the student in gaining insight into the question of authorship and destination of this epistle
3. To provide insight into the author's purpose and plan for writing this epistle.

Specific Behavioral Objectives:

Upon successful completion of this course the student should be able to:

1. Compare and contrast the background and message of the Epistle to the Hebrews to relevant Old and New Testament passages.
2. Identify and discuss the key symbols contained in the Epistle to the Hebrews and explain the more difficult passages.
3. Develop sermons or lessons from the Book of Hebrews.
4. Explain the relationship and application of the message of Hebrews to the Christian believer today.

TEXTBOOKS

Bruce, F. F., *The Epistle to the Hebrews*, Grand Rapids: Eerdmans Publishing Company, 1964.

The Bible (The NIV will be used by the instructor)

METHODS OF INSTRUCTION

Lecture and discussion method will be used in this course. Student class presentations will be featured. Assignment and test reviews will be included in the classroom discussions.

COURSE PROCEDURES AND REQUIREMENTS

Adequate preparation of assigned topics, homework and reading materials prior to each class is imperative to ensure good discussion participation. Other requirements are as follows:

1. Satisfactory completion of all exams and assignments.
2. Memorization of assigned scriptures.
3. Two sermon lesson outlines.
4. Research paper.
5. Class attendance is required as per student handbook.
6. Questions will be used for classroom discussion and written responses will be graded.

GRADING CRITERIA

- 20% Sermon/lesson outlines
20% Class assignments and presentations
20% Research paper
20% Unit exams (2)
20% Final exam

The following grading system will apply:

93–100	A	Superior
90–92	A-	
87–89	B+	
83–86	B	Good
80–82	B-	
77–79	C+	
73–76	C	Fair
70–72	C-	
67–69	D+	Unacceptable
63–66	D	
60–62	D	
0–59	F	Fail

ACADEMIC INTEGRITY AND PLAGIARISM

Northern Bible School does not tolerate academic dishonesty. Plagiarism, cheating, or copying will result in serious consequences. Students are expected to understand the nature of each of these offenses and how to avoid them. Students should review the policy on academic integrity in the Northern Bible School Student Handbook and talk to the instructor if they have any concerns or questions.

COURSE OUTLINE AND SCHEDULE

WEEK 1

Introduction
Assign term projects
Authorship
Recipients of the book
Superiority of Christ to Angels

Question: Who is the recipient of the book of Hebrews today?

Readings:

- Bruce (pp. 1–26)
- Bible - Hebrews 1

WEEK 2

Deity of Christ
Incarnation
Suffering and obedience

Question: How do suffering and obedience relate to today's Christian and the church?

Readings:

- Bruce (pp. 27–53)
- Bible - Hebrews 2

WEEK 3

Christ greater than Moses
“Partaking” of Christ
Cardinal sin

Readings:

- Bruce (pp.54–69) Bible,
- Bible - Hebrews 3

DUE: Outline of sermon/lesson on “Deity of Christ”

WEEK 4

Central theme

WEEK 5

Qualifications of a high priest
Faith: obey/believe
Infirmity or weakness of the high priest (5:2)
Eternal security/human responsibility (5:9)

Readings:

- Bruce (pp. 88–109)
- Bible - Hebrews 5

EXAM #1

WEEK 6

- Regenerate people (6:4–5)
- Apostasy (6:4–8)
- “Full assurance of hope” (6:13–18)

Question: What are some signs of apostasy in the world today?

Readings:

- Bruce (pp. 110- 132)
- Bible - Hebrews 6

WEEK 7

- Priesthood of Melchisedec
- Jesus as Priest vs. Aaronic priests
- “Separated from sinners” vs. “a friend of sinners”

Readings:

- Bruce (pp. 133–160)
- Bible - Hebrews 7, Genesis 14:18–20, Psalms 110:4, Ezra 2:61–62

WEEK 8

Covenants

Readings:

- Bruce, (pp. 161 - 180)
- Bible - Hebrews 8, Genesis 1:26–28, 3:14–19, 9:1–27, 15:1–21 Exodus 19:3–25, II Samuel 19:3–25

WEEK 9

- “An eternal redemption” (9:12)
- “Dead works” (6:71, 9:14)
- Superiority of new covenant
- Christ’s blood
- Last will and testament

Readings:

- Bruce, (pp. 181 -224)
- Bible, Hebrews 9

DUE: Sermon/lesson outline on new covenant Christ’s blood

WEEK 10

- Will of God for Christ
- Holy Spirit’s work
- Symbolism: crucifixion and veil of the temple

Readings:

- Bruce, (pp. 225–276)
- Bible - Hebrews 10

EXAM #2

WEEK 11

Come to class prepared to write two of the following passages from memory:

- | | |
|--------------|------------|
| Heb 4:12–16 | Heb 11:1–6 |
| Heb 11:32–40 | Heb 12:1–6 |

Question: What popular teaching on faith exists in the today's churches?

Readings:

- Bruce (pp. 277–344)
- Bible - Hebrews 11

WEEK 12

Oral summation of research papers

RESEARCH PAPER DUE

WEEK 13

Analogy of Christian “altar”

Death “outside the camp”

Continual sacrifice under old and new covenant

Readings:

- Bruce, (pp. 386–417)
- Bible - Hebrews 13

WEEK 14

God's discipline

Striving for peace

Striving for holiness

Readings:

- Bruce, (pp. 345–385)
- Bible - Hebrews 12

WEEK 15

FINAL EXAM

SUGGESTIONS FOR FURTHER STUDY

Barclay, Wm. *Letter to the Hebrews*. Westminster, 1976.

Brown, Raymond. *The Message of Hebrews*. IVP, 1988.

Bruce, Alexander B. *Epistle to the Hebrews*. Klock & Klock, 1980.

Bruce, Frederick F. *New Testament Development of Old Testament Themes*. Eerdmans, 1969.

Calvin, John. *Hebrews and Peter First & Second*. Eerdmans, 1960.

Delitzsch, Franz. *Commentary on the Epistle to the Hebrews* (2 vol.). Klock & Klock, 1978.

Draper, James T. *Hebrews*. Tyndale, 1976.

Fjordbak, Everett, M. *Exposition and Commentary on the Epistle to the Hebrews*. Wisdom House Pub., 1983.

Guthrie, Donald. *Epistle to the Hebrews* (Tyndale). Eerdmans, 1983.

Gutzke, Manford G. *Plain Talk on Hebrews*. Zondervan, 1976.

Hughes, Graham. *Hebrews & Hermeneutics*. Cambridge University Press, 1979.

Hughes, Philip E. *Commentary on the Epistle to the Hebrews*. Eerdmans, 1977.

Homer, A. *Epistle to the Hebrews*. Baker, 1972.

Macaulay, Joseph. *Expository Commentary on Hebrews*. Moody, 1978.

Milligan, George. *Theology of the Epistle to the Hebrews*. Klock & Klock, 1978.

Montefiore, Hugh. *Epistle to the Hebrews*. Harper, 1964.

- Newell, William R. *Hebrews Verse by Verse*. World Bible, 1987.
- Owen, John. *Hebrews. Epistle of Warning*. Kregel, 1973.
- Peterson, David. *Hebrews & Perfection*. Cambridge University Press, 1982.
- Pfeiffer, Charles F. *Epistle to the Hebrews*. Moody, 1968.
- Philips, John. *Exploring Hebrews*. Moody, 1977.
- Saphir, Adolph. *Epistle to the Hebrews*. Kregel, 1983.
- Swindoll, Charles. *Hebrews*. Word Books, 1987.
- Wiley, Henry O. *Epistle to the Hebrews*. Beacon Hill, 1984.
- Wright, Walter C. *Hebrews*. Moody, 1952.

— APPENDIX 2.5 —

ADMISSIONS REQUIREMENTS

Establishing and adhering to a realistic admissions policy is essential to the quality Bible school. Two major questions must be faced: What level of development is the student assumed to have at entry? And what level of development is expected of the graduate to be effective? The answers to these questions are based on considerations of character, academics, general factors, and expectations.

Character

Christian character and the practical Christian experience of the applicant are important to the success of every Bible school. The following are some requirements the conscientious Bible school should consider:

- A born-again experience.
- A sense of the call of God to ministry.
- Clear commitment to the doctrines and practices of the church.
- Maturity in Christian living as evidenced at a minimum by church attendance, tithing, and acceptance of responsibilities—all attested to by a pastor.
- Some experience in Christian service attested to by a pastor.

Academics

Accepted education standards ask that academic admissions requirements for the Bible school correspond to the same phase of standard secondary education in the local country. Below are typical education standards required for various program levels:

- Certificate level: Since certificate level programs may vary in purpose and structure, there are no rigorous admission standards for such programs. Schools may accept students into a certificate program at the school's discretion where there is reason to believe the student can be successful in the program.
- Diploma – secondary level: Since this is a secondary-level program (meaning students in the program have not completed high school), admission would require that the student has completed a primary school program. The student must also show evidence that he or she has the ability to study at the secondary level.
- Diploma – post-secondary level: Admission requires that the student has completed a secondary program (normally twelve years of education or its equivalent). In some settings, secondary school completion may only require ten years. In this case, the school needs to require additional evidence of readiness for post-secondary-level instruction such as performance on entrance exams.
- College/university level: Admission to a bachelor's program requires that the student has completed the secondary level (normally twelve years) as evidenced by a secondary-level diploma or the equivalent. Admissions policies need to conform generally to those at national higher education institutions. In some cases, schools may admit students without a secondary diploma on probation where there is reason to believe the student can study at this level.
- Graduate/seminary level: Admission to a master's degree (M.A. or M.Div.) requires the student to have completed a bachelor's degree or equivalent and other appropriate prerequisites.

General Factors

A number of general factors which relate neither to character nor academics, but which are nonetheless important to specify in admission requirements, are as follows:

- Entrance exams: These are especially important if admission is allowed on equivalence. Equivalence admission should not be the norm.
- Physical health: The school can avoid serious problems by requiring a health history from the applicant and a medical exam by a competent medical authority.
- Financial ability: The administration would be wise to have the attestation of someone such as the applicant's pastor that the applicant is prepared to pay his or her part of the school costs.

Expectations

Admission requirements must be reasonably close to expectations of the graduates. The process takes three steps:

1. The graduation requirements should be set.
2. The lowest level of the applicant should be estimated.
3. An education of sufficient duration to raise the lowest applicants to the desired level should be provided.

— APPENDIX 2.6 —

APPLICATION FOR ADMISSION

NAME OF SCHOOL

Instructions for Applying

1. Fill out the application form and return it to the school along with your application fee.
2. Attach your written personal autobiography and health inventory form.
3. Contact references and ask them to complete the recommendation forms.

General Information

Name _____
First name _____ Last name/Father's name _____

Mailing address:

Cell phone (include code) _____

Email _____

Date of Birth _____ Current age _____
Day _____ Month _____ Year _____

Gender (M or F) _____ Marital Status _____

Nationality _____ Citizen of _____

Primary language spoken _____

Primary religious affiliation _____

Current occupation _____

What is your intended program of study? _____

Housing preference (mark one): On-campus (in the dormitory) Off-campus

Educational Information

Have you completed secondary school/high school? Yes No

If yes, school name _____ Date of graduation _____

If no, highest grade completed _____ Last date attended _____

List any post-secondary schools you have attended:

Institution	Dates Attended	Certificate/Diploma/Degree
_____	_____	_____
_____	_____	_____
_____	_____	_____

Note: Please submit an official transcript from all of the institutions you have attended as well as a copy of your high school diploma.

Are you applying as a transfer student? Yes No

Have you applied for admission to this school before? Yes No

If yes, were you accepted? Yes No Date _____

Financial Information

How do you plan to pay for your school expenses? _____

Is there anyone who depends on you for financial support? _____
Do you currently depend on members of your household for financial assistance? Yes No

Christian Life Information

Name of church you attend _____

City _____

Years of attendance _____

Name of Pastor _____

Denomination _____

Are you a born-again Christian? Yes No When were you saved? _____

Have you been baptized? Yes No

Have you received the baptism of the Holy Spirit as described in Acts 2:4? Yes No

Describe what kinds of ministry you have been involved in and for how long: _____

Do you use any form of tobacco? Yes No Alcoholic beverages? Yes No

Have you ever used drugs? Yes No If yes, when? _____

Have you ever been arrested or convicted of a crime (other than a traffic violation)? Yes No

If yes, please explain: _____

Have you ever been denied admission, expelled, or suspended from a school? Yes No

If yes, when? _____

Please explain: _____

Recommendations

Please fill out the following information for the two people you plan to use as references. Be sure to provide them with the appropriate recommendation form.

Pastor's Recommendation

Name _____

Phone _____

Email _____

Recommendation from a Christian Friend

Name _____

Phone _____

Email _____

Attachments

Please attach the following:

1. Write a 1–2 page personal autobiography that includes the following:
 - a. Describe significant events and information from your childhood to the present that has made you the person you are today.
 - b. Summarize your calling and your goals for the future.
 - c. Explain why you want to attend Bible school.
2. Completed health inventory form

Signature

By signing below, I certify that the information provided on this application for admission is complete and accurate. If admitted, I agree to abide by the rules, regulations, and expectations of the college and understand that the highest standards of Christian character and behavior are expected of all students both while on campus and while involved in off-campus activities.

*A nonrefundable application fee of (insert amount) must be sent with the application.

Signature of applicant: _____ Date: _____

Print full name: _____

**See the digital supplement for a copy of the full example application packet, including a pastor's recommendation form, Christian friend recommendation form, and health inventory form. The digital supplement also contains additional examples of application forms, a recommendation form for transfer students, and a form for students who choose to withdraw from the school.*

— APPENDIX 2.7 —

EXAMPLE INTERNSHIP/FIELD MINISTRY TRAINING PROGRAM SYLLABUS

INTERNSHIP 1 & 2

MIN4333 & MIN4343

3 Credit Hours Each/6 Credit Hours Total

East Africa School of Theology

B.A. in Intercultural Studies

Course Purpose

The Internship Program of EAST is designed to give the student an opportunity to put into practice what they have learned in their first three years at EAST. It represents an integration of theory and practice in a field situation.

Course Objectives

During the internship period, the student will be expected to:

1. Experience, practice, and develop various ministry skills.
2. Discover various ministry gifts through actual involvement in various ministry activities available.
3. Put into practice the biblical and theological truths gained in the academic environment of EAST in ministering to people.
4. Establish mature and meaningful relationships with relevant church leadership.
5. Practically depend on the faithful presence and power of the Holy Spirit in the diverse experiences of ministry.
6. Learn how to make use of time and personal discipline in ministry in order to be more effective.
7. Value the benefits of belonging to a church organization that shares similar visions, goals and objectives.
8. Evaluate the main strengths and weaknesses of each religion, and compare them with relevant features of Christianity.

Course Content

Teaching, Preaching, and Evangelism

These requirements can be fulfilled in Sunday services, mid-week services, revival meetings, open air/market meetings, street meetings, person-to-person witnessing, youth/men's/women's fellowships, children's church, week-end challenges, rallies, and the like. The student's teaching, preaching and evangelistic requirement could also be fulfilled in these other activities: Sunday Bible classes, mid-weekly Bible classes, home Bible study classes, seminars, workshops, new converts, and discipleship classes.

Other Pastoral Activities

This requirement may be fulfilled in visitation (in homes, hospital, or prisons), worship leading, counseling, ushering, leading/participating in prayer meetings, and the like.

Ministerial Observation and Evaluation

This requirement is met in the observation and evaluation of special services/ceremonies (such as baptisms, Holy Communion, weddings, funerals, child dedications), planning sessions for church activities, and participation in sectional or district leadership/pastoral meetings.

Teaching Methodologies

The primary method of instruction for these courses is experiential. Students will serve under a mentor who is versed in their area of study and will participate in practical application of their learning. They will have prescribed work such as journaling and will also be involved in field research which accompanies their program of study.

Instructional Materials/Equipment

Textbooks, library research books, handouts, blackboard/whiteboard., and electronic media for the orientation course and multiple materials for the actual internship period.

Course Assessment

1. The internship plan of the student will have to be approved by EAST and the pastor/overseer involved. The deadline for approvals will be October of the term before the internship.
2. The student will be responsible for meeting all requirements of the internship. However, due to the fact that the College does not have funds to finance the students' needs, the home church and any willing sponsor can assist the student to enhance the success of this program.
3. Once the plan is approved, the student will be expected to cooperate and work in harmony with the pastor/overseer involved. The student must remember that during the entire internship program, he or she will be under direct authority of the supervising pastor/overseer, not EAST.
4. Students will be required to do the internship at their home church or locality, and fit into the existing system. The supervisor does not need to change anything for the sake of the internship; rather, the student should find ways of fulfilling the requirements within the existing framework, if at all possible. We do kindly request the supervisor to assist opening up ministry doors for the students.
5. However, in case of non-existence of some activities that are required for the internship, it will be up to the student to start them through the church and do whatever is necessary to keep them going. The student will need to be quick to take advantage of opportunities that arise.
6. The student is free to choose his or her own supervisor. If the supervisor does not belong to the student's denomination, the student should seek an official authorization by the national leader of the student's organization. A copy of this authorization must be submitted to EAST before the internship can be approved.
7. Students who are already pastors will still be required to do the internship, but they might need to arrange with their seniors to act as supervisors. Where such arrangement is impossible for valid reasons, EAST should be notified immediately. A supervisor must be a fully ordained minister of the student's organization. This ordination should have given the supervisor authority to preside over all the rites of the church.
8. All written materials of the internship must be approved by the official stamp and signature of the supervisor.

9. The internship has to be completed satisfactorily before a student can graduate. The responsibility for successful completion of the internship rests on the student!
10. The deadline date for returning all internship material will be the first day of registration of the term after the internship. A student will receive less marks for each day of delay after this date.
11. Internship Grading and Credits
 - a. Internship One: 3 credit hours will be awarded to the student's field evaluation by the supervisor under the guidance of the Dean of Students. The grade will be out of 100 percent. The lowest grade a student may get in order to pass is a "D" or 60%.
 - b. Internship Two: 3 credit hours will be awarded for all the written materials and reports that the student submits at the end of the internship for evaluation. The lowest grade the student can earn in order to pass is "D" or 60%.

Students should see *The EAST Internship Orientation Manual* for more detailed information.

Required Textbooks

EAST Internship Orientation Manual. Nairobi, Kenya: EAST Books, 2001.

Holy Bible, The New International Version (1984).

— APPENDIX 2.8 —

SCHOOL CATALOG – TYPICAL COMPONENTS

Explanation: What follows is a list of components that are typically included in a school catalog. This does not mean that every catalog will or should have every component on this list since every school is different. However, this list shows what types of topics should be covered in creating a catalog for your school or perhaps revising your current catalog. For an example of a full catalog, see the digital supplement.

A Message from the President

General Information

- A. Institutional mission, vision, and goals
- B. Core values of the school
- C. Doctrinal statement
- D. Ownership and affiliation
- E. Recognition
- F. Campus facilities
- G. Location and transportation
- H. Campus life

Academic Information and Policies

- A. List of programs offered by the school
- B. Delivery options
- C. Definition of credit hours
- D. Transfer of credits
- E. New student orientation
- F. Class attendance
- G. Tardiness
- H. Adding and dropping courses
- I. Final examinations
- J. Major illnesses and deaths
- K. Grading scale
- L. Failing a course
- M. Retaking a course
- N. Withdrawal policy
- O. Graduation requirements
- P. Academic honors
- Q. Transcripts

Admissions

- A. Admissions requirements
- B. Admissions procedures

Financial Information

- A. Current fee structure
- B. Payment
- C. Refund policies
- D. Scholarships

Institutional Standards

- A. Academic integrity
 - 1. Definitions of plagiarism, copying, and cheating
 - 2. The school's policy for students who are found guilty of these offenses
- B. Disciplinary procedures
 - 1. Academic probation
 - 2. Attitudinal probation
 - 3. School life standard violations
 - 4. Suspension
 - 5. Dismissal
- C. Nondiscrimination policy
- D. Student grievances

Instructional Technology and Resources

- A. Computer lab
- B. Library
- C. Internet access
- D. Digital media resources
- E. Renting and/or buying textbooks

Program Descriptions

- A. Certificate-level programs
- B. Diploma-level programs
- C. Bachelor-level programs
- D. Others

Course Descriptions

- A. Description of course codes
- B. Course descriptions

Administration and Faculty

- A. Board of Directors
- B. Administration
- C. Faculty

Academic Schedule

— APPENDIX 2.9 —

TRANSCRIPT TEMPLATE

NAME OF SCHOOL

ADDRESS OF SCHOOL

OFFICIAL TRANSCRIPT

Name of Student _____

Student ID # _____ Date of Birth _____

Date of Printing _____

Level and Program of Study _____

Date Graduated (if applicable) _____ Grade Point Average _____

— APPENDIX 2.10 —

EXAMPLE REGISTRATION CARD

Explanation: What follows is an example registration card. Students should fill out a registration card each time they register for a new semester, year, or session of classes (depending on the program). Schools are encouraged to make adaptations to the example to reflect their needs and context. See the digital supplement for a drop/add card and other example registrar-related forms.

Front of card

REGISTRATION CARD		REGISTRAR'S COPY	
Name _____	Term & Year _____		
E-mail _____	Cell phone _____		
Home address (if it has changed) _____			
Program of Study _____			
Current Year in the Program: <input type="checkbox"/> 1st Year <input type="checkbox"/> 2nd Year <input type="checkbox"/> 3rd Year <input type="checkbox"/> 4th Year			
Housing: <input type="checkbox"/> On campus <input type="checkbox"/> Off campus			
Cafeteria Meals: <input type="checkbox"/> All Meals <input type="checkbox"/> Lunches <input type="checkbox"/> No Meals			
Are you currently pastoring? Yes No If yes, where? _____			
Pastoral and/or ministry roles _____ _____			
Signature of Student			

Back of card

COURSE #	COURSE TITLE	CREDITS	TEACHER

Approvals:

Academic clearance _____

Financial clearance _____

Registrar _____ Date _____

— APPENDIX 2.11 —

OASIS: A RECOMMENDED RESOURCE FOR ACADEMIC RECORDS

OASIS is a computer program for keeping academic records that was created by Africa's Hope. The program allows the school registrar (or other office staff) to have immediate access to student data and to track every student record from enrollment to graduation and beyond.

OASIS has many helpful features for maintaining a total record of student activity, including course enrollment, transfer and experience credit, financial data, and grades. As a result of the software, student data can remain secure and stable, while allowing staff to work efficiently to meet students' needs. Furthermore, OASIS makes it simple to provide necessary information during accreditation reviews.

Another valuable feature of OASIS is that it has a support team that will work with Bible schools to convert older data while maintaining the school's existing grading structure and course information.

If you are interested in using this program, please send an email to info@africaatts.org. A member of the OASIS support team will correspond with you to determine the capabilities of your computer and internet service. Then, you will be advised and guided through the download process to begin using OASIS at your school.

CONSIDERATIONS WHEN PROJECTING AN EXTENSION EDUCATION PROGRAM

Introduction

In recent years there has been a rapid increase in extension education as institutions have sought ways to meet the felt needs of their constituents beyond their traditional campus programs. It is important to make adequate provision for the following basic factors to ensure the development of a meaningful and enduring extension training program. If your institution is operating an extension training program or is considering developing an extension training program, proper consideration of and provision for these key factors will increase the possibility of its successful implementation and operation.

Factors to Consider

1. REASON FOR BEING

The foundational documents of an institution (constitution/by-laws) should contain a statement of the mission of the school and indicate why the institution has been brought into existence. Clarity of purpose and focus are best achieved when a school's purpose and reason for existence are expressed in writing. For example, a general statement of purpose for the existence of a Bible school might be:

As a (General Council, Regional, District, etc.) Assemblies of God institution serving (name of country, region, district, etc.), the (name of school) is established to enable those called of God to develop their God given gifts and prepare for the ministry of proclaiming the Gospel of our Lord Jesus Christ.

This stated purpose should be the foundation of all training programs offered and will provide guidance when seeking to determine if an extension training program is actually needed and how such a program will be developed to meaningfully relate to and fulfill the stated purpose of the school. (For more information on developing a mission statement, see Standard 1.)

2. PROVIDING FOR CONTINUITY

All institutions of learning have a continuing contractual obligation to those who enroll for training. This responsibility can best be maintained when those who carry ultimate responsibility for the school are involved with the authorization and formation of study programs which require continuing institutional commitment, personnel, record keeping, facilities and finance.

A basic first step in establishing an extension program is to receive approval from the Board of Directors to develop a draft of the basic components of the extension program. It is essential for the administration to also draft an extension program handbook for approval by the Board of Directors. This handbook should contain general information as well as the policies and procedures that will govern the operation of the extension program. There are many obvious advantages and reasons for having a written document for the operation of the extension program including the fact that a handbook will help provide for a smooth running and enduring training program. An example extension program handbook can be found in the digital supplement.

It is important to clearly establish that "ownership" of extension centers belongs to the resident school. Even if the extension center meets in a local church, the written documents and agreements of understanding, including contracts, should clearly show that the extension program is created, controlled, and governed by the resident school.

3. FINANCES

Extension training programs require finances, and their existence and operation will need to be considered when developing the institutional budget. Extension programs do not need to be expensive and in some situations can even be designed and operated to provide additional revenue for the school. One way that start-up and operational costs can be kept to a minimum is by using local church facilities rather than rented facilities. Expenses can also be reduced by using qualified adjunct faculty living near the extension center rather than funding the travel of resident faculty to the extension location. (Bear in mind, however, that extension courses must be equivalent to resident courses. For this reason, accreditation may require that 50% of the courses be taught by resident faculty.)

Financial policies which apply to the operation of the extension program need to be addressed and included in the Extension Education Handbook.

4. TYPES AND LEVELS OF EXTENSION EDUCATION PROGRAMS

Extension training programs have been designed in a variety of ways to meet felt needs in a particular situation. Some schools offer only the first year of the curriculum by extension and some offer the entire resident study program to extension students. Other extension programs have been designed to provide for a degree study program by extension following the completion of the resident diploma program or to provide for continuing education after graduation by offering specialized courses on current issues for former graduates. As long as academic quality is maintained, there is no limit to program innovation and design by an institution in order to meet felt needs.

5. THE EXTENSION EDUCATION DIRECTOR

The extension education director should be appointed by the Board of Directors. Normally he/she would serve under the direction of the academic dean (to ensure academic integration of the extension program), and in some situations might serve as a member of the Administrative Committee. Depending on local circumstances, the extension director could be the present academic dean, registrar, or someone else designated to give leadership to the extension program of the school.

The director should have a written job description which would also be included in the extension education handbook. An example job description for the extension director/coordinator has been included with the other sample job descriptions. It is important to provide the extension director with training and/or orientation since a knowledgeable extension director is a vital key to the successful operation of an extension education program.

6. THE LOCATION OF EXTENSION CENTERS

Generally speaking, decisions regarding where extension centers will be established are determined by knowing where clusters of potential students are located. This will often be in an area where strong local churches have been established. It is suggested that some form of survey be conducted to identify these potential clusters of students and to determine priority locations.

Other factors to be considered in determining extension center locations would include available facilities, costs (including travel expenses and faculty salaries), transportation schedules, and availability of qualified faculty.

It is recommended that a “memorandum of understanding” be prepared which would outline the relationship and obligations between the institution and those exercising authority over the facilities at the site of the extension center (local church board, landlord, etc.). This will help ensure a continuing positive relationship between the institution and those who are involved with oversight of facilities at the extension center, and help provide for the overall continuation of the extension program.

It is suggested that the school first establish one extension center as a pilot project before considering the opening of any additional extension centers.

7. TEACHERS

The selection of faculty members to teach at the extension center should follow the same criteria and procedure for selecting and authorizing teachers as for the resident program.

Ideally, it is recommended that the major part of the teaching at the extension center be done by members of the resident campus faculty. When an adjunct faculty member is selected, he/she should have the same qualifications as resident campus faculty members.

As with all individuals associated with the institution, the extension faculty members should have a written job description. An example of an extension faculty member's job description can be found in Appendix 3.

Orientation should be provided for all teachers associated with the extension program and should include reading the extension center manual and understanding the duties required of the extension class teacher.

Training for ministry in an extension center does not usually provide the same environment and opportunity as the resident campus for the spiritual formation of the students. Some argue that this is not a significant consideration since extension students tend to be older and, therefore, more established in their faith than resident students. Extension faculty members need to be particularly attentive to this aspect of student development. Additionally, extension faculty need to keep in focus that the formal curriculum is only a part of the total learning experience of the training institution and provide for practical ministry assignments similar to those required of resident program students.

The extension education handbook will need to address extension faculty issues such as whether extension faculty are considered the same as full-time faculty and are required to attend various meetings and events. Usually, extension or adjunct faculty are not considered the same as the full-time regular faculty of a school and would not be expected to attend faculty meetings, except by specific invitation. However, a courtesy invitation to special events such as graduation would be in order.

8. CLASS SCHEDULE

The question of when to conduct class is a key factor in formulating a successful extension program. The class schedule will best be determined after considering the most suitable time that prospective students have available. Classes have often been held in the evening, on weekends, during times of vacation, etc. It is reasonable to expect that the extension class schedule should not compete with the local church schedule.

9. SEQUENCE OF SUBJECTS OFFERED

The sequence of subjects to be offered would normally follow the same sequence of subjects as offered at the resident program, though at a much slower rate, in most situations. A resident campus student might study five or more subjects at a time during a semester whereas the extension center may only offer one or two subjects at a time.

Generally speaking, one would expect that all of the subjects offered in the curriculum at a resident school during the first semester would also be taught at the extension center before the extension center proceeds to offer second semester subjects from the curriculum of the resident school.

10. CLASSROOM(S)

Extension education centers typically use local church sites because they are usually equipped for classroom activities, located near public transportation and available at desired times at a reasonable cost. Occasionally, classes may need to be held in a home or rented facility.

One way to help identify an extension center and its relationship to the resident school is to display a resident school sign in a prominent position at the extension location.

11. CLASSROOM FURNISHINGS/EQUIPMENT

It is important to consider classroom furnishings and equipment in budgeting and classroom preparations. The actual furnishings needed will be determined by conditions at each specific extension center.

12. A FUNCTIONAL LIBRARY

Having sufficient reference materials and textbooks to support the curriculum is a basic requirement for a credible extension training program. Even though extension faculty members should favor giving practical assignments making classroom theory and discussion relevant to ministry application, a functional library is needed for research and academic investigation.

Planning for library needs includes consideration of funding to secure reference materials and providing security for these materials.

13. LOCAL ON-SITE COORDINATOR/REGISTRAR

A qualified and responsible person needs to be appointed by the resident school to oversee the operation of each extension center. This person would normally be nominated by the administration of the resident school and approved by the Board of Directors, and could be any responsible person close to the extension center who has been trained and is willing to serve in this capacity (pastor, church secretary, former graduate, etc.).

The primary responsibility of the on-site coordinator/registrar would be to assist the extension director at the resident campus, to oversee the general operation of the extension center, and to implement the policies and directives of the administration of the resident school (that control and regulate the functioning of the extension center).

An example job description for this position is included in Appendix 3.

Conclusion

The extent of careful planning provided will dictate the amount of success and longevity of any extension training program undertaken. It is easy to announce the opening of an extension program and attempt a beginning, but extension programs that endure and produce workers for the harvest require more than the inspiration of the moment or the vision of a single individual.

In this time of unprecedented harvest the church needs to provide ministerial training opportunities for all whom the Spirit is calling for ministry and service. To do so, we must continue to use both the traditional resident training program and to develop other creative methods of training for those truly called to ministry, who for various reasons are unable to enroll in a resident training program.

*See the digital supplement for a model extension education handbook.

APPENDIX 3

Faculty and staff

3.1 Faculty and Staff Code of Ethics	Mission, Goals, and Objectives	1
3.2 Example Faculty Job Description	Educational Programs	2
3.3 Suggestions for Conducting Faculty Development	Faculty and Staff	3
3.4 Suggested Topics for Faculty Professional Development	Student Development	4
3.5 Faculty Handbook – Typical Components	Learning Resources	5
3.6 Student Survey of an Instructor and Course	School Administration	6
3.7 Course-Instructor Evaluation	Physical Resources	7
3.8 Extension Program Positions – Example Job Descriptions	Financial Resources	8
Extension Coordinator	Student Outcomes	9
Extension Faculty	Relationship with Churches	10
Extension Registrar		

— APPENDIX 3.1 —

FACULTY AND STAFF CODE OF ETHICS

Explanation: When faculty and staff members are first hired, they should be asked to sign a code of ethics (or a similar document) in which they commit to live according to certain expectations specified by the school. What follows is an example of what a code of ethics might look like.

Preamble

As a follower of Jesus Christ and faculty or staff at (name of Bible School), I commit to conducting myself according to the ethical guidelines and principles set forth in this code of ethics, in order that my ministry be acceptable to God, my service be beneficial to the Christian community, and my life be a witness to the world.

Responsibilities to Self

1. I will maintain my physical and emotional health through regular exercise, good eating habits, and the proper care of my body.
2. I will nurture my devotional life through a regular time of prayer, reading of the Scriptures, and worship.
3. I will continue to grow intellectually through personal study, reading, and educational opportunities.
4. I will manage my time well by properly balancing personal obligations, work duties, church commitments, and family responsibilities, and by observing a weekly Sabbath rest.
5. I will be honest and responsible in my finances by paying all debts on time, never seeking special gratuities or privileges, giving generously to worthwhile causes, and living a Christian lifestyle.
6. I will be truthful in my speech, never plagiarizing another's work, exaggerating the facts, misusing personal experiences, or communicating gossip.
7. I will seek to be Christlike in attitude and action toward all persons regardless of race, social class, religious beliefs, or position of influence within the church and community.

Responsibilities to Family

1. I will be fair to every member of my family, giving them the time, love, and consideration they need.
2. I will regard my family as a gift from God and seek to meet their individual needs without imposing undue expectations upon them.

Responsibilities to the School

1. I will seek to be a servant of God by following the example of Christ in faith, love, wisdom, courage, and integrity.
2. I will faithfully discharge my time and energies as faculty or staff through proper work habits and reasonable schedules.
3. I will be impartial and fair to all students.
4. Concerning student grades and information, I will maintain strict confidentiality.
5. In my work as a faculty or staff member, I will avoid any appearance of impropriety when meeting alone with a student.

Responsibilities to Colleagues

1. I will endeavor to relate to all colleagues, especially those with whom I serve, as partners in the work of God, respecting their service and cooperating with them.
2. I will seek to serve my colleagues and their families with counsel, support, and personal assistance.

3. I will refuse to treat others as competition in order to receive an honor or achieve statistical success.
4. I will refrain from speaking disparagingly about the person or work of any colleague.
5. I will be honest and kind in my recommendations of others to positions or other inquiries.
6. If aware of serious misconduct by a colleague, I will contact responsible officials and inform them of the incident.

Responsibilities to the Community

1. I will accept reasonable responsibilities for community service, recognizing the biblical model to care for those in need.
2. I will support public morality in the community through responsible prophetic witness and social action.
3. I will obey the laws of my government unless they require my disobedience to the law of God.
4. I will practice Christian citizenship without engaging in political activities that are unethical, unbiblical, or unwise.

Responsibilities to my Denomination

1. I will love, support, and cooperate with the faith community of which I am a part, recognizing the debt I owe to my denomination for its contribution to my life, my ministry, and my church.
2. I will work to improve my denomination in its efforts to expand and extend the kingdom of God.

This sample is adapted from Ministerial Ethics: Moral Formation for Church Leaders co-authored by Joe E. Trull and James E. Carter (Grand Rapids: Baker Academic, 2004), 259–263.

**For additional example faculty-related forms, see the digital supplement.*

— APPENDIX 3.2 —

EXAMPLE FACULTY JOB DESCRIPTION

Qualifications

1. They shall be persons of spiritual maturity and integrity and manifest a special interest and ability in the preparation of Christian workers.
2. They should be in agreement with the Assemblies of God doctrinal position and in full support of the philosophy and goals of the college.
3. They shall have received adequate educational background in their specific field of teaching (normally, one level of education above the level they are teaching) and demonstrate professional competence, and desire to continue their professional growth.
4. They should manifest a desire to build positive communications with the students and maintain positive relationships with the community.
5. They shall be approved by the school's Board of Directors upon recommendation of the president in consultation with the academic dean.

Responsibilities

1. To prepare a syllabus for each assigned course under the guidance and direction of the academic dean according to the established course description.
2. To give spiritual and academic direction to each class session.
3. To establish and enforce standards of classroom discipline.
4. To provide practical learning experiences that will help students relate course content to their lives and ministries.
5. To train students in study skills and learning habits that will produce lifelong patterns of growth and development.
6. To make regular, reasonable, and productive assignments appropriate for the level and goals of the course.
7. To provide prompt, clear and fair feedback on students' work (assignments, tests, etc.).
8. To be available, as needed, for individual student consultations in addition to class time.
9. To skillfully construct and administer exams designed to measure comprehension and the students' ability to interpret and organize concepts and principles for practical applications.
10. To maintain accurate records of student performance and progress, and to submit final grades to the registrar within seven days following the final exam at the end of the term.
11. To notify the academic dean prior to the end of the term of students who are failing or have other problems which may adversely affect their grades (e.g. absenteeism, classroom misbehavior) and which require corrective action according to established guidelines.
12. To be present at all scheduled class sessions unless approval has been given in advance by the academic dean and students have been notified in advance.
13. To attend all scheduled faculty meetings and any other program activities deemed necessary by the academic dean.
14. To assume any other faculty related responsibilities that may be assigned by the academic dean.

— APPENDIX 3.3 —

SUGGESTIONS FOR HOW TO CONDUCT FACULTY DEVELOPMENT

All schools can and should offer regular opportunities for professional development for their faculty and encourage them to be life-long learners. The following are a number of ideas for how a school can offer these opportunities.

New teacher orientation

The academic dean should assign new faculty members to an experienced faculty member to serve as their mentor for their first year. The mentor will help the new faculty member get off to a good start, explain policies and resources at the school, and meet with him or her on a regular basis to answer questions and check how everything is going.

Guest presenter

Once or twice a year, the school should try to bring in an expert with special qualifications or experience to conduct a seminar/workshop for the faculty. This might be a renowned local expert, an expert from another city, or even an internationally-known expert. If a school wants to bring in someone from another country, they may want to work together with other nearby schools for the sake of costs as well as to maximize the opportunity.

Ongoing Professional Development at Faculty/Staff Meetings

While it is very beneficial to bring in an expert occasionally, offering regular opportunities for professional development to faculty does not have to be complicated or costly. One of the best ways to do this is by making professional development a regular part of faculty/staff meetings:

- If the president or academic dean notices that a faculty member does exceptionally well in a certain area, this faculty member can be asked to give a teaching presentation about their area of strength at a regular faculty/staff meeting. This is a great way to make the most of the strengths of faculty members.
- Either an individual faculty member or a group can be assigned to read a helpful educational book and then give a presentation to the rest of the faculty about the most important content of the book and how they can apply it to their teaching. This presentation would most likely be given at a faculty/staff meeting.
- All faculty members can be asked to read a specific book chosen by the president or academic dean and then discuss it at faculty/staff meetings or with a discussion group of other faculty over a certain number of weeks.

Journal Subscriptions

The school should subscribe to journals/periodicals relating to education, curriculum, teacher development, school administration, etc., as well as biblical studies, leadership, missiology, etc. In conjunction with the library, these resources should be made available to faculty and administrators, and they should be encouraged to read them to stay current on issues relevant to their teaching. Content from these journals could also be a good source of material for presentations to be made at faculty/staff meetings.

Auditing a Course

Many schools allow their faculty members to audit a course of their choice offered at the school. (Auditing a course means attending class sessions for the benefit of learning but not receiving academic credit and not being required to complete assignments.) Typically, faculty can choose one course to audit per semester.

Attending Local Events

Faculty members should be encouraged to attend teacher-related conferences, seminars, or workshops being offered by other local institutions, churches, or the city. If only a small group of faculty members attend an event, they should present on what they learned to the rest of the faculty at a faculty/staff meeting.

Observing Another Faculty Member

Each semester, it can be beneficial to assign every faculty member to another faculty member to observe each other. At least once during the semester, both teachers should observe the other one teach a class. After the observation, the two teachers meet together, and the observing teacher gives the other one feedback on what he or she did well and also possible suggestions for improvement. As a result, not only does the teacher who was observed receive encouragement and new ideas, but the observing teacher also gleans new ideas from what the other teacher did well.

Evaluation by the President or Academic Dean

At least once a year, the president or academic dean should observe every faculty member for a class session. If possible, it is ideal for each faculty member to be observed twice: once as a scheduled observation and the other as an unscheduled impromptu observation. After the observation(s) the president/academic dean should then schedule a meeting with the faculty member to discuss observations of what went well and suggestions for improvement. This would also be a good time to talk with the faculty member about how the school year is going for them in general and possibly to discuss their personal goals for the year.

Student Evaluation

Toward the end of each course, the students in that course should fill out an evaluation form/survey of their instructor. The instructor should not be in the room when students are filling out the evaluation, and the evaluations should be anonymous. Typically, an administrative assistant will tally the results and compile the information into one document (usually typed). This information will then be given to the academic dean and to the instructor.

School Sponsorships and Scholarships

If the budget allows, the board of administration may choose to designate a certain amount of funds available to each faculty member for professional development. Each faculty member can choose a seminar or conference he or she would like to attend, either within the city, another city, or another country. The faculty member must fill out a request to the board, informing them of the topic and purpose of the seminar/conference, where it is being held and when, other logistical details, estimated cost, and why it would be beneficial to their teaching. The board must choose whether or not to approve the request. After attending the seminar/conference, the faculty member should present what he or she learned to the rest of the faculty.

Depending on the budget, the school may also wish to offer scholarships for further education to faculty members who have been at the school for a certain number of years. Depending on the faculty member's level of education, this would give them opportunity to pursue either a master's degree or doctoral studies. In exchange for the scholarship, the faculty member would typically be expected to commit to a certain number of years of further service to the school.

— APPENDIX 3.4 —

SUGGESTED TOPICS FOR FACULTY PROFESSIONAL DEVELOPMENT

Below is a list of suggested topics that are helpful for teachers. When a school's administration is planning faculty professional development seminars, workshops, or meetings, they may want to cover topics such as these:

- Educational philosophy
- Developing a course syllabus
- Developing course goals and writing objectives
- How to write a lesson plan
- Teaching methods
- Formal and informal assessment
- How to write effective tests
- Constructing authentic and relevant assignments
- Classroom management
- Grading procedures
- Learning styles
- How to give feedback in the classroom
- Differentiated instruction
- Cooperative learning
- Using textbooks effectively
- Using technology to enhance learning
- Improving teacher-student relations
- Reflection and self-evaluation
- Incorporating the school library into the classroom
- Teaching content in a second language
- Maintaining balance between school life and other areas of life
- Creating an individual growth plan for professional development

— APPENDIX 3.5 —

FACULTY HANDBOOK – TYPICAL COMPONENTS

Explanation: What follows is a list of components that are typically included in a faculty handbook. However, this list is not comprehensive. Schools are encouraged to use this list as a starting point for topics that could be helpful to include in a faculty handbook but then add to it or subtract from it to best meet their needs and context. For an example of a full faculty handbook, see the digital supplement.

Institutional Mission and Information

- A. Message from the president
- B. Mission and purpose statements
- C. Objectives and core values
- D. Doctrinal position
- E. Denominational relationships and ownership
- F. Accreditation and endorsements
- G. Educational philosophy

Institutional Organization and Administration

- A. Organizational structure
- B. Board of directors
- C. School administration
- D. Administrative job descriptions

Faculty Committees

Faculty Policies

- A. Criteria for faculty selection and retention
- B. Faculty appointments
- C. Tenure
- D. Faculty discipline
- E. Employment standards
- F. Professional requirements and qualifications
- G. Faculty work load
- H. Remuneration
- I. Campus mail
- J. School email
- K. Class obligations
- L. Teaching obligations
- M. Application for leave
- N. Faculty sick leave
- O. Faculty meetings, chapel, committees, etc.
- P. Retirement plan
- Q. Faculty development opportunities
- R. Professional conferences and seminars
- S. Insurance
- T. Telephone calls
- U. Housing
- V. Use of school vehicle

- W. Solicitation of funds
- X. Library
- Y. Computer lab
- Z. New faculty mentorship program

Academic Policies

- A. Grading system and grading guidelines
- B. Assessment requirements
- C. Academic integrity and excellence
 - 1. Definitions of plagiarism, cheating, copying, etc.
 - 2. Disciplinary policy for violations of standards of integrity
- D. Disciplinary procedures
 - 1. Academic probation
 - 2. Attitudinal probation
 - 3. College life standard violations
 - 4. Suspension
 - 5. Dismissal
 - 6. Student grievances and rites of appeal
 - a. Serving as a faculty advisor
 - b. Adding and dropping courses
 - c. Late work
 - d. Failing a course
 - e. Retaking a course
 - f. Graduation requirements
 - g. Final grade reports
 - h. Faculty evaluations and observations

Student Relations and Classroom Management

- A. Philosophy
- B. Class conduct
 - 1. Class length
 - 2. Attendance policy
 - 3. Classroom discipline
 - 4. Internet and cellphone policy
- C. Instructional Support and Evaluation
 - 1. Document preparation for instructional use
 - 2. Instructional supplies and audiovisual equipment
 - 3. Faculty textbook/study guide copies
 - 4. Faculty use of copying machines
 - 5. Course evaluation by students
- D. Spiritual Nurture and Student Support
 - 1. Chapel
 - 2. Church attendance and weekend ministry opportunities
 - 3. Faculty-student relations
- E. Nondiscrimination
- F. Medical Emergencies

— APPENDIX 3.6 —

STUDENT SURVEY OF AN INSTRUCTOR AND COURSE

Addis Ababa Bible College

1. Name of Instructor _____
2. Name of Course _____
3. Is this course in the First Semester or Second Semester? (Please check one.)
4. What is the year of this course? 20
5. Is this course in the Extension program or Day program? (Please check one.)

For each of the criteria below, please circle the number that corresponds to your answer: 1 representing “Poor”; 2 representing “Below Average”; 3 representing “Average”; 4 representing “Above Average”; and, 5 representing “Excellent.”

Criteria	Poor	Rating					Excellent
		1	2	3	4	5	
Organization of the Course	Lacks planning & organization	1	2	3	4	5	Well organized & carefully planned
Goals of the Course	Course goals not clear	1	2	3	4	5	I clearly understand the course goals
Clarity of Assignments	Assignments are not clear	1	2	3	4	5	Assignments are very clear
Reasonableness of Assignments	Unreasonable — too much work	1	2	3	4	5	Reasonable – I could do them
Teacher’s preparation for class	Not prepared	1	2	3	4	5	Well prepared
Interest of the Class	Classes were boring and uninteresting	1	2	3	4	5	Classes were very interesting
Relationship with the Students	The teacher resented opposition — not a good atmosphere	1	2	3	4	5	The teacher was tolerant, encouraging, and friendly toward students
Relevance of Assignments	Assignments did not seem to fit into class or life	1	2	3	4	5	Assignments fit into class well and helped to accomplish course goals
Overall value of the course to my life & ministry	Not very valuable — I will not use this material again	1	2	3	4	5	Very valuable — I will often use what I learned
Overall rating of the teacher’s abilities	Poor — I would prefer not to take courses with her/him again	1	2	3	4	5	Excellent — I would be glad to take another course with her/him

What **other courses** do you feel ABC should offer that you would find beneficial to your life and ministry?

Does this course help fulfill the **Purpose Statement of ABC** (*see below*)? _____

1. If you answered “yes” then describe how it fulfills the purpose statement of ABC.

2. If you answered “no” then describe how it does not fulfill the purpose statement of ABC.

3. What would you do to make the course more effective in preparing Spirit-empowered ministers to serve in Ethiopia and the Horn of Africa?

Additional Comments. Please list any additional comments you might have.

*ABC trains Spirit-empowered ministers for full-time service to God, the local church
and the unreached of Ethiopia, the Horn of Africa and the world.*

— APPENDIX 3.7 —

COURSE-INSTRUCTOR EVALUATION

East Africa School of Theology

This questionnaire gives you the opportunity to share your views about certain aspects of this course with your lecturer, so please be honest and objective. For each item below, please indicate the response closest to your opinion by marking the appropriate box. Mark only one box for each question. Thank you for your feedback and comments.

Course name: _____ Instructor: _____

REGARDING THE COURSE	Poor	Average	Good	Great
The content or material covered in this course				
The usefulness of this course				
The workload for this course				
The textbook and materials used				
The value of this course				
The testing and assignment schedule for this course				
The clear communication of the course objectives				
Overall course rating				
REGARDING THE INSTRUCTOR				
The instructor's knowledge of the subject				
The instructor's preparation for class				
The instructor's teaching style				
The instructor's ability to cover the material outlined in the syllabus				
The instructor's ability to communicate				
The instructor's ability to generate interest in the subject				
The instructor's ability to generate and guide classroom discussion				
The instructor's use of teaching aids (whiteboard/chalkboard, etc.)				
The instructor's use of class time				
The instructor's concern and respect for students				
The instructor's demonstration of Christian Character				
The instructor's ability to serve as a role model				
The instructor's fairness in marking				
The instructor's prompt marking and returning of assignments				
Overall instructor rating				

QUESTIONS

1. What did you like about this course and the way it was taught?
2. How can this course be improved?
3. Do you think this course should continue to be a part of our curriculum? Please explain.
4. Additional comments (if you need more space, please use the back of this page).

— APPENDIX 3.8 —

EXTENSION PROGRAM POSITIONS – EXAMPLE JOB DESCRIPTIONS

EXTENSION COORDINATOR

Qualifications

1. Should manifest a special interest and ability in developing the extension education program of the school.
2. Should be committed to fulfilling whatever time requirements may be necessary at the resident campus to administer the extension education program.
3. Should have adequate experience and training in directing the extension education program of the college and demonstrate professional competence and a desire for continued professional growth.
4. Should be recommended by the president, in consultation with the academic dean, and appointed by the school Board of Directors.
5. Should hold ministerial credentials with the sponsoring church.

[SPECIAL NOTE: If the local school extension education program extends beyond the national boundary of the resident campus, special consideration should be given to the special working relationships between the resident campus and Extension Coordinator, and each national church council involved.]

Responsibilities

1. To assume leadership over all extension education programs of the school according to the guidelines set down in the Extension Education Handbook, being amenable to the president and working under the supervision of the academic dean. (See the digital supplement for a full example Extension Education Handbook.)
2. To work in cooperation with the academic dean and Administrative Committee to establish extension education policies and maintain the Extension Education Handbook.
3. To work in cooperation with the academic dean and Administrative Committee to develop, organize, and evaluate the extension education programs of the school according to student and local church needs.
4. To assist the administrative committee in establishing the extension education program budget.
5. To work in cooperation with the president and academic dean in recommending extension faculty selection, retention, and in-service training to the Board of Directors.
6. To arrange the extension instructors' teaching assignments and class schedules and submit them to the Administrative Committee for approval.
7. To work in cooperation with the president and academic dean to prepare the agenda for extension faculty meetings and to serve as chairperson of those meetings.
8. To direct the work of extension instructors in such areas as course preparation, textbook selection, classroom presentations, and student evaluations in accordance with resident campus requirements.
9. To provide for and oversee academic counseling regarding individual study programs, academic progress, and graduation requirements.
10. To oversee the responsibilities of the extension registrar (if applicable) in cooperation with the campus registrar, following established procedures for course registration, efficient recording of all student grades, and maintaining complete student records and files.
11. To serve as the final authority in solving grade disputes between the extension instructor and student.

12. To serve as a member of the campus Library Committee and oversee the extension library and the selection and ordering of library books and textbooks which have been approved by the campus Library Committee.
13. If appointed by the Board, to serve as a member of the Administrative Committee at the resident campus.
14. To recommend student transfers to the resident campus and also notify the registrar and academic dean of candidates who will qualify for graduation.
15. To assume any additional responsibilities that may be assigned by the Board of Directors.

EXTENSION FACULTY

Qualifications

1. They shall be persons of spiritual maturity and integrity and manifest a special interest and ability in the preparation of Christian workers.
2. They should be in agreement with the Assemblies of God doctrinal position and in full support of the philosophy and goals of the college extension program.
3. They shall have received an adequate educational background in their specific field of teaching (normally, one level of education above the level they are teaching), demonstrate professional competence, and desire to continue their professional growth.
4. They should manifest a desire to build positive communications with the students and maintain positive relationships with the community.
5. They shall be approved by the school Board of Directors upon recommendation of the president in consultation with the academic dean and the extension coordinator.

Responsibilities

1. To prepare a syllabus for each assigned course under the guidance and direction of the academic dean and the extension coordinator and according to the established course description.
2. To give spiritual and academic direction to each class session.
3. To establish and enforce standards of classroom discipline.
4. To provide practical learning experiences that will help students relate course content to their lives and ministries.
5. To train students in study skills and learning habits that will produce lifelong patterns of growth and development.
6. To make regular, reasonable, and productive assignments appropriate for the level of the course.
7. To provide prompt, clear, and fair feedback on students' work (assignments, tests, etc.).
8. To be available, as needed, for individual student consultations in addition to class time.
9. To skillfully construct and administer exams designed to measure comprehension and the students' ability to interpret and organize concepts and principles for practical applications.
10. To maintain accurate records of student performance and progress and submit final grades to the extension registrar within seven days following the final exam at the end of the term or the submission of the final assignment, whichever occurs later.
11. To notify the extension coordinator prior to the end of the term of students who are failing or have other problems which may adversely affect their grades (e.g. absenteeism, classroom misbehavior) and which require corrective action according to established guidelines.
12. To be present at all scheduled class sessions unless approval has been given in advance by the extension coordinator and students have been notified in advance.
13. To attend all scheduled extension faculty meetings and any other extension program activities deemed necessary by the extension coordinator.
14. To assume any other faculty related responsibilities that may be assigned by the academic dean in consultation with the extension coordinator.

EXTENSION REGISTRAR

Responsibilities

1. To supervise the preparation and maintenance of accurate and complete files and records for all extension students.
2. To supervise the preparation, filing, and maintenance of a permanent grade register for all extension courses.
3. Assist the resident registrar to prepare accurate and up-to-date transcripts for all extension students to be maintained in a permanent file on the resident campus.
4. To prepare for extension registration each term in cooperation with the extension coordinator.
5. To initiate all preliminary correspondence with prospective extension students and maintain a current correspondence file.
6. To report the anticipated number of new and returning students at each extension location to the extension coordinator, academic dean and president.
7. To see that all required application forms and fees are submitted by each extension student.
8. To prepare and submit the application files of prospective extension students to the administrative committee for action.
9. To provide information on the extension program and/or extension students for the school yearbook, promotional materials, school catalog, and educational bulletins.
10. To update the Class Enrollment List for extension students at the end of each semester to reflect credits to be recorded on their transcripts.
11. To prepare and distribute extension students' grade reports.
12. To be responsible to the president through the extension coordinator and registrar.
13. To assume any additional extension registration responsibilities that may be assigned by the president or registrar, subject to the approval of the Board of Directors.

APPENDIX 4

Student development and services

Mission, Goals, and Objectives	1
Educational Programs	2
Faculty and Staff	3
Student Development	4
Learning Resources	5
School Administration	6
Physical Resources	7
Financial Resources	8
Student Outcomes	9
Relationship with Churches	10

- 4.1 Example Student Code of Conduct
- 4.2 Student Handbook – Typical Components
- 4.3 Suggestions for How to Provide Spiritual Direction and Promote Personal Growth
- 4.4 Chapel Service Ideas
- 4.5 Dean of Students – Example Job Description
- 4.6 Spiritual Life Director/Campus Pastor – Example Job Description
- 4.7 Student Council

— APPENDIX 4.1 —

EXAMPLE STUDENT CODE OF CONDUCT

Explanation: It is helpful for each school to create a student code of conduct that clearly states the school's expectations for how students are to conduct themselves. When students register for the first time, they should be given a copy of the code of conduct to sign. This code of conduct should also be included in the student handbook. What follows is an example of a code of conduct.

1. Every student is expected to be actively pursuing growth in their personal relationship with Christ.
 - a. Students are expected to maintain regular personal devotions.
 - b. Students are expected to attend services regularly at a local church and become involved in that church.
 - c. Students are expected to attend chapel services regularly.
2. Every student is expected to make choices that are glorifying to God and behave in such a way that is appropriate of a representative of Christ.
3. Every student will be expected to strive for purity and maintain an upright moral lifestyle both on and off campus. The following regulations are necessary to enhance this policy.
 - a. Respective dorms are strictly out of bound to visitors and members of the opposite sex.
 - b. Every student is expected to relate with members of the opposite sex in an honorable and pure manner that will glorify Christ. Unbecoming behavior that would portray an appearance of immorality must be avoided.
 - c. Any proven immoral conduct may lead to a student's dismissal.
4. Every student is expected to demonstrate integrity and be honest in word and deed. Cheating, plagiarizing, lying, or spreading rumors may lead to suspension or dismissal.
5. Every student is expected to live in love and harmony with all persons at the Bible school. The following are guidelines for interpersonal relationships.
 - a. Each student should respect fellow students, faculty, staff, and administration.
 - b. Violent conduct or threats may lead to suspension or dismissal.
 - c. Stealing or using someone's items without consent may lead to disciplinary action.
 - d. Any student that becomes rude, abusive, or insulting in any manner may face disciplinary action.
6. Every student is expected to be free of debts.
 - a. Unpaid debts may lead to suspension until they are settled.
 - b. School bills including school fees should be paid in full before one is allowed to take classes.
 - c. If the school spends money for a student's emergency, the student is expected to refund the money to the school.
7. Every student is expected to be a good citizen or resident guest.
 - a. Any student involved in criminal activities may be dismissed.
 - b. No student should be involved in illegal or forbidden behaviors or lifestyles that contradict acceptable Christian values.
 - c. Each student should have relevant identification documents as required by local laws.
8. Every student is expected to honor God in the way they present themselves. This includes dressing modestly, being neat and clean in appearance, and not wearing clothing that would offend someone.
9. Every student is expected to maintain a healthy lifestyle.

*Adapted from the EAST Student Handbook.

— APPENDIX 4.2 —

STUDENT HANDBOOK – TYPICAL COMPONENTS

Explanation: Below is a list of components that are typically included in a student handbook. However, this list is not comprehensive. Schools are encouraged to use this list as a starting point for topics that could be helpful to include in a student handbook but then add to it or subtract from it to best meet their needs and context. For an example of a full student handbook, see the digital supplement.

Welcome and Introduction

- A. Mission, Objectives, and Core Values of the school
- B. History
- C. Doctrinal Statement
- D. Accreditation and Endorsement
- E. Faculty and Staff

Academic Schedules

- A. Daily and weekly schedules (block session and semester)
- B. Study time
- C. Graduation week

Spiritual Life

- A. Devotional life
- B. Chapel attendance
- C. Prayer meetings
- D. Spiritual emphasis week
- E. Church attendance
- F. Mentorship program

Student Life

- A. General campus expectations
- B. Identification card
- C. Cafeteria and food in dormitories
- D. Beginning and ending of meal services
- E. Dormitories and room assignments
- F. Vacating dormitories for vacations
- G. Campus usage during breaks
- H. Library policy and hours
- I. Computer lab policy and hours
- J. Internet policy
- K. Personal computers and sound systems
- L. Cellphone policy
- M. Study areas
- N. Book distribution center
- O. Maintenance problems
- P. Travel off-campus
- Q. Campus security guards
- R. Student automobiles and motorbikes
- S. English language usage and tutoring

- T. Appropriate Christian behavior and conduct
- U. Appropriate appearance, health, and hygiene

Disciplinary procedures

- A. Academic probation
- B. Attitudinal probation
- C. College life standard violations
- D. Suspension
- E. Dismissal
- F. Student grievances and rites of appeal

Campus Organizations, Activities, and Student Services

- A. Student Council/Student Representative Committee
- B. Other student organizations/committees
- C. Outreach Ministries/Christian Service Opportunities
- D. Extra-curricular activities
- E. Field Ministry/Internships
- F. Long Break Ministries
- G. Counseling
- H. School nurse/health services

Finances

- A. Financial resources
- B. Renting and buying course materials
- C. Educational expenses for the current year
- D. Payment expectations

Academic Affairs

- A. Programs offered
- B. Student classifications
- C. Admissions requirements
- D. Reapplication
- E. Transfer credits
- F. New student orientations
- G. Faculty advisor
- H. Class attendance
- I. Adding and dropping courses
- J. Refund schedule for dropped courses
- K. Full-time students
- L. Final examinations
- M. Major illnesses and deaths
- N. Grading scale
- O. Failing a course
- P. Retaking a course
- Q. Graduation requirements
- R. Academic honors and other awards
- S. Transcripts
- T. Academic integrity and excellence

Academic Calendar

— APPENDIX 4.3 —

SUGGESTIONS FOR HOW TO PROVIDE SPIRITUAL DIRECTION AND PROMOTE PERSONAL GROWTH

Spiritual Formation

When working to help the spiritual formation of students, the most common spiritual disciplines thought of are Bible study and prayer. While these disciplines are essential, there are numerous other spiritual disciplines that Bible schools should also encourage of their students. Richard Foster's *Celebration of Discipline* and Dallas Willard's *The Spirit of Disciplines* are two leading books on this subject. Some spiritual disciplines and a brief description of each are as follows:

- Fasting – Abstaining from food or anything else that occupies your time.
- Prayer – Communicating with God.
- Sabbath – Taking time to rest.
- Service – Giving your time for others.
- Silence – Listening to God and others.
- Simplicity – Finding contentment in what you have.
- Solitude – Spending time with God and no one else.
- Study – Encountering God through His Word.

Personal Development

Pastor Rick Warren developed the S.H.A.P.E. acronym to help Christians understand their unique shape for ministry. S.H.A.P.E. stands for spiritual gifts, heart (passions), abilities, personality, and experiences. This can serve as a great approach to help students in their personal development. As they learn more about the gifts God has given them and the unique way God made them, students will better understand God's purpose for their life. Each of the following questions could serve as the basis for an entire personal development counseling session or small group discussion with other students:

- Spiritual Gifts – What has God supernaturally gifted me to do?
- Heart – What do I have a passion for and love to do?
- Abilities – What natural talents and skills do I have?
- Personality – Where does my personality best suit me to serve?
- Experiences – What spiritual/painful/educational/ministerial experiences have I had?

— APPENDIX 4.4 —

CHAPEL SERVICE IDEAS

Most chapel services will follow the basic format of a church service. Since students will be involved in church besides attending chapel, adding variety to the chapel format can help chapels be more interesting and allow for personal and spiritual growth in more ways.

Basic Chapel

The typical chapel service will most likely reflect a typical church service. Although variations are possible, the basic format would be worship, prayer, announcements, and sermon. The main difference between this chapel format and a typical church is that the chapel speaker will be someone different each time. You should remember to schedule your chapel speaker in advance to allow them time to prepare. Chapel speakers may be faculty, staff, experienced students, local pastors, national church leaders, or any other special guests you might think to invite.

Prayer Chapel

This chapel time would be set aside entirely for prayer. The prayer could be organized with selected individuals to lead the school in prayer on various issues, or a time for individuals to simply pray as they feel led by the Spirit. This type of chapel is particularly effective when the school, local community, nation, or world is facing a particular crisis. On a more practical note, this is also a great chapel choice when the speaker backs out at the last minute.

Worship Chapel

This chapel time would be set aside entirely for worship. Be sure to let your worship team know ahead of time about this type of chapel so that they have enough music prepared to go the full length of chapel time. Alternatively, this worship time could feature a particular band, choir, or various soloists.

Lecture Chapel

As the faculty writes articles for publication, the Bible school can benefit from a presentation of that work. This chapel time would be set aside for this lecture. This encourages the faculty to continue in academic research and writing and inspires the students to greater academic achievements. These lectures often end with a time for questions and answers.

Special Topic Chapel

Throughout their work in the Bible school, the administration, faculty and staff may notice that a significant group of students are unaware of a particular biblical truth or hold opposing views to a particular denominational doctrine or position. In these cases, it can be helpful to hold a special chapel to address these concerns. One suggested format is to have a panel discussion with a time for questions and answers. Several faculty members could present their approaches to the topic before answering questions from the students. Some suggested special topics include the prosperity gospel, generational curses, and the role of women in ministry.

Holiday Chapel

The last chapel before a particular holiday, such as Christmas or Easter, is a great time to celebrate together as a school. These chapels will probably follow the basic chapel format with some variations. The chapel could be decorated for the occasion. Worship music could reflect the particular holiday. This is also a great time to invite a national church leader to speak in chapel.

— APPENDIX 4.5 —

DEAN OF STUDENTS – EXAMPLE JOB DESCRIPTION

Qualifications

1. Should hold ministerial credentials with the sponsoring church
2. Should manifest special ability and interest in student spiritual life and ministry development.
3. Should be committed to full time responsibilities with the college.
4. Should be nominated by the president and appointed by the Board of Directors.

Responsibilities

1. To be responsible for the ministry and leadership of the spiritual, social, physical and counseling needs of the students under the direction of the president and according to the policies contained in the Student Handbook.
2. To work in cooperation with the president to promote, develop, organize and evaluate programs and policies affecting student life and ministry development.
3. To supervise and coordinate the work of the spiritual life director, student outreach director, resident deans and counselors.
4. To serve as chairperson of the Spiritual Life Committee.
5. To work in consultation with the spiritual life director to schedule and assign chapel directors and speakers, provide for spiritual and missionary emphasis meetings and supervise chapel attendance.
6. To serve as chairperson of the Student Outreach Committee.
7. To supervise student housing and assist the business administrator regarding student parking on campus.
8. To serve as advisor to the student government and oversees all student activities and services such as class meetings, missionary prayer bands, athletics, etc.
9. To work in consultation with the academic dean and Administrative Committee to develop and maintain the Student Handbook.
10. To serve as chairperson of the Student Discipline Committee and administer student discipline when necessary.
11. To maintain strong open lines of communication with all segments of the student body, faculty and administrators.
12. To prepare and present the school calendar of events, in consultation with the academic dean, to the Administrative Committee for approval.
13. To serve as a member of the Administrative Committee.
14. To assist the President in projecting the college budget as it relates to student life.
15. To assume any additional responsibilities that may be assigned by the Board of Directors or president.

**For more examples of job descriptions related to student development and services, see the digital supplement.*

— APPENDIX 4.6 —

SPIRITUAL LIFE DIRECTOR/CAMPUS PASTOR – EXAMPLE JOB DESCRIPTION

Qualifications

1. Should be characterized by a high degree of spiritual maturity and leadership and manifest a disciplined and consistent devotional life.
2. Should exhibit a burden and vision for students' spiritual growth and have knowledge and teaching ability in that area.
3. Should have good rapport with the students.
4. Should hold ministerial credentials with the Assemblies of God and be approved by the Board of Directors.

Responsibilities

1. To work under the supervision of the dean of students and Administrative Committee for all aspects of spiritual life development on campus.
2. To supervise student participation in campus activities designed for spiritual enrichment.
3. To review and evaluate the quality of spiritual life on campus and promote and guide its development.
4. To encourage and guide growth and development of the private devotional lives of the students.
5. To establish and direct high quality corporate prayer times and make provision for a prayer practicum.
6. To be responsible for chapel services that have a rich spiritual quality, working in cooperation with the dean of students and the Administrative Committee.
7. To provide support and consultation to teachers of the spiritual foundation courses.
8. To serve as a member of the Student Outreach Ministries Committee.
9. To assist in the counseling of students, particularly in the area of spiritual life development.

**For operational procedures of the spiritual life director and more examples of job descriptions related to student development and services, see the digital supplement.*

— APPENDIX 4.7 —

STUDENT COUNCIL

Example Committee Description

PURPOSE

The Student Council shall function to maintain open communication within the student body and between the students and the administration, faculty, and staff. The objectives of the Student Council are to:

- Encourage a Christ-like spirit on the campus at all times.
- Work toward harmonious relations in the school.
- Act on matters presented to it by the administration.

FORMATION

The Student Council shall be formed in the following manner:

- The dean of students will call a meeting of the student body. The students will nominate students to serve on the council.
- The faculty will approve the nominated students.
- The students will vote for which of the nominated students should serve on the council.
- The (number desired on council) students with the most votes constitute the Student Council.
- When deemed necessary, the Board of Administration may name additional representatives from the student body to the Student Council.

QUALIFICATIONS

Qualifications for serving on the Student Council are as follows. The student must:

- Demonstrate spiritual maturity.
- Be in good academic standing.
- Work well with others.
- Communicate effectively.

Possible Student Council Activities

For the Student Council to meet its objective of working toward harmonious relationships, the council will need to plan, or form a sub-committee to plan, various events and activities that will promote fellowship and community at the Bible school. Some possible ideas include the following:

- School newspaper
- Yearbook
- Community service project
- Game night
- Trivia night
- Talent show
- Tea time after chapel
- Fellowship lunch/dinner
- School picnic
- Christmas party
- Graduation banquet

APPENDIX 5

Learning resources

5.1 Librarian – Example Job Description	Mission, Goals, and Objectives	1
5.2 Library Committee – Description and Responsibilities	Educational Programs	2
5.3 Suggested Policies for Overall Library Management	Faculty and Staff	3
5.4 How to Conduct a Library Inventory	Student Development	4
5.5 Computer Lab Maintenance Recommendations	Learning Resources	5
5.6 Use of Computers, Electronic Media Resources, and the Internet: Example School Policy	School Administration	6
5.7 Web-Based Resources for Research	Physical Resources	7
	Financial Resources	8
	Student Outcomes	9
	Relationship with Churches	10

— APPENDIX 5.1 —

LIBRARIAN – EXAMPLE JOB DESCRIPTION

Qualifications

1. Should be trained in library science or be willing to pursue in-service training.
2. Should manifest special ability and interest in developing the college library.
3. Should be committed to full responsibility over the library.
4. Should manifest a desire to build positive communications with students and maintain positive relationships with the community.
5. Should be recommended by the President in consultation with the Academic Dean and approved by the school Board of Directors.

Responsibilities

1. To administer all school policies pertaining to the library under the direction of the academic dean.
2. To give emphasis to the importance of the library on the college campus.
3. To work in consultation with the academic dean and Library Committee to develop, organize, and evaluate the functions and use of the library and its policies.
4. To work in cooperation with the Library Committee in recommending the selection of library personnel and student helpers to the Administrative Committee, and to oversee their in-service training and supervise their work in the library.
5. To arrange the work assignments and schedules of the library personnel.
6. To oversee the purchase, accession, circulation, and use of library books and materials, cataloging and shelving according to the procedures established by the Library Committee.
7. To oversee the security and general care of library equipment and materials and conduct a regular inventory.
8. To oversee the correct filing of the card catalog files and all other library files, such as vertical file, etc.
9. To supervise general maintenance and upkeep of the library.
10. To serve as a member of the Library Committee (in some cases as chairperson, if delegated by the Administrative Committee) and to carry out the directives of that committee which pertain to the everyday operations of the library.
11. To maintain a quiet library atmosphere conducive to study.
12. To cooperate with the academic dean in coordinating library hours with school class schedules.
13. To keep the students and faculty informed of new library acquisitions.
14. To be responsible for student conduct in the library.
15. To assume any other responsibilities that may be assigned by the Administrative Committee.

*See the digital supplement for a comprehensive library operations manual.

— APPENDIX 5.2 —

LIBRARY COMMITTEE – DESCRIPTION AND RESPONSIBILITIES

Members

The Library Committee shall consist of the academic dean (who serves as chairperson), librarian, and two faculty members. (The librarian may serve as the chairperson if appointed by the Administrative Committee.)

Responsibilities

1. To establish administrative policies, in cooperation with the Administrative Committee, that are designed to develop, organize, and evaluate the functions and use of the library.
2. To nominate personnel to the Administrative Committee for employment in the library.
3. To serve as an advisory council to the library staff in developing the procedures for purchasing, accession, circulation, and use of library books and materials, including cataloging and shelving.
4. To establish the library operating hours.
5. To adopt and maintain the system for cataloging all books.
6. To determine and enforce the length of loan periods for library materials.
7. To approve the purchase of all library books and to serve as a Textbook Committee in approving the purchase of all textbooks.
8. To assist the president in developing the college budget as it relates to the library.
9. To assume any other responsibilities that may be assigned by the Administrative Committee.

**See the digital supplement for a comprehensive library operations manual.*

— APPENDIX 5.3 —

SUGGESTED POLICIES FOR OVERALL LIBRARY MANAGEMENT

The following policies are usually in place in well-functioning Bible school libraries.

- Do not allow students to take backpacks, briefcases, large purses, or bags of any kind past the front desk of the library.
- Provide a table or a place where students can put these items within clear sight of library staff. This greatly decreases the possibility of books disappearing from the library. A sign should be clearly displayed on the library door that informs students what items are prohibited in the library and where they should be placed.
- Keep paper for the copier/printer at the front desk. When students need to print, they must purchase paper from the library. Set a price per page of paper to include the cost of paper AND the cost of toner.
- Make it mandatory for all people using computers to have flash drives scanned at a stand-alone computer before inserting it into a lab or library computer. and make sure the stand-alone computer is updated with the latest virus definition files.

Some libraries have added a “technician/monitor” to assist the librarian. This person’s duties include helping students with computer problems, monitoring computer usage, and making sure parts (mice, keyboards, etc.) do not mysteriously disappear.

— APPENDIX 5.4 —

HOW TO CONDUCT A LIBRARY INVENTORY

Although inventories are becoming rare in large libraries due to many factors (cost, complexity, time involved, etc.), schools with smaller libraries sometimes request their librarian to inventory their collections. Usually they base this on a “custodial” view of the library. The goal of the inventory is to find out how many items are missing. This task can be daunting, especially given the negative reasons for doing this inventory. If the school reworks and expands the goals for this inventory, the time and effort will reflect the purposes of the library and enhances the users’ experiences in the library.

A physical inventory discovers the following:

1. If the information in the written or computerized records matches the item in hand (as well as if it does not match);
2. If items that the library has a written or electronic record for are still in the library;
3. If some items are in the physical holdings of the library but are not listed in created catalogs of the library; and
4. If an item is mis-shelved or in the wrong place.

The process starts with examining the record in the order the physical items are stored. If you have a card catalog, then there should be a shelflist catalog (every card is filed in the order the items are shelved or stored). If you have a computerized catalog, then there is a way to create a list according to the location number that will match the way the items are arranged on the shelves. There should be a shelflist for every different format (if kept in different physical locations) as well as for different collections. In other words, there is a shelflist for the Reference Collection. There is a separate shelflist for circulating books, and another one for DVDs, etc.

No matter the format your shelflist takes, the method of inventory is the same: Match the first record with the corresponding first item on the shelf. Two people should work together to accomplish this. One person reads the record and the other checks the item in hand to see if the information is correct or if there is information missing. After checking a number of items, these individuals may want to reverse roles. They should give specific attention to the number of copies of the same item, number of volumes, and edition statements. If any discrepancies show up, they should fix them. Sometimes errors in a record point to a careless encoder and require further checking as to author and title accuracy. If the information is correct or is easily corrected, then move to the next item.

If the librarian has not conducted an inventory in many years, expect many errors. It may be wise to have a team of library staff or trained students doing the inventory while the librarian makes the corrections. Here are some of the problems that can surface when doing an inventory:

1. Information on the record does not fully match the item (edition, date, number of copies, misspelled title, misspelled author, etc.).
2. Information on the item does not fully match the record (spine label incomplete, volume numbers do not match, etc.).
3. Item on shelf is obviously shelved in wrong place.
4. Item on shelf is from a different collection and in wrong place.
5. Item on shelf is shelved correctly, but no record in database.
6. There is a record of the item, but it is not on the shelf.

Librarians should deal with problems (1–4) because they can easily correct them during inventory. The librarian also needs to keep an ongoing list of items found missing. Finding those missing items will go on

long after the inventory is completed. Items without a record should be set aside for creating a record after the inventory is complete. Do not leave them on the shelves. Before creating records of these items do an author and title search of the holdings.

After you have inventoried all the items in the library, then the list of items that are missing becomes the focus. Remember, the first goal of cleaning the records and the information used for finding items is now finished. The anomalies and discrepancies between the catalog of what is in the library are less than when you started. The library has more integrity, but inventory does not stop there. Check the missing items list against the circulation lists. Items that students have checked out should show up on the missing item list, but since you know where those items are you can remove them from the missing item list. Check the list against items sent to an extension site, against items in technical services, items in the librarian's office, items sent en masse to a faculty member or any number of places outside the normal routine of the library. Do not forget to check the missing item list against the items that did not have a record as someone may have placed spine labels on the wrong book, etc. There are many ways a book can "hide" in a library and end up missing when it was there all the time.

Good detective work usually finds many "lost" books. For example, a "lost" circulating book may be a book not found in the Reference shelflist because someone changed the location number on the book, but not in the catalog. There are numerous variations on this theme and a wise librarian will spend time checking many options before declaring a book lost.

Here are some positive tasks that the librarian can easily add to the routine of doing an inventory:

1. Determine if the item needs repair and once inventoried set it aside for repair
2. Determine if the item needs to be replaced if you cannot repair it. Develop a method for setting these items aside as well.
3. Determine if you can remove earlier editions of a work since you have added newer editions to the collection. There is usually no need to have a 2nd edition, if a 4th edition is on the shelves. Be sure to follow through with the records in the catalog and make the necessary changes.
4. Determine if you need additional copies due to heavy use. Create the order forms needed.
5. Determine if you need fewer copies due to infrequent use (only when the library owns multiple copies). Follow through with the written records.
6. Check spine label readability and whether they are strongly attached. Fix when necessary.
7. Be aware that some books in circulation may be better suited for reference and vice versa. Make changes when appropriate.
8. Be aware that you may need to move certain rare items to an archival collection or make a digital copy for historical purposes and preservation.
9. In rare instances, there may be items you need to reclassify to meet current library procedures. You may need to rework early cases of limited classification and numbering system when the library was much smaller.
10. Plan for shifting the collection if certain subject areas are shelved tightly while others have room or use the time to add shelving and shift the collection accordingly.

If some of these tasks are added to the inventory tasks, the library will be more user friendly. The commonplace tasks of shelving books will go smoother and the long term goals of the library will be met.

The best time to do an inventory is after one school year ends and before the next one begins. Sometimes you can conduct an inventory between semesters. The concept is to do the inventory when students and faculty are not using the library and when most of the books are on the shelves and not circulating. Some libraries inventory a portion of the library at a time. This is not ideal as it may create more work and solve less problems as missing items may be located in the non-inventoried part of the library.

— APPENDIX 5.5 —

COMPUTER LAB MAINTENANCE RECOMMENDATIONS

Daily

- Turn on all battery backups, surge protectors, computers, and monitors, and make sure all computers will boot up to the login screen.
- Make sure the lab is attended by a staff member at all times.
- Pick up anything left in the lab and check the general appearance.
- Close the lab for chapel time and then reopen after chapel.
- Collect monies for printed copies and keep track of paper used.
- Report any maintenance needs (like light bulbs) to the proper people.
- At the end of the day, turn off all computers, monitors, surge protectors, battery backups, and lights.

Weekly

- Boot up every computer on the administrator password and update anti-malware software.
- Verify anti-virus software has updated as well.
- Dust off monitors, computers, keyboards, and desktops.

Monthly

- Run a full scan using anti-malware.
- Run a full scan of your anti-virus software.
- Run cleaner to clean out temporary files, and check the registry for errors.
- Defragment the hard disk.

These steps will ensure that all computers are kept in the best possible condition to help them last as long as possible.

— APPENDIX 5.6 —

USE OF COMPUTERS, ELECTRONIC MEDIA RESOURCES, AND THE INTERNET: EXAMPLE SCHOOL POLICY

The following policies relate to the responsible use of computers and the Internet at *School Name*. All students and approved faculty/staff members must agree to follow the policies below before they will be allowed to use school computers or the Internet.

1. *School Name* provides computers in the library for student use, as well as use by selected faculty/staff members. This equipment is the property of *School Name* and is to be used solely for business and educational purposes. Students, faculty, and staff are expected to exhibit a high level of ethical and Christian standards when using this technology. A violation of the provisions of this policy may result in disciplinary action from loss of computer access up to and including termination/expulsion.
2. Fraudulent, harassing, threatening, discriminatory, sexually explicit, or obscene messages or materials are not to be transmitted, printed, requested, or stored.
3. No one is permitted to use encryption devices or passwords on a *School Name* computer without express written authorization. *Name of Administrator or Staff Member* must be notified of all password changes on software or computers owned by *School Name*. No passwords should be shared with other students or faculty members.
4. Use of the anti-virus software provided by *School Name* is required.
5. Any *School Name*-provided computer or computer equipment, including hard drives and other storage devices and their contents, are not private or confidential and may be inspected at any time, with or without notice and with or without permission. This includes files, programs, e-mail, materials downloaded from the Internet, and any other downloaded or stored material. This right of access exists for the following reasons: detecting unauthorized use or duplication of software; inappropriate or illegal use of computer equipment; personal accountability; and allowing access to data in the event of a person's absence.
6. All staff members must receive clearance from *Name of Administrator or Staff Member* prior to installing any software on any *School Name* computer. Personnel should also be aware that any original media used to install software on their computer must be kept on site.
7. Streaming video or audio from the Internet can render the Internet inaccessible to other people while they are in use, therefore this is prohibited. Therefore they are prohibited. This includes but is not limited to listening to Internet radio stations, watching live video feeds, YouTube videos, movie trailers, or other sources that require a connection that is constantly downloading media material. Downloading music or audio files not related to the activities of *School Name* are prohibited as well.
8. The Internet can be a source of great good or great evil. Many Christians have fallen prey to the temptation to access inappropriate sites on the Internet. They seem to believe that their activities on the Internet in the privacy of their homes and offices are only between them and their computers. Nothing could be further from the truth!
9. Internet pornography affects the Christian's relationship with the Lord, his or her family, his or her church, and his or her work community. This is an addiction just as surely as is alcoholism or drug

addiction, and it is just as debilitating to the mind and spirit. *School Name* may keep a permanent record of every site that has been visited by a computer user and reserves the right to inspect any computer logs.

By signing below, I verify that I have read all of the above policies and commit to follow these policies for the duration of my time at *School Name*.

User Signature _____

Date _____

— APPENDIX 5.7 —

WEB-BASED RESOURCES FOR RESEARCH

Pan-Africa Theological Seminary (PAThS) has created a search engine for research purposes that is a helpful resource for Bible school and seminary faculty, administrators, and students alike. The search engine restricts the results it displays to scholarly resources that are provided by hundreds of universities and academic institutions. To access the search engine, follow the steps below:

1. Go to the PAPathS website: www.pathseminary.org
2. In the menu at the top of the page, click on “RESOURCES.”
3. You will be directed to the search engine page, where you can narrow your search to one of the following types of sources:
 - a. Electronic Theses and Dissertations
 - b. English Open Access Journals
 - c. French Open Access Journals
 - d. Pentecostal and Academic Websites

A thorough list of websites that fit into the four above categories is included in the digital supplement.

APPENDIX 6

Governance and administration

6.1 Constitution and Bylaws: Typical Components	Mission, Goals, and Objectives	1
6.2 Example Bible School Organization Chart	Educational Programs	2
6.3 Board of Directors: Structure, Responsibilities, and Characteristics	Faculty and Staff	3
6.4 Administrative Responsibility List	Student Development	4
6.5 Administrative Committee Description	Learning Resources	5
6.6 President – Example Job Description	School Administration	6
6.7 Academic Dean – Example Job Description	Physical Resources	7
6.8 Registrar – Example Job Description	Financial Resources	8
	Student Outcomes	9
	Relationship with Churches	10

— APPENDIX 6.1 —

CONSTITUTION AND BYLAWS: AN OUTLINE

The following basic content is typically included in a school's Constitution and Bylaws. For a full example of a Constitution and Bylaws, see the digital supplement.

Constitution

PREAMBLE

A preamble is an introductory statement to a formal or legal document, stating the reasons for and intent of what follows. The preamble is optional for Bible school Constitutions if the reasons and intentions for the existence of the school are included in the articles that provide a statement of purpose, philosophy and/or objectives.

ARTICLE I. NAME AND LOCATION

Information in this article should include the name and location of the school.

ARTICLE II. PURPOSE

This article is a statement of the institution's reason for being and includes items that identify the basic goals to be accomplished by the existence of the school.

ARTICLE III. STATEMENT OF FAITH

Normally, this is the same statement as that of the sponsoring body.

ARTICLE IV. BOARD OF DIRECTORS

This article contains a statement of the constituency, prerogatives, term of office, meetings, and officers of the Board of Directors.

ARTICLE V. STRUCTURE

This is a statement that defines the various entities that are to be represented on the Board of Directors (e.g. national church leaders, missionary representatives, etc.). This will differ from school to school.

ARTICLE VI. PRESIDENT

This statement sets forth the constitutional qualifications needed, the job to be performed, and the term of office of the chief administrator of the school, whether called "president" or "principal" as varies from place to place. It is recommended that the chief administrator's job description be placed in the constitution to ensure that any necessary adjustments are made only after advance notice has been given to members of the Board.

ARTICLE VII. FINANCES

This is a statement that indicates how the institution will be financed, which may include contributions from sponsoring national churches, local churches, etc. A statement regarding an annual audit of financial records should also be included.

ARTICLE VIII. AMENDMENTS

This statement should explain the procedure to be followed for amending the Constitution. It may also include instructions on how many days in advance written notice is to be given to the Board members of proposed constitutional amendments. It may also include who is authorized to communicate this notice and the vote required to adopt proposed constitutional amendments.

Bylaws

ARTICLE I. RULES OF ORDER

This statement should include information regarding which system of parliamentary procedure will be used in guiding business procedures.

ARTICLE II. STATEMENT OF PHILOSOPHY

This article should contain a clear philosophy statement of the school's reason for being and may include scriptural references which set forth its biblical mandate. The philosophy should serve as the foundation upon which the goals and objectives, curriculum, ministerial training, campus life, and all other areas of the school are formulated.

ARTICLE III. STATEMENT OF OBJECTIVES

This article should contain a statement of general and specific objectives which flow out of the philosophy of education as stated in Article II.

ARTICLE IV. BOARD OF DIRECTORS

This article should contain all the additional information concerning the Board of Directors that is not included in the Constitution.

ARTICLE V. ADMINISTRATIVE JOB DESCRIPTIONS

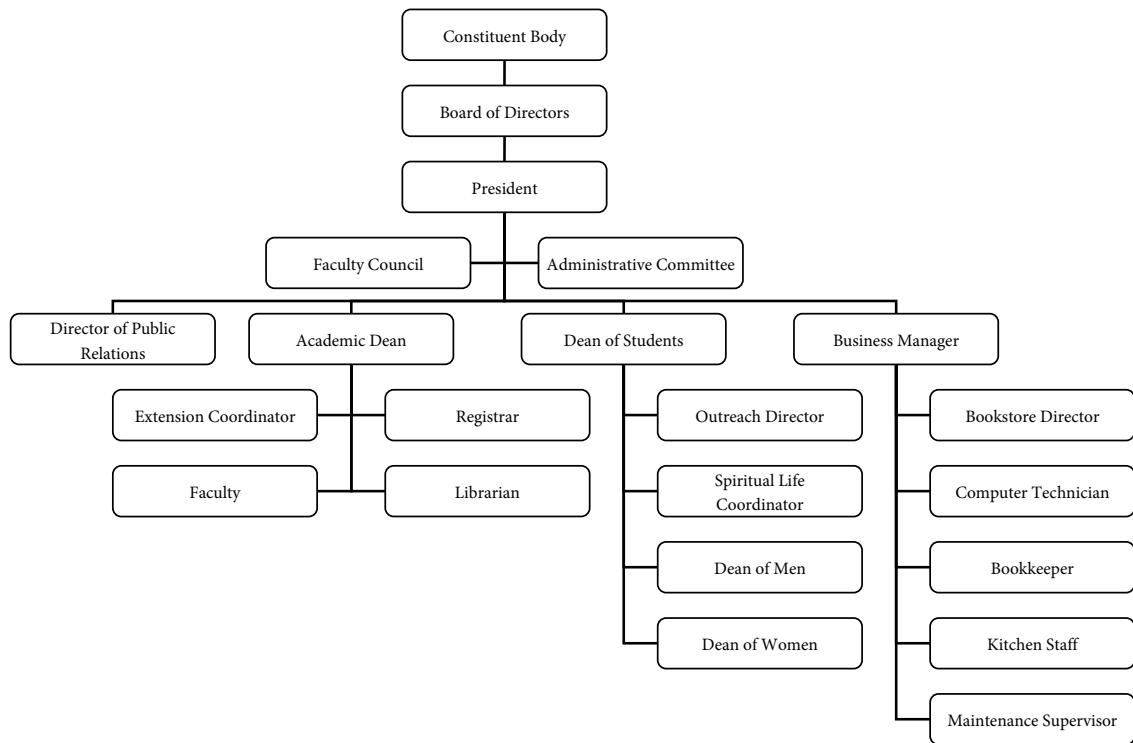
This article should contain job descriptions for the administrative positions such as academic dean, business administrator, registrar, etc.

ARTICLE VI. AMENDMENTS

This statement should explain the procedure to be followed for amending the Bylaws. This can usually be done by a simple majority vote and does not require advance written notification of Board members.

— APPENDIX 6.2 —

EXAMPLE BIBLE SCHOOL ORGANIZATION CHART



— APPENDIX 6.3 —

BOARD OF DIRECTORS: STRUCTURE, RESPONSIBILITIES, AND CHARACTERISTICS

Structure of the Board of Directors

A. Members of the Board of Directors

1. The Board of Directors is composed of representatives chosen from the various constituent bodies of the Assemblies of God (or another entity that sponsors the school) and each member should hold ministerial credentials.
2. The president of the college serves as a nonvoting member of the Board of Directors.
3. Additional members may be appointed from the laity who should manifest interest in the spiritual and academic development of the college and possesses expertise in education, business or other relevant disciplines. They should be active members of local Assemblies of God churches.

B. Term of Office

1. Members of the Board of Directors should be elected to two-year terms of office (or another term length as provided for in the Bylaws) and may be eligible for re-election to the Board.
2. Elections should take place at the annual meeting of each constituent body or as defined by the bylaws.
3. In case of the resignation of a member or vacancy of his/her office for NINETY days or more, a replacement should be appointed by his/her constituent body at the next meeting of that body to fill the vacancy until the end of the term.

C. Meetings of the Board of Directors

1. The Board of Directors should meet at least once during each school term (e.g. biannually) or more frequently, if needed. Board meetings should be included in the annual college calendar.
2. The chairperson or acting chairperson of the Board may call special meetings as needed.

D. Officers of the Board of Directors

1. Officers of the Board (e.g. chairperson, vice-chairperson, secretary and treasurer) should be elected from the membership of the Board.
2. Officers should be elected annually by the Board of Directors and should be eligible for reelection. Elections should be held during the first board meeting of each new college year.
3. Nominations and voting should be by secret ballot. A simple majority vote should constitute an election.
4. The president of the college is not eligible to serve as an officer of the Board of Directors.

E. Responsibilities of the Chairperson of the Board:

1. To preside over all meetings;
2. To prepare the meeting agenda in consultation with the president of the college;
3. To send reminders of all board meetings and an advance agenda to all board members prior to the meetings;
4. To notify all members in advance of special unscheduled meetings of the Board;
5. To correspond on behalf of the Board of Directors, when necessary;
6. To maintain a chairperson's file, including minutes of all board meetings, as a permanent record;
7. To transfer the permanent chairperson's file to the next chairperson of the Board.

F. Responsibilities of the Vice-Chairperson of the Board:

1. To assume the responsibilities of the chairperson of the Board in the absence of the chairperson or upon the resignation of the chairperson until a new chairperson is elected.
2. To fulfill any other responsibilities assigned by the chairperson or Board.

G. Responsibilities of the Secretary of the Board:

1. To record minutes of all meetings of the Board;
2. To distribute the minutes of all Board of Directors meetings to all members within thirty days following each meeting;
3. To maintain a permanent secretary's file and transfer this file to the next Secretary of the Board;

H. Responsibilities of the Treasurer of the Board:

1. To review the financial statements of the college prior to each board meeting and present them to the Board for acceptance.
2. To recommend an auditor for the annual college audit for adoption by the Board.

I. Responsibilities of the Board of Directors:

1. To act as the controlling board and the legal trustees of the college;
2. To guide and advance the college in harmony with its stated objectives and the evident will of its constituent bodies;
3. To establish the governing policies of the college according to the limitations and responsibilities specified in the Constitution and Bylaws of the college;
4. To elect the officers of the Board of Directors;
5. To establish executive committees as needed; e.g., Building and Grounds Committee, Finance and Salaries Committee, Curriculum and Faculty Committee, Campus Life Development Committee and Public Relations Committee, etc.;
6. To understand that the authority of the Board of Directors resides only in the Board as a whole and not in its individual members and that it acts as a whole, except in those situations in which executive authority is delegated by it to one or more of its members for a limited period of time;
7. To submit a nominee for president to the appropriate councils or committees for approval according to the Constitution of the college; (or) to appoint the president of the college according to the Constitution of the college;
8. To delegate the administration of the college to the president while retaining final jurisdiction over all areas of the college;
9. To deem the president of the college responsible to the Board at all times, and all other members of the college organization responsible to the Board through him or her;
10. To confirm or reject all recommendations made by the president, including nominations for new faculty members and the following administrative positions: academic dean, dean of students, business administrator, extension coordinator, registrar, extension registrar, dean of men, dean of women, librarian, spiritual life director, student ministries director, music director, and director of public relations and such other administrative position as may be created;
11. To establish and periodically review all administrative job descriptions and responsibilities;
12. To combine or divide any of the administrative responsibilities and assign them to one or more persons when necessary;
13. To exercise final authority in solving disputes between administrators, faculty, and staff, and in cases of faculty or student suspension or permanent dismissal from the college;
14. To review and adopt the annual college budget, and provide for an annual audit;

15. To oversee the management and allocation of all funds, including fund raising projects and financial aid for the college;
16. To establish salary scales, tuition and other fees;
17. To approve and establish the broad curricular structure of the college and the programs of instruction offered by the college;
18. To approve requirements for the admission of students;
19. To approve and establish the broad structures of the student ministries program and give direction to the development of campus life;
20. To approve plans for buildings, the purchase of major pieces of equipment beyond a stated size of expenditure for the campus, and assume oversight of building construction, maintenance and use.

The Most Important Responsibilities of a Board

1. To set the overall direction of the school through its mission and vision. There should be a strong consensus among the members of a board in consideration of the intentions of the school's constituency about the fundamental mission of the school. This provides the basis for everything the school does in program and institutional development.
2. To select competent leadership for the school, especially for the role of president, and supporting the president to successfully fulfill his or her responsibilities. The president should be supported by the board unless there is a loss of confidence, in which case the board should replace the president.
3. To provide the resources the institution needs to fulfill its purpose. These include financial, physical, human and educational resources. The board represents the school to its constituency and must ensure support for the school from those bodies.
4. To ensure that the school has developed and is implementing an ongoing strategic plan. While this is also a responsibility of the president and administration, the board must take the lead in thinking about the future and where the school should be going.

Characteristics of an Effective Board

1. It knows the institution - its mission, its culture, its core values, its context and how it operates to accomplish its mission.
2. It understands the role of the board and how decisions are made within the institutional governance process.
3. It is able to make decisions: in good faith, without a conflict of interest, with the best interests of the school as paramount.
4. It functions as a cohesive group where there is a strong commitment to work for the best interests of the school.
5. It has a system for obtaining accurate and reliable information from the administration concerning the operation of the school.
6. It exercises an analytical and reflective function in understanding the influences affecting the school and how to address them. It fosters an environment in which there is open and vigorous discussion of matters affecting the school, thus avoiding "group think." It is able to recognize and correct its mistakes.
7. It respects the separation between governance and management of the school.

**For a more comprehensive description of the role of a board of directors, see the digital supplement.*

— APPENDIX 6.4 —

ADMINISTRATIVE RESPONSIBILITY LIST

These are the usual areas of responsibility for the main school administrators. Individual schools may find it necessary to adjust or combine these to fit the local situation and available personnel.

ACADEMIC DEAN

- Academic Advising
- Academic Calendar
- Academic Counseling
- Academic Orientation
- Accreditation (including the Self-Study)
- Catalog
- Classroom Use
- Course Scheduling
- Curriculum Development/Revision
- Extension Programs
- Faculty Committee Assignments
- Faculty Development
- Faculty Evaluation
- Faculty Handbook
- Faculty Recruitment
- Faculty Teaching Assignments
- Graduation
- Interpreter/Translator
- Library
- Syllabi
- Textbooks

DEAN OF STUDENTS

- Health Service
- Residence Halls
- Student Counseling (Non-Academic)
- Student Discipline
- Student Handbook
- Student Life
- Student Life Orientation
- Student Ministries Handbook
- Student Outreach Ministries
- Student Spiritual Life

REGISTRAR

- Admissions
- Enrollment and Matriculation
- Registration
- Reports and Transcripts

BUSINESS ADMINISTRATOR

- Bookstore
- Business Office
- Campus Development
- Campus Housing
- Campus Vehicles
- Employment
- Finance
- Food Service
- Insurance
- Internet
- IT/Computer Services
- Laundry
- Maintenance
- Parking
- Payroll
- Phone service
- Post Office
- Printing
- Property
- Purchasing
- Staff Personnel
- Student Aid
- Taxes

DIRECTOR OF PUBLIC RELATIONS*

(*may be responsibility of the president if this position does not exist.)

- Alumni Relations
- Bulletins and Publications
- Fund Raising
- Gifts and Donations
- Public Relations
- Student Recruitment

— APPENDIX 6.5 —

ADMINISTRATIVE COMMITTEE DESCRIPTION

Structure

The Administrative Committee should be comprised of the president, academic dean, dean of students, business administrator, and, if applicable, any other administrators with major responsibilities and/or a senior faculty member who can give input from a non-administrative perspective. Other persons may be invited to serve temporarily as approved by the Board.

The president serves as chairperson of the Administrative Committee and schedules monthly and/or special meetings. In the absence of the president from the campus, the academic dean is authorized to summon the committee to act regarding any emergency which may arise; action taken at such meeting should be considered provisional pending full committee review with the president.

Responsibilities

1. To serve as an advisory council to the president in considering agenda items for meetings of the Board of Directors.
2. To serve as an advisory council to the president concerning the total administration of the college including the implementation of new policies established by the Board of Directors.
3. To serve as an advisory council to the president in preparing progress reports, budgets, proposals and other documents for presentation to the Board.
4. To work with the president in reviewing and recommending new administrative staff to the Board of Directors for approval or rejection.
5. To work with the president and academic dean in reviewing and nominating faculty members to the Board of Directors for selection or retention.
6. To review the annual budget and recommend any changes before the president submits it to the Board of Directors for approval.
7. To serve as an advisory council in supervising the financial management of the college within the approved budget; to review the monthly financial reports prepared by the business administrator.
8. To review and authorize proposals by the business administrator for budgeted student scholarships and financial aid.
9. To serve as an advisory council to the president in reviewing and employing staff members.
10. To serve as an advisory council to the president in determining all internal policies of the college not otherwise decided by the Board, and to recommend policies to the Board which may need review or adjustment.
11. To serve as an advisory council to the president in appointing administrative and faculty committees; to receive recommendations from the faculty or faculty committees.
12. To serve as an advisory council upon the request of the president to review the selection of faculty course assignments and the class schedule submitted by the academic dean.
13. To review the selection and ordering of textbooks and library books according to established procedures and within the limitations of the budget.
14. To review and approve the school calendar prepared and submitted by the academic dean in consultation with the dean of students.
15. To work with the president to provide for and encourage the highest level of campus and student spiritual life development.
16. To serve as an advisory council to the Student Outreach Department; to review student outreach assignments prepared by the student outreach director and submitted through the dean of students.

17. To serve as an advisory council to the president in reviewing school promotional materials and promoting a positive image of the school to its various publics.
18. To work with the president to oversee all college functions in consultation with the designated activity coordinator.
19. To fulfill the duties of any of the faculty committees as needed.
20. To receive and act upon disciplinary referrals from the Discipline Committee for cases of suspension or termination of students.
21. To assume any additional responsibilities that may be assigned by the Board of Directors or the president.

**For explanations of each of the responsibilities of the administrative committee, see the digital supplement.*

— APPENDIX 6.6 —

PRESIDENT – EXAMPLE JOB DESCRIPTION

Qualifications

1. Should hold ministerial credentials with the Assemblies of God or the sponsoring ecclesiastical body.
2. Should manifest spiritual maturity, an exemplary Christian character, a high level of integrity, and administrative ability and interest in the preparation of church leaders.
3. Should be available and committed to full-time responsibilities with the college. [SPECIAL NOTE: If the president also holds another position, such as pastor of a church, then the academic dean should be full-time.]
4. Should be approved according to the agreed upon procedures with all constituent bodies of the Assemblies of God represented in the college.

Term of Office

1. The president will be appointed to a (number)-year term and be eligible for reappointment upon the recommendation of the Board.
2. The president may be discharged at any time upon recommendation of the Board of Directors, approval of the various constituent bodies, and/or (where applicable) according to the terms of his/her contract.
3. In the event of the resignation of the president/president or the vacating of that office, the responsibilities of the Office are to be filled by the academic dean until a new president can be nominated and approved. The Board will consider the office vacated after an absence of ninety days unless Board approval for a longer absence has been given.

Responsibilities

1. To serve as a nonvoting member of the Board of Directors;
2. To assist the chairperson of the Board of Directors in preparing an agenda for each Board Meeting;
3. To be responsible to the Board of Directors for the general management of all areas of the college, including those delegated to other administrators;
4. To oversee implementation of new policies established by the Board;
5. To work in consultation with the Administrative Committee to recommend personnel for administrative positions for approval or rejection by the Board;
6. To nominate new faculty members to the Board in consultation with the academic dean and Administrative Committee;
7. To represent the faculty, staff, and student body to the Board and submit progress reports, budgets, and other pertinent information to the Board;
8. To oversee the preparation of the annual college budget in consultation with the business administrator and Administrative Committee for submission to the Board for review and adoption and to supervise the operation of the college within the approved annual budget;
9. To prepare an annual report in consultation with the Administrative Committee reflecting the school's progress and needs for Board approval and presentation to the school's constituent bodies;
10. To serve as chairperson of the Administrative Committee and preside over its meetings;
11. To employ staff members in consultation with the Administrative Committee;
12. To determine all internal policies of the college not otherwise decided by the Board in consultation with the Administrative Committee, and recommend new or modified policies to the Board;

13. To preside at all meetings of the college faculty unless this responsibility has been delegated to the academic dean;
14. To appoint faculty committees and advisors in consultation with the academic dean and Administrative Committee, and serve as an ex-officio member of all committees of the college;
15. To oversee all college functions in consultation with the designated activity coordinator and the Administrative Committee;
16. To sign and confer all certificates, diplomas and degrees issued by the college to qualifying graduates;
17. To acknowledge gifts and contributions to the college;
18. To assume any additional responsibilities that may be assigned by the Board of Directors related to college development, operation and management.

**See the digital supplement for a more comprehensive explanation of a president's responsibilities and the following reflections on the work of a college president: working with faculty, leadership styles, questions a Bible school president must answer, and essential qualities of a college president.*

— APPENDIX 6.7 —

ACADEMIC DEAN – EXAMPLE JOB DESCRIPTION

Qualifications

1. Should hold ministerial credentials with the Assemblies of God.
2. Should manifest spiritual maturity, an exemplary Christian character, a high level of integrity, and administrative ability and interest in the preparation of church leaders.
3. Should manifest special ability and interest in developing the academic programs of the college.
4. Should be committed to full time responsibilities with the college.
5. Should be appointed by the Board of Directors upon the recommendation of the President.

Responsibilities

1. To give leadership over the entire academic program of the college under the direction of the president and according to the policies established by the Board of Directors;
2. To work in consultation with the president to develop, organize, and evaluate the academic program and its policies in order to advance the academic standards of the college;
3. To assist the President in recommending faculty selection, retention, and in-service training to the Board of Directors;
4. To arrange the instructors' teaching assignments and class schedules in consultation with the president;
5. To work in cooperation with the president in preparing the agenda for faculty meetings and to serve as vice-chairperson of those meetings (or a chairperson when this responsibility has been delegated by the president); [NOTE: Many schools delegate this responsibility to the academic dean since he or she is the one most familiar with the academic programs and policies of the school and may have the most academic experience.]
6. To provide for and oversee academic counseling for students in regard to individual study programs, academic progress, and graduation requirements;
7. To oversee the responsibilities of the registrar to provide for maximum accuracy and efficiency in establishing and maintaining complete records, files, and registration procedures;
8. To serve as the final authority in solving grade disputes between an instructor and a student;
9. To oversee the library and serve as chairperson of the Library Committee (or this may be delegated to a qualified librarian);
10. To serve as chairperson of the Textbooks Committee in approving the selection and ordering of textbooks within the limitations of the budget;
11. To assist the president in projecting the college budget as it relates to the academic program;
12. To plan and establish the academic calendar in consultation with the dean of students and Administrative Committee;
13. To serve as a member of the Administrative Committee;
14. To serve as Officer-in-Charge (OIC) of the college during the absence of the president, or after an emergency resignation of the president until the next board meeting;
15. To assume any additional academic responsibilities that may be assigned by the Board of Directors or the president.

Role of the Academic Dean

As the primary architect of the academic program of a school, the academic dean has a demanding responsibility for responding to the diverse elements within the institution. This is an outline of some of the areas that should command his/her attention.

A. To promote academic excellence in the institution by:

1. Providing guidance in curriculum development and analysis.
2. Facilitating and encouraging excellence in the instructional process.
3. Working to establish a climate in which the free expression of ideas and open intellectual inquiry on the part of students and faculty can flourish.
4. Fostering a climate of creativity and innovation in the development of approaches to higher education.
5. Recruiting and retaining qualified faculty.
6. Encouraging the scholarly achievement of faculty by providing support, assistance and, where possible, finances for this purpose.
7. Promoting the development of academic resources and services (e.g., library, learning laboratory, etc.).
8. Sponsoring and conducting studies to determine areas of strength and weakness in the academic program.
9. Maintaining contact with developments and trends in higher education and communicating this information to faculty and administration.
10. Ensuring that the concerns of the school's accrediting association are addressed in academic and fiscal planning.

B. To promote the relevance of the academic program to the mission of the school as an institution of Christian higher education by:

1. Ensuring that the spiritual, affective, and behavioral aspects of student personality and character development are considered in academic planning.
2. Promoting the involvement of faculty and students in off-campus activities which provide an opportunity to observe and understand the world to which the church and its various ministries must relate.
3. Conducting surveys of individuals acquainted with the school's curriculum and students to determine whether students leaving have the appropriate skills and understanding for ministry in their culture and society.
4. Working to create a climate wherein the school can be a source of scholarly insight into conditions in the secular world which affect the church and its mission, and a laboratory for the development of models of ministry appropriate for these conditions.
5. Fostering positive relationships between the leaders of the national churches of the region and the seminary faculty in order to maintain open communication and mutual understanding of concerns and needs.
6. Identifying and implementing appropriate off-campus educational programs and services that contribute to the continuing professional education and development of the ministers of the region.

C. To promote faculty morale by:

1. Suggesting and supporting policies which ensure the role of faculty in academic planning and decision making.
2. Fostering a sense of collegiality and mutual support among faculty.
3. Being a spokesperson for faculty concerns within the college administration and board of trustees.
4. Providing an open channel of communication between the faculty and administration.

**For a more comprehensive explanation of the responsibilities of an academic dean, see the digital supplement.*

— APPENDIX 6.8 —

REGISTRAR – EXAMPLE JOB DESCRIPTION

Responsibilities

1. To supervise the preparation and maintenance of accurate and complete files and records for all students.
2. To supervise the preparation, filing, and maintenance of a Permanent Grade Register for all courses, both resident and extension.
3. To prepare accurate and up-to-date transcripts for all students to be maintained in a permanent file.
4. To prepare for registration each term in cooperation with the academic dean.
5. To initiate all preliminary correspondence with prospective students and establish a current correspondence file.
6. To report the anticipated number of new and returning students to the academic dean and president.
7. To see that all required application forms and fees are submitted by each student.
8. To prepare and submit the application files of prospective students to the Administrative Committee for action.
9. To assist in the development of the school yearbook, promotional materials, school catalog, and educational bulletins to ensure the accuracy of student information.
10. To update the Class Enrollment List at the end of each semester according to credits completed on the transcripts.
11. To prepare and distribute students' grade cards.
12. To be responsible to the president through the academic dean for the fulfillment of these duties.
13. To assume any additional registration responsibilities that may be assigned by the president or academic dean, subject to the approval of the Board of Directors.

**For a detailed explanation of all of these responsibilities, see the digital supplement.*

APPENDIX 7

Physical resources

7.1 School Facilities and Accreditation Standards	Mission, Goals, and Objectives	1
7.2 Job Descriptions Related to Physical Resources		
Manager of Maintenance	Educational Programs	2
Manager of Construction		
Kitchen Supervisor	Faculty and Staff	3
Cooks		
Manager of Lands	Student Development	4
Yard Workers		
Bookstore Manager	Learning Resources	5
Supervisor of Security	School Administration	6
	Physical Resources	7
	Financial Resources	8
	Student Outcomes	9
	Relationship with Churches	10

— APPENDIX 7.1 —

SCHOOL FACILITIES AND ACCREDITATION STANDARDS

The following is a list of areas from the other accreditation standards that schools need to consider when discussing and planning the physical resources of the school.

Standard 1: Mission Statement

- Do the facilities follow the general purposes for which the school exists?
- Does the mission statement drive the provision of facilities or do the facilities impact the school in such a manner as to make the mission statement a secondary factor?

Standard 2: Educational Programs

- Are facilities adequate for providing space for current and future programs?
- Does the school need a campus and facilities?
- What types of space does the administration need and what is it asking for?
- Can the school function with rental or borrowed facilities (church space, use of public space, etc.)?
- Can the school function with an administration facility and library using rented facilities for class space (especially for night school or weekend schools)?
- Do the program offerings demand necessity of student and/or staff housing?
 - If so, what are considerations based on the social realities?
 - What are government regulations, codes, and demands?
- What are the implications of taxes and governmental regulations?

Standard 3: Faculty and Staff

- Is adequate housing and office space available for staff and faculty?
- Who determines the needs for offices space and housing?

Standard 4: Student Development and Services

- Is there a necessity for designated chapel space? Is a designated chapel necessary or can other space be used (multiuse space)? Who determines chapel space needs? How much influence does designated offerings, endowments, large donations, etc., play in determining needs?

Standard 5: Learning resources

- Is adequate space available for the learning resources of the school? Here are some items to consider: archives, museum, book storage, magazines, journals, electronic media, etc.
- Is there adequate electrical service for labs?
- Does the library have a controlled environment for conserving materials?

Standard 6: Governance and Administration

- Are all board members and administrative members on board with facilities maintenance, new building, advanced planning, etc.?

Standard 8: Financial Resources

- Are maintenance areas adequately budgeted?
- Who is responsible for financing new construction? How much say do they have in planning, design, etc.?
- Does the school properly use funds for construction or maintenance for the purpose for which they were raised or given?

Standard 9: Student Outcomes

- Is the school adequately informing its alumni concerning current and future building needs? Is the school presenting alumni with opportunities to participate in projects?

Standard 10: Relationship with Churches

- Are member churches encouraged to use/rent school facilities as they are available? This includes retreats, conferences, weddings, etc.
- Can facilities be used for a local church facility? Who determines this? Who decides priorities?
- Does the national church see the value in the current and expanding facilities? Do they see the necessity of capital projects?
- Is the national church informed adequately as to how they can participate in maintenance and building projects? Are there annual improvement and maintenance events such as preparing facilities for the new school year?

Miscellaneous Observations:

- How can the local community near the school be encouraged to participate in building projects?
- Are there opportunities for secular investments?
- Has the school consulted local civic leaders in the overall installation planning? What voice do these people have in the location of facilities, obtaining building and expansion space?
- Do local government agencies have access to materials that can be made available to the school for its improvements and maintenance?

— APPENDIX 7.2 —

JOB DESCRIPTIONS RELATED TO PHYSICAL RESOURCES

MANAGER OF MAINTENANCE

Position Description

The manager of maintenance shall supervise and administer all matters pertaining to the maintenance of buildings and vehicles of the school under the authority of the business manager.

Responsibilities

In this capacity the manager of maintenance shall:

1. Supervise the staffing of all employees working in these areas.
2. Supervise the maintenance and custodial care of all buildings with the exception of staff housing.
3. Maintain school vehicles as to physical condition keeping all permits and licenses current.

MANAGER OF CONSTRUCTION

Position Description

The manager of construction shall supervise all matters pertaining to the construction of new buildings or other physical construction of the school under the authority of the business manager.

Responsibilities

The manager of construction will:

1. Obtain plans for the proposed construction that meet all government specifications and which satisfy the criteria set forth by the administration for the construction.
2. Compare the construction proposal with the school master plan and report in writing to the business manager any deviations from the school's master plan that he or she judges the construction will cause.
3. Obtain all necessary government permits for the proposed construction.
4. Recommend to the business manager whether the manager of construction should serve as the general contractor of the construction or whether the construction might better be done by hiring an outside general contractor. The business manager will present the recommendation of the manager of construction to the board of administration of the school which will make recommendations to the governing board in accordance with the planning and development committee of the school and in accordance with the school's master plan.

After the project is approved, the manager of construction will:

1. Carry out the project in accordance with the dictates of the governing board.
2. Report regularly the progress of the construction to the business manager.
3. Keep accurate records in accordance with school accounting procedure of all monies he or she handles and approve all bills submitted to the business office for payment by contractors or subcontractors.

KITCHEN SUPERVISOR

Position Description

The kitchen supervisor shall supervise all matters pertaining to the operation of the kitchen of the school in accordance with the following procedures. He or she is under the authority of the business manager.

Responsibilities

The kitchen supervisor will:

1. Advise the business manager when there is need to add to or reduce the cook staff.
2. Supervise the work schedule of the cooks including punctuality, productivity and general efficiency.
3. Supervise ordering food for the kitchen through the school buyer .
4. Supervise food preparation .
5. Supervise serving the food.
6. Supervise the sanitation of the kitchen and dining hall.
7. Keep the storeroom clean and neat.
8. Secure the storeroom and granaries.
9. Put out appropriate portions of food to the cooks each day.
10. Maintain the charcoal and bottle gas supplies.
11. Serve as liaison with the board of administration for any food problems.
12. Make suggestions as needed to the business manager for improvements to the dining hall diet.

COOKS

Position Description

The cooks are responsible for clean, appetizing preparation of all student meals while students are at school. The cooks work under the supervision of the kitchen manger in accordance with the following procedures.

Responsibilities

The cooks will:

1. Prepare every meal for the students on time, in accordance with the specifications of the kitchen manager.
2. Present the meal to the students in an attractive way.
3. Clean the kitchen after every meal and at the end of the day including emptying all garbage cans and washing them.
4. Give the kitchen and dining hall a general cleaning including mopping with good disinfectant, removing all items from refrigerators, defrosting them and washing them and scrubbing the stove at least weekly and more often if odors develop.
5. Maintain the grounds around the dining hall and kitchen area in neat order.
6. Dispose of all wastes in accordance with school policy, that is, combustibles burned in the incinerator, decomposable garbage in the compost pit and non-decomposable materials in the barrel.
7. Buy foods as ordered by the kitchen manager keeping careful account of the transaction.
8. The cooks working hours will be as follows.
Cook #1 – 8 a.m. to 4:30 p.m. with 30 minutes for lunch, 5 days
Cook #2 – 10 a.m. to 6:30 p.m. with 30 minutes for lunch, 5 days offset two days from cook #1
Cook #3 – 4 days per week during the hours of the cook being replaced.
9. Cook #1 will be responsible for having breakfast ready and the noon meal. Cook #2 will be responsible for the noon meal, evening meal and getting everything in order before leaving.

MANAGER OF LANDS

Position Description

The manager of lands shall supervise and administer all the maintenance of the lands of the school under the authority of the business manager.

Responsibilities

In this capacity the manager of lands shall:

1. Supervise the staffing of all employees who care for the grounds.
2. Supervise all grounds care with the exception of staff housing.
3. Read the water and electric meters on each of the faculty dwellings on the first of each month and report the readings to the bookkeeper.
4. Supervise the updating and identification of the keys for the school keyboard and obtain adequate copies for all school personnel of all keys needed so maximum security can be maintained.

YARD WORKERS

Position Description

The yard worker will be responsible for the general upkeep of the area of the school grounds assigned to him or her and day security of all the grounds under the supervision of the manager of lands in accordance with the following procedures.

Responsibilities

The yard worker will:

1. Cut the grass and hedges in his or her assigned area except grass already cut by the school mower.
2. Sweep assigned area each Monday, Thursday, and Saturday.
3. Challenge any stranger that comes on campus directing them to the president's office or, in the president's absence, to the academic dean's office.
4. Perform such other duties as assigned by the manager of lands.

BOOKSTORE MANAGER

Position Description

The bookstore manager will manage buying, selling, stock, and money pertaining to the school bookstore. The bookstore manager will be under the authority of the school's business manager.

Responsibilities

The bookstore manager will:

1. Manage the bookstore according to the bookstore policy.
2. Respond to directives from the business manager relative to bookstore operation.
3. Maintain the inventory of the bookstore at all times. Special attention should be given that adequate textbooks are available for the coming semester.
4. Turn all receipts for the bookstore over to the bookkeeper at least weekly, if not more frequently.
5. Provide reports to the administration as needed.

SUPERVISOR OF SECURITY

Position Description

The supervisor of security is responsible to supervise the campus security operation in accordance with the school's security policy. He or she will be responsible to the business manager. He or she will make recommendations for the hiring or dismissal of guards to the business manager.

**Job descriptions taken from The Bible School Administrator's Handbook by Alton C. Smith.*

APPENDIX 8

Financial resources

8.1 Business Administrator – Example Job Description	Mission, Goals, and Objectives	1
8.2 Bible School Chart of Accounts	Educational Programs	2
8.3 Bible School Budget Report	Faculty and Staff	3
8.4 Invoice Payment/Reimbursement Request	Student Development	4
	Learning Resources	5
	School Administration	6
	Physical Resources	7
	Financial Resources	8
	Student Outcomes	9
	Relationship with Churches	10

— APPENDIX 8.1 —

BUSINESS ADMINISTRATOR – EXAMPLE JOB DESCRIPTION

Qualifications

1. Should manifest spiritual maturity, an exemplary Christian character, a high level of integrity, and administrative ability and interest in the preparation of church leaders.
2. Should have training and experience in business administration and be willing to continue in-service training as necessary; should manifest a special interest and ability in business administration.
3. Should be committed to whatever regular time requirements are necessary on the campus in order to fulfill and supervise the responsibilities as business administrator.
4. Should be appointed by the Board of Directors.

Responsibilities

1. To be responsible for the general supervision of the financial and business affairs of the college under the direction of the president and according to the policies adopted by the Board of Directors.
2. To serve as personnel administrator and provide job training for all non-academic personnel, as needed.
3. To serve as administrator for all auxiliary enterprises of the college (e.g. food service, dormitories, bookstore, etc.), including maintaining up-to-date operational procedures manuals in each area.
4. To direct and supervise operations in accounting, collections and disbursements.
5. To be responsible for maintaining and safeguarding all records and files and supervise all clerical responsibilities pertaining to the financial and business aspects of the college.
6. To direct all on-campus employment of students and staff and the student work scholarship program, working in close cooperation with the president and the Administrative Committee in the recruitment and employment of staff.
7. To serve as purchasing agent for the college and supervise any delegated purchasing responsibility, retaining budgetary control over delegated areas.
8. To be responsible for the management and maintenance of the college property, buildings and equipment and submit recommendations for upkeep and improvement to the Administrative Committee.
9. To consult with the dean of students and the deans of men and women concerning student housing arrangements.
10. To counsel with students regarding their college accounts and financial problems.
11. To supervise campus traffic and parking.
12. To assist the president and Administrative Committee in the preparation of the annual budget.
13. To serve as a member of the Administrative Committee.
14. To submit financial reports to the board treasurer for review prior to each Board meeting.
15. To assume any additional responsibilities that may be assigned by the Board of Directors.

**For a detailed explanation of all of these responsibilities of a business administrator, see the digital supplement.*

— APPENDIX 8.2 —

BIBLE SCHOOL CHART OF ACCOUNTS

What is a chart of accounts?

A chart of accounts is a created list of the accounts used by an institution to define each class of items for which funds are spent or received. In other words, this allows a school to track exactly how much they spend on specific categories.

How to use the example

The chart of accounts should define categories of income and expenses incurred by the school for tracking monthly finances, reports, and budgets. The chart of accounts should be expanded or changed to meet the requirements of the actual school needs.

Example Bible School Chart of Accounts

INCOME

4000 - Main Campus

- 4010 - Institution Contributions
- 4020 - Investment or Endowment
- 4021 - Student Editing Fees
- 4030 - Development
 - 4031 - Building & Grounds
 - 4032 - Equipment & Furnishings
 - 4033 - Professional Development
- 4040 - Donor Support
 - 4041 - Church Offerings
 - 4042 - Individual Offerings
- 4050 - Lecture Series
- 4055 - Promotions
 - 4056 - Conferences/Donor Events
 - 4057 - Travel
- 4060 - Scholarships
- 4070 - Student Charges
 - 4071 - Board
 - 4072 - Development & Facilities Fee
 - 4073 - Dissertation & Graduation Fees
 - 4075 - Room
 - 4076 - Textbooks
 - 4077 - Tuition & Fees
 - 4078 - Misc. Student Income
- 4080 - Other Income
- 4081 - Foreign Exchange Income

EXPENSE

5000 - Main Campus

- 5010 - AAC / BOA
- 5011 - Meals
- 5012 - Housing
- 5013 - Travel
- 5014 - Misc.
- 5015 - Capital Development
- 5016 - Buildings & Grounds
- 5017 - Equipment/Software
- 5019 - Contract Work
- 5020 - Course Development & Editing
- 5021 - Student Editing
- 5025 - Equipment & Repair
- 5030 - Facilities & Utilities
- 5033 - Professional Development
- 5035 - Faculty
 - 5036 - Meals
 - 5037 - Honoraria
 - 5038 - Housing
 - 5039 - Travel
- 5040 - Hospitality
- 5045 - Lecture Series
- 5050 - Library
- 5055 - Office Expenses
 - 5056 - Computer
 - 5057 - Postage, Mailing
 - 5058 - Printing & Copying
 - 5059 - Supplies
- 5060 - Promotions
 - 5061 - Conferences/Donor Events
 - 5062 - Printed Material
 - 5063 - Travel
 - 5064 - Video & Misc.
- 5065 - Student Charges
 - 5066 - Board
 - 5067 - Facilities & Utilities
 - 5068 - Dissertation & Graduation
 - 5070 - Room
- 5072 - Textbooks, Printed Manuals & Shipping
- 5073 - Printed Manuals & Shipping
- 5074 - Textbooks & Shipping
- 5075 - Vehicles
- 5080 - Website
- 5086 - Foreign Exchange Expense
- 5090 - Reimbursable

— APPENDIX 8.3 —

BIBLE SCHOOL BUDGET REPORT

What is a budget report?

An internal report used by management to compare the estimated, budgeted projections with the actual performance number achieved during a period. In other words, a budget report is designed to compare how close the budgeted performance was to the actual performance during an accounting period.

How to use the example

This report should be set up using a financial accounting software program to include Income and Expense categories and that has an annual budget posting feature. The financial software program should be able to export the Income and Expense categories to an Excel report having columns arranged showing Annual Budget, Monthly Budget, Actuals, and Over Budget amounts for monthly reporting purposes. Additional or different categories should be added as necessary so that actual income and expenditures can be tracked and an annual budget determined.

Example Bible School Budget Report – Page 1

			Actuals	Mo. Budget	\$ Over Budget	Annual Budget	Notes
Income							
	4000 Main Campus						
	4010 - Institution Contributions						
	4020 - Investment or Endowment						
	4021 - Student Editing Fees						
	4030 - Development						
	4031 - Building & Grounds						
	4032 - Equipment & Software						
	4033 - Professional Development						
	Total 4030 - Development						
	4040 - Donor Support						
	4041 - Church Offerings						
	4042 - Individual Offerings						
	Total 4040 - Donor Support						
	4050 - Lecture Series						
	4055 - Promotions						
	4056 - Conferences/Donor Events						
	4057 - Travel						
	Total 4055 - Promotions						
	4060 - Scholarships						
	4070 - Student Charges						
	4071 - Board						
	4072 - Development & Facilities						
	4073 - Dissertation & Grad Fees						
	4075 - Room						
	4076 - Textbooks						
	4077 - Tuition & Fees						
	4078 - Misc. Student Income						
	Total 4070 - Student Charges						
	4080 - Other Income						
	4081 - Foreign Exchange Income						
	Total 4000 Main Campus						

Example Bible School Budget Report – Page 2

			Actuals	Mo. Budget	\$ Over Budget	Annual Budget	Notes
Expense							
5000 - Main Campus							
5010 - Administration & Staff							
5011 - Meals							
5012 - Housing							
5013 - Travel							
5014 - Misc							
Total 5010 - Administration & Staff							
5015 - Capital Development							
5016 - Buildings & Grounds							
5017 - Equipment & Software							
Total 5015 - Capital Development							
5019 - Contract Work							
5020 - Course Development & Editing							
5021 - Student Editing							
5025 - Equipment & Repair							
5030 - Facilities/Utilities							
5033 - Professional Development							
5035 - Faculty							
5036 - Meals							
5037 - Honoraria							
5038 - Housing							
5039 - Travel							
Total 5035 - Faculty							
5040 - Hospitality							
5045 - Lecture Series							
5050 - Library							
5055 - Office Expenses							
5056 - Computer							
5057 - Postage/Mailing							
5058 - Printing & Copying							

Example Bible School Budget Report – Page 3

		Actuals	Mo. Budget	\$ Over Budget	Annual Budget	Notes
	5059 - Supplies					
	Total 5055 - Office Expenses					
	5060 - Promotions					
	5061 - Conferences/Donor Events					
	5062 - Printed Material					
	5063 - Travel					
	5064 - Video & Misc					
	Total 5060 - Promotions					
	5065 - Student Charges					
	5066 - Board					
	5067 - Facilities & Utilities					
	5068 - Dissertation & Graduation					
	5070 - Room					
	Total 5065 - Student Charges					
	5072 - Textbks/Man/Shpg.					
	5073 - Printed Manuals/Shipping					
	5074 - Textbooks & Shipping					
	Total 5072 - Textbks/Man/Shpg.					
	5075 - Vehicles					
	5080 - Website					
	5085 - Other					
	5086 - Foreign Exchange Expense					
	5090 - Reimbursables					
	Total 5000 - Main Campus					
	Net Income					

— APPENDIX 8.4 —

INVOICE PAYMENT/REIMBURSEMENT REQUEST

What is it?

An invoice payment/reimbursement request form is used to request payment to vendors/companies and individuals for goods or services. This form is also used to request cash advances and petty cash reimbursements. To make a request, the appropriate person should submit a copy of the request form, an invoice, and specify the relevant chart of accounts category for accounting and budget purposes.

How to use the example

Each school should establish a form similar to this for all invoice payments and reimbursement requests. It is necessary to provide a signed document for approval for all expenditures. This document should use the chart of account categories that finance will use to post accounting software, which will generate reports detailing actual funds expended. Each reimbursement or invoice payment submitted by a requester should have at least one higher level of approval.

Invoice Payment/Reimbursement Request				
Invoice/Receipt must be attached to this form. Use a separate form for each PAYEE.				
Make Check to: _____				
Fund Transfer: From: _____ To: _____				
To Acct Name: _____				
Please list account and job number(if any) to be charged below (Required from chart of accounts)				
Date	Description	Job Number	Account #	Total
Note: _____				Subtotal \$0.00
				Less cash advanced _____
				Total Cost \$0.00
Signature of requester: _____ Date: _____				
Approved by: _____ Date: _____				
Check # _____ Date Mailed: _____				
Reimbursement Received by: _____ Date: _____				
FINANCE USE: Transfer\Disburse: Yes _____ No _____ Initials _____				
Transfer: Amount: _____ From: _____ To: _____ Note: _____				
Disburse: Amount: _____ From: _____ To: _____ Note: _____				

APPENDIX 9

Student outcomes

9.1	Exit Interview Questionnaire	Mission, Goals, and Objectives	1
9.2	Alumni Questionnaire (WAAST)	Educational Programs	2
9.3	Alumni Association – Proposed Constitution and Bylaws	Faculty and Staff	3
9.4	Alumni Liaison – Sample Job Description	Student Development	4
		Learning Resources	5
		School Administration	6
		Physical Resources	7
		Financial Resources	8
		Student Outcomes	9
		Relationship with Churches	10

— APPENDIX 9.1 —

EXIT INTERVIEW QUESTIONNAIRE

East Africa School of Theology

1. What will you value most from your experience at EAST?

2. If you could change one thing about EAST, what would it be?

3. Would you recommend EAST to others? Explain why or why not?

4. Are there any other comments you would like the administration to know?

— APPENDIX 9.2 —

ALUMNI QUESTIONNAIRE

West Africa Advanced School of Theology

Unless otherwise instructed, please circle only one letter corresponding to the answer with which you most closely agree.

1. When did you attend West Africa Advanced School of Theology? (When equally divided between two decades, choose the decade of your final year at WAAST.)
 - a. 2010's or later
 - b. 2000's
 - c. 1990's
 - d. 1980's
 - e. 1970's
2. From your perspective of WAAST's overall academic curriculum, how well do you feel our classes relate to the field?
 - a. Excellent field relevance
 - b. Very good field relevance
 - c. Good field relevance
 - d. Marginal field relevance
 - e. Poor field relevance
3. Did chapel services contribute to your spiritual growth as a student?
 - a. Very much
 - b. Somewhat
 - c. Very little
 - d. Not at all
4. What importance would you place on chapel modeling healthy and/or effective church services?
 - a. Extremely important
 - b. Very important
 - c. Moderately important
 - d. Somewhat important
 - e. Unimportant
5. What kind of chapel schedule do you feel is most congruent with WAAST's purpose?
 - a. 1½ hour chapel – 2 days per week
 - b. 1 hour chapel – 3 days per week
 - c. 1 hour chapel – 2 days per week
 - d. 1 hour – 1 day per week
6. If you could start college over, would you choose WAAST again?
 - a. Definitely yes
 - b. Probably yes
 - c. Uncertain
 - d. Probably not
 - e. Definitely not

7. Has the education you received at WAAST improved your life?
- Definitely
 - Somewhat
 - Uncertain
 - Probably not
 - Definitely not
8. What was your primary reason for choosing to attend WAAST?
- Spiritual atmosphere
 - Ministry opportunities
 - Advice of pastor
 - Academic reputation/programs
 - Other _____
9. How well has WAAST communicated its financial needs to you?
- Excellent
 - Very good
 - Fair
 - Poor
 - Not familiar with them
10. How often have you contributed to WAAST within the last year?
- Annually
 - Quarterly
 - Monthly
 - Not at all
11. How long did it take to complete your degree requirements?
- Completed all degree requirements earlier than specified time
 - Completed all degree requirements within the specified time
 - Completed all degree requirements 6 months after the specified time
 - Completed all degree requirements 1 year after the specified time
 - Completed all degree requirements 2 years after the specified time
 - Never completed degree requirements
12. My present ministry status is:
- Full-time ministry
 - Part-time ministry
 - Not in ministry but plan to be
 - Was in ministry full-time or part-time but not now
 - Not in ministry
13. In your opinion, please rate the overall quality of the WAAST faculty.
- All were very qualified
 - Most were very qualified
 - Some were qualified; some were under-qualified
 - Most were under-qualified
 - All were under-qualified

14. From your perception, what area(s) do you think we most need to focus our attention and/or resources on to improve WAAST?
- a. Better qualified faculty
 - b. More effective administration
 - c. Improve image
 - d. Better academic facilities
 - e. Better living quarter (dorms)
 - f. Spiritual renewal on campus
 - g. More field-relevant curriculum
 - h. None of the above
 - i. All the above
 - j. Other

Please provide a brief answer to the following questions:

1. What did you appreciate most about your experience at WAAST?

2. Would you recommend WAAST to a friend? Why or why not?

Thank you for your cooperation.

— APPENDIX 9.3 —

ALUMNI ASSOCIATION – PROPOSED CONSTITUTION AND BYLAWS

KAG EAST UNIVERSITY

PREAMBLE

We, the graduates and former students of KAG EAST University, in order to perpetuate the memories of college life, in order to form a more practicable organization through which we may promote greater interest in the development and welfare of our members, do endorse and establish this Constitution.

ARTICLE I

Name

The name of this organization shall be the KAG EAST University Alumni Association.

ARTICLE II

Objectives and Purposes

The Objectives of the Alumni Association shall be to:

- A. Serve its members with spiritual and academic stimulation;
- B. Provide its members with encouragement through periodic fellowship;
- C. Promote among potential students the benefits of study at the University;
- D. Engage in fund raising for the development of the University;
- E. Promote the reputation and well-being of the University;
- F. Make suggestions to the Academic Senate in relation to the development of academic programs;
- G. Engage in such other activities, consistent with the Charter and Statutes, as will advance the interests of the University.

ARTICLE III

Roles and Responsibilities

- A. Subject to provisions of Section 42(2) of the Act and notwithstanding Article 25 of the Charter the Alumni shall be an interactive forum for its members with regard to the areas below:
 - a. Linkages and Outreach,
 - b. Fundraising for the University,
 - c. Sourcing for Scholarships,
 - d. Promotion of the University,
 - e. Any other activity deemed relevant to its mandate
- B. May state its opinion upon any matters within the sphere of competence of the University relay its resolutions as recommendations to the Vice-Chancellor.

**For the complete document, see the digital supplement.*

— APPENDIX 9.4 —

ALUMNI LIAISON – SAMPLE JOB DESCRIPTION

Position

The alumni liaison is responsible for maintaining warm effective relations with the school's alumni.

Responsibilities

This person's duties will include the following:

1. Keep the president (or director of development, if such a position exists) current on all developments pertaining to alumni activities.
2. Keep the alumni advised of needs of the school that the alumni might help satisfy.
3. Arrange for the mailing needs of the alumni association. He or she will see that any funds received by the school for the alumni association are handled as specified.
4. The alumni liaison is directly responsible to the president (or director of development, if applicable).

APPENDIX 10

Relationship with churches

- 10.1 Suggestions for Maintaining a Positive Relationship with Churches
- 10.2 Pastor's Assessment of Alumnus
- 10.3 Internship Program Coordinator – Job Description

Mission, Goals, and Objectives	1
Educational Programs	2
Faculty and Staff	3
Student Development	4
Learning Resources	5
School Administration	6
Physical Resources	7
Financial Resources	8
Student Outcomes	9
Relationship with Churches	10

— APPENDIX 10.1 —

SUGGESTIONS FOR MAINTAINING A POSITIVE RELATIONSHIP WITH CHURCHES

Participate in the life of the national church/local churches.

- Ask the national church leader to serve on the school's board.
- Host national church events at the school.
- Provide your facilities to local churches as needed, such as for weddings or funerals.
- Invite national church leaders and local church pastors to speak in chapel.
- Require faculty, staff, and students to attend a local church.
- Encourage faculty, staff, and students to offer to preach and teach as needed by their pastor.

Promote a positive image of the institution.

- Send school representatives to churches and national church events to present information about the school and guide potential students through the application process.
- Send invitations to church pastors and national church leaders concerning special events at the school such as graduation.
- Post flyers (with permission) at churches to attract potential students.
- E-mail newsletters to alumni, national church leaders, and church pastors to keep them informed about the school's work and progress.
- Create a professional website.
- Develop a social media presence. (Facebook, Twitter, Instagram)

Provide seminars for members of the church community.

These seminars would be on a non-credit basis. Possible topics include:

- The Holy Spirit
- Biblical Interpretation
- Preaching
- Teaching
- Counseling
- Leadership
- Evangelism
- Discipleship
- Missions
- Community Outreach
- Marriage
- Parenting
- Financial Stewardship

— APPENDIX 10.2 —

PASTOR'S ASSESSMENT OF ALUMNUS

(Name of Bible School)

Please circle the letter corresponding to the answer with which you most closely agree. (If the alumnus is the pastor, this should be filled out by a deacon.)

1. How frequently does the alumnus attend church?
 - a. Regularly
 - b. Occasionally
 - c. Seldom
 - d. Don't know

2. In your opinion, does the alumnus actively participate in worship?
 - a. Always
 - b. Sometimes
 - c. Rarely
 - d. Don't know

3. Does the alumnus have a record of consistent tithing?
 - a. Yes
 - b. No
 - c. Don't know

4. How would you describe the alumnus' marriage (if applicable)?
 - a. Well-adjusted
 - b. Adjusted
 - c. Strained
 - d. Don't know/Not applicable

5. How would you describe the alumnus' children (if applicable)?
 - a. Well-behaved
 - b. Average
 - c. Poor
 - d. Don't know/Not applicable

6. How would you describe the alumnus' spiritual maturity?
 - a. Very mature
 - b. Mature
 - c. Immature
 - d. Very immature
 - e. Don't know

7. How would you describe the alumnus' ministry skills?
 - a. Excellent
 - b. Good
 - c. Average
 - d. Poor
 - e. Don't know

8. How would you describe the alumnus' people skills?
 - a. Excellent
 - b. Good
 - c. Average
 - d. Poor
 - e. Don't know
9. How would you describe the alumnus' biblical knowledge?
 - a. Excellent
 - b. Good
 - c. Average
 - d. Poor
 - e. Don't know
10. How satisfied are you with the alumnus' training overall?
 - a. Well-satisfied
 - b. Satisfied
 - c. Disappointed
 - d. Very disappointed

Please provide a brief answer to the following questions:

1. In what ways was the alumnus well-prepared for ministry?

2. In what ways could the alumnus have been better prepared for ministry?

3. Would you recommend other Christians to attend (name of Bible school) based on your experiences with the alumnus? Why or why not?

Thank you for your cooperation!

— APPENDIX 10.3 —

INTERNSHIP PROGRAM COORDINATOR – EXAMPLE JOB DESCRIPTION

Position

This person shall coordinate the guided practical experience program of the school in counsel with the assistant principal and according to school policy. He or she is responsible to the assistant principal.

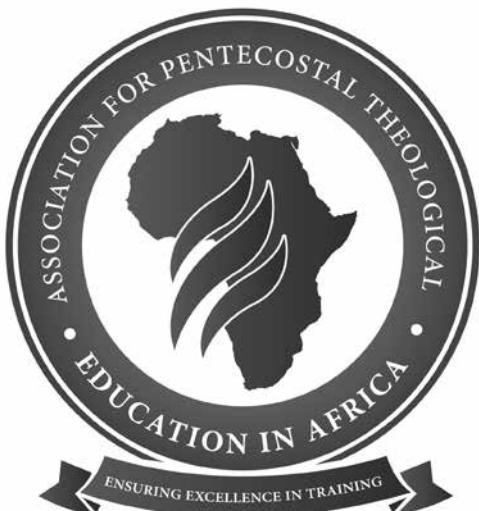
Responsibilities

His or her duties will be to:

1. Review the program with the teaching staff near the end of each school year to be sure the “teacher as counselor/advisor” function is understood by all members of the teaching staff.
2. In close cooperation with the assistant principal, assign each student in the school to a member of the teaching staff for counseling, taking care that loads are logically distributed.
3. Prepare all forms for the program and distribute them to the teaching staff being sure the staff understands the function of each form.
4. Work in close cooperation with the designated representatives of the national church in locating internship opportunities.
5. Monitor counselor/advisor-student relationships to ensure that program objectives are being accomplished.
6. Follow up on all program forms that they are properly executed and submitted on time to the proper place.
7. Evaluate the program each semester and report this evaluation to the assistant principal.
8. Keep the assistant principal informed of the program on a regular basis.

APPENDIX 11

APTEA accreditation standards



APTEA ACCREDITATION

Introduction to Accreditation

Accreditation by the Association for Pentecostal Theological Education in Africa (APTEA) speaks both to the church and the academy. To the church, it speaks of the school's capacity to successfully engage in the *missio Dei* through its training of Pentecostal ministers committed to the Great Commission. To the academy, it speaks of the school's capacity to provide excellence in degree-level education.

Like APTEA endorsement, accreditation is the successful conclusion of a process in which member schools voluntarily submit to a thorough and rigorous internal and external examination of their academic programs in view of their mission and goals. Unlike APTEA endorsement, the accreditation process employs benchmarks of academic quality that are broadly accepted within the academy. See Appendix A for the sequence of steps leading to APTEA accreditation.

Accreditation aids a school in evaluating its effectiveness in achieving its mission and goals. The school's mission statement forms the core of the foundational first standard to accreditation. Each of the subsequent nine standards is a content-specific measurement of the fulfillment of the school's mission statement.

Explanation of Accreditation Standards

APTEA has developed accreditation standards to evaluate the extent to which a school 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 accreditation in the development of a comprehensive self-study.¹ A school should complete the self-study even if the process reveals deficiencies that the school must address prior to accreditation.²

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

The accreditation process is informed and guided by ten standards that identify areas of development and practice that degree-granting schools should characteristically demonstrate. An applicant school must address each of these standards as it completes the 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 accreditation process focuses more 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.

¹ See the glossary at the end of Appendix 11 for the definition of this term and other specialized terms throughout this document.

² APTEA also encourages its member schools to engage in periodic self-study even if they do not apply for accreditation. APTEA standards and components provide a useful framework for this effort.

Benefits of Accreditation

A school benefits in several ways from pursuing accreditation. Both the internal evaluation required to complete the accreditation 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 accreditation 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.
5. The school becomes part of a network of degree-granting institutions that offer similar qualifications, facilitating the transfer of credit for its students.³

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 HEADING⁴

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 extent 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 alternative means.) The study allows the school to list ways in which it either 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 accreditation standards.
3. Evaluate student outcomes.

³ APTEA is a member of the World Alliance for Pentecostal Theological Education (WAPTE).

⁴ This formatting matches that used in this document.

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 extent 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 actions the school should take, specifying the administrator or faculty member responsible for each task, and setting deadlines 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 accreditation 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. 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 accreditation process, including the following components:
 - a. A thorough explanation of the APTEA accreditation 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 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.

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

- 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
 - i. A trainer of committee members in the use of the standards and data collection.
 - ii. An organizer of committee meetings and tasks, providing ample time for dialogue.
 - iii. An organizer of data collection, such as arranging class visits, obtaining appropriate documents, and conducting surveys.
 - iv. A facilitator of the writing and editing of the drafts of the report.
 - v. 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:
 - i. Observe instructors as they conduct classroom instruction, 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.)
 - ii. Interview students about their courses of study.
 - iii. Examine course syllabi and instructional materials.
 - iv. Review samples of student work.
 - v. 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).
 - vi. Discuss issues with administrators, faculty, staff, students, alumni, and others.
 - vii. Review the results of questionnaires and surveys.
 - viii. 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 accreditation 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:
 - i. A summary of the institution's compliance with the components of the standard in terms of the typical indicators.
 - ii. Major strengths (two to four) of the institution in relation to the standard.
 - iii. 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, the resources required (including a financial budget), a timeline, and a means to assess progress. An action plan should include the following components:
 - i. A statement of the areas the school needs to improve.
 - ii. Specific steps the school will take to improve that area of the institution.
 - iii. Faculty or staff responsible for each step.
 - iv. A timeline for accomplishment of each step.
 - v. 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 appendices. 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, both individually and collectively, with respect to the following questions:

- a. Does the report address all the important guidelines and 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.

⁷ The school must carefully define its mission statement in the self-study process. APTEA encourages a school to define its role in the Church and the world.

⁸ In 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, students, and alumni.

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

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 school community accepts the school's stated objectives.

Component 1D

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

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 issues. 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, delivery systems, 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, practical ministry, missions, 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 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.6 Faculty and staff make appropriate provision for the curricular and physical challenges faced by students with special needs.¹⁰

⁹ APTEA 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.

¹⁰ Students with special needs include those with limited ability in the language of instruction and students with certified disabilities.

2A.7 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.8 The school develops, approves, and administers all programs and chosen delivery systems whether traditional or nontraditional.

2A.9 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 students, faculty, alumni, sponsoring organizations, and other stakeholders and with an openness to creativity and innovation.

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 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 system must 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 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.2.2 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.2.3 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, 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.

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.

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

2C.4.1 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.4.2 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, the 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 institutional 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

The school has developed and systematically reviews 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 administrators 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-time 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.

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 provides a written plan for ongoing annual 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/publication, and field ministry.

Component 3C

The school maintains a core of full-time faculty whose primary professional responsibility is to the school.¹¹

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, instructional design, and student mentoring.

¹¹ Contextual realities or national church policies may make the fulfillment of this component impossible in certain locales.

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 mission statement, the school demonstrates a priority to secure faculty that represent diversity of ministry and background.
- 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.
- 3D.5 The school provides a written policy and program regarding faculty/student mentor relationship and provides evidence of its implementation.

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 administration, 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 manual/handbook.
- 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 and other potential assignments 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 student services available 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, mentoring, 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.

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.

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 state the process by which grievances shall be resolved.

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.¹²

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.

TYPICAL INDICATORS:

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

¹² Some 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 accreditation, APTEA evaluates physical resources in relationship to the school's mission. Standard 7 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.

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 its 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 characterised 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.

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.

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 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 fulfil 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. Alumni 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 alumni 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 alumni 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 alumni 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 alumni well qualified for their ministry functions.

Component 9B

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

TYPICAL INDICATORS:

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

9B.2 Alumni 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 Alumni organize outreach ministries that positively impact society, such as hospital and prison ministries.

9B.4 Alumni 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 Alumni 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 the 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 students 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, students, and alumni 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.

SEQUENCE OF STEPS LEADING TO APTEA ACCREDITATION

1. The school sends an inquiry to the chairperson of the Endorsement and Accreditation Commission (EAC). The chairperson may send an application and resource materials to the school or arrange for a visit to the school by an APTEA representative to provide orientation on the accreditation process and help the school determine the feasibility of pursuing accreditation.
2. The school chooses to pursue accreditation and sends a statement of intent to the EAC chairperson who provides the materials necessary to perform a self-study.
3. The school conducts a self-study in accordance with APTEA accreditation requirements, resulting in a self-study report. The school sends the report to the EAC chairperson.
4. The EAC evaluates the self-study report and may recommend changes. The EAC may also select outside readers to evaluate the self-study report, passing on observations to the site evaluators.
5. When the EAC accepts the self-study report, the chairperson works with the school to schedule a time for a site visit.
6. APTEA conducts a site-visit evaluation to assess the school's compliance with APTEA standards.
7. The site-visit team compiles a report and sends it to the EAC chairperson. The EAC grants or denies accreditation or defines changes that the school must make before accreditation is granted. APTEA informs the applicant of the Commission's decision and publishes the result on the APTEA website.

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. Furthermore, accreditation guarantees quality of education both internally and externally.

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.

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.¹³

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.

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.

Objective: specific measurable statement of outcome.

Outcome: those attitudes and actions demonstrated by the students outside the school based on the education they received.

¹³ Russell 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.

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 accreditation. 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 accreditation 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 accreditation. A school may also use indicators other than the typical indicators listed in APTEA documents to demonstrate compliance with a standard.

APPENDIX 12

Contents of the digital supplement

Standard 1 – Mission, Goals, and Objectives

- Examples from various schools in Africa of mission and vision statements, goals, objectives, philosophy, and core values
 - Ethiopian Assemblies of God Diploma Program
 - Pan-Africa Theological Seminary
 - East Africa School of Theology
 - West Africa Advanced School of Theology

Standard 2 – Educational Programs

- Academic Records – OASIS
- Admission Requirements
- Application for Admission (BA)
- Application for Admission (MA)
- Application Packet & Forms
 - Application form
 - Pastor’s recommendation form
 - Recommendation from a Christian friend
 - Health inventory form
- Application Worksheet
- Catalog Components
- Catalog (Full example from EAST)
- Course Descriptions
- Course Numbering System

- Course Sequences
 - Three-year diploma
 - Four-year B.A.
- Extension School Considerations
- Extension School Example Handbook
- Graduation Checklist/Program Evaluation
- How to Convert Classroom Time into Credits
- Plagiarism Statements
- Registration Forms
 - Registration card
 - Withdrawal from school form
 - Drop/Add card
 - Added class registration card
- Syllabus Template
- Syllabi Examples
 - B.A. level, semester course
 - B.A. level, block course
 - Diploma level, block course
- Syllabus for Internship Program
- Textbook Selection and Usage
- Transcript Template
- Transfer Student Recommendation Form

Standard 3 – Faculty and Staff

- Faculty and Staff Code of Ethics
- Faculty Growth Plan
- Faculty Handbook Components
- Model Faculty Handbook
- Faculty Job Description
- Faculty Self-Evaluation Form
- How to Conduct Faculty Development
- Professional Development Topics
- Instructor/Course Student Surveys
- Extension Program Job Descriptions
 - Extension Coordinator
 - Extension Faculty
 - Extension Registrar

Standard 4 – Student Development

- Chapel Ideas
- Job Descriptions Related to Student Development
 - Dean of Students
 - Spiritual Life Director/Campus Pastor
 - Discipline Committee
 - Music Director
 - Student Outreach Director
- Suggestions for Providing Spiritual Formation and Promoting Personal Growth
- Student Code of Conduct

- Student Council
- Student Handbook Components
- Student Handbook (Full example from ABC)
- Student Handbook (Model from APEO)
- Student Ministries Handbook
- Student Ministry Forms
 - Student Ministry Opportunity Form
 - Student Ministry Assignment Card
 - Student Ministry Internship Application Card
 - Student Ministry Internship Weekly Plan
 - Student Ministry Internship Weekly Results
 - Student Ministry Interest Survey

Standard 5 – Learning Resources

- Computer Lab Maintenance Recommendations
- Computer and Internet Use – Example School Policy
- How to Conduct a Library Inventory
- Library Job Descriptions
 - Librarian
 - Library Committee
- Library Operations Manual
 - Library Services
 - Facilities
 - Budget
 - Library Operations
 - Dewey Decimal System
 - Catalog Cards
- Suggested Library Management Policies
- Web-based Research Resources

Standard 6 – Governance and Administration

- Administrative Responsibilities
- Board of Directors (Structure and Role)
- Constitution & Bylaws (Full Example)
- Job Descriptions (includes detailed explanations of responsibilities and operational procedures)
 - Administrative Committee
 - President
 - Reflections on the work of a college president
 - Academic Dean
 - Registrar
- Example Bible School Organization Chart

Standard 7 – Physical Resources

- Job Descriptions
 - Manager of Maintenance
 - Manager of Construction
 - Kitchen Supervisor
 - Cooks

- Manager of Lands
- Yard Workers
- Bookstore Manager
- Supervisor of Security
- School Facilities and Accreditation

Standard 8 – Financial Resources

- Example Budget Report
- Example Chart of Accounts
- Example Invoice Payment Request
- Job Description of the Business Administrator (including detailed operational procedures)

Standard 9 – Student Outcomes

- Alumni Association Constitution (EAST)
- Alumni Questionnaire (PAThS)
- Alumni Questionnaire (WAAST)
- Commencement Service Guidelines
- Exit Interview Questionnaire
- Graduation Program Outline
- Job Description of the Alumni Liaison
- Withdrawal Questionnaire

Standard 10 – Relationship with Churches

- Job Description of the Internship Program Director
- Pastor’s Assessment of Alumnus Form
- Suggestions for Maintaining a Positive Relationship with Churches