



The APTEA Accreditation

**SITE VISIT TEAM
HANDBOOK**

JANUARY 2016



The Association for Pentecostal Theological Education in Africa (APTEA) was established as a result of the expressed desire of the Bible schools of the Africa region. APTEA provides a framework for cooperative efforts among these schools to provide direction in the development and effectiveness of their ministry training programs.

ACCREDITATION

Accreditation is a voluntary service of APTEA. It is defined to mean that an institution has completed a self study based on the *APTEA Accreditation Standards*, and has been determined to be guided by well-defined goals. Accreditation further signifies that a school has established conditions and procedures under which its goals can be realized, the school is substantially accomplishing them and can be expected to continue to do so.

An accredited institution, therefore, is deserving of the trust of its constituency, having been judged by a recognized, authoritative third-party as evidencing those characteristics indicative of quality and integrity. Moreover, it has been judged that these characteristics are present in sufficient strength to indicate that the school can be expected to continue to exhibit quality and integrity in the future.

Institutional accreditation applies to the entire effort of the school. Not only has the credibility of its educational offerings and the quality of its faculty been affirmed, but also such characteristics as its mission, goals and objectives, student development services, learning resources, organization and governance, administrative strength, financial condition, and relationship with sponsoring churches. The accreditation

process seeks not only to certify present quality and integrity, but also to serve as an impetus toward excellence.

THE ACCREDITATION COMMISSION

The Accreditation Commission exists to assist member institutions of APTEA to assess voluntarily their effectiveness in accomplishing their mission and ministry training goals. The process requires a self study and an on-site visit for validation purposes. Through this process of continuing institutional self renewal aided by self study and evaluation, the APTEA Accreditation Commission seeks to accomplish two essential purposes:

- Purpose 1. To assure an institution and its constituency that the school has established and is substantially accomplishing its mission, goals and objectives.
- Purpose 2. To encourage a school to upgrade its instructional program and support services and to continue to focus on Pentecostal distinctives and the importance of learning and training for effective ministry.

OVERVIEW OF THE ACCREDITATION PROCESS

Accreditation assesses the quality of the institutional program and establishes priorities for upgrading. The self study should be considered a major part of the institutional planning process. Action plans are developed as a guide for following through on the recommendations and notations identified through the self study and Visiting Team review process.

Coordinating accreditation with the existing institutional planning process will avoid duplication, fragmentation, and potential conflicts.

Individuals and groups involved in the school's instructional and institutional planning should be used extensively in the self study. They also should be involved after the accreditation visit in following through on the action plans and addressing recommendations and notations.

Schools preparing a Self-Study Report for initial accreditation must be careful to prepare a comprehensive report that addresses each Component of APTEA's Standards. The report should culminate in institutional action plans that address identified areas needing upgrading and the normal growth and development of the school. Visiting Team members must study carefully and understand the relationships among Standards, Components and Typical Indicators as stated in the *APTEA Accreditation Standards*.

The accreditation process of APTEA rests upon ten standards expressed in a number of specific statements. These standards identify areas of development that schools should address in the process of self-study for accreditation. APTEA has divided each standard into a set of components by which a school can determine how closely it meets the standard. For each component the Accreditation Commission has also described typical indicators that represent specific ways a school can demonstrate that the components have been met.

The specifically stated typical indicators are not the only ways a school can demonstrate that it has attained the standards. Special circumstances may prevent a school from demonstrating a particular indicator, while other indicators may be irrelevant to the local situation. It is the overall pattern of adherence to the standards and components themselves that is the concern in the accreditation process, not whether any particular indicator or combination of indicators is accounted for. Indeed, it is assumed that even accredited schools will continue to develop and improve their programs over time. (AC minutes 99.29)

APTEA gives an outline of the detailed steps followed by the APTEA Office in working with a school in the accreditation process. (Appendix A, “Executive Director Checklist for Accreditation Process,” p. 38).

STATUS AND TERM OF ACCREDITATION

1. **Candidate Status.** An institution will be considered to be in **candidate status** when the *Statement of Intent to Pursue Accreditation* is received and *accepted* by the Commission, the school has agreed to a schedule for the submission of the Self-Study Report and accreditation team visit, and a formal written notification to the institution has been sent.
2. **Provisional Accreditation.** The Commission has determined that the school is in compliance with most of the APTEA Accreditation Standards. The school has developed action plans which demonstrate the ability and intent to respond to notations within a specified time span.
3. **Full Accreditation.** The Commission has determined that the school is in substantial compliance with the APTEA Accreditation Standards. Progress is being made toward responding to any limited notations.
4. **Probationary Status.** At any time during a given term of accreditation, an accredited institution may be placed on probationary status by the Commission when it has been determined that any of the following has occurred:
 - a. The institution is no longer maintaining acceptable compliance with applicable APTEA Accreditation Standards or policies.
 - b. Adequate progress is not being made toward responding to notations within the specific time span.

- c. The institution has not, in a timely manner, informed the Commission of substantive changes in the organizational structure of the institution or in the educational programs offered.

Note: For a full description of the categories of accreditation see the *Guide to APTEA Accreditation Process*.

EVALUATION SCALE

In evaluating a school's compliance with the Standards and Components, the Commission has adopted the following rating scale:

- 5 = Very strong
- 4 = Strong
- 3 = Acceptable
- 2 = Weak
- 1 = Very Weak

In using the scale, team members will arrive at a consensus rating in each aspect of the school's program and operation, rather than to average the ratings of individual team members. This process of developing a consensus is explained in a later section of this *Handbook*.

TERMS OF ACCREDITATION

1. **Ten - Year Term.** A ten-year term of accreditation is reserved for an institution which is able to demonstrate that it is meeting all APTA Accreditation Standards at a level rated by the Commission to be *strong* or *very strong*.

The following areas must also be *strong* or *very strong*.

- a. All recommendations and notations from the prior Visiting Team Report (if any) have been addressed in a *strong* or *very strong* manner.
- b. The school is substantially accomplishing its overall mission in a manner which can be rated *strong* or *very strong*.
- c. The institution's self study was developed in a manner rated to be *strong* or *very strong* with the involvement of representatives of the school community as stipulated in the *Guide to APTA Accreditation Process*.

This term of ten years includes the requirement that at the end of five years a written progress report must be made to the institution's governing board on any notations and recommendations listed in the Commission Report. Upon review and formal acceptance by the governing board, the report must be filed with the APTA office.

2. **Ten -Year Term with Review.** A ten-year term of accreditation with review is granted to an institution which is meeting all APTA Accreditation Standards at a level rated to be *strong* or *very strong* by the Commission, except that the institution's finances and physical resources may be rated to be *acceptable*.

This term of ten years includes the requirements that at the end of five years a school must complete a written progress report and submit it to the Commission responding to all notations and recommendations, and undergo a one-day on-site revisit by a two-member committee who will file an interim Visiting Team Progress Report with the Commission.

The following areas must also be *acceptable* or better:

- a. All of the recommendations and notations from the prior Visiting Team Report (if any) have been addressed in an *acceptable* manner.
- b. The school is substantially accomplishing its overall mission in a manner that can be rated *acceptable*.
- c. The institution's self study was developed in a manner rated to be *acceptable* or better with the involvement of appropriate representatives of the school community as stipulated in the *Guide to APTA Accreditation Process*.

Term Options for Visiting Team:

The Visiting Team may recommend to the Commission a reaffirmation of the ten-year term or recommend a lesser term and additional revisits.

- 3. **Five - Year Term.** A five-year term of accreditation is granted to those schools which, in the view of the Commission, have eight or more of the Standards rated *acceptable* or better, including Standards 1, 2, 3 and 5. No more than two of the remaining Standards may be rated to be *weak*.

The following areas must be rated as *acceptable* or better:

- a. Prior recommendations and notations from the previous Commission Report (if any) have been addressed in an *acceptable* manner.
- b. The school is substantially accomplishing its overall mission in a manner that can be rated *acceptable*.
- c. The institution's self study was developed in a manner rated to be *acceptable* or better with the involvement of appropriate representatives of the school community as

stipulated in the *Guide to the APTEA Accreditation Process*.

At the end of the second year a written progress report must be made to the institution's governing board regarding how all notations and recommendations have been given serious consideration. After review and formal acceptance of the progress report by the school's governing board, the report must be filed with the APTEA office. This term of five years requires a full self study, full on-site visit and Visiting Team Report to the Commission during the fifth year.

Term Options for Revisit Team:

Since this is full self study with a full team visit the recommendation options available to the team are identical to the regular accreditation status and term alternatives (ten years, ten years with review, five years, and probation). In addition, the Revisit Team may recommend a limited term of two or three years as defined below.

4. **Two – or Three -Year Limited Term.** A limited term of accreditation of two or three years is granted to those accredited schools which, in the view of the Commission, have fallen below the five-year term criteria. This term serves as a "warning" that unless prompt attention is given to all notations and recommendations, the institution may be placed in probationary status.

A term of three years will be granted if seven or more of the Standards are rated *acceptable* or better, including Standards 1, 2, 3 and 5. No more than one from among Standards 4, 7 and 10 may be rated *very weak*.

A term of two years will be granted if six or more of the Standards are rated *acceptable* or better, including Standards 1, 2, 3 and 5. No more than two from among Standards 4, 7 and 10 may be *very weak*.

For either limited term, the following must be rated no worse than *weak*.

- a. Addressing prior notations and recommendations from the Commission Report.
- b. There is evidence that the institution is substantially accomplishing its overall mission.
- c. There is evidence that the institution's self study was developed with the involvement of appropriate representatives of the school community as stipulated in the *Guide to APTA Accreditation Process*.

A limited term requires a full progress report addressing all notations and recommendations and a full Visiting Team validation visit at the end of the limited term. Following this visit, the Commission may extend the term of accreditation to a total of five years, including the limited term, or place the institution in probationary status.

5. **Provisional Accreditation Status.** Provisional status is granted only to schools which are not already accredited by APTA and is intended to be of assistance to the institution in attaining full accreditation. This status will be granted if an institution is rated *acceptable* or better in six or more Standards, including Standards 1, 2, 3 and 5. No more than two from among Standards 4, 7 and 10 may be rated *very weak*.

The following areas must be rated no worse than *weak*:

- a. There is evidence that the institution is accomplishing its stated purpose.
- b. There is evidence that the institution's self study was developed with the involvement of appropriate representatives of the school community.

The Commission will specify conditions to be met and the time allowed to meet them in order for the school to be moved to full accreditation status. Progress reports and team revisits may be required.

6. **Probationary Status.** The Commission may place an APTEA accredited institution (full or provisional) in probationary status. It will specify what conditions are to be met and the time period allowed to enable the school to return to its previous status (full or provisional). If the conditions are not met within the specified time, accreditation will be withdrawn. The Commission may require progress reports, on-site visits or other studies as deemed appropriate based upon the reasons the school was placed in probationary status.
7. **Overview.** Appendix B presents an overview of the accreditation status and term options granted by APTEA.

RIGHT OF COMMISSION TO REVIEW ACCREDITATION

Based on reports from accredited schools or other reliable information indicating a substantive change in the school's programs or operation, the Commission reserves the right to authorize a special visit and to take appropriate action regarding the school's accreditation status.

VISITING TEAM COMPOSITION

The Executive Director in cooperation with the Commission Chairperson will appoint a Visiting Team and designate one member as the Chairperson. See Appendix C, “Policy on Participation in Visiting Team Training and Service”. They will conduct an impartial, objective review of a school's self study to verify the findings. The Visiting Team is to be composed of Bible school educators and others who represent the various facets of operation of the school who have been certified as APTEA evaluators. Each team member will be assigned an area of responsibility with regard to the Standards. The school will be given the opportunity to comment on the proposed Visiting Team membership prior to final appointment.

THE ROLE OF THE VISITING TEAM

1. If the VT chairperson, upon receipt of the school's SSR and other documentation, believes that the school may not be ready to receive the visit, he contacts the Executive Director with this information. The final decision is made by the Executive Committee of the Accreditation Commission.
2. Visiting Team studies all documents pertinent to the visit and thoroughly prepares in advance.
3. Visiting Team members spend three/four working days at the school.

After having read and analyzed the Self-Study Report, prior to the visit, the Visiting Team members meet with self study committees; visit classrooms; and talk with students, faculty, staff, administrators, alumni, board members and any others as the team determines. The Visiting Team will seek to verify the Self-Study Report findings, to understand the perceived

mission of the school and to identify areas needing upgrading. All faculty, staff and various committee members are encouraged to be open, honest and responsive to questions of the Visiting Team. The success of the visit is based upon communication and cooperation between staff, committee members and the Visiting Team.

4. Visiting Team reads draft of report to the Steering Committee

The Visiting Team prepares and presents a *draft* of the Visiting Team Report to the school's Steering Committee. The Visiting Team Chairperson encourages clarification of factual information. During the visit, the Visiting Team Chairperson will have been in regular communication with the President/Principal, the Coordinator and the representatives of the Steering Committee so that there should be no "surprises" in the Report.

5. Visiting Team finalizes the Report and presents its findings in an exit meeting.

The visit culminates with the Visiting Team presenting its findings to the school community members invited by the President/Principal. **The recommendations of the Visiting Team as to status and term of accreditation are confidential and are not disclosed except to the Commission. A draft copy of the VT report is left with the school.**

6. APTEA office receives a copy of the Visiting Team Report

After editing, the Visiting Team Chairperson sends a copy of the Visiting Team Report to the APTEA office in a timely manner, keeping a copy for reference until the time allowed for appeals is past. The APTEA office retains a copy of the Report for the permanent file.

ASSIGNMENTS OF THE VISITING TEAM MEMBERS

The number of Visiting Team members may vary for different schools. Ideally there will be at least three and may be as many as five or more. Assignments to members to evaluate the institution will vary depending on the number of team members and their areas of expertise. This will be determined by the APTEA Executive Director and the Commission Chairperson.

A typical assignments for a three person team are:

Team Chairperson: Standards 1, 6, 8

Member with academic strengths: Standards 2, 3, 5, 9

Member with student services strengths: Standards 4, 7, 9, 10

- Note: (1) Standard 9 may be assigned to either the member with academic or student services strengths.
- (2) The Chairperson may be strong in academics or student services in which event he/she will assume that assignment and another member will receive mission, governance and finance.
- (3) If more team members are available, assignments will be made equitably and in terms of personal strengths.

In addition to formulating a confidential recommendation regarding provisional or accredited status and term, the team will summarize its findings in a Team Report that commends the school in areas where it excels, makes standards-referenced recommendations and notations in areas needing attention, and lends counsel by making suggestions for improvement.

With regard to suggestions for improvement, it is important that evaluators avoid thinking of themselves as "experts." While evaluators are selected partially on the basis of their competence, the primary reason that they are in a position to possibly provide valued suggestions is because of their "outside" perspective.

Each evaluator will present to the Team Chairperson a written draft report summarizing the findings in his or her area(s) of responsibility. This report will include the evaluator's suggested commendations, standards-referenced recommendations and notations, and suggestions related to the particular area of responsibility. The team will reach a consensus on the report, prioritize a final list of commendations, standards-referenced recommendations and notations, and formulate an overall accreditation recommendation.

Exit interviews will be held with school representatives, informing them of the team's findings. There will be two such interviews (as noted above), the first to verify factual and other findings and conclusions, the second to read the final report. However, **the overall team recommendation for accreditation status and term is confidential and is to be shared only with the Commission.**

The Team Chairperson will edit and forward to the association office the final copy of the Team Report, together with a summary narrative of the report, the official team recommendation, and a confidential evaluation of each team member's contribution. If there are any extraordinary concerns, the Team Chairperson may be asked to appear before the Commission. If not, his responsibilities end with the submission of the above items.

PLANNING THE TEAM VISIT

Once all members of the Visiting Team have been confirmed, the Association office will forward an official roster to the school President/Principal, the Team Chairperson, and each team member. The President/Principal will also receive the *Instructions for Hosting the Visiting Team* from the APTA Executive Director. The team members will receive the *Visiting Team Handbook*, the school's self study, catalog, and other appropriate materials approximately six weeks before the visit.

The APTEA Executive Director will then contact the President/Principal of the host school in order to

- (1) confirm the dates of the visit,
- (2) confirm specific arrangements for the travel, ground transportation, and housing needs of each team member,
- (3) identify a specific room on campus that will serve as the team's official meeting and workroom,
- (4) confirm that this workroom will contain all materials and documents needed for team research, and
- (5) confirm a specific time and place for an initial joint meeting between the team and the school administration. The purpose of this meeting is to establish the schedule of appointments that will take place during the visit.

The Executive Director will then contact the Chairperson and other team members in order to provide information on the specific arrangements for travel, ground transportation, and housing obtained from the school President/Principal. The Chairperson then contacts the committee members to obtain specific information on their

arrangements, and provides a tentative schedule of activities, including the specific time and place of the initial team meeting on the first day. (See Appendices D, “Sample Letter from Team Chairperson to Team Members,” E, “Guidelines for Visiting Team” and F, “Guidelines for Visiting Team and Commission Participation When a Potential Conflict of Interest or appearance of Possible Unfairness Occurs.”)

Having received this communication from the Executive Director and Team Chairperson, each team member is responsible for making travel arrangements and notifying the Team Chairperson, Executive Director of APTEA and President/Principal or School Coordinator, of the specific times involved. The team member can expect to be met and taken to the place of residence.

PREPARING FOR THE TEAM VISIT

As the time on campus will be very limited, team members should prepare very carefully for the evaluation visit:

- (1) Review correspondence regarding the team visit carefully and respond as requested;
- (2) Participate in any training provided by APTEA;
- (3) Study the *Visiting Team Handbook* in order to get an overview of the central issues of accreditation, the evaluation process, and the responsibilities of a team member;
- (4) Become thoroughly familiar with the *APTEA Accreditation Standards* and the *Guide to APTEA Accreditation Process*;
- (5) Determine from the Standards what specific information and documentation needs to be obtained in order to make an evaluation regarding compliance;

- (6) Become familiar with the school's stated mission, goals and objectives;
- (7) Determine from its mission, goals and objectives what specific information and documentation needs to be obtained in order to make an evaluation of whether they are being achieved;
- (8) Determine what specific information needs to be obtained in order to make an evaluation of whether the school will be able to continue meeting its stated mission, goals, and objectives and APTEA Standards in the future;
- (9) Study the school's Self-Study Report and current catalog in light of the information and documentation being sought;
- (10) Determine which individuals need to be interviewed and what additional documentation will need to be obtained in order to answer questions that arise or to verify claims made in the Self-Study Report.

A team member will need to evaluate the overall quality of the Self-Study Report and how it reflects upon the school. In the report,

- has the school made evaluative judgments, or merely described programs, etc?
- does it address each of the *APTEA Accreditation Standards*? Are there any inconsistencies to be noted?
- is there ample documentation for conclusions reached based on the Standards, Components and Typical Indicators?
- does it gloss over weaknesses or engage them directly?

- is there a realistic plan for overcoming identified weaknesses?

The team members will find checklists (Appendices G, “Visiting Team Member Checklist” and H, “Visiting Team Chairperson Checklist”) which will be helpful in preparing for the visit.

THE EXPECTATIONS OF A TEAM MEMBER

The team member is expected to be:

- (1) **Objective.** The school is to be evaluated solely in terms of its own stated mission, goals, and objectives and the *APTEA Accreditation Standards*. **It is not in any way to be evaluated in comparison to the team member's own school.** Care must be exercised to avoid influence in evaluations coming from the team member's previous experience with the school or its personnel.
- (2) **Ethical.** A team member is dealing with confidential information. How he or she deals with it is a reflection upon one's own integrity. In addition, no school documents may be removed by the team member for personal use. At this point, read Appendix I, “A Decalogue for the Accreditation Team”, and Appendix J, “Statement on Confidentiality.”
- (3) **Accurate.** Evaluations must be based solely upon the *APTEA Accreditation Standards*. Recommendations and notations must be explicitly referenced to Standards. Conclusions must be based upon fact.
- (4) **Constructive.** APTEA is a service organization, not a policing agency. The goal of the accreditation process is to improve the overall quality of the institution.

THE TEAM CHAIRPERSON

In addition to performing the duties identified above under "Planning the Team Visit" and "Preparing for the Team Visit," the Team Chairperson is also responsible for leading all team meetings, serving as spokesperson for the group, editing the final Team Report, evaluating the contribution of team members (see Appendix K, "Evaluation of Visiting Team Member"), and forwarding all materials to the association office within four to six weeks after the visit. Long delays are embarrassing for all parties concerned. The Team Chairperson's role is to:

- (1) Assure that team members have a clear understanding of the overall team role in the evaluation process and of their own individual roles;
- (2) Assure that team members have a clear understanding of the basic *Principle of Accreditation*--that the final decision is to be based upon the school's demonstration that it
 - a) is substantially achieving its own stated mission, goals and objectives and the *APTEA Accreditation Standards*,
 - b) can be reasonably expected to continue to do so in the future, and
 - c) demonstrates a commitment to ongoing institutional development;
- (3) Guide the team in making valid evaluations.
- (4) Assure that all recommendations and notations made by the team are *standard-referenced* and not based upon individual opinion;

- (5) Assure that the overall team recommendation is clearly based upon the *Principle of Accreditation*.

Note: For a complete listing of the Chairperson's duties see the Chairperson's Checklist, Appendix H.

LENGTH OF THE TEAM VISIT

Evaluation visits to assess a school's readiness to be awarded provisional or accredited status, or to determine whether it is appropriate to reaffirm a school's accredited status, are normally three to four days in length, including the day of arrival.

TYPICAL SCHEDULE

The typical schedule for the four-day evaluation visit to assess a school's readiness for provisional or accredited status, for a reaffirmation of accredited status is as follows:

Day One

Morning	Travel to destination
2:00 pm	Initial team meeting
4:00 pm	Meeting with Steering Committee & tour of facilities
6:00 pm	Team/school personnel, etc. dinner meeting
8:30 pm	Team meeting

Day Two

7:00 am	Team Breakfast meeting
8:30 am	Research and interviews
12:00 noon	Luncheon meeting with Board members
1:30 pm	Research and interviews

4:30 pm	Team meeting (workroom)
5:30 pm	Dinner
Evening	Report writing

Day Three

7:00 am	Team Breakfast meeting
8:30 am	Research and interviews
12:00 noon	Luncheon meeting with student leadership
1:30 pm	Research and interviews
4:30 pm	Team meeting (workroom)
5:30 pm	Dinner
Evening	Report writing

Day Four

7:00 am	Team Breakfast meeting
8:30 am	Research and work on draft of Team Report
10:30 am	Team reads report to the school's Steering Committee and secures responses
12:00 noon	Lunch
1:00 pm	Finalize reports and complete all documents, including the <i>confidential recommendation</i> for the Commission
3:00 pm	Read final Report. (For suggested audience see <i>Guide to APTEA Accreditation Process</i>)

Note: It is important that the team have an opportunity to meet with faculty, students, and the public, either in large group sessions or by having smaller groups meet with individual team members.

THE INITIAL TEAM MEETING

Team members must arrange their schedules so that they arrive at the initial team meeting relaxed and refreshed.

The Team Chairperson will conduct an orientation session to assure that team members have a clear understanding of the overall team role in the evaluation process, their individual roles as evaluators, the accreditation process and the schedule of the visit. The chairperson will highlight the nature of notations, recommendations and commendations and their relationship to standards, components and typical indicators (ref. *Standards*, p. 3). AC minutes 99-30.

Team members will present their preliminary analysis of the school's Self-Study Report, especially as it relates to their areas of responsibility. Preliminary impressions will be discussed in order to identify specific concerns that must be resolved during the visit. The best methods by which to obtain the necessary information will be discussed.

The schedule will be reviewed and assignments confirmed. The Chairperson will emphasize the necessity of presenting a written report of the team's findings as scheduled. It will be underscored that these written reports are to follow the guidelines found in this *Handbook* concerning writing the report.

THE TEAM/SCHOOL PERSONNEL MEETING

The initial meeting with the Steering Committee (and others at the administration's discretion) on Day One should be arranged in advance by the President/Principal or the school Coordinator. Team members may sit with their counterparts from the school and seek to establish a cordial relationship during the meeting. The school President/Principal will give a brief welcome and introduce school personnel.

The Team Chairperson will introduce each team member, identifying both his or her area of expertise and school affiliation. The Chairperson will seek to:

- (1) Establish a positive atmosphere by emphasizing that the purpose of the team visit is to provide an outside perspective to assist the school to determine its strengths and areas needing upgrading in relation to its own mission, goals and objectives. The eventual purpose is to enhance the quality of the school's overall effort;
- (2) Relieve possible apprehension on the part of school personnel by briefly reviewing exactly what the team members will be doing during the visit;
- (3) Inform everyone of the accelerated pace at which the visit must be conducted, so that all are prepared for a period of intensive activity (Interviews should be direct and efficient. The Steering Committee will be informed that documents must be readily available);
- (4) Clarify the visit schedule and activities, the time and manner of meeting with faculty, staff and students, and both the location and complete furnishing of the workroom;
- (5) Respond to questions from school administrators.

Team members will then make appointments with those that they need to interview on Day Two. Once these have been made, the school President/Principal will offer any concluding remarks and adjourn the meeting.

EVENING TEAM MEETING

Following the initial meeting with school personnel, the Team Chairperson will:

- (1) Confirm the final schedule of activities, including the interviews, and highlight the team meetings scheduled for the next day;
- (2) Emphasize the Chairperson's role as a resource person for any question that team members may have. This should be emphasized, especially to those members who are participating for the first time;
- (3) Review those specific areas that surfaced during the team's first meeting as needing special examination during the visit;
- (4) Provide one final emphasis upon the overall focus; that the team is to decide upon an accreditation recommendation based solely upon the *APTEA Accreditation Standards*. It should also be reemphasized that all recommendations and notations made to the school be strictly standards-related. The intensive workload will require utmost efficiency. The evaluation will be a team evaluation and the final recommendation a team recommendation.

INTERVIEWING AND OBSERVING

Schedule Interviews. A team member will first determine who he or she will need to interview. Arrangements for these interviews must be made early. Sufficient time should be allowed in the morning for an examination of school records and documents. Such a review may suggest additional questions to be asked during the interviews. All

interviews must be scheduled around the master schedule determined by the Team Chairperson in order to prevent scheduling conflicts.

Effective Interviewing. Key questions should be prepared in advance, be based upon the team member's prior research, and be directly related to a desired end. This requires considerable forethought. Careful notes will be taken in order to accurately record responses. It is often desirable to rephrase the response informally in order to verify its accuracy with the person being interviewed. (See Appendix L, "Tips for Observations and Interviews," pp. 62-63)

A team member will keep the following in mind when interviewing:

- (1) Do not ask questions that can be answered with a "yes" or "no" response. Ask the individual to describe, illustrate or document.
- (2) It may be helpful to ask questions that call for an evaluation. It is also important to ask questions that will enable you to make that evaluation.
- (3) Whenever possible ask the same questions of more than one person. This allows for a comparison of answers, and for possible insight into varying perspectives. The confidentiality of each respondent must be assured and respected.
- (4) Ask a few brief questions that will verify factual data.
- (5) Give brief verbal indicators that you are following the respondent's line of reasoning.
- (6) If necessary, ask for clarification.
- (7) Keep the interview focused. Tactfully curtail respondents who tend to be long-winded or stray from the subject.

- (8) If a particular response doesn't really get to the heart of what you are looking for, follow up with additional questions. Tactfully pursue until you are satisfied.
- (9) When examining systems and processes, consider answers through a grid which asks, "What could go wrong?" "Would the structure operate smoothly with a different personnel?"
- (10) Discover what means are in place for systematic examination and improvement in a particular area.
- (11) Probe potential problem areas with "what if" questions.
- (12) Ask about plans for the future, barriers to progress, etc. These may reveal insights into the current situation.

Classroom Visit. Team members should visit classes in order to assist in forming an overall impression. Faculty members should have been advised beforehand that any visit will be brief and is not to be acknowledged. If at all possible all faculty should be observed in class.

RESEARCHING

One product of a team member's analysis of the school's Self-Study Report is a listing of the documents that need to be examined in order to verify the claims made. Upon arrival at the workroom, the evaluator will first verify that the documents needed are present (see Appendix M, "Typical Documents Needed"). If not, the administrator in charge of that area should be requested to supply them.

Some documents may require only a random perusal; others may need to be examined in depth. Sufficient time should be allowed for this activity. Concerns should be referenced. Time should be allowed to

conduct subsequent interviews in order to clarify questions generated by the review of documents.

MEETING WITH MEMBERS OF THE BOARD

The meeting with representative members of the Board of Directors affords an opportunity to discuss board structure and function, mission, goals and objectives, and long-range plans. It is also a time to re-emphasize the board's responsibility to support the school.

The seating arrangement should provide for optimum interaction between the board and team members. It is preferable that members of the school administration not be present. The President/Principal will be normally be excused after making proper introductions.

The Team Chairperson will provide brief remarks regarding the purpose of accreditation and the focus of the visit. Team members will then question members of the board. Board members can also ask questions of the team.

SUCCEEDING TEAM MEETINGS

The subsequent team meetings afford opportunity for a general discussion of findings. Team members will briefly report upon their findings. These may be interspersed with further interviews, class observations, review of school documents, lunch with student leaders, etc. (See "Typical Schedule," pages 21-22).

A general discussion will focus upon the major issues previously identified by the team, issues regarding validation of self study claims, and compliance with the *APTEA Accreditation Standards*.

Problems in finding appropriate documentation or those arising from interviews will be discussed and suggestions for resolution made. The Chairperson will continue to guide the team in preparing to write by reviewing those items discussed in the section of this Visiting Team Handbook entitled "The Team Report," pages 33 – 36.

TEAM MEMBERS' DRAFT REPORT

Team members are required to provide the Team Chairperson with a written draft report that summarizes findings in their respective areas of responsibility. (See Appendix N, "Tips on Writing the Team Report.")

This report is due at a time scheduled by the Chairperson but well before the preliminary reading to the Steering Committee. The bulk of the writing will be done during the evening of Day Two. Writing may continue during Day Three after the team member has conducted any additional interviews or research.

Organization. Each team member will be responsible for specific subheadings in the Team Report outline (see section of this *Handbook* entitled "The Team Report"). These subheadings are taken directly from the *APTEA Accreditation Standards*. Team members will provide written, analytical comments for each area of examination within their assignment.

Style. Each section of the individual team member's report should be brief, thorough, and written in essay form (see Appendix O, "Report Writing Form" and Appendix P, "Outline of Team Report"). Only one Standard is to be addressed per page. An evaluative analysis of the school's compliance with the Standard will be given, followed, if necessary, by any commendations, recommendations or notations. (See Appendices Q, "Quality Commendations, Recommendations, and Notations" and R, "Suggested Words for Commendations, Recommendations, and Notations.")

Content. The content of a team member's report will be governed by the characteristics discussed in the section of this handbook entitled "The Team Report." Hence, the final commendations, recommendations and notations included in the team member's report will be those that have been agreed upon by the entire team.

Summary. Note Appendix S, "Major Areas of Investigation Summary," for a means of summarizing the evaluation of the whole school in terms of the ten Standards.

TEAM MEETING (LAST DAY)

At the final team meeting--the morning last day--all decisions must be finalized. Conclusions will be reached as to the major issues previously identified by the team, the degree to which the school is achieving its stated mission and objectives, and the degree to which it is in compliance with the *APTEA Accreditation Standards*.

The team will then reach a consensus as to the overall accreditation recommendation as to status and term of accreditation that will be forwarded confidentially to the Commission.

The team will review and approve the summary of commendations, recommendations and notations. It is imperative that each recommendation and notation be explicitly *standard-referenced* and under girded with factual support.

If team members are participating verbally in the exit interviews, the method and sequence of such reporting will be discussed.

THE ACCREDITATION RECOMMENDATION

As a group (see Appendix T, “Team Summary Form”) the team will formulate an accreditation recommendation as to the status and term of accreditation to be forwarded to the Commission. The Team Chairperson will explain the options for recommendation available and guide the discussion to final conclusion. (Refer to Appendix B.)

This recommendation will not necessarily be the final decision of the Commission. Hence, it is imperative that the team's recommendation not be communicated to the school or anyone else (Appendix U, “Confidential Recommendation of Status and Term of Accreditation”).

PRELIMINARY READING OF REPORT

The preliminary reading provides opportunity for the team to present its conclusions to the Steering Committee and to clarify any misconceptions of fact.

The Team Chairperson may present these conclusions, with the team members available for questioning; he/she may present the conclusions and ask for amplification by team members; or he/she may designate members of the team to present conclusions reached that stem from their respective areas of expertise.

Conclusions will be stated with reference to the major issues perceived by the team, the degree to which the school appears to be achieving its mission, goals and objectives, issues related to the validation of the Self-Study Report, and compliance with the *APTEA Accreditation Standards*.

The summary of commendations, recommendations and notations will then be presented in the format chosen by the Team Chairperson. **Under no circumstances is the overall team recommendation**

regarding the status and term of accreditation to be discussed with school officials.

The Steering Committee may have specific requests for clarification or may supply documentation to correct possible misconceptions. It is anticipated that such correction will be offered with further team evaluation and verification occurring before the exit meeting.

EXIT MEETING

The Visiting Team meets with the President/Principal and any others he may choose to invite. The Team Chairperson (or possibly another team member) reads the report. This is not an occasion for continued discussion, interview, examination of evidence, debate or challenge of the team's findings.

This is a time for the expression of mutual appreciation and any comments regarding the team's remaining activities. If known, the date of the Commission meeting to consider the Team's Report should be mentioned.

TEAM DEBRIEFING

After adjournment of the exit meeting, the team will remain for a brief discussion of any necessary clarification that needs to be addressed in the final report.

Before final adjournment, any matters relating to travel vouchers, return of materials to the APTEA office and to the school, etc., will be clarified. Conclude with prayer.

POST-VISIT ACTIVITIES

The Team Chairperson is responsible for the editing and internal integrity of the final Team Report. He/she may wish to circulate a copy of the final draft among team members for additional comment or correction. If this is done, it is extremely important that a deadline be established such that the final report is mailed to the APTEA office no later than four to six weeks after the visit.

In addition, the Team Chairperson will send an official letter to the APTA office conveying the team's recommendation for status and term of accreditation. The basic reasons on which this recommendation is based are to be delineated, including an assessment of institutional stability.

Additionally, the Team Chairperson will provide the APTEA office an evaluation of each team member on the rating form provided (Appendix K). These comments are held in strictest confidence and become an important element in the strengthening of future teams.

THE TEAM REPORT

The Team Report is the only major document in the process of accreditation that is not written by the school itself. Hence, it is of critical importance to the Commission and must be an accurate, unbiased appraisal of the institution in relation to its own stated mission, goals and objectives, and the *APTEA Accreditation Standards*.

Purpose. The goal of the accreditation process is to enhance the quality of the institution in all aspects. Hence, the focus and spirit of the Team Report must be to provide an evaluation that can be used by the school, together with its Self-Study Report, in planning for the future. Simultaneously, as mentioned above, the report provides a critical source of information for the Commission.

Characteristics. The report must:

- (1) ***Be evaluative, not descriptive.*** (The description of the school and its functions is to be found in the self study.) The report expresses the results of the team visit and, hence, must present an analysis of those conditions and outcomes that are indicative of whether the school is achieving its own stated mission and objectives, whether it is in compliance with the *APTEA Accreditation Standards*, and whether it can be reasonably expected to continue to do both in the future.
- (2) ***Reflect team evaluation, not individual evaluation.*** Even though the final report is the product of the Team Chairperson, the personal pronoun "I" is not to be used. Personal pronouns should reflect the team collectively.
- (3) ***Present objective documentation.*** The report must contain significant, accurate information upon which the evaluation is based. A Self-Study Report may tend to be subjective; however, the Team Report must not be so.
- (4) ***Emphasize outcomes.*** The report should objectively address documented outcomes of the educational process.
- (5) ***Be standard - and component-referenced.*** The report is seriously flawed if it espouses personal theories and practices rather than the *APTEA Accreditation Standards*.
- (6) ***Provide commendations.*** Commendations should be given for significant strengths observed. These are to be woven into the report and also summarized at its end.
- (7) ***Identify recommendations and/or notations.*** Recommendations are to be made when particular areas needing upgrading are identified at a school. Notations are to be made when significant deficiencies which the school must bring into

compliance with relevant Standards are identified. Both are to appear within the appropriate section of the report, together with the clearly documented context from which they have arisen. Recommendations and notations do not include suggested solutions. Commendations, recommendations and notations should be explicit, and grammatically parallel as they are listed at the end of the report. As a rule, recommendations and notations should be stated in terms that do not demand instantaneous accomplishment.

There need not be a recommendation or notation pertaining to each Standard and no more than one recommendation or notation should appear for any one Component of a Standard (e.g. Component 6A of Standard Six: Governance and Administration). The Components for each Standard are listed in abbreviated form Appendices P and S. A recommendation or notation relating to a given Standard may, of course, be composed of several Components referenced to that Standard. For example, a recommendation or notation relating to Standard Two may have sub-parts referencing Components 2A, 2B, 2C, etc.

- (8) ***Be confidential.*** A school may use the Team Report in any way that it wishes. However, all others, including team members, are obligated to preserve its confidentiality.

Format. The report should be typewritten in a 12 point font, single spaced, and rarely in excess of 15 pages. Typically, it should follow the suggested outline in Appendix P.

Special Concerns. The following special concerns are to be noted in writing the report.

- (1) In no case are individuals to be named in the report. Refer to title or office only.

- (2) Neither praise nor blame individuals.
- (3) Avoid lavish praise or harsh criticism. Be factual. Avoid emotional overtones.
- (4) Do not contradict a previous team. Modification of previous recommendations or notations should be done diplomatically.
- (5) Do not take a position on programmatic or institutional accreditation by other agencies.
- (6) Focus on the *APTEA Accreditation Standards*. Ensure that personal theories or positions are not advocated.
- (7) Under no circumstances should the team's recommendation to the Commission as to the status and term of accreditation be revealed to the school or anyone else.

FINAL DUTIES

Team member's reports will be given to the Chairperson by the time designated. After participating in the team's deliberations as to the priority of recommendations and notations, and the overall recommendation of the status and term of accreditation to be forwarded to the Commission, the team member will participate in the preliminary and exit meetings in the manner determined by the Chairperson. Following a brief team meeting, the visit is over and team members will depart from the campus.

Upon returning home, the team member will mail an evaluation of the Chairperson's performance (see Appendix V, "Evaluation of Visiting Team Chairperson"), and all materials received from the APTEA office to the Executive Director. If the team member's expenses are to be reimbursed by APTEA, expense voucher should be included (See Appendix W, "Expense Voucher").

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Appendix A

EXECUTIVE DIRECTOR CHECKLIST FOR ACCREDITATION PROCESS

School: _____

Address: _____

Preliminary

The office receives inquiries from school.

1. Sends *Preliminary Accreditation Questionnaire* to school.
2. Receives *Preliminary Accreditation Questionnaire* from school.
3. Consults with the Commission Chairperson to review the Preliminary accreditation Questionnaire, if appropriate assign a commission representative.
4. Sends letter advising the school of action taken. (If appropriate,) notifies school of visit by representative.
5. Receives and reviews report of commission representative and the *Statement of Intent*. Submits documents to the Commission. Notifies school of action taken.

Candidate Status

6. Following the commission meeting:
 - a. Confirm dates with school
 - b. Consult with Commission chairperson in selecting prospective Visiting Team chairperson and team members.
 - c. Check with school regarding any objection to visiting team members or chairperson.
 - d. Contact and verify that chairperson and team members are available
 - e. Confirm team with each team member and school

Appendix A.2

7. Sends to Visiting Team chairperson and members:
 - a. Letter of appointment and assignment
 - b. APTEA documents: *APTEA Accreditation Standards; Guide to APTA Accreditation Process; Visiting Team Handbook; & Constitution and Bylaws*
 - c. APTEA Accreditation Forms related to school evaluation.
School's previous VTR's, annual reports since the last visit and substantive change report to be sent to a visiting team performing a re-visit. (AC Minutes 99.26)

8. Communicates to Visiting Team chairperson:
 - a. Roster of Visiting Team members
 - b. Confirms the details of school to be visited, date of visit, venue of initial team meeting
 - c. Travel arrangements
 - d. Budget (if needed)
 - e. Sends historical record data of the school to be accredited (historical summary of APTEA actions taken regarding a given school leading up to the current visit (e.g. time of initial application, time and visitor of initial visit, when candidate status was granted prior accreditation visit, appointing of VT, conducting self study institute).) (AC Minutes 97.14)

9. Receives copy of chairperson's and visiting team members' updated checklist.

10. Communicates with school the following issues:
 - a. The calendar/timeline for the self study process
 - b. Orientation of staff/training of committee chairpersons
 - c. Committee organization/membership
 - d. Active involvement of all staff members, including administration in the Self Study process
 - e. Use of designated standards, collection of information, synthesis of findings, and the writing of the report

Appendix A.3

- f. The schedule of the visit
 - g. Work room at the school site
 - h. Meeting room for committee meetings
 - i. Clerical support throughout process
 - j. Housing arrangements
 - k. Copies of previous self study, mid-term, and/or revisit committee report
 - l. Supplementary materials on display in work room
 - m. Computer
 - n. Official Visiting Team Roster
11. Maintain contact with school to determine:
- a. If school needs further direct assistance
 - b. Progress on Self Study Report
 - c. Progress on housing and other physical arrangements.
 - d. Appropriate clerical support.
12. Maintains regular contact with school to double-check the following:
- a. Progress of Self Study Report.
 - b. Date of mailing the Self Study Report.
 - c. Availability of clerical support.
13. Makes final contact with Visiting Team members:
- a. Confirms receipt of Self Study
 - b. Offers assistance in understanding assigned tasks and pre-writing
 - c. Confirms additional meeting time
 - d. Reviews how expenses are to be handled.
 - e. Informs team members of typical weather and clothing expectations for the location and time of the year (AC Minutes 99.28).

Appendix A.4

After the Visit

14. Receives from Visiting Chairperson:
 - a. Expense Voucher.
 - b. Evaluation of Visiting Team Members.
 - c. Visiting Team Report
15. Receives from Visiting Team Members: evaluation of Visiting Team Chairperson.
16. Keeps copies of all APTEA forms and Visiting Committee Reports.
17. Sends letters of appreciation.
18. Forward Visiting Team Report to Commission.
19. Commission sends recommendation to the APTA Board.
20. Following the next Commission meeting, communicates with all Visiting Team members and to the school the decision of the Commission on the final accreditation status and term awarded to the school.
21. Collect the form “Evaluation of the Accreditation Process,” Appendix N of the Guide. (AC Minutes 99.31)

Appendix B

OPTIONS FOR STATUS AND TERM OF ACCREDITATION

CANDIDATE STATUS		PROVISIONAL STATUS	FULL ACCREDITATION STATUS				
<p>Granted after a timetable for the self study and on-site visit is determined, and the <i>Statement of Intent</i> is accepted by the Accreditation Commission.</p>	Term Ratings from On-site Visit	<u>Assignable on Initial Accreditation Visit Only</u>	<u>Granted on Either Initial Accreditation Visit Or Accreditation Revisit</u>			<u>Additional Status Possibilities Upon Accreditation Revisit</u>	
			5-Year Term	10-Year Term with 5-Year Review	10-Year Term	2-Year Term	3-Year Term
	Very Strong (5)	Six Standards or more.	Eight Standards or more	All Standards except, possibly 7 & 8	All Standards	Six Standards Or more	Seven Standards or more
	Strong (4)						
	Acceptable (3)	Must include: 1, 2, 3, & 5	Must include: 1, 2, 3, & 5	Possibly 7 & 8	None	Must include: 1, 2, 3 & 5	Must include: 1, 2, 3 & 5
	Weak (2)	Two to Four	No more than two	None		Two to four	Two or three
	Very Weak (1)	Possibly two among : 4, 7, and 10	None	None	Possibly two among: 4, 7, & 10	Possibly 4, 7 or 10	
		PROBATIONARY STATUS Failure to respond acceptably to notations—possible from any Accreditation Status or Term					

Appendix C

POLICY ON PARTICIPATING IN VISITING TEAM TRAINING AND SERVICE

Since APTEA is a voluntary association and the accreditation of school is a voluntary function, it is considered imperative that all Provisionally and Fully Accredited schools provide members of faculty and administration to participate in the work of the association as Visiting Team members. It is therefore, the policy of the Association that each school designate at least one and preferably two representatives to receive Visiting Team Training and to serve as members and prepare to send them to the next scheduled Visiting Team Training Seminar for training and certification. It is understood that subsequent assignment(s) of these persons to visiting teams will be made by the APTEA Executive Director in consultation with the Accreditation Commission Chairperson. The President/ Principal of the certified team member's school will be consulted.

It is recognized that some schools may not be able to comply with this policy due to extenuating circumstances. A school may appeal to the Executive Director, to be released from this obligation if it is impossible to meet it. Extenuating circumstances may include such things as language barrier, the level of academic program in the school, the size of the school, the non-availability of personnel who have had much experience as faculty or administrators, or financial considerations.

It is understood that the Association will seek to distribute the workload of a Visiting Team assignments throughout its trained Visiting Team membership. But in order for it to do this, a strong representation from accredited schools on the roster of trained team members is necessary.

Appendix D

SAMPLE LETTER FROM TEAM CHAIRPERSON TO TEAM MEMBERS

Date :

To : Team Member

From : Team Chairperson

It is a privilege to serve with you in the Asia Pacific Theological Association accreditation visit to _____ (school) to be conducted from _____ to _____ (dates). In preparation for the visit, please read through the *Visiting Team Handbook* and the *Guide to APTEA Accreditation Process*. Also, please reexamine the specific sections of the *APTEA Accreditation Standards* that pertain to your area of responsibility.

You should receive the school's Self-Study Report by _____ (date). If you do not receive it by then, please contact the APTA office immediately.

Plan to arrive at the school by noon on Day 1. Accommodations have been made for you by the school. If you are traveling by air, please contact _____(visit Coordinator) concerning school provided transportation from the airport. Inform both the school and me of your arrival/departure times, airline, and flight numbers. Our initial team meeting will begin at 2:00 p.m. at our place of residence. I will contact you there upon your arrival.

If you have any questions, please do not hesitate to contact me. My phone number is ()_____. My fax is ()_____. My E-Mail is _____.

Join me in praying that our evaluation visit will be truly beneficial to the institution.

Sincerely,

Team Chairperson

Note: The school address, phone number and fax number (if available) are:

Appendix E

GUIDELINES FOR VISITING TEAMS

The Visiting Team visits the school as representatives of the APTEA Accreditation Commission and has the singular purpose of evaluating the school for accreditation. The Visiting Team will require all the time available to fulfill this purpose. Hence, you should not accept any invitations during the visit to speak in chapel, teach classes, conduct staff and faculty training sessions, speak to local churches, etc. Incidental consultation may occur during the normal process of the visit.

Normally, the Visiting Team members will not arrive in the area prior to the visit nor stay in the area following the visit. To avoid any inappropriate influence concerning the school, Visiting Team members are requested to decline any invitations to engage in ministry related to the school immediately before or after the official visit. Visiting Team members may accept ministry invitations that are distinct from the activities of the school (for example, ministry in local churches not directly related to the school). However, before accepting any such invitations, Visiting Team members are expected to consult with the Team Chairperson.

The purpose of these guidelines is to preserve the integrity and objectivity of the Team Visit. For the same reason, schools are cautioned to avoid giving any gifts special favors to Visiting Team members which could be interpreted as an effort to influence the Team. Therefore, any gifts or favors received by a Visiting Team member must be disclosed to the Team Chairperson and to the APTEA Executive Director. Visiting Team members will be required to return any inappropriate gifts to the school.

Normally, it is inadvisable for Visiting Team members to bring their spouses or family members on the visit. In those cases where this does occur, extreme care must be taken to avoid conflict between family activities and the activities of the visit, or to make any imposition on the school to provide for or facilitate the needs or activities of family members either during or in association with the visit. Visiting Team members contemplating being accompanied by a spouse or family member are expected to consult with the Team Chairperson prior to making such arrangements to assess its advisability.

Appendix F

GUIDELINES FOR VISITING TEAM AND COMMISSION PARTICIPATION WHEN A POTENTIAL CONFLICT OF INTEREST OR APPEARANCE OF POSSIBLE UNFAIRNESS OCCURS

1. Commissioners will not serve on a Visiting Team or in the Commission decision when they have assisted the school in its Self Study, are from the school, are involved in governance of the school, or are involved in another school in the immediate area.
2. A commissioner may serve as a translator/facilitator for the Visiting Team for his/her own school or one with which he/she has a close relationship, but may not serve as a Visiting Team member nor be involved in the Commission decision.
3. A commissioner may serve on a Visiting Team and be involved in the Commission decision when his/her only involvement with the school consists of having conducted on-site training or taught as an adjunct instructor at the school prior to its being granted Candidate Status.
4. Prior to selection of team members, commissioners will disclose previous or current relationships with the school so the Executive Director and Commission chairperson can determine if an actual or potential conflict of interest or appearance of potential unfairness exists.

Appendix G

VISITING TEAM MEMBER CHECKLIST

Pre-Visit Preparation

The Visiting Team member:

1. Receives and acknowledges the first letter from the Visiting Team Chairperson or APTEA office that addresses several items:
 - a. Specifies the areas of coverage (for each member) during the visit;
 - b. Reminds members about any training sessions which may be available;
 - c. Asks members to review such as *Guide to APTEA Accreditation Process*, *APTEA Accreditation Standards* and the *Visiting Team Handbook*.
2. Receives any training that may be available.
3. Studies the handbook(s) and documents.
4. Reviews the process and product of the self study undertaken by the school.
5. Becomes thoroughly knowledgeable of the *APTEA Accreditation Standards* used in the self study process by the school and compares the self study to the Standards, Components and Typical Indicators.
6. Receives any additional communication from APTEA and or the Chairperson regarding the visit.

Appendix G.2

7. After receiving the school report, completes pre-visit preparation:
 - a. Reviews the Standards with respect to the analysis of the school report; studies other pertinent materials;
 - b. Determines "matches" and "gaps" with regard to appropriate Standards;
 - c. Identifies the questions, concerns, and clarifications to pursue during the visit;
 - d. Pre-drafts commendations, recommendations and notations as a suggested part of the final committee report covering the areas of his/her individual member assignments.

Elements of high quality commendations statement are:

- 1.) A clear, specific strength;
- 2.) Who is responsible for this strength;
- 3.) The impact of the strength on the curricular and instructional program for students;
- 4.) Accurate, specific documentation.

Elements of high quality recommendations statement are:

- 1.) A clear, specific area for upgrading;
- 2.) Who will facilitate addressing the area for upgrading;
- 3.) The positive outcome of dealing with the area for upgrading;
- 4.) Accurate, specific documentation.

Elements of high quality notations statement are:

- 1.) A clear, specific identification of a serious deficiency;
- 2.) Who will be responsible for correcting the deficiency;
- 3.) The positive outcome to be expected by correcting the deficiency;
- 4.) Accurate, specific documentation.

Appendix G.3

8. Receives final communication from APTEA or Chairperson:
 - a. Confirms receipt of school self study and other materials;
 - b. Offers assistance/clarification of tasks needed;
 - c. Confirms and notifies Chairperson and school of travel plans;
 - d. Understands how expenses are to be handled.
9. Takes all pertinent materials to visit.
10. Arrives on time for initial meeting, makes no other commitments throughout the visit and allows adequate working time before planned departure.

The Visit

The Visiting Team member:

1. Demonstrates through actions a genuine interest in the welfare of the school and a desire to be helpful throughout the visit and the preparation of the visiting committee report.
2. Looks at the quality of program experienced by students and evidence of an ongoing process for school improvements.
3. Frames questions to school committees and individuals to elicit information without reflecting a value judgment on the part of the questioner.
4. Concentrates on being a good listener.

Appendix G.4

5. Assures faculty that classroom visits are not evaluative but are planned to observe the general instructional atmosphere and climate of the school.
6. Leads discussion in meetings with school self study committees that are assigned as areas of writing responsibility. Allows adequate time for other Visiting Team members to explore their concerns and for school staff members to highlight issues important to them. Overall the Visiting Team member helps all concerned to recognize the needs of the school and develop a desire to improve the instructional program.

Note: Time is limited, so particular concerns are not over emphasized. *The goal is to clarify information already in the school report and secure information not yet provided.*

7. Utilizes any time between assigned tasks to talk individually with faculty, staff members and students.
8. Does not allow pressure groups or individuals to distract him/her from the main task and schedule.
9. Makes every effort to avoid involvement in issues that are locally political.
10. Works cooperatively with all other visiting committee members as the findings are discussed and decisions made.
11. Writes quality commendations, recommendations and notations according to the suggested guidelines. Ensures that the commendations, recommendations and notations reflect the important issues in the ten Standards and Components within the *APTEA Accreditation Standards*.

Appendix G.5

12. Participates in the determination of the major commendations, recommendations and notations which reflect significant strengths or areas needing upgrading. References these back to the appropriate section of the Visiting Team Report.
13. Participates in the preliminary meeting with the Steering Committee to present and discuss the draft of the Visiting Team Report.
14. Meets with other Visiting Team members to discuss and investigate any issues or questions raised in the dialogue with the school Steering Committee.
15. Makes necessary Visiting Team Report modifications and comes to closure on the Visiting Team Report.
16. Participates in the Visiting Team discussion regarding its recommendation to the Commission basing it on the APTEA Standards and all findings.
17. Assists the Chairperson in preparing the confidential justification statement supporting the recommendation to the Commission.
18. Completes expense voucher and evaluation of Chairperson. Submit expense voucher following the visit, whether reimbursement is requested or not, to allow for future budgeting of VT expense. (AC Minutes 97.28).
19. Participates in the presentation of the final report to the school personnel. Supports and encourages the school in its ongoing follow-up.
20. Preserves the confidentiality of the Visiting Team's recommended status and term of accreditation to the Commission.

Appendix H

VISITING TEAM CHAIRPERSON CHECKLIST

Pre-visit Preparation - The Visiting Team Chairperson:

1. Receives training.
2. Receives and accepts Visiting Team assignment.
3. Reviews APTA documents: *APTEA Accreditation Standards*, *Guide to APTEA Accreditation Process*, *The Visiting Team Handbook* and any additional APTEA materials needed for assistance/clarification of the task.
4. Receives and reviews the Self-Study Report. If the VT chairperson upon receipt of the school SSR and other documentation, believes that the school may not be ready to receive the visit, he contacts the Executive Director with this information. The final decision is made by the Executive Committee of the Accreditation Commission.
5. Receives rosters of Visiting Team members from the Executive Director and begins communication with them:
 - a. Sends letter to team members confirming details of school to be visited and date of visit;
 - b. Requests details from team members on travel arrangement;
 - c. Confirms the time and venue of initial team meeting;
 - d. Reconfirms the assignment of areas of Standard(s) to be covered by the various team members;

Appendix H.2

- e. Reminds the team members to review the pertinent APTEA materials in the *Standards, Guide* and *Handbook*, as the Self-Study Report of the school is analyzed;
- f. Requests the writing of draft commendations, recommendations and notations that can be shared with other team members on the first day of visit.

Note: The Team Chairperson may request that the Draft commendations, recommendations and notations be sent to him/her ahead of time. (This is optional.)

- g. Provides schedule for visit.
 - h. Offers assistance in understanding assigned tasks and pre-writing.
6. Develops basic Visiting Team Report format correlated to Self-Study Report chapters including the general school description. Includes the draft commendations, recommendations and notations for each chapter if received prior to the initial team meeting.
7. Plans the initial team meeting (which is also the orientation meeting) for the team members. The meeting covers:
- a. Purpose of visit;
 - b. Conducting the visit in an atmosphere of collaborative and open communication;
 - c. Emphasis upon the Standards as the basis for the self study and the visit;
 - e. Review of schedule.

Appendix H.3

During the Visit - The Visiting Team Chairperson:

1. Conducts the initial team meeting for Visiting Team members.
2. Conducts orientation and organizational meeting (planned jointly with Self-Study Coordinator prior to visit) with Steering Committee (and others at the administration's discretion) on the first day of visit.
3. Facilitates the visit:
 - a. Maintains a positive atmosphere;
 - b. Keeps to the task;
 - c. Maintains open communication and collaboration at all times;
 - d. Regularly communicates with President/Principal, Steering Committee and Self-Study Coordinator;
 - e. Ensures that all Visiting Team members are active participants in the school meetings;
 - f. Ensures that as many instructors as possible are observed;
 - g. Ensures that no areas are overlooked;
 - h. Assists team members;
 - i. Avoids issues related to politics;
 - j. Ensures that Visiting Team members avoid being prescriptive;

Appendix H.4

- k. Leads all Visiting Team discussions on the findings, relating them to APTA Standards;
 - l. Coordinates the preparation of the commendations, recommendations and notations which reflect significant strengths or areas needing upgrading and references these back to the appropriate sections of the report;
 - m. Coordinates the discussion regarding the recommended term and status to the Commission and supporting documentation.
4. Facilitates the presentation and thorough discussion of the Visiting Team findings when meeting with the Steering Committee.
- a. Ensures that the Steering Committee has an opportunity to ask questions and clarify areas of the Team Report;
 - b. Works with Visiting Team members to discuss and investigate any issue or questions raised in the dialogue with the Steering Committee;
 - c. Avoids debate on issues or perceptions but seeks factual information on which to base conclusions.
5. Facilitates necessary Visiting Team Report modifications and comes to closure on Visiting Team Report.
6. Edits final Team Report with the assistance of team members.
- a. Report reflects the quality of the school program experienced by students, as reflected through the APTEA Standards;
 - b. Commendations, recommendations and notations reflect the important ideas of the APTEA Standards (and Components within the APTEA Standards);

Appendix H.5

- c. All commendations, recommendations and notations are referenced adequately to the school's Self-Study Report and APTEA Standards.
7. Coordinates the completion of the confidential recommended term and status of accreditation and the justification statement. The Visiting Team Chairperson asks for specific input from Visiting Team members regarding the rationale for the recommendation to the Commission.
- a. Recommended Status and Term of Accreditation:
 - (1) Recommends status and term of accreditation in agreement with the explanations of the terms;
 - (2) Types names and secures signatures of all Visiting Team members.
 - b. Documentation:
 - (1) Appropriate and helpful comments provided if the school has not completely addressed the recommendations or notations of any previous Visiting Team;
 - (2) Appropriate and helpful comments provided if the school is not adequately meeting its overall mission;
 - (3) Appropriate and helpful comments provided if the school did not adequately involve representatives of the school community in the APTEA self study.

Appendix H.6

c. Justification Statement:

- (1) Considered by the Visiting Team;
 - (2) Ensures that the correlation is evident between the recommended term and status; and the commendations, recommendations and notations.
8. Reminds Visiting Team members to complete expense vouchers and the evaluation of Team Chairperson form and to send them to the APTA Office.
 9. Facilitates the presentation of the Visiting Team Report to the entire staff at the close of the visit. Reminds team members not to reveal or imply to school the recommended term and status of accreditation.
 10. Continually stresses the importance of immediate follow-up to integrate the Visiting Team recommendations and/or notations with the Self-Study Report into a unified plan for yearly implementation and assessment.

After the Visit - The Visiting Team Chairperson:

1. Immediately sends his evaluations of team members to the APTEA office.
2. Finalizes the Visiting Team Report including the status and term of accreditation and the justification statement. Visiting Team Chairperson ensures that copies of the Visiting Team Report are received by APTEA office at the appropriate time.
3. Keeps copies of all APTEA forms and Visiting Team Report.
4. Sends appropriate letters of appreciation to the team members and school.

Appendix I

A DECALOGUE FOR THE ACCREDITATION TEAM

Adapted by

Hector Lee, Professor Emeritus, Sonoma State University

1. ***Don't Snitch.*** A team member often learns private matters about an institution that an outsider has no business knowing; he is privy to "classified" information. Don't "tell tales" or talk about the weaknesses of an institution after the visit.
2. ***Don't Steal Apples.*** A team member often discovers promising personnel that he would like to recruit for his own institution. Don't take advantage of the opportunity afforded by your position on the team to lure good teachers away from the institution you are visiting.
3. ***Don't Be on the Take.*** A team member is often tempted to accept small favors, services, or gifts from the institution being visited. Don't accept, or even suggest, that you would like to have a sample of wares of an institution--a book it published, a product produced, or a service performed by the institution visited.
6. ***Don't Be a Candidate.*** A team member might see an opportunity to suggest himself for a consultancyship, a temporary job, or a permanent position with the institution he is visiting. Don't apply or suggest your availability until after your report has been filed.
7. ***Don't Be a Nit-Picker.*** A team member often sees small problems that can be solved by attention to minor details. Don't use the accreditation report as a means for affecting minor reforms.
8. ***Don't Shoot Small Game with a Big Gun.*** A team member often finds that a small, weak, or marginal institution is completely at his mercy. Don't be sadistic or use the power of accreditation to deal heavily with or injure an institution that may need help more than punishment.

Appendix I.2

7. ***Don't Be a Bleeding Heart.*** A team member with "do-good" impulses may be blinded by good intentions and try to play the role of savior for an institution that may not deserve to be saved. Don't compound weakness by sentimental generosity in the hope that a school's problems will go away if ignored or treated with unwarranted optimism.
8. ***Don't Push Dope.*** A team member often sees an opportunity to recommend his own personal theories, philosophies, or techniques as the solution to an institution's problems. Don't force an institution to adopt measures that are likely to be altered or reversed by a subsequent team.
9. ***Don't Shoot Poison Darts.*** A team member may be tempted to "tip off" the administration to suspected treachery or to warn one faction on a campus of hidden enemies. Don't poison the minds of the staff or reveal suspicions to the administration; there are more wholesome ways to alert an administration to hidden tensions.
10. ***Don't Worship Sacred Cows.*** A team member in awe of a large and powerful institution may be reluctant to criticize an obvious problem in some department. Don't overlook weakness because the institution has a great reputation.

Appendix J

STATEMENT OF CONFIDENTIALITY

To properly evaluate a school, the Accreditation Commission must have access to all documents that give insight into the true condition of the institution. Refusal of a school to provide full and honest disclosure of its affairs is sufficient justification for denial or withdrawal of candidate, provisional or accredited status. The Commission and its representatives shall be sensitive to the privacy rights of individuals.

The Commission regards an institution's Self-Study Report, progress reports, and financial statement as confidential. The minutes of the board of directors and the report of the accreditation Commission are also confidential.

Confidential materials are not available to the public at large. However, they are available to those with legitimate accreditation concerns on a "need to know" basis. The Executive Director will exercise appropriate discretion in determining who has legitimate accreditation concerns and thus may "need to know" certain confidential information.

The Accreditation Commission will disclose all final decisions granting or withdrawing candidate, provisional or accredited status. Should an institution operate in a manner that raises concern, the Commission will have the prerogative of disclosing any confidential material required to explain the reason for its action regarding the candidate, provisional or accredited status of the institution.

Appendix K

EVALUATION OF VISITING TEAM MEMBER

Confidential

To be submitted by Team Chairperson to APTEA Executive Director upon completion of the team visit.

Team Member: _____
Evaluated by _____ Team Chairperson
School Visited _____ Date _____

- | | | Very
Weak | | | | Very
Strong |
|------|--|--------------|---|---|-----------|----------------|
| I. | Preparation: Knowledge of | | | | | |
| A. | Self-Study Report | | | | 1 2 3 4 5 | |
| B. | Published institutional documents | 1 | 2 | 3 | 4 5 | |
| C. | <i>APTA Accreditation Standards</i> | | | | 1 2 3 4 5 | |
| D. | <i>The Visiting Team Handbook</i> | | | | 1 2 3 4 5 | |
| E. | <i>Guide to Evaluation Process</i> | | | | 1 2 3 4 5 | |
| II. | Campus Visitation | | | | | |
| A. | Made effective use of time | | | | 1 2 3 4 5 | |
| B. | Actively pursued data for analysis | 1 | 2 | 3 | 4 5 | |
| C. | Actively pursued interview sources | | | | 1 2 3 4 5 | |
| D. | Related well to institutional personnel | | | | 1 2 3 4 5 | |
| E. | Positive contribution to discussions | | | | 1 2 3 4 5 | |
| III. | Written Report | | | | | |
| A. | Submitted to Chairperson at appointed time | | | | 1 2 3 4 5 | |
| B. | Evaluative rather than descriptive | 1 | 2 | 3 | 4 5 | |
| C. | Objective and documented | | | | 1 2 3 4 5 | |
| D. | Had standard and component-related recommendations | | | | 1 2 3 4 5 | |
| E. | Identified institutional strengths | | | | 1 2 3 4 5 | |
| F. | Concentrated on significant issues | | | | 1 2 3 4 5 | |
| IV. | Would you recommend that this person serve on a future visiting teams? <input type="checkbox"/> Yes <input type="checkbox"/> No
Please elaborate: | | | | | |
| V. | Is this person capable of serving as a team chairperson? | | | | | |

Appendix L

TIPS FOR OBSERVATIONS AND INTERVIEWS

Observations

1. Establish rapport with those being observed.
2. Let the program unfold to you; don't prejudge or jump to conclusions about what the program is like.
3. Remember that observation usually causes people to act differently as anxieties are created regardless of the skills of the observer.
4. Structure your observation so that you learn what you need to learn, then be tactfully persistent about getting the additional information you need.
5. Note taking should record what is seen rather than reactions to what has been observed and should be unobtrusive.
6. Know when and how to leave a classroom.
7. Be aware of biases that can influence observation.

Interview

There is no one "right way" to interview but the following topic may be helpful.

1. Establish rapport with those being interviewed or ask a question.
2. Listen to responses; be an active listener.
3. Explain purpose of questions.

Appendix L.2

4. Keep initial questions simple and non-threatening.
5. Use open ended questions. Yes/no response questions set a feeling of interrogation and provide little information.
6. Ask questions which will verify what you think you know and will add missing pieces of information.
7. Ask questions which do not imply the answer, and which do not reflect the committee members' biases.
8. Use clear and concise language which is appropriate to the interviewee.
9. Note-taking should record what is said -- not committee members reactions.
10. Allow adequate time for responses.
11. Give appropriate feedback to responses.
12. Elicit responses from everyone in the group. Do not allow a few people to dominate the interview.
13. Do not assume that people understand what you are asking about -- make sure they do.
14. Do not push for answers at the expense of the interviewee.
15. Be mindful of nonverbal feedback to committee members, i.e., facial expressions, turning away, and so on.
16. Be alert to "clues" if interviewees and follow-up what is not being said.

Appendix L 3

17. Begin and end ON TIME.
18. Make sure the room is arranged so everyone can see and be seen, i.e., circle.
19. Thank people for attending and contributing to the interview.

Appendix M

TYPICAL DOCUMENTS NEEDED

The following documents are *typical* of those to be reviewed by team members prior to their interviews. This listing is by no means exhaustive. The purpose is to verify their existence, as they are appropriate to the school, their proper maintenance and their ready availability for use in the institution.

- I. The Institution and its Objectives
 - Self-Study Report and supporting data
 - Articles of incorporation/other authorization documents
 - Mission statement
 - Institutional goals
 - Specific objectives
 - Past school catalogs
 - Historical enrollment totals
 - Institutional planning document

- II. Educational Programs
 - Program requirements
 - Complete course syllabi
 - Class schedules
 - Grading data

- III. Faculty and Instructional Resources
 - Faculty vita files
 - Faculty meeting minutes
 - Faculty committee minutes
 - Faculty handbook
 - Faculty evaluation instruments and data
 - Faculty salary scale history and policy
 - Professional growth program

Appendix M.2

- IV. Student Development and Services
 - Student recruitment mailing lists
 - Student recruitment mailings
 - Student handbook
 - Student files (current)
 - Student files (historical)
 - Financial aid records
 - Student ministries records

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

- VI. Administration and Governance
 - Constitution and bylaws
 - Organizational charts
 - Board of control minutes
 - Board committee minutes
 - Administrative annual reports
 - Administrative operating manuals
 - Job descriptions
 - Staff handbook

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

Appendix M.3

VIII. Financial Resources

- Budget
- Monthly financial statements
- Audit reports
- Management reports for external auditors
- Chart of accounts
- Records of outstanding accounts payable
- Endowment fund records
- Annuity program records
- Insurance records
- Mortgage or other debt records
- Requisition records
- Purchase order records
- Student account records
- General ledger
- Gift income records
- Accounts receivable
- Vendor contracts
- Donor records

IX. Student Outcomes

- Alumni records
- Placement records
- Graduate survey records

X. Relationships with Churches

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

IX. Revisit of Institution

- Records of Annual Progress Reports
- VT Report of the previous report

Appendix N

TIPS ON WRITING THE TEAM REPORT

1. Write the full name of a course or program.
2. Capitalize a word or phrase only if it refers to a specific course or program.
3. Avoid the use of jargon; use abbreviations/acronyms sparingly.
4. Verify the facts before writing either a commendation, recommendation or notation.
5. Seek to document any commendation, recommendation or notation with at least two of the following references and others as appropriate.

Suggested order:

- a. Self-Study Report
- b. Conferences with "whom" (not individuals but groups, i.e., board, administration, faculty, staff, students, pastors, alumni).
- c. Observation (specify what was observed).
- d. Other possible references: APTEA standards and components, other criteria, school publications, course of study, APEO documents, etc.

Appendix N.2

6. When writing recommendations and notations:
 - Avoid the use of "continue to"
 - Avoid overuse of verbs such as "consider, study, explore," etc.
7. Seek quality not quantity of recommendations and/or notations
 - a. While a team need not comment on all components and standards, significant strengths and weaknesses should receive comment.
 - b. Visiting Team members should ask themselves "would the implementation of an effective solution to this recommendation or notation enhance student outcomes and/or help the school more effectively fulfill its stated mission?"
8. See Visiting Team Handbook, "The Team Report." , pp. 33-36.

Appendix O

REPORT WRITING FORM

Team Member: _____

Standard: _____

1. Evaluative Analysis: Note heading instructions in the outline of the Team Report (Appendix P).
2. Commendations (if any):
3. Recommendations (if any): Each recommendation must be standard and component-referenced.
4. Notations (if any): Each notation must be standard - and component - referenced.

Appendix P

OUTLINE OF TEAM REPORT

- A. **Title page.** Centered on the top first line should be the name of APTA, third line should be the name of the school, followed by city and country, middle line the words "Visiting Team Report" and followed by the dates of the visit and names of the Visiting Team members at the bottom.
- B. **Introduction.** Give a general description of the school in its setting, include the key features of the visit, its nature (e.g., initial accreditation or revisit). Also add evaluation of Self Study Process and its quality.
- C. **Outline.** Each heading should be centered in the body of the report.

Evaluative Analysis

For each standard and component, make an evaluative summary statement based on the team consensus. Where appropriate, comment on the adequacy of action plans.

- 1. Standard One: Mission Statement, Goals and Objectives
- 2. Standard Two: Educational Programs
- 3. Standard Three: Faculty and Staff
- 4. Standard Four: Student Development and Services
- 5. Standard Five: Learning Resources
- 6. Standard Six: Governance and Administration
- 7. Standard Seven: Physical Resources
- 8. Standard Eight: Financial Resources

Appendix P.2

- 9. Standard Nine: Student Outcomes
- 10. Standard Ten: Relationships with Churches
- 11. Addressing recommendations and notations from previous visit.

Commendations (if any)

List any commendations agreed to by the team.

Recommendations (if any)

List any recommendations agreed to by the team. Each recommendation must be standard - and component - referenced.

Notations (if any)

List any notations agreed to by the team. Each notation must be standard - and component - referenced.

Confidential

Status and Term Recommendation

State the consensus recommendation of the Team regarding status and term of accreditation. Give the basis for the recommendation in terms of the degree to which the school meets the ten APTEA Standards (See Appendix B). Attach the form “Confidential Recommendation of Status and Term of Accreditation” signed by all team members.

Appendix Q

QUALITY COMMENDATIONS, RECOMMENDATIONS, AND NOTATIONS

Visiting Team members need to exercise great care in the manner in which they draft Commendations, Recommendations and Notations. They need to give special attention to the definition of a notation (see Appendix A: Glossary, *Guide to APTEA Accreditation Process*) to distinguish between a recommendation and a notation. Other key principles in structuring these significant parts of the team report need to be observed as noted below. Following are examples of Quality commendations, Recommendations and Notations. The examples have been based on hypothetical Self Studies that are the result of hypothetical Team Visits.

Preamble

Referencing of commendations, recommendations, and notation may be made to the Self Study, any of the many school documents, Association's Standard or policies, the committee's evaluative statements in its report, or some other written material such as school policies, etc. Individual conversations or interviews will not be referenced, nor will individuals, themselves, be named.

Commendations. The elements of high quality commendations should state:

- who is responsible for this strength.
- a clear statement of a specific strength.
- the impact of this strength on the instructional activity of the school or the school as a whole.
- accurate specific documentation as a basis for the commendation (preferably at least two references).

Appendix Q. 2

1. The leadership personnel of the school is to be commended for having a clear mission statement and giving evidence that it is fulfilling its mission. There is evidence that the school can continue to do so based on its current financial strength, its personnel resources and its instructional facilities. (See Self Study, pp. 3, 5, 7, Standard Six, Component 6A; Standard Seven, Component 3A; Standard Three, Component 3, A, B, C.)
2. The administration is to be commended for the records of meetings of committee, the faculty, the administrative council, and the Board of Directors. Minutes which are all carefully catalogued and preserved in fire resistant files. Also, student academic records are current and filed in fire resistant files. The administration has demonstrated concern for future referencing of records, and recognizes of the school's responsibility to its constituency and students. (See Standard Two, Component 2G; Standard Six, Component 6B, 1, 7; Self Study pp. 9, 17).

Recommendations. High quality recommendations should state:

- who will facilitate the area of improvement.
 - a clear, specific area for improvement.
 - positive outcome of dealing with the area of improvement.
 - accurate specific documentation as a basis for the recommendation (preferably at least two references).
1. It is recommended that a major review of the mission statement be undertaken by the Board of Directors, administration and faculty. The objectives of this review is to develop a well conceived and Biblically based statement from the Pentecostal point of view which

Appendix Q.3

will guide the school in curriculum design and educational services. (See: Self Study pages 34 and 37, Standard One, Component 1A; Standard 6, Component 6A; APTA Constitution Article III, Section 7; Conferences with Board members, administration, and faculty).

2. It is recommended that the administration re-evaluate its policy and practice of assignment of instructional and administrative responsibilities. This re-evaluation should include the amount of time needed to prepare to teach given courses and the instructional load (total credit hours and student contact hours) of faculty as well as administrative responsibilities and workload. The purpose is to provide adequate teacher preparation time and insure excellence of service to the students on the part of all personnel. (See pp.9 and 11 of the Self Study; Standard three, Component 3A, 3B, 3C; Conferences with student and other school staff.)

Notations. High quality notations should:

- identify a significant deficiency which must be brought into compliance with the relevant APTEA standard.
 - be clear and specific.
 - contain accurate and specific documentation as basis for notation (preferably at least two references).
1. It is noted that the institution is not in compliance with Standard Six, Component 6B. While it has a Board of Directors of five who serve by virtue of being the Deacons and Trustees of the church, the institution, itself, had an outdated Constitution and Bylaws. It is required that the school's Board of Directors develop and adopt an appropriate Constitution and Bylaws. (See Self Study pp. 6, 7; Standard Six, 6b and conferences with board members and administration; Review of Constitution and Bylaws and minutes of Board meetings.)

Appendix Q.4

2. It is noted that the school is in serious jeopardy of closing due to financial problems. It is required that the Board of Directors and administration engage in a serious review of the financial condition of the school, determine the course of action that must be taken to correct this condition, and develop and implement an action plan to alleviate the serious deficiency and provide reasonable assurance of continuity. (See Self Study, pp. 4, 5; Standard Eight, Component 8, A, B, C; Review of financial records for past 3 years and auditors report.)

Appendix R

SUGGESTED WORDS FOR COMMENDATIONS, RECOMMENDATIONS, AND NOTATIONS

Accelerate	Calculate	equip	minimize
accept	catalogue	establish	modify
accomplish	choose	estimate	participate
acquire	clarify	evaluate	plan
add	collect	examine	place emphasis
adhere	commend	exercise	prepare
adjunct	communicate	expand	present
administer	compare	express	practice
adapt	compose	focus	probe
agree	concentrate	form	progress
align	concern	formulate	promote
alleviate	conduct	foster	promote and
allocate	construct	fulfill	support
allows	contrast	function	propose
analyze	coordinate	give	provide
analyze needs	coordinate efforts	identify	provide resources
analyze the	correlate	incorporate	provide
potential	create	increase	leadership
impact	define	inform	qualify
apply	demonstrate	initiate	questions
appreciate	describe	inquire	rate
arrange	design	install	recognize
articulate	determine	institute	recommend
assess	develop	insure	record
assign	develop strategies	integrate	reexamine
assign	develop a process	investigate	reevaluate
maximum	diagram	involve	reinstate
responsibility	differentiate	maintain	relate
assume leadership	discuss	manage	relocate
role	distinguish	maximize	report
begin	emphasize	measure	restate
begin a review	employ	meet	retain
broaden the scope	encourage		replace or repair
build	ensure		

Appendix R.2

require
restructure
revise
revise the sequence
reveal
review
review procedures
review the number and quality
schedule
secure
seek means
seek new resources
seek ways
set direction
share
stress
submit
support
synthesis
take
test
translate
try
undertake
use
update
visit
work
work toward
work toward developing

Appendix S

MAJOR AREAS OF INVESTIGATION

Summary Ratings

Using the following scale, review the typical indicators for each component and determine a rating for the component. Bear in mind that the indicators are "typical" only, that some may be more important than others, and a school may demonstrate compliance with a component by other means. Circle the number that represents your evaluation of the school's compliance with each component. Be prepared to work towards a team consensus regarding each component and, ultimately, each standard.

1 = very weak, 2 = weak, 3 = acceptable, 4 = strong, 5 = very strong

I. Standard One: Mission Statement, Goals, and Objectives

Team consensus _____

A. *Consistency and appropriateness* 1 2 3 4 5

- School has specific objectives
- Goals and objectives are clear and accepted
- Pentecostal distinctives are supported

B. *Review of Mission, Goals and Objectives* 1 2 3 4 5

- There is a regular review of mission, goals and objectives
- All segments of community participate in review
- Goals and objectives guide planning

II. Standard Two: Educational Programs

Team consensus _____

A. *Relationship between program and mission statement, goals and objectives* 1 2 3 4 5

- Educational programs are related to mission
- Appropriate balance of courses
- School offers general education courses
- Programs provide opportunity for development of communication and ministry skills

Appendix S.2

- Certificate and diploma students can transfer to higher level program
- Specialized programs train for specific ministries
- Provision for students with special needs
- Publications detail programs
- Community members participate in development and review of program

B. *Curriculum design* 1 2 3 4 5

- Instructional programs have objectives
- Educational programs reflect minimum requirements
- Semester units reflect appropriate class time and out of class assignments
- There is periodic review of the curriculum
- There is syllabus for each course
- Faculty participate in curriculum design

C. *Admissions* 1 2 3 4 5

- Admissions requirements are appropriate for the level of programs offered
- Appropriate application forms are used
- Credits transferred from non-accredited programs are appropriately handled

D. *Field Ministry training* 1 2 3 4 5

- The school has a field ministry program
- Field ministry is relevant to goals

E. *Accurate information* 1 2 3 4 5

- Published documents are accurate
- Promotional materials are accurate
- Financial information is provided to students

Appendix S.3

- F. *Evaluation of student learning* 1 2 3 4 5
- Criteria for student evaluation are published
 - Student performance is evaluated according to defined course outcomes
 - Credit for experiential learning is according to APTA policy
- G. *Academic records* 1 2 3 4 5
- Academic records are well kept and safeguarded
- H. *Off-campus programs and courses* 1 2 3 4 5
- Consistency of goals and objectives of off-campus courses
 - Requirements are equivalent to on-campus programs
 - Programs are approved by and administered by campus personnel
 - On-campus faculty have involvement in designing off-campus programs
 - Qualified instructors are used
 - Programs are described in school documents
 - Equivalent standards are applied to travel/study courses
 - Records are maintained on campus
- III. Standard Three: Faculty and Staff *Team consensus* _____
- A. *Training and experience* 1 2 3 4 5
- Faculty are qualified by training and experience support the school's mission
 - Administrators and staff are qualified for their positions
- B. *Full-time faculty* 1 2 3 4 5
- The school has a core of full-time faculty who teach at least 50% of courses
 - Full-time teaching load is 24-26 semester units per year, administrative teaching loads are reduced
 - There is a clear statement of faculty responsibilities

Appendix S.4

- | | | |
|----|--|-----------|
| C. | <i>Number and preparation of faculty</i> | 1 2 3 4 5 |
| | * The faculty as a whole is sufficient in number and diversity of preparation to support the mission of the school | |
| | * Faculty participates in policy-making and curriculum development | |
| D. | <i>Faculty responsibilities and rights</i> | 1 2 3 4 5 |
| | * Limits on religious beliefs are made clear | |
| | * School policies regarding faculty responsibilities and rights are published and available | |
| | * Procedures for recruitment and evaluation of faculty are followed | |
| | * There is a system of due process in place | |

IV. Standard Four: Student Development and Services

Team consensus _____

- | | | |
|----|---|-----------|
| A. | <i>Student service needs</i> | 1 2 3 4 5 |
| | * The need for student services is considered | |
| | * Methods of determining student services are culturally relevant | |
| B. | <i>Appropriateness of programs and services</i> | 1 2 3 4 5 |
| | * The school has programs to promote the development of Christian character | |
| | * A variety of appropriate student services are provided | |
| | * The school has an alumni program | |
| C. | <i>Student services and staff qualification</i> | 1 2 3 4 5 |
| | * There is a qualified person to direct student services | |
| | * There is staff development for students services staff | |

Appendix S.5

V. Standard Five: Learning Resources *Team consensus* _____

- A. *Sufficiency of learning resources* 1 2 3 4 5
* Learning resources are related to academic programs
* Resources are sufficient to support the instructional program
* There is a budget for learning resources equipment is maintained and readily accessible
- B. *Selection and evaluation* 1 2 3 4 5
* Administrators, faculty and students participate in the selection of learning resources
* There is a written policy for learning resource development
* Obsolete materials are periodically removed
- C. *Organization, availability and use* 1 2 3 4 5
* Learning resources are organized and readily available to faculty
* The library is used by faculty and students
- D. *Trained staff* 1 2 3 4 5
* An appropriately trained staff is available
* The facilities are monitored when open
* There is a program to develop learning resources staff
- E. *Relationships and responsibilities* 1 2 3 4 5
* Relationships and responsibilities of learning resources personnel are clearly stated and appropriate to the school's mission

V. Standard Six: Governance and Administration *Team consensus* _____

- A. *Governance* 1 2 3 4 5
* There are policies to implement the school's mission
* The institution is governed in a matter consistent with its mission
* The Board periodically reviews policies and procedures

Appendix S.6

- B. *Governing body* 1 2 3 4 5
- * Authorizations for the school's existence and purpose are appropriate and available for examination.
 - * The Board is of adequate size and diversity
 - * There is a clear differentiation in the authority of the Board administration
 - * The role and authority of the president/principal is clear
 - * The Board meets at least annually
 - * Legal documents are securely maintained

- C. *Effective management* 1 2 3 4 5
- * The organizational structure is clearly stated
 - * The president/principal effectively manages the school
 - * There are job descriptions for faculty and administrators
 - * Administrators are qualified for their positions
 - * Policy decisions are communicated throughout the institution

VII. Standard Seven: Physical Resources *Team consensus* _____

- A. *Instructional facilities* 1 2 3 4 5
- * Physical resources are appropriate to fulfillment of the school's mission
 - * Facilities and grounds are well maintained
 - * There is concern for safety and security

- B. *School equipment* 1 2 3 4 5
- * There is appropriate equipment for the school program
 - * The school's equipment is well maintained
 - * There is an inventory of equipment

- C. *Comprehensive planning* 1 2 3 4 5
- * There is a master plan for campus development
 - * The administration and faculty are involved in campus planning
 - * Projected developments are appropriately designed

Appendix S.7

VIII. Standard Eight: Financial Resources **Team consensus** _____

- A. *Sound financial management* 1 2 3 4 5
- * The school has appropriate autonomy in budget and planning
 - * The Board assumes responsibility for the school's financial matters
 - * Budgets are planned with input from members of the community
 - * Christian ethics are practiced
- B. *Budgeting, control, records and reporting* 1 2 3 4 5
- * Appropriate financial procedures are followed
 - * There are clear lines of authority for financial control
 - * Clear and accurate financial reports are regularly prepared
- C. *Projected financial resources* 1 2 3 4 5
- * The school can meet financial obligations
 - * There is a broad base of financial support for the school
 - * Projections for future developments are consistent with financial resources
 - * The Board is involved in securing finances for the school

IX. Standard Nine: Student Outcomes **Team consensus** _____

- A. *Effectiveness in ministry* 1 2 3 4 5
- * Graduates demonstrate spiritual maturity and effectiveness in ministry
 - * A high proportion of graduates enter the ministry
 - * Graduates are considered well qualified
- B. *Satisfaction with ministry training* 1 2 3 4 5
- * Surveys indicate graduate satisfaction with the program
 - * Church leaders express a high degree of satisfaction with the ministry training provided by the school
 - * Graduates support the school

Appendix S.8

- X. Standard Ten: Relationships with Churches *Team consensus* _____
- A. *Positive relationships* 1 2 3 4 5
- * The school is responsive to the needs of churches
 - * Community members have a positive attitude toward the school
 - * Publicity materials promote a positive image of the school
 - * Non-credit seminars are provided for churches
- XI. General Items *Team consensus* _____
- A. *Addressing previous notations* 1 2 3 4 5
- B. *Self Study was developed with participation from the whole Community* 1 2 3 4 5

Appendix T

TEAM SUMMARY FORM

School: _____ Date of Visit: _____

Location: _____

Team Members: _____

_____ Chairperson

Standard	Team Consensus Rating					Related Commendations, Recommendations and Notations
	1 Very Weak	2 Weak	3 Acceptable	4 Strong	5 Very Strong	
1 Mission Statement, Goals, Objectives						
2 Educational Programs						
3 Faculty & Staff						
4 Student Development						
5 Learning Resources						
6 Governance & Administration						
7 Physical Resources						
8 Financial Resources						
9 Student Outcomes						
10 Relationships with Churches						
Additional Factors						
Addressing of notations From previous visit						
Self study developed with Involvement of full community						

1. Refer to Appendix B of Visiting Team Handbook in completing and interpreting the ratings of this form and in arriving at a recommendation of status and term of accreditation. For example, Standards 1,2,3, & 5 must be at level 3 or above for any accreditation status to be recommended.

2. Please attach this form to the Confidential Recommendation of Status and Term of Accreditation to be submitted to the Accreditation Commission.

Appendix U

CONFIDENTIAL RECOMMENDATION OF STATUS AND TERM OF ACCREDITATION

(Please print or type clearly)

Name of school: _____ Date of Visit _____
Address : _____

Mark the team consensus on the recommendation for status and term of accreditation based on the school's degree of adherence to APTA Accreditation Standards as summarized in Appendix B of the Visiting Team Handbook.

___ **NO ACCREDITATION:** The school is not ready to be accredited at this time.

___ **PROVISIONAL ACCREDITATION:** Assignable on initial visit only.

___ **FULL ACCREDITATION, WITH A TERM OF:**

___ **TEN YEARS:** A term of ten years with a written progress report at the end of five years.

___ **TEN YEARS, WITH FIVE YEAR REVIEW:** A term of ten years with a written progress report and one-day on-site visit after five years.

___ **FIVE YEARS:** A term of five years with a full self study and on-site visit at the end of five years.

___ **THREE YEARS:** Used as a warning of serious problems at the school. Requires full self study and on-site visit at end of three years. Assignable on revisit only.

___ **TWO YEARS:** Used as a warning of serious problems at the school. Requires full self study and on site visit at end of two years. Assignable on revisit only.

___ **PROBATIONARY STATUS:** Assignable from any accreditation category when school has failed to respond to notations.

___ **LOSS OF ACCREDITATION:** Assignable when the school has been determined to have failed to meet probationary stipulations or to maintain compliance with APTA Standards and policies.

VISITING TEAM MEMBERS

Name

Chairperson

Signature

Date _____

Appendix V

EVALUATION OF VISITING TEAM CHAIRPERSON

(To be submitted to APTA Executive Director by the individual team member upon completion of the team visit.)

School Visited: _____ Date: _____

Please evaluate the effectiveness of the Team Chairperson the areas listed below.

		RATING				
		Very		Very		
		(Weak		Strong)		
1.	Pre-visit communications	1	2	3	4	5
2.	Team orientation session	1	2	3	4	5
3.	Resource regarding "Accreditation Standards"	1	2	3	4	5
4.	Guidance toward accreditation decision	1	2	3	4	5
5.	Emphasis on standard-referenced recommendations	1	2	3	4	5
6.	Professional conduct	1	2	3	4	5
7.	Personal qualities	1	2	3	4	5
8.	Overall rating of the Chairperson	1	2	3	4	5
9.	Would you recommend that this person serve again as a Team Chairperson?					
	<input type="checkbox"/> Yes		<input type="checkbox"/> No			

Please elaborate:

Appendix W

TRAVEL EXPENSE VOUCHER

Name _____ Date _____

Description of trip _____

Plane Fare US\$ _____

Auto travel - mileage _____ km. @ xx cents \$ _____

Lodging \$ _____

Meals \$ _____

Taxi \$ _____

Other expenses _____ \$ _____

_____ \$ _____

TOTAL \$ _____

Signature _____

Address _____

For APTA Office Record

Account No _____

Date of Payment _____

Check No _____

Amount _____

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