



APTEA's Ten Standards for Quality Assurance in Pentecostal Theological Education in Africa

The *Ten Standards* cover the major areas within a training institution that must be examined using objective, measurable criteria to determine if the school is operating effectively and efficiently. Depending whether an institution is seeking accreditation or endorsement, a different set of benchmarks is used for the standards to determine if appropriate levels of performance are being attained.

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. The mission statement serves as the basis for planning, administering, and evaluating all aspects of the school. 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 the institution exists and outlines its task in terms of its mandate from Scripture, its societal context, and its ecclesiastical constituencies. The statement specifies the end results for which the school exists in terms of student outcomes. In order for the mission 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. Flowing out of the mission statement, goals, objectives, and values are generated to assure that the institution will fulfill its purpose.

STANDARD TWO: EDUCATIONAL PROGRAMS

The school accomplishes its purpose through its educational programs. The school carefully develops, reviews, and updates its academic 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 ministries, and spiritual and social development activities. They also include any programs or activities that the school sponsors off campus or in nontraditional modes. The school strives to attain the highest possible quality in all of its educational programs, as evidenced by student outcomes.

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 with the qualifications and character most likely to accomplish its mission and goals. Staff includes all employed personnel, both salaried and non-salaried.

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 and other facilities.

STANDARD FIVE: LEARNING RESOURCES

Learning resources may include the library, the availability of relevant textbooks to support the curriculum, 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 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, facilities, and levels of financial support.

STANDARD SIX: GOVERNANCE AND ADMINISTRATION

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

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.

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 consider the stability and range of sources of income and to the efficient planning and management of those financial resources according to its

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

STANDARD NINE: STUDENT OUTCOMES

A school has validity only to the extent that the lives and ministries of its graduates fulfill its stated mission and goals, and graduates 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 provide a source of moral influence in the social contexts in which they live and minister.

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 quality and character of the administrators, faculty, staff, and student body collectively demonstrate the validity of the school's training ministry to its sponsoring church bodies. The ongoing 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.