Adventist
Accrediting
Association

ACCREDITATION HANDBOOK

PREFACE

The **Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities** is the accrediting body established by the Seventh-day Adventist Church to provide coordination, supervision, and quality control of its education system. It is responsible for evaluating the implementation of the Seventh-day Adventist philosophy of education in order to foster the unity and mission of the Church[1]. The Association is commonly known as the **Adventist Accrediting Association** and operates under the acronym of **AAA**. The association serves the thirteen divisions of the world church and is assisted in its work by the divisions' directors of education and the educational commissions and committees of each division.

Accreditation is a self-regulatory mechanism of the education community and plays a significant role in fostering confidence in the educational enterprise of the church. Accreditation and the self-study process serve to maintain minimum standards, enhance institutional effectiveness, and provide inter-institutional recognition.

Accreditation is concerned principally with the continuous improvement of educational quality in institutions operated by the Seventh-day Adventist Church around the world. Accreditation of an institution by AAA signifies that the institution appropriately provides a Seventh-day Adventist education of sound academic quality to its constituency and has the resources, programs, and services sufficient to accomplish the institution's goals. Each Seventh-day Adventist educational institution shall seek AAA accreditation.

Like other accrediting bodies, the Adventist Accrediting Association evaluates compliance with defined threshold standards. Consistent with its broad definition of wholistic education in the context of a redemptive goal, the AAA moreover evaluates evidence that the school is comprehensively achieving success in the spiritual domain and that it is truly "Adventist." Accreditation by the AAA is available only to church-owned schools and degree programs. A variety of indicators are examined to affirm that the overall educational experience furthers the development of the whole person and promotes a biblical worldview. The complete list of standards and criteria for review are detailed in this Handbook.

The accrediting standards used by the Adventist Accrediting Association make up the benchmarks for accreditation. These standards are subject to periodic evaluation and provide consistent guidelines for the evaluation of educational institutions.

Institutions with a track record of maximum accreditation with regional/national bodies are eligible for review using abbreviated standards (Form B). This allows the evaluation team to focus on whether the school is achieving its mission in the spiritual domain and is integrating faith and learning in content areas, worldview and co-curricular elements. Cross-referencing the report done for national/regional accreditation eliminates unnecessary duplication.

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[1] *GC Working Policy*, 2010-2011, FE 20 35, pp. 270-274.

As changes occur in the church and in the world, Seventh-day Adventist higher education must embrace and respond to the demands of such change. The international nature of Seventh-day Adventist higher education demands a wide range of attention to international standards by and for international contextualization. For this reason there is no single best system, no one-size-fits-all approach to quality assurance. At the same time there must be assurances that loyalty to Seventh-day Adventist educational philosophy and practice is preserved and that faithfulness to the church's values, ethos, and mission is strengthened.

In countries where the application of these procedures may seriously compromise the ongoing viability of the institution, because of the requirements of government and educational agencies, it is recognized that while the underlying principles will not differ, the application of those principles may vary.[2]

Therefore, in such circumstances the Division Board of Education shall provide to the AAA documentation of the institution's accreditation from its government, attesting to its academic and professional integrity, and shall relate to the AAA for endorsement of the institution's spiritual ethos and theological faithfulness. Under all circumstances institutions must maintain allegiance to their position and purpose in the Church.

A key component of the process of accreditation is the self-study. Each institution applying for initial or continuing accreditation is required to conduct a self-study of its philosophy, mission, purpose, programs, and services which shall be written up in a formal document typically referred to as the *Self-Study*. At the culmination of the self-study, the Association conducts an evaluation visit with a team of professional peer evaluators to assess the strengths and weaknesses of the institution and to evaluate the institution's effectiveness in reaching its stated goals and in complying with the criteria for review.

The visiting team will supply the AAA board a written report of their findings and make a confidential recommendation for a term of accreditation to be voted by the Adventist Accrediting Association board.

Students and their parents select Adventist education from among other options. Through the accreditation process, the institution demonstrates how it aligns its efforts and resources to provide the best academic education possible—while also nurturing faith in God and preparing students for positions of leadership in their communities and churches. The accreditation process helps the institution accomplish these goals. Accreditation provides not only accountability for the integration of faith and learning and for quality education, but also serves as a forum for reflection and re-commitment (including financial commitment by governing boards or sponsoring organizations). The process promotes transparency and demonstrates accountability to the constituency.

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[2] GCWP 2010-11, FE 20 55 7.

Furthermore, this form of intentional dialogue fosters collaboration and understanding between the work of education and the mission of the Church.[3]

This *Accreditation Handbook* is the official handbook of AAA and provides details of the accreditation philosophy, the process of accreditation visits, accreditation standards, and the expectations of a *Self-Study*.

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[3] Beardsley, L. M. (2008). Purpose and function of the Adventist Accrediting Association. *The Journal of Adventist Education, 70* (4), 15-19.

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HANDBOOK UPDATES

The table that follows identifies the dates of publication and implementation of *Accreditation Handbook* updates. The date of publication will be the date when changes to the *Handbook* are voted by AAA. On the date of implementation, all accreditation visits will operate under the terms of the new updates. By agreement between AAA and individual institutions, new procedures/documentation may be used in **advance** of the implementation date. Old procedures/documentation will normally not be acceptable **after** the implementation date.

Please note that updated pages will be sent to all individuals/institutions listed as receiving this initial document and the date of publication will be identified at the bottom of each of those pages. On occasions the date of implementation may precede the date of publication as policy changes may be announced to accredited institutions and published on the website more frequently than the annual update to this handbook.

Date of Publication	Date of Implementation
April 8, 2004	January 1, 2005
April 7, 2005	January 1, 2005
April 15, 2012	July 1, 2012
April 9, 2013	April 9, 2014 (Form B)

USE OF THE *ACCREDITATION HANDBOOK*

The *Accreditation Handbook* is in four parts. Each part can stand alone and has its own table of contents. However, only the *Accreditation Handbook* in its entirety explains and outlines the full accreditation process managed by AAA. A table of contents covering the full *Handbook* will precede Part I.

Users of the handbook may find the following a useful summary of contents.

Part I is concerned with the **accreditation philosophy** of AAA, its purposes, and the types of accreditation available through AAA. This section is useful to all involved in an accreditation visit as it provides the context for the accreditation visit, explains what should be the focus of the visiting team, and defines the expectations of the Adventist Accrediting Association.

Part II focuses on the **accreditation visit** in all its forms and on the roles and responsibilities of all involved in a visit. It also provides a timeline and outline of the final report for a regular accreditation visit. This is a basic manual for both an institution facing accreditation and for the members of a visiting team.

Part III provides **information for Form A institutions*** on writing the *Self-Study* and identifies the standards that describe an institution of excellence in this category. It also provides suggestions of issues team members may explore in considering the Form A *Self-Study*. All involved in a Form A institution visit should be thoroughly acquainted with this section of the *Accreditation Handbook.*

Part IV provides **information for Form B institutions*** on writing the *Self-Study*, and identifies the standards that describe an institution of excellence in this category. It also provides suggestions of issues team members may explore in considering the Form B *Self-Study*. All involved in a Form B institution visit should be thoroughly acquainted with this section of the *Accreditation Handbook.*

*An explanation of which institutions will be accredited under the terms of Form A and Form B are given in Part I of the *Accreditation Handbook.*

A separate document, *The Accreditation Process: A Manual for Team Chairs,* is available from the General Conference Department of Education for all those asked to chair a AAA accreditation visit.

GLOSSARY

AAA   Adventist Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities. The term Adventist Accrediting Association will also be used throughout the *Accreditation Handbook* to refer to the Association.

BMTE   Board of Ministerial and Theological Education. This division-level board recommends to the General Conference IBMTE (see below) new programs in theology and pastoral studies and arranges for endorsement of religion/theology faculty.

IBE   International Board of Education. This General Conference board approves new programs in all disciplines other than religion/theology and recommends new institutions for candidacy status to AAA.

IBMTE   International Board of Ministerial and Theological Education. This General Conference Committee approves new programs in theology and pastoral studies recommended by the division BMTEs and approves processes for the management of pastoral training at division level.

GC   General Conference of Seventh-day Adventists.

The following two terms will also be used as generic terms throughout the *Accreditation Handbook*, although in some division territories or institutions different terms are used.

Education Director is called the Vice-President for Education in some division territories.

President is the chief administrative officer of an academic institution. Throughout the world equivalents may include but not be limited to: Principal, Rector, and Vice-Chancellor.

Nontraditional programs, including distance education, refer to the delivery of education via a method other than the "traditional" teacher in front of a group of students in a standard classroom for a standard semester or quarter. Such programs may be delivered to students who are either younger or older than the traditional expectations, to part or full-time students, and may include a variety of modes including but not limited to mail and video correspondence, internet and web delivery, and short-term intensive sessions.

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Adventist Accrediting Association

ACCREDITATION HANDBOOK

Part I:
Philosophy, Purpose and Types of Accreditation

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SEVENTH-DAY ADVENTIST
PHILOSOPHY OF EDUCATION

Extracted from the Philosophy statement approved by consensus of the First International Conference of the Philosophy of Seventh-day Adventist Education (2001) and incorporated into the Working Policy of the General Conference.

Aim and Mission

Adventist education prepares students for a useful and joy-filled life, fostering friendship with God, whole-person development, Bible-based values, and selfless service in accordance with the Seventh-day Adventist mission to the world.

Philosophy

The Seventh-day Adventist philosophy of education is Christ-centered. Adventists believe that, under the guidance of the Holy Spirit, God's character and purposes can be understood as revealed in the Bible, in Jesus Christ, and in nature. The distinctive characteristics of Adventist education—derived from the Bible and the writings of Ellen G. White—point to the redemptive aim of true education: to restore human beings into the image of their Maker.

Seventh-day Adventists believe that God is infinitely loving, wise, and powerful. He relates to human beings on a personal level, presenting His character as the ultimate norm for human conduct and His grace as the means of restoration.

Adventists recognize, however, that human motives, thinking, and behavior have fallen short of God's ideal. Education in its broadest sense is a means of restoring human beings to their original relationship with God. Working together, homes, schools, and churches cooperate with divine agencies in preparing learners for responsible citizenship in this world and in the world to come.

Adventist education imparts more than academic knowledge. It fosters a balanced development of the whole person—spiritually, intellectually, physically, and socially. Its time dimensions span eternity. It seeks to develop a life of faith in God and respect for the dignity of all human beings; to build character akin to that of the Creator; to nurture thinkers rather than mere reflectors of others' thoughts; to promote loving service rather than selfish ambition; to ensure maximum development of each individual's potential; and to embrace all that is true, good, and beautiful.

Tertiary Institutions

Adventist institutions of higher education provide students a unique environment needed in pursuit of learning in the arts, humanities and religion, sciences, and various

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professions within the perspective of the Adventist philosophy of education and spiritual commitment. Adventist higher education:

1. Gives preference to careers that directly support the mission of the Church.
2. Recognizes the importance of the quest for truth in all its dimensions as it affects the total development of the individual in relation both to God and to fellow human beings.
3. Utilizes available resources such as revelation, reason, reflection, and research to discover truth and its implications for human life here and in the hereafter, while recognizing the limitations inherent in all human endeavors.
4. Leads students to develop lives of integrity based upon principles compatible with the religious, ethical, social, and service values essential to the Adventist worldview.
5. Fosters, particularly at the graduate level, the mastery, critical evaluation, discovery and dissemination of knowledge, and the nurture of wisdom in the community of Christian scholars.

Students completing the tertiary level at an Adventist institution should:

1. Have had the opportunity to commit themselves to God and therefore live a principled life in accordance with His will with a desire to experience and support the message and mission of the Seventh-day Adventist Church.
2. Exhibit proficiency in critical thinking, stewardship, creativity, appreciation of beauty and the natural environment, communication, and other forms of academic scholarship toward fulfillment of their vocations and lifelong learning.
3. Manifest social sensitivity and loving concern for the well-being of others in preparation for marriage and family life, citizenship within a diverse community, and fellowship within the community of God.

SEVENTH-DAY ADVENTIST ACCREDITATION: PHILOSOPHY AND RESPONSIBILITY

Responsibility for Quality Management and Accreditation

All institutions of higher education have a responsibility to ensure that they deliver quality education. Integral to this responsibility is the need for a strong, internal, and continuous quality improvement of educational and management processes. External accreditation does not replace this expectation; however, it provides an important objective measurement of an institution's success.

The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (AAA) is the recognized accrediting body commissioned by the Seventh-day Adventist Church to carry out the accrediting process for Adventist institutions of higher education around the world. It operates out of the General Conference Department of

Education in Silver Spring, Maryland, USA, and works in cooperation with its regional Commissions on Accreditation in the following areas of the world:

- East-Central Africa, Nairobi, Kenya
- Euro-Africa: Bern, Switzerland
- Euro-Asia: Moscow, Russia
- Inter-America: Miami, Florida, U.S.A.
- North America: Silver Spring, Maryland, U.S.A.
- Northern Asia-Pacific: Koyang-city, Kyounggi-do, Republic of Korea
- Southern Africa-Indian Ocean, Pretoria, South Africa
- South America: Brasilia, Brazil
- South Pacific, Wahroonga, New SouthWales, Australia
- Southern Asia: Hosur, Tamil Nadu, India
- Southern Asia-Pacific: Manila, Philippines
- Trans-Europe: St. Albans, Herts., England
- West-Central Africa: Abidjan, Cote d'Ivoire

The major function of the AAA is to visit and consider accreditation or re-accreditation of all Seventh-day Adventist higher education institutions.

Philosophy of Seventh-day Adventist Accreditation

The Adventist Accrediting Association holds to the principle that denominational accreditation is not dependent upon regional, state or national recognition requirements. International experience, however, has shown that many of the academic, professional, and ethical criteria established by the Adventist Accrediting Association coincide with those required by other professional and governmental accrediting bodies.

The Adventist Accrediting Association supports the right of each institution to pursue its educational mission under the guidance of a governing board elected by its constituency, the right of the faculty to teach, carry out, and publish research, and the right of students to learn and to develop their God-given talents. However, the exercise of these rights must not interfere with the institution's obligation to provide quality education within the context of the beliefs, mission, educational philosophy, and practices of the Seventh-day Adventist Church.

Accreditation Objectives and Responsibilities

In making its assessment of the institution visited, an accreditation team appointed by AAA will represent three significant groups:

1. The members of the institutional constituency (students, parents/guardians, alumni, church leaders and members, local and regional community), who want assurance regarding the quality of the programs and degrees offered as well as the

institutional congruence with the message and mission of the Seventh-day Adventist Church.
2. The other Seventh-day Adventist colleges and universities worldwide which expect assurance of credit and degree reciprocity with the educational institution being visited.
3. The Seventh-day Adventist Church at large whose leaders and members desire assurance of the overall quality and mission effectiveness of an institution that is part of its global educational network.

This team will seek to achieve the following objectives:

1. To evaluate, on the basis of the *Self-Study* document and an on-site visit, the overall status of a specific Seventh-day Adventist educational institution.
2. To assess the degree to which the institution fulfills the Seventh-day Adventist philosophy of education in forming the character and developing the talents of young men and women who are committed to the Seventh-day Adventist message and who support the mission of the Church.
3. To determine if the degree programs offered by the institution are comparable in content and quality to those offered by similar Seventh-day Adventist and non-Seventh-day Adventist educational institutions, both in the same country and in other countries of the world.
4. To provide guidance to the administration and the institutional board on ways in which the institution may strengthen its operation and better achieve its educational and spiritual objectives and its overall mission.

Relation of AAA Accreditation to Government and Regional Accreditation/Approval

It is essential that all Adventist institutions operate within the mission of the Seventh-day Adventist church, clearly reflecting Adventist identity and ethos. Accreditation and governmental approval can also be important to the ongoing health and credibility of educational institutions and their financial viability. These institutions must consequently work within the requirements and parameters of the local and national policies and goals, while affirming the calling to be true to the mission of the church.

Insomuch as the reason an Adventist institution exists is to fulfill the gospel commission by building Adventist intellectual capacity for the church and society, AAA accreditation seeks to ensure that each institution continues to uphold the mission of the church in the context of high quality academic programs. This is evidenced by:

1. Institutional mission statements that harmonize with the overall mission of the Church.
2. Administration, faculty, and staff who support the beliefs, behaviors, and values of the Church.
3. Policies and procedures of the institution that uphold the mission of the Church and institution.

4. Academic and student life programs that are consistent with the mission of the church and institution.
5. Board, faculty, and students who embrace the role and function of AAA accreditation.
6. An education system that offers a comprehensive, wholistic Seventh-day Adventist education which also contributes toward national goals and aspirations of the country in which it functions.
7. A unique Seventh-day Adventist identity and purpose that is evidenced through quality assurance mechanisms.

SEVENTH-DAY ADVENTIST ACCREDITATION PROCESSES AND BENEFITS

The International Board of Education (IBE) and the International Board of Ministerial and Theological Education (IBMTE)

The Adventist Accrediting Association works in cooperation with two other boards in fulfilling its accreditation role: the International Board of Education (IBE) and the International Board of Ministerial and Theological Education (IBMTE)

The International Board of Education (with its partner Boards of Education in each division territory) is the committee that approves new institutions (with its programs) for candidacy status. This action starts the process that leads to a first accreditation visit by the AAA. IBE also considers applications from established institutions for the addition of new programs (other than Religion or Theology), or substantive changes in existing programs (also excepting Religion and Theology). The International Board of Education has separate guidelines to identify these processes and these are available through the General Conference Department of Education. This Board recommends its actions to the Board of the Adventist Accrediting Association.

The International Board of Ministerial and Theological Education (IBMTE) and the division Boards of Ministerial and Theological Education (BMTE) operate parallel to the IBE in relation to programs in Religion and Theology. They also respond to issues related to the hiring and endorsement of administrators and faculty in seminaries or theology departments. A separate handbook outlines the role and operating parameters of the IBMTE/BMTE and is available through the General Conference Department of Education. The IBMTE makes recommendations to the Board of AAA in relation to all new programs and in the expression of any concerns relating to the endorsement of faculty.

Candidacy Status and Initial Accreditation

The first step towards accreditation for an institution is candidacy status.

A recommendation for candidacy status is made by the International Board of Education to the Adventist Accrediting Association. This happens when the International Board of Education (IBE), usually based on a visit from an IBE team, concludes that the infrastructure, proposed curriculum, and proposed faculty of the institution under consideration for candidacy are sufficient and of a quality that give confidence in the proposed institution and its programs, and that the institution meets the mission expectations of the church. At the time candidacy is given, AAA is recognizing that the institution is in a position to offer accredited programs and that the programs approved are, as far as can be ascertained, likely to be the quality of other similar AAA accredited programs. While receiving institutions always retain the right to decide whether or not they will accept the credits granted by an institution in candidacy, AAA recommends that such credits be accepted for transfer.

Candidacy is normally for a two-year period and the institution is expected to initiate an application to AAA for provisional accreditation at the end of that two-year period, and no later than one year prior to the midpoint of the new program; and to apply for full accreditation early in the final year. Research degrees remain in candidacy until the first cohort of students complete their degrees with a visit to occur within six months afterwards. Accreditation for degrees in medicine, dentistry, or pharmacy are preceded by preliminary candidacy (approved prior to the admission of students), provisional candidacy achieved at the mid-point of the initial cohort, and full candidacy achieved at the beginning of the final year of the first cohort.

If an IBE visiting team does not consider that the institution requesting candidacy reaches the required standards to offer tertiary education programs, its report will identify conditions that need to be met before candidacy can be granted. Only when those conditions are met, and usually after another team visit, can the IBE recommend candidacy status to AAA.

Continued Accreditation Responsibility

Once an institution has been accredited, the administration is responsible for ensuring that accreditation does not lapse. Ongoing quality and mission focus is assured by AAA through accreditation visits (the different types of visits are identified under "Types of Accreditation Visits" below). At the time of each visit a confidential recommendation regarding re-accreditation will be made by the visiting team to the AAA Board. Accreditation will only be continued as long as an institution remains a quality Seventh-day Adventist institution.

An accredited institution is also expected to follow guidelines for the approval of new programs, according to the policies of IBE and IBMTE. The substantive change policy that outlines these expectations can be found at the end of this document.

Expectations of an Accreditation Visit

During an accreditation visit, members of the evaluation committee are expected to demonstrate the best qualities of a Seventh-day Adventist educational professional. These include:

1. Professionalism in preparing for the visit (by becoming acquainted with the *Self-Study* document and the context in which the college or university operate), in fulfilling promptly assignments as member of the committee, in expressing judgment, and in all personal contacts and statements during the visit.
2. Confidentiality in reporting any sensitive information that has been entrusted to him/her both during and after the visit.
3. A constructive spirit that assesses objectively the strengths and weaknesses of an institution, a program, or an individual, and also seeks to enhance their respective potential through careful counsel.
4. Avoidance of any unethical behavior, such as using the accreditation visit as an opportunity to recruit faculty, staff, or students for another institution.

The administration, faculty and staff of the institution facing an accreditation visit will also be expected to show their professionalism by:

1. Cooperating with the accreditation process by producing documents as requested and in a timely manner.
2. Not pursuing personal agendas with the team members.
3. Accepting the response of the team to the institution in an open and constructive manner and using the recommendations as a means to strengthen the quality and mission of the institution.

Changes to Accreditation Status

While the accreditation status voted by the AAA following an accreditation visit to a campus is normally upheld for the full period granted to the institution, the AAA can vote to change this status based on one of the following:

1. Substantial changes to the institutional operation that give the AAA grounds for concern that the institution can no longer offer programs of quality, that the institution has experienced exceptional personnel issues that have left the institution in a critically unstable situation, or that the Seventh-day Adventist focus and mission of the institution is at risk. In such cases the AAA will approve a focused visit to the institution. The report from this visit may recommend a change of accreditation status.
2. A substantial disregard of the conditions or expectations identified in the voted action from the previous AAA visit. This could include an institution not submitting required reports after being reminded by AAA. It could also include a situation when a condition attached to the accreditation action has not been met in the time agreed or after a reasonable time has elapsed. In these cases the AAA

may vote to decrease the length of accreditation in order to schedule a full site visit at an earlier time, place an institution on probation, or, in particularly serious situations, revoke accreditation completely.

3. Continued refusal to comply with IBE, IBMTE, or AAA expectations. When an institution continues to disregard church policies, and after dialogue and consultation between the institution and the relevant division and General Conference departments of education, AAA may place the institution on probation, or in extreme circumstances, revoke accreditation.

Extension of Accreditation

If an accreditation term has expired, an institution will be considered unaccredited unless a regular accreditation visit has taken place prior to the expiry date or an extension to the accreditation period has been voted by the AAA. Reasons for extensions are normally the following:

1. Political or other conditions in the country of the institution that make it difficult for a team to visit.
2. Significant recent changes in top personnel in the institution, making it difficult for the AAA team to effectively evaluate the institution's operation.
3. The timeline of government accreditations. It is usually advantageous to the institution and AAA to coordinate visits to institutions so they do not conflict but rather complement government accreditation visits.
4. The inability of AAA to provide a team to visit the institution in the year expected.

In each of these cases an extension to accreditation will normally not exceed one year.

Benefits of AAA Accreditation

Accreditation by AAA provides the following benefits:

1. Demonstrates accountability to mission. Accreditation indicates that an institution is true to Seventh-day Adventist focus, philosophy, and mission.
2. Engenders confidence. The accreditation status of an institution assures the constituency, students, donors, and employers that the institution meets threshold standards of quality for its curriculum, faculty, spiritual life, and student life.
3. Promotes financial viability. Accreditation attracts prospective students, faculty, and staff. It demonstrates the worthiness of an educational institution to receive denominational subsidies. The actual granting of subsidies is at the discretion of the institution's sponsoring organization.[1]
4. Eases transfer of credits of study from one institution to another accredited by AAA. Although accreditation is but one among several factors taken into account

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[1] GC Working Policy FE 20 35

by receiving institutions, it is viewed carefully and is considered an important indicator of quality.

5. Affirms that an educational institution functions as a denominational entity and thus is eligible for inclusion in the "Seventh-day Adventist Yearbook" listing of denominational organizations in compliance with the General Conference Working Policy and hence is eligible to use denominational trademarks.[2]

6. Provides access to faculty development opportunities such as eligibility of teachers to receive denominational scholarships or bursaries if they qualify, subject to availability.

7. Fosters health and safety. Inspection of physical facilities and services are reviewed as part of accreditation to promote well-being and reduce risk. Accreditation is a consideration in terms of coverage under global risk management programs arranged by/through Adventist Risk Management.

TYPES OF ACCREDITATION VISITS

Regular Accreditation Visit (Form A)

Most Seventh-day Adventist higher education institutions will be visited under the terms of Form A. A regular accreditation visit will in this case take place at least every five years. This will require the completion of an extensive *Self-Study* by the institution in twelve areas.

Regular Accreditation Visit (Form B)

After a well-established institution has developed a strong record of delivering quality and focused Seventh-day Adventist education over a long period of time, it may be considered for accreditation under the terms of Form B. This will require the completion of a shorter *Self-Study* in seven areas. The focus will be more specifically on the mission and Seventh-day Adventist ethos of the institution.

Nominations of institutions to use Form B come from the division directors of education in cooperation with their General Conference Department of Education liaison. Approval of institutions to use From B will be voted by AAA. In making recommendations, the directors of education will consider external and internal institutional quality indicators.

Examples of external indicators of institutional quality are:

- Accreditation (or equivalent) by recognized government or regional bodies through a process that is at least as rigorous in its demands as AAA accreditation. (Regional and government accreditation reports and updates must be regularly submitted to AAA.)

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[2] General Conference Working Policy BA 40 ("Trademark Policy")

- A history of accreditation by the AAA of at least 20 years.
- The institution receiving the maximum length of accreditation from the AAA in the previous two visits.
- A track record of adhering to church educational policies.

Examples of internal indicators of institutional quality are:

- A strong, internal continuous quality improvement of educational and management processes.
- An adequate basis of financial support.
- A well-defined internal governance structure that ensures stable leadership and/or well developed transition procedures when changes in leadership become necessary.
- A governance structure that ensures both (a) adequate constituent support of the institution and (b) appropriate monitoring of the effective operation of the institution.

Institutions which use Form B are also expected to have a high percentage of Seventh-day Adventist faculty and students (recommended as 95% Seventh-day Adventist faculty and 75% Seventh-day Adventist students), or have a statement of mission and objectives that shows the institution has a non-traditional or special purpose requiring or resulting in different percentages.

The maximum accreditation term given under Form B is also five years. However, if an institution accredited under the terms of Form B undergoes a regional or government accreditation process that gives an accreditation term of longer than five years, and after a successful administrative review visit, the AAA may extend its accreditation period for up to another five years to match the government accreditation term. The AAA will seek to ensure its Form B accreditations are within twelve months of regional/government accreditation visits to take best advantage of the institutional *Self-Study* and government reports coming from those visits.

Interim Visit

An interim visit takes place in the middle of a voted accreditation term and is focused on the institution's response made to major recommendations highlighted during the last accreditation visit. Also, it is expected that 50% or more of other recommendations will be fulfilled or that significant progress toward fulfillment has been made by that time. The terms of the visit will have been identified by the AAA when the accreditation term from the regular visit is voted.

Administrative Review Visit

An administrative review visit is only available to institutions accredited under the terms of Form B that are also accredited through a strong regional/government accreditation process which ~~that~~ gives an accreditation term in excess of five years. The administrative review visit takes place after the initial five year accreditation period awarded by AAA and can recommend an extended term up to that awarded by the government/region, but not normally in excess of another five years.

Focused Visit

When an institution is facing a particularly difficult or challenging situation, a focused visit can take place, initiated by the institution, its board, or the AAA. See also "Changes to Accreditation Status" (I-9).

The details of all the visits outlined above are discussed in Part II of this accreditation handbook.

Adventist Accrediting Association

ACCREDITATION HANDBOOK

Part II:

The Accreditation Visit

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THE REGULAR ACCREDITATION VISIT

Parameters of Visit

The regular accreditation visit can take place under the terms of a Form A *Self-Study* or the more focused Form B *Self-Study*. Part I of the *Accreditation Handbook* outlines the basis on which an institution will be accredited under each of these two forms. In both cases, however, the regular accreditation visit is a full accreditation team visit in which the institution will be involved in an extensive self-evaluation process prior to the visit. The conclusions of the self-evaluation will be given in the relevant *Self-Study* document provided by the institution to the team. This *Accreditation Handbook* will outline the responsibilities of all involved in the visit and identify the possible accreditation recommendations that can be made to the AAA.

Initial Arrangements

Usually in April of the year preceding the year that a regular accreditation to a college/university is scheduled, the secretary of the Adventist Accrediting Association will inform the institutional president that a visit is due. Along with this letter, the president of the institution will be sent a copy of the *Accreditation Handbook*. Copies of the letter will be sent to the chair of the Board of Trustees of the relevant institution, the General Conference Education Department liaison to the division in which the institution is located, and to the Division Education Department Director. At the same time a letter will be sent to the chair of the relevant division BMTE or equivalent with a copy to the institutional president and the board chair, reminding them of the need to ensure that all BMTE/IBMTE endorsement processes are completed prior to the AAA visit.

Once the institution is informed of the plan for an AAA visit, the relevant General Conference education department liaison will take the initiative in contacting both the director of the education department of the division in which the college/university to be visited is located and the president of the institution. They will agree on the appropriate timing for the visit during the scheduled year.

As soon as an institution is advised that an accreditation visit is due, they are advised to start the *Self-Study* process required for an AAA visit (see Parts III and IV of the *Handbook*).

Committee Selection

The General Conference liaison usually serves as chair of an accreditation committee and the education director of the division involved serves as the committee's secretary. These two individuals, in consultation with the institutional president, will then select and recommend the rest of the team to the staff of the Adventist Accrediting Association for approval. In some agreed situations, the chair will be an administrator from a Seventh-day Adventist peer institution. In this case the General Conference and division

representatives appoint the chair and the chair is invited to be involved in selecting the rest of the team. When the GC liaison is not the chair, he/she will normally serve as committee secretary.

The individuals recommended for an accreditation team will be experienced in various areas of administration and education, matching the profile of the institution. It is advised that one team member come from another division to the institution being visited and that at least one team member not be a denominational employee. The chair of the evaluation committee or, at his/her request, the committee's secretary will contact the members of the committee and obtain the approval of the employing organization for their involvement in the visit. A typical team size is five to seven members.

Financial Arrangements

Normally the transportation costs of any team member employed by the Seventh-day Adventist church is the responsibility of the employing organization. The local division is usually responsible for travel expenses of any individual not employed within the church system. The General Conference liaison may negotiate alternative funding arrangements for individuals traveling from other divisions where expenses are excessive.

The institution to be visited is expected to provide room and board in addition to local transportation to the members of the committee.

Pre-Visit Expectations

Approximately **three months before the visit**, the chair of the visiting committee will mail a letter to the committee members outlining the plans for the visit and enclosing (1) a copy of the report prepared by the last evaluation committee as well as any interim visit reports, and (2) a copy of the *Accreditation Handbook*. A letter will be sent also to the president and the board chair of the college or university to be visited, outlining the plans for the visit. All letters will be copied to the relevant division education director.

The chair of the committee will also continue to work with the appointed committee and the institution and, where possible, establish a tentative schedule prior to arrival of the committee on site.

One-month prior to the visit, the president of the institution will be responsible for providing to all members of the committee copies of the completed *Self-Study* document which will include specific responses to the recommendations made by the committee that conducted the last full evaluation visit as well as any recommendations made by an interim evaluation committee. Along with this document, the president should send a current *Bulletin/Catalog/Prospectus* and a copy of the institutional strategic plan. A copy of the most recent audited financial statement should also be sent to the committee chair.

The president or his/her designee will also be responsible for assigning a committee room for the visiting team, including access to a computer and printer (and ideally the internet).

This room should also contain the documents identified by the AAA as required for a visit (see "Required Documentation" below), and these should be in the room when the team arrives on campus.

Prior to arrival on campus it will be the responsibility of the committee members (1) to read the documents sent to them in advance of the visit and (2) to inform the relevant individual identified by the chair (usually the division education director) of the time and place of their arrival to the area so that arrangements for their transportation and housing can be made.

Overall Schedule

The schedule agreed between the visiting team and the local administration should include times for the following:

- An organizational meeting of the visiting committee to agree on procedures and individual assignments.
- An initial meeting between the administrative team of the institution and the visiting committee to discuss the institution's formal responses to the recommendations of the previous visit as well as major developments, achievements, trends, and challenges in each of the following areas: academic, finance, student life, nurture/outreach activities, physical plant, industries, etc..
- Opportunity for individual interviews between selected members of the committee and members of the administrative team to discuss specific issues relating to the institution and the *Self-Study*.
- A review of the physical master plan and projections of new buildings, followed by a selected guided tour of the facilities.
- Selected individual meetings between members of the committee and academic department chairpersons/deans, departmental faculty (without chairpersons), campus pastor and/or chaplain, heads of services (dormitories, library, computer center, laboratories, cafeteria, health clinic, industries, maintenance, etc.), and president/officers of the student association.
- Group interviews between selected members of the committee and student representatives from various levels and departments. In the case of graduate programs, these interviews may involve all the students in a specific school or degree program.
- Individual/group interviews between selected members of the committee and available members of the institutional board, including its chair.
- Preparation of a written report with input from all the members of the committee, formal agreement on the recommendation to be forwarded to the Adventist Accrediting Association, and approval of the draft of the report. See Appendix C for an outline of the evaluation report and Parts III and IV of the *Accreditation Handbook* for suggested issues to be considered by the team.
- Exit report. After the visiting committee has completed the preparation of the draft of their report, they shall use the following process in the presentation of the exit report. (1) Review the findings with the institution's Board chair, officers,

administrative officers verbally and correct any factual errors that may be pointed out; (2) Present the report to the administration, faculty, staff, and student leaders in a public meeting; (3) The Chair of the visiting committee will not announce the confidential recommendation that will be made to the AAA Board pertaining to the accreditation term; (4) The Chair shall invite the chief administrator and Board chair to say a few words to receive the report; (5) No discussion of the report shall be encouraged during the process. Such discussions, if any, can be a part of the response of the administration to the chairman of the AAA committee.

- Final meeting of members of committee to discuss issues raised during the exit report and to agree on the final draft and accreditation recommendation that will be signed by all committee members. In addition, the chair will elicit from the committee a self-evaluation of the visit procedures and outcome.

- After the visit, a draft will be sent to the institution for correction of error of fact. The president will send corrections of error of fact to the site visit chair, with supporting documents if necessary. The site visit chair will update the document regarding any needed corrections of error of fact and send it to the team members for review and feedback.

- After being voted by the AAA Board, the final copy of the report will be sent back to the institution by the AAA secretary. The board chair will present it to the Board and the college/university president shall present it to the faculty to initiate broad-based engagement in fulfilling the recommendations of the report. For example, administration may choose to form faculty committees to study one or more parts of the report to suggest a strategy for fulfilling the recommendations within a set time frame. This strategic plan, including the time frame, should be approved by the Board and followed by the administration. The administration is expected to provide updates in reports to the AAA.

Required Documentation

The following documents and materials must be available to members of the accreditation committee in a room designated for their work on campus at the time of their arrival on campus:

- The *Board Handbook* or *Manual*
- The latest edition of the college or university *Bulletin*
- The *Faculty/Staff Handbook*, including job descriptions for administrators, faculty, and staff
- The *Student Handbook*
- Minutes of the Board and the Administrative Committee for the last three years
- All audited annual financial statements since the last regular accreditation visit (or three years in the case of Form B institutions)
- The current institutional budget
- A year-to-date financial operating statement
- Report of the Financial Oversight Committees (Audit and Compensation Review).
- Annual report of the treasurer/chief financial officer that is provided to the board.

This report must include the financial statement, all schedules—including loans receivable or loans guaranteed or cosigned for subsidiary organizations, assets pledged as collateral, and any off-balance-sheet obligations of the organization concerned

- A copy of the class schedule and the academic calendar
- Campus map
- Institutional master plan(s), including spiritual master plan(s) if not integrated in a detailed manner into the full master plan
- Documents on affiliations and extensions
- Course syllabi, organized by schools and departments, with information on how the integration of faith and learning takes place in classes
- Listing of church affiliation of each administrator, faculty, and staff member by department
- Church affiliation percentages for student body for traditional and non-traditional students
- Institutional publications such as sample articles, news releases, and PR materials used with the university/college constituency
- List of faculty research/publication records. The team shall also be given access to faculty files/portfolios
- Administrative/faculty/staff pay scales as related to the approved denominational scales or approved by Board action
- A list of recommendations for endorsement of relevant faculty teaching in the seminary/department of religion and a copy of any alternative International Board of Ministerial and Theological Education (IBMTE) process approved for the institution
- Most recent AAA accreditation *Self-Study* and visiting committee report and any interim/annual reports completed since that visit
- Copies of any national/regional accreditation/validation material (annual reports, self-studies, government accreditation/validation notifications, any correspondence changing accreditation/validation status, etc.)

The Accreditation Report

The accreditation report written during the accreditation visit will follow the outline identified in Appendix C. While the chair and secretary of the committee will be responsible for ensuring the completion of the report, all team members will be involved in writing the report, particularly the writing of commendations and recommendations in their areas of expertise.

Appendix D provides advice to team members on writing recommendations and commendations.

Accreditation Recommendation

The accreditation recommendation is the overall recommendation on whether an institution should be accredited or reaccredited, and, if so, for what term and with what conditions, if any.

In considering the accreditation recommendation (to be reached by a majority vote), the visiting committee will have at its disposal the following options:

1. *A five-year institutional accreditation with no interim visit.* This is for an institution that has fulfilled or satisfactorily addressed all the previous recommendations, that has submitted an acceptable *Self-Study* in advance of the visit, that shows adequate strength in each major area identified in the *Self-Study*, and that anticipates no major changes which will impact its mission, Seventh-day Adventist focus, or the financial and administrative stability of the institution. The recommendation may include the request for written reports on specific items at established times.

2. *A five-year term of institutional accreditation with a report and administrative review visit at the end of that period by a team appointed by the AAA, and the possibility of extension of the term to that of the regional or government term of accreditation/recognition.* Additional interim reports may be requested. **This term is only available for institutions accredited under the terms of Form B.** This is for an institution that has a strong track record of success in external accreditations, that has fulfilled or satisfactorily addressed all previous AAA recommendations, that has submitted an acceptable *Self-Study* in advance of the visit, that shows adequate strength in each major area of its operation, and that anticipates no major changes that will impact its mission, Seventh-day Adventist focus, or the financial and administrative stability of the institution.

   At the time of the administrative review visit the team will expect to find that the institution has: (a) met the major recommendations of the previous visiting committee, (b) made significant progress toward meeting all other AAA recommendations, and (c) made satisfactory progress in addressing the relevant issues raised by the regional accrediting or governmental review process. Only if these criteria are met may the visiting committee recommend, and the AAA grant, an extension of the accreditation term that will match the term granted by the regional or governmental agency. If these requirements have not been met, the visiting committee shall recommend, and the AAA may grant, a one-year extension of accreditation to the institution to allow it to prepare a *Self-Study* and be ready for a full accreditation visit at the end of the one-year extension.

3. *A five-year institutional accreditation with an interim visit.* This is for an institution that has satisfactorily fulfilled or addressed the previous recommendations, that has submitted an acceptable *Self-Study* in advance of the visit, that shows weaknesses in a few areas, and/or is experiencing or will

experience in the near future important changes in its administration, status, programs, or size which could impact the institutional mission and/or Seventh-day Adventist identity. These specific issues will be identified in major recommendations. At the time of the interim visit the team will expect that the institution has fulfilled or made substantial progress in fulfilling all of the major and other recommendations. The approximate time for the interim visit will be identified in the accreditation recommendation.

4. *Three or four year institutional accreditation. Interim reports or visits may be included.* This is for an institution that has not fulfilled several previous recommendations, that has not prepared an acceptable *Self-Study* that shows weaknesses in several areas of its operation or leadership, and/or is experiencing or will experience significant changes in its leadership and/or programs which could impact the institutional mission and Seventh-day Adventist identity. Only on rare occasions, where external situations result in institutional instability beyond the control of the institution, may a team give a recommendation of only a one or two year term of regular accreditation.

5. *Deferral*. Deferral is not a final decision. It is interlocutory in nature and designed to provide time for the institution to correct certain deficiencies. This action allows the Board to indicate to an institution the need for additional information or progress in one or more specified areas before a decision can be made. Deferrals are granted for a maximum period of one year.

6. *Probationary status, with a specific time limit of two years or less.* This is for an institution where the accreditation visit is unsatisfactory or the pre-work by the institution is unacceptable. One or more of the following will be evidenced:
   - The institution has not submitted an acceptable *Self-Study*
   - The institution has not submitted a *Self-Study* on time
   - The institution has not made significant progress in responding to the recommendations of the previous evaluation visit
   - The institution shows substantial weaknesses in major areas of its operation or leadership
   - The institution is not representative of Seventh-day Adventist educational philosophy, policy, and/or practice.
   - The institution disregards IBE/AAA guidelines and/or actions

These weaknesses need to be carefully documented, with specific conditions, expected evidence of their fulfillment, and a time frame for the removal of the probationary status. In situations where one particular department/school shows significant weaknesses, the visiting team may recommend a focused visit to the institution within a two-year period to review that program. If the college or university has not resolved the identified problems by that time, then the whole college/university may be placed on probation.

7. **Issue an Order to Show Cause.** An Order to Show Cause is a decision by the AAA Board to suspend or terminate the accreditation of the institution within a maximum period of one year from the date of the Order, unless the institution can show cause why such action should not be taken. Such an Order may be issued when an institution is found to be in substantial noncompliance with one or more Standards or Criteria for Review, or has not been found to have made sufficient progress to come into compliance with the Standards. An Order to Show Cause may also be issued as a summary sanction for unethical institutional behavior or constant disregard of IBE/AAA guidelines and/or actions. In response to the Order, the institution has the burden of proving why its candidacy or accreditation should not be suspended or terminated. The institution must demonstrate that it has responded satisfactorily to Board concerns, has come into compliance with all Standards, and will likely be able to sustain compliance.

   The candidacy or accredited status of the institution continues during the Show Cause period, but during this period, any new site or degree program initiated by the institution is regarded as a substantive change and requires prior approval. In addition, the institution may be subject to special scrutiny by the AAA Board, which may include special conditions and the requirement to submit prescribed reports or receive special visits by representatives of the AAA. The Order to Show Cause is sent to the chief executive officer and the chair of the governing board.

8. *Suspension of accreditation.* This is for an institution that either refuses to fulfill the recommendations of previous evaluation visits, does not welcome an AAA visit, and/or openly deviates from the philosophy and objectives of Seventh-day Adventist education. These will need to be carefully documented, with specific conditions that will allow the institution to regain regular status with the Adventist Accrediting Association.

Right of Appeal

Appeals on actions related to the approval of new programs or programs undergoing substantive changes may be submitted to the International Board of Education. Appeals regarding accreditation are submitted to the Adventist Accrediting Association. The reasons for the appeal must be predicated on one of the following: the team or Board drew their conclusions based on inaccurate information, the team or Board failed to follow procedure, or the team or Board acted unprofessionally (for example, through conflict of interest, prejudice, etc.).

Right of Appeal—Division. Any action of the division board involving a specific institution or program may be appealed by the same in writing, through the respective division education committee within 90 days of notification of such action. Such an appeal may be supported by a representation of no more than three persons before a meeting of the board. The board, in closed session, shall then render its decision.

Within 90 days of the Division Board of Education and/or Executive Committee issuing a decision, the involved institution may request reconsideration of the decision by the division education committee provided the request is based on new information. Such review may be supported by representation of no more than three persons appearing before a meeting of the division education committee. The division education committee in executive session shall then render its final decision. If, after the final decision is rendered by the division Education Committee, the matter is not resolved, written appeal by the institution may be made to the International Board of Education or the AAA, through the General Conference Department of Education which shall have discretion to determine whether to accept the appeal for review. The Department of Education may recommend an independent assessment of the proposal and make a recommendation to the IBE/AAA based on its independent conclusions.

Right of Appeal—Site Visit Report. Applying institutions can appeal the overall conclusion of the on-site team by writing a response to the team report within 90 days of receipt of the final report. This will only be considered by the IBE /AAA if the appeal is to the major recommendation on approval of the proposed new/changed program. Disagreement with other statements in the report may be documented, but these will not constitute an appeal. Any appeal should succinctly identify the reasons for disagreement with the findings of the site team, provide supporting evidence for the request for a differing conclusion, or demonstrate where the team did not follow procedure. An appeal must be submitted within 90 days of the completion of the original report and at least 10 working days prior to the meeting of the IBE/AAA. Such an appeal may be supported by a representation of no more than three persons before a meeting of the board. The board, in closed session, shall then render its decision.

Right of Appeal—IBE/AAA. If the International Board of Education/Adventist Accrediting Association changes the recommendation of the on-site team to the detriment of the applying organization, that organization can appeal the Board action by submitting a written request for a reconsideration of the action within 90 days of receiving notification. This request must provide reasons, with supporting documentation attached, for why the Board action is considered unfair by the organization. This appeal will be considered at the next meeting of the IBE/AAA. Such an appeal may be supported by a representation of no more than three persons before a meeting of the board. The board, in closed session, shall then render its decision. In extreme and far-reaching decisions, further appeal may be made to the General Conference Executive Committee.

Accreditation Recommendation for an Institution Facing Initial Accreditation

An institution facing its first accreditation after being awarded candidacy status can be given any of the accreditation terms identified in 1, 3-5 above, although its *Self-Study* will respond to recommendations made at the time candidacy was given, rather than to recommendations of any previous AAA visit.

If the visiting accreditation team considers that an institution in candidacy status does not reach the required standard for accreditation, it may recommend that the institution be dropped from candidacy and that no accreditation be awarded, or it may extend candidacy for a maximum of two years. If an extended term of candidacy is awarded, the institution will need to have met both the initial recommendations from the team recommending candidacy and any additional recommendations/conditions made at the time of the first AAA visit before the end of the extension period. An extension to candidacy can only be given once.

Final Report and Accreditation Action

The committee chair and secretary will ensure that no longer than two months after completing the visit the executive secretary of the Adventist Accrediting Association will receive the final draft report, including the recommendation regarding the term of accreditation, or other options. At that time copies of the report will also be sent to the president of the institution visited and to the chair of the board. The date when the AAA will consider the report and the accreditation recommendation will also be identified to the institution. (Due to the international nature of AAA, the board meets twice annually.)

Once the final draft accreditation report is received by the institution from the visiting team, it can be used immediately for planning and action. It is expected that the president of the institution visited will distribute copies of the evaluation report among the members of the board and review its recommendations during the next board meeting. In addition, the president will propose to the board a process for addressing each recommendation and assign responsibilities for their fulfillment, with time frames, among his/her administrative team.

However, while the team report can be used as a working document, it will still be considered a draft until the report is voted by the AAA Board. The AAA Board reserves the right to make changes to the terms of accreditation recommended and to make alterations to the submitted report. The institution and its board chair will receive copies of actions taken by AAA Board as soon as practicable after the meeting.

Summary Time Line

Appendix B-1 provides a recommended summary timeline of responsibilities for a regular AAA visit.

THE INTERIM ACCREDITATION VISIT

Parameters of Visit

An interim evaluation of an Adventist university or college takes place when the AAA Board, upon the recommendation of an appointed visiting team, deems it necessary for

the AAA to visit the institution inbetween the times of regular accreditation visits. The decision for an interim visit is voted as part of the AAA action following a regular accreditation visit.

Initial Arrangements (and Committee Appointments)

As with regular accreditation visits, by April of the year preceding an interim visit, the Executive Secretary of AAA will inform the institutional president of the visit that will take place the next year and of the institutional responsibilities in preparation for that visit. The chairman of the institutional board, the education director for the relevant division, and the GC liaison for that division will also receive copies of the correspondence.

The committee appointed to conduct an interim visit will be smaller in size (3-4 members) than the one appointed to conduct a full accreditation visit. Its composition will be agreed upon by the GC liaison for and the education director of the world division in which the institution is located. These individuals usually serve as chairman and secretary of the committee. Other members of the committee will be selected in mutual consultation, taking into consideration the areas or functions of the institution that will be evaluated. The committee will be appointed by the staff of the AAA.

Once the committee is approved, the division education director will contact the administration of the institution to be visited and, in consultation with other team members, will establish the dates of the visit.

Financial Arrangements

Normally the relevant sending organizations will be responsible for the travel costs of the team members to the college/university campus. The administration of the institution visited will provide local transportation as well as room and board to the members of the committee during the visit.

The division education representative will be responsible for all practical arrangements for the trip.

Pre-visit Expectations

Not less than three months before the visit, the GC liaison will forward to the members of the committee a copy of the report of the last full evaluation visit and a copy of the AAA *Accreditation Handbook*. He/she will also confirm the plans for the visit in writing with the institutional president and board chair and will agree to a preliminary schedule.

The president of the institution being visited, in turn, will provide the members of the visiting committee, one month in advance of the visit, a written report identifying

progress made on the recommendations made by the last full AAA team with particular focus on the major recommendations.

The Visit

The interim visit will review progress on the recommendations made by prior AAA team(s) with focus on the major recommendations made at that time and the manner in which the college/university administration has addressed and responded to all of them. The committee members will meet with board representatives, administrators, faculty, staff, and students to ascertain the satisfactory fulfillment of these recommendations.

In preparing its report, the visiting committee will reinstate the recommendations only partially fulfilled and/or add others that require attention before the end of the accreditation period. In cases of institutional disregard for the recommendations made by the last full evaluation, the interim committee may recommend that the institution be placed on probation or that its denominational accreditation be suspended. In any of these cases, the committee will provide specific documentation and evidence in support of these recommendations. The report should follow the pattern of regular accreditation visit reports using commendations and recommendations. All members of the interim evaluation committee will sign the report.

Before leaving campus, the committee will present an exit report of the major findings of the visit to the chair of the board, the institutional president, and others as agreed with the president.

Follow-up

The chair of the committee will be responsible for sending a final copy of the report to the Executive Secretary of the AAA with copies to the institutional president, the board chair, and the division education director no later than one month after completing the visit. The institution may consider the report as a working document as soon as the report is received and should discuss its findings at the next meeting of the institutional board. However, the AAA reserves the right to make changes to the recommendations at the time a vote is taken by the AAA Board.

The AAA Board will consider the report at its next full meeting. This will include any recommendation that would change the status of the institution with the AAA or the length of time to the next full accreditation visit. After action is taken by the AAA Board, the Executive Secretary of the AAA will be responsible for informing the institution of the action.

Summary Time Line

Appendix B-2 provides a timeline of responsibilities relating to AAA interim or administrative visits.

THE ADMINISTRATIVE REVIEW VISIT

Parameters of Visit

An administrative review visit takes place when an institution accredited by the AAA under Form B guidelines has been given a maximum term of accreditation by the AAA (five years) but has a regional/government accreditation term that runs for a longer period. An administrative review visit is intended to provide an opportunity for the AAA to interface in a formal way with an institution after five years have passed since its previous full visit, but without expecting the institution to prepare a full report. If the team is satisfied with the progress made during that time, it may recommend to AAA an extension of the five-year term to coincide with the term given by the regional/government accreditation body.

Initial Arrangements (and Committee Appointments)

As with regular accreditation visits, the Executive Secretary of AAA will ensure that by April of the year preceding the visit the institutional president is informed of the visit that will take place the next year and is reminded of the preparation that will need to be made. The chairman of the institutional board, the education director of the relevant division, and the General Conference liaison for that division will also receive copies of the correspondence.

The administrative review team will include the appropriate GC liaison, the division director of education, and an administrator of a peer institution (ideally an individual present at the last full visit). If the chair of the last visit was a peer institutional administrator, that individual (or a suitable replacement) should also be asked to chair the administrative review team and the General Conference liaison will be the secretary. In other cases the General Conference liaison will serve as the team chair and the education director of the division will be the secretary. The appointment of the team will be by the staff of the AAA on the recommendation of the General Conference liaison and division education director.

Once the committee is approved, the division education director will contact the administration of the institution to be visited and, in consultation with other team members, will establish the dates of the visit.

Financial Arrangements

Normally the relevant sending organizations will be responsible for the travel costs of the team members to the college/university campus. The administration of the institution visited will provide local transportation as well as room and board to the members of the committee during the visit.

The division education representative will be responsible for all practical arrangements for the trip.

Pre-Visit Expectations

Not less than three months before the visit, the GC liaison will forward to the members of the committee a copy of the report of the last full evaluation visit and a copy of the Accreditation Handbook. He/she will also confirm the plans for the visit in writing with the institutional president, vice president for academic administration, and board chair. The correspondence will include an invitation to the board chair to meet with the team in person or to speak to them by telephone or video conference call.

In preparation for an administrative review, the institutional administration will prepare a written report that:

1. Reviews the institution's progress in meeting the recommendations of the last full accreditation visit. (The team will expect that substantial progress has been made in meeting all major and other recommendations.)
2. Identifies key changes and developments in the institutional operation since the last full visit that have impacted on the institutional mission. This might include, for example, major changes in key personnel, shifts in institutional strategy, curriculum developments, the financial status of the institution, and the relationship between the institution and its external accrediting body (bodies).
3. Discusses future directions/plans that will impact the mission.
4. Raises other items of institutional concern that the administration wishes to discuss with the visiting team.

This report will be sent to all team members at least one month prior to the visit. After receiving the report, the GC liaison will be responsible for developing a schedule that will include selected meetings with administration, faculty, staff, and students as necessary.

The team will also want to see, at a minimum, the latest *Self-Study* report written by the institution for the AAA, and the *Self-Study* most recently prepared for any government accreditation visit (or equivalent) along with the response from that accreditation team. These should be made available to the team on arrival on campus. The committee may also direct the institution to have other documentation ready for their examination at the time of the visit.

The Visit

In total, the administrative review visit will be one or two days in length and will largely focus on the content of the institutional report.

The team report will respond directly to the report from the institution and the follow-up discussions resulting from that report. It will be written in the same format as regular AAA reports, using commendations and recommendations, and will be signed by all members of the team. Based on their findings, the team will recommend either a continuation of accreditation until the end of the term given by the local accrediting body, up to a maximum extension of an additional five years or that the AAA visit the institution in a year's time with a full team. The next visit after an administrative visit will be a regular full visit.

The administrative review team will give an exit report to the administration at the conclusion of its visit. The board chair will also be invited.

Follow-up

The final report must be forwarded to the Executive Secretary of the AAA within a month of the conclusion of the visit. The institutional president and board chair shall also receive a copy of the recommended report.

The AAA Board will take action on the recommendations of the report at its next scheduled meeting. The institution can consider the report as a working document until that time and its findings should be shared with its institutional board at its next meeting. However, the AAA reserves the right to make changes to the recommendations when a vote is taken by the AAA Board.

The Executive Secretary of the AAA will inform the president of the college/university visited of the final AAA Board action.

Summary Time Line

Appendix B-2 provides a timeline of responsibilities relating to AAA or administrative interim visits.

FOCUSED ACCREDITATION VISIT

Parameters of Visit

Once the AAA Board takes an action regarding the length of an accreditation term, this decision will be upheld. However, in exceptional circumstances, the AAA may decide to visit an institution during an accreditation term to respond to an identified area of concern.

A request for a focused visit may be initiated by the institution's administration, board, or constituency, or by the AAA board itself responding to circumstances observed in the institution.

Exceptional circumstances may include the following:

1. A financial crisis that could have an adverse impact on the wider church
2. A crisis of mission—where the identity of the institution as a Seventh-day Adventist College or University is at risk. This could be the result of institutional policies that operate outside the expectations of a church institution.
3. A refusal of the institution to respond to the professional requests/expectations of the church—such as in providing information and reports that are integral to the accreditation process.
4. Exceptional personnel issues that leave the institution in a critically unstable situation.

Procedures

Where an institution recognizes it is facing a critical situation, the administration and board may choose to approach the AAA to ask for a focused visit. Such a request should be channeled through the appropriate division department of education. Such a visit will be considered informal. The team membership will be agreed upon between the institution, the division education director, and the AAA. The report with recommendations will be provided to all groups involved in making the original request.

A special visit may also take place by the request of the church organization directly responsible for the organization (normally the union or division), the relevant division department of education, or as a result of substantial concern on the part of the General Conference Department of Education. In each of these cases, the AAA will coordinate the visit with the administration of the relevant division through its department of education.

When a visit is initiated outside the institution, other than by the AAA board itself, the AAA will send a letter of enquiry to the chairman of the board and the chief administrator of an accredited institution with a copy to the division education director outlining the issue at hand and requesting a formal response within 30 days.

On the basis of the response received and in consultation with the division education director, the AAA staff will decide whether (a) the answer resolves the issue, (b) additional information is required, or (c) a focused visit is warranted. If the staff agrees to recommend a focused visit, all members of the AAA Board will be contacted and a two-thirds vote of members casting a ballot will be required to proceed with the visit which should take place within 60 days of the action. If a visit takes place, the GC liaison for the respective division will normally serve as the chair of the team.

Financial Arrangements

Normally the relevant sending organizations will be responsible for the travel costs of the team members to the college/university campus. The administration of the institution

visited will provide local transportation as well as room and board to the members of the committee during the visit.

The division education representative will be responsible for all practical arrangements for the trip.

Follow-up

The written report of the focused visit, with recommendations, will be considered by the AAA Board and the relevant division administration for appropriate action.

Adventist Accrediting Association

ACCREDITATION HANDBOOK

Part III:

Institution of Excellence and the *Self-Study* (Form A)

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INSTITUTION OF EXCELLENCE

When the Adventist Accrediting Association accredits an institution under the terms of Form A, it will be considering both the overall quality of the institution as a tertiary college/university and the way the college/university operation and life fully identifies with institutional and Seventh-day Adventist mission. Within these parameters an institution of excellence will be defined as an institution that meets the following standards:

1. A clear sense of mission and identity, encapsulated in statements of mission, philosophy, objectives and ethics, and evidenced in the total life of the institution.
2. A strong and vibrant spiritual life program, encapsulated in a spiritual master plan that widely involves and impacts both the institution and communities beyond.
3. Governance structure and administrative leadership that provides strong mission-driven direction to the institution, ensures the institution's educational objectives can be met, and nurtures a campus environment characterized by good communication, inclusive decision-making, and strong internal continuous quality improvement of educational and management processes *as evidenced through outcomes*.
4. A financial operation that has a strong financial base (including support from the church), is managed efficiently, and selects budget priorities to support institutional mission.
5. A curriculum that, evidenced by appropriate outcomes, is (a) of an equivalent standard to other tertiary institutions both in the country and within the Seventh-day Adventist college/university sector, and (b) meets the mission and objectives of the institution and church, particularly in the preparation of students for service in the church.
6. A faculty and staff personally supportive of the institutional mission, effective in their transmission of both their discipline and values in the classroom, along with administrative processes to ensure adequate faculty and staff development and evaluation procedures that include mission-focused elements.
7. Resource centers (library and computer services, in particular) that provide adequate resources to support the academic program and policies to ensure ethical and mission concerns are involved in the resourcing choices that are made.
8. Academic policy and records procedures that are efficient and secure and which reflect best practice in tertiary institutions.
9. Student services that provide strong support for the personal and spiritual needs of students and which model and nurture Seventh-day Adventist lifestyle in a constructive manner in all areas of student life.
10. A physical plant, including laboratories, that provides adequate, well-maintained facilities for the development of a quality education program and plans for development that are supportive of the total institution strategic plan.
11. A public relations program that provides an opportunity for dialogue with external constituencies that results in useful and accurate feedback to the institutions and that positions the college/university and its mission positively in the minds of the various constituent groups.
12. Pastoral and theological education with a curriculum that, evidenced by appropriate outcomes, is (a) of an equivalent standard to other tertiary institutions offering pastoral and theological education in the country and within the Seventh-day Adventist

college/university sector, and (b) meets the mission and objectives of the institution and church, particularly in the preparation of students for service in the church.

These indicators of excellence will be used as the standards for evaluation by AAA and are the basis for the institutional Self-Study.

INSTITUTIONAL SELF-STUDY FUNCTIONS

The development of an institutional Self-Study is a significant part of the accreditation process. In particular, it serves the following vital functions:

1. For an educational institution, it provides an opportunity for a formal review and evaluation of its mission, objectives, resources, and outcomes and the relationships among them.
2. For the Adventist Accrediting Association evaluation team, it provides the detailed information that enables them to familiarize themselves with the institution and its direction and draft relevant commendations and recommendations.
3. For the Adventist Accrediting Association and the institution, it reveals the strengths and weaknesses of an institution in relation to how well it meets the accreditation standards. Thus, the Self-Study indicates the areas where the institution must grow and improve, of its own volition, as a means of achieving or maintaining eligibility as an accredited institution.
4. For other colleges, universities, and accrediting bodies, it provides a mechanism with which to determine the value of the courses, credits, and degrees offered by the institution.

SELF-STUDY PROCESS

An institution is advised to start the Self-Study process as soon as they have notification of an AAA visit. The Self-Study should be developed with wide input across the campus. A steering committee (and, if appropriate, subordinate task forces) should be appointed to prepare the document. The completed Self-Study shall be approved by the administrative committee of the institution and will be sent to all team members from the President's office. The team members should receive the material at least one month prior to the time of the accreditation visit.

While the Self-Study should provide essential information, its focus should be on analysis and evaluation of institutional processes. The AAA expects to find an institution that is self-reflective and proactive in development of its spiritual mission and identity.

SELF-STUDY INSTRUMENT

There will be three sections to a Form A Self-Study.

Self-Study Section A

Section A of the Self-Study will respond to the recommendations from the last accreditation visit and to any additional recommendations from any interim or administrative review reports.

The institution will identify:

1. Those items that have been fully implemented and the means by which the implementation was accomplished.
2. Those items that have not been implemented and the reason for non-compliance.

In their response to Section A the team will consider what percentage of recommendations have been met, if there is **evidence** they have been met, and if the reasons for not meeting recommendations are acceptable.

Self-Study Section B

Section B of the Self-Study will provide the results of anonymous surveys conducted with the following groups within one year prior to the date scheduled for the visit: (1) current students, (2) members of the board, (3) faculty and staff, and (4) alumni and constituents.

These surveys should ask questions regarding perceptions of the effectiveness of the institution in meeting its mission and objectives. Where possible, results from the surveys should be used as evidences in Section C of the Self-Study.

Self-Study Section C

Section C of the Self-Study will provide documentation (evidence) in response to the twelve standards identified by AAA as indications of excellence in Form A institutions.

In the table that follows, each standard will be identified. This will be followed in the left hand column by a list of the documentation that an institution will be expected to include in its Self-Study. While an institution may include other information it considers relevant evidence, this is a guide to the minimum expectation.

In the right hand column are examples of what the accreditation team might consider in evaluating the evidence provided by the institution. These lists are given to assist the institution in knowing what types of issues will be considered relevant. It is not meant to be an exhaustive list and team members will use this table only as a guide.

| **Area 1: History, Philosophy, Mission, and Objectives** |

| **Standard: The institution will have a clear sense of mission and identity, encapsulated in statements of mission, philosophy, objectives, and ethics, and evidenced in the total life of the institution.** |

The institution will include information on and analysis of at least the following items in its Self-Study:	*The visiting team will consider the following:*
1.1 A brief history of the institution	
1.2 Official copies of the mission statement, vision, and core values, with an indication of the bodies that approved the statements and the date. Where departments/schools have mission statements, these should also be included or made available to the visiting team. In larger institutions, these mission statements/objectives will be expected.	*Precision and relevance of statement(s); relation to constituency expectation and the mission of the Seventh-day Adventist Church; procedure followed in its development, approval, and latest revision; evidences of its application in the real life of the institution; clear relationship between institutional and department/school statements.*
1.3 A statement of educational philosophy and objectives, with an indication of the bodies that approved these statements and the date, and evidence of their implementation.	*Clarity and specificity of statement; congruence with Adventist educational philosophy; evidences of implementation in the life of the institution.*
1.4 Relevant constitutional statements	*Congruence with Adventist church policies*
1.5 A copy of the statement of professional ethics, approved by the board and the administration, compliance with which is required of all employees of the institution.	*Scope and specificity of statement; procedure for approval; congruence with Adventist church expectation; compliance by administration, faculty, and staff.*
1.6 A detailed description of the institutional involvement in and support of the mission of the Seventh-day Adventist Church.	*The relationship between the college/university and its local church, conference, union, and division; the active support of church standards, ideals, and mission by the administration, faculty, and staff; their personal commitment to biblical/Christian values and lifestyle.*

1.7	An analysis of long range higher education trends in the country/region, with a description of how the college/university maintains its ethos as a Seventh-day Adventist institution, while relating and responding to local trends.	*The institution's understanding of the higher education issues in the country; the institution's role and place in the local higher education environment; its success in maintaining both local credibility and denominational focus.*
1.8	Plans for development and improvement within this area.	

Area 2: Spiritual Development, Service, and Witnessing	

Standard: *The institution will have a strong and vibrant spiritual life program, encapsulated in a spiritual master plan that widely involves and impacts both the institution and communities beyond.*

The institution will include information on and analysis of at least the following items in its Self-Study:	*The visiting team may consider the following:*
2. 1 A detailed description of the spiritual master plan of the institution including a chart of responsibilities, a list of the beliefs and values to be conveyed to the students, the process to evaluate the achievements of the plan, and the procedure for implementing changes in the plan.	*Procedure for the plan's development with administration and faculty/staff involvement; scope and organization of the plan; specific objectives for the intentional transmission of Seventh-day Adventist beliefs, principles, values, and lifestyle through curricular and co-curricular activities; action plan with identified responsibilities, assessment instrument; frequency of reporting to the board.*
2.2 A description and evaluation of the involvement of administration, faculty, and staff in the spiritual development, nurture, service, and witnessing activities of students, including distance education, and/or other nontraditional programs.	*Quality of the overall program; devotional and worship meetings; work on behalf of non-Adventist and off-campus students; programs or requirements for student service; outreach programs; relationship with Global Mission; level of involvement by administration, faculty, and staff, in specific activities.*
2.3 A description and evaluation of student involvement in in-reach, service, and witnessing programs such as devotional meetings, drug and alcohol prevention, evangelism, Youth Ministry outings, periods of spiritual emphasis, personal witness, etc.	*Selection of student spiritual leaders; involvement of students in planning for in-reach and mission activities; breadth of possibilities for student involvement in spiritual activities; strength of student missionary program; number of students actively involved in in-reach or outreach activities; student survey responses on strength of spiritual program opportunities.*

2.4	A description of the role that the campus church pastor and/or the chaplain and their associates play in the spiritual formation and life of the students.	*Job descriptions; line of authority and responsibility; involvement in the development and implementation of spiritual master plan; relationships with administration, faculty, staff, students, and denominational structure, including the Division Chaplaincy Endorsing Department; evaluation of services.*
2.5	Reports on the institution's spiritual life presented to the Board of Trustees during the last three years prior to the accreditation visit.	*Review and assessment of a recent report on the institution's spiritual life and outcomes presented to the board.*
2.6	A description of the institution's involvement in and support of any off-campus service organizations.	*Breadth of involvement; consistency of support; attitudes of supported organizations; numbers involved from institution; impact on institution.*
2.7	Plans for development and improvement within this area.	

Area 3: Governance, Organization, and Administration

Standard: The institution will have a governance structure and administrative leadership that provides strong mission-driven direction to the institution, ensures the institution's educational objectives can be met, and nurtures a campus environment characterized by good communication, inclusive decision-making, and strong internal continuous quality improvement of educational and management processes as evidenced through outcomes.

The institution will include information on and analysis of at least the following items in its **Self-Study***:*	*The visiting team may consider the following:*
3.1 Documents that define the relationship of the institution to other entities and organizations (the church, government, other educational institutions, etc.). This should include information on accreditation/validation arrangements, and affiliation and extensions, and an evaluation of each to the mission of the institution.	*Clarity of defined relationship; maintenance of a Seventh-day Adventist ethos; value of relationships to institution; level of recognition and accreditation by local region/government; collaborative relationships; networking of the institution.*
3.2 A description and analysis of the operation of the Board of Trustees: membership representation of the constituency, election process, initiation of new members, board committees (including Audit and Compensation Review Committees), procedures for receiving input from the constituency, relationship of the board members to the college/university administration and the faculty, frequency of meetings, implementation of its actions, etc.	*Level of board representation of the constituency; election process; adequacy of size; handbook outlining authority and responsibilities (the board governs and the administration administers); process of induction of new board members; frequency of meetings; work of board committees (e.g., the Academic Affairs Committee is typically chaired by the Union/Division Education Director); quality of contacts with the institutional community (administrators, faculty, staff, students, alumni); procedures for receiving input from the constituency; minutes; implementation of actions; attitude of board members toward the institution and scope of their support.*

3.3	A description and analysis of the procedures used by the Board of Trustees to evaluate its own performance, to assess the performance of the institution's president, and to determine how successful the institution is in achieving its mission, including the results of the most recent assessment.	*Evaluation of and support for the president's performance; process for, results, and follow-up of board self-evaluation; means and effectiveness of board evaluation of institutional mission.*
3.4	A description of the process by which decisions of the Board of Trustees and the administrative committee, etc. are communicated to the faculty, staff, constituency, and students.	*Effectiveness of communication of board actions to members of the institutional community and to stakeholders; effectiveness of communication of administrative committee actions to relevant constituent groups.*
3.5	An administrative flow-chart of the institution with a listing of all administrative staff and their responsibilities.	*Listing of duties; delegation of authority and responsibility; quality of relationships and efficiency in operation; fluidity of two-way communication between administrators and faculty, staff, and students; effectiveness of procedures for improving administrative operation.*
3.6	A listing of all on-campus committees, giving their membership, terms of reference, frequency of meetings, and inter-relationships.	*Effectiveness and efficiency of committee operation; broad involvement of faculty and staff; communication of committee actions; appropriateness of operational parameters.*
3.7	A description of the procedure used by the administration and the board for selecting administrative personnel, faculty, and staff who are committed to the Seventh-day Adventist message and mission, and for initiating them into the life of the institution.	*Clarity and openness of processes; transparency to applicants of institutional mission, expectation, etc.; effectiveness of orientation/mentorship programs for new employees; processes for advertising and interviewing prospective candidates; staff/faculty input into employment process.*
3.8	A list of policies regarding hiring, employment conditions and benefits, and dismissal of administrative officers.	*Fairness; specificity; contracts; grievance processes; perception among staff of effectiveness and justness of employment conditions.*

3.9	A description of the arrangements that the board and the administration have in place to receive legal advice on institutional matters, including copies of the documents on conflict of interest and policies on ethical issues.	*Availability of legal counsel to board and administration; documents on conflict of interest; policies on harassment, equal opportunities; compliance with relevant government and accreditation regulations.*
3.10	A description of the institutional procedures for the evaluation and improvement of administrative effectiveness.	*Clarity and effectiveness of evaluation processes; impact on improving administrative effectiveness; evidences of regular evaluation process in operation.*
3.11	A description of the faculty organization and administration and the procedure used to convey their recommendations to the administration, along with an evaluation of the effectiveness of the communication process.	*Role and voice of faculty in administrative operations; support of processes to institutional mission; means and effectiveness of communication processes; faculty perceptions of being heard by administration.*
3.12	A description and analysis of the processes in place for institutional continuous quality improvement and assurance and outcomes assessment, with particular reference to how feedback on the success of the institution in fulfilling its mission as a Seventh-day Adventist institution is collected, evaluated, and used in planning. This should include reference to internal and external constituencies, including graduates, and the results of recent surveys.	*The choice of areas for institutional research; effectiveness and efficiency of processes to receive feedback; evaluation of feedback; relationship between evaluation and institutional planning; communication of information; relationship between research tools and institutional mission.*

3.13 A description of the way in which the college/university co-operates with its division Board of Ministerial and Theological Education (BMTE) in implementing International Board of Ministerial and Theological Education (IBMTE) expectations regarding pastoral training and the faculty employed in such programs. The process for endorsing faculty should be completed prior to the AAA visit. (See the IBMTE Guidelines for further information on the process.)	*Cooperation of institution with IBMTE processes; effectiveness of internal processes to monitor the mission-focus of pastoral education; completion of pre-visit procedures for endorsement of faculty.*
3.14 An outline of the policies and procedures the institution has in place to respond and relate to unexpected events and institutional crises, including press relations.	*Policy clarity; awareness of policies and procedures by relevant personnel; meeting of government requirements on health and safety, etc., effectiveness of processes if used.*
3.15 The institutional master plan/strategic plan (at least 5 years), with supporting documents for the physical plant, faculty and staff, future academic programs (including distance education and/or other nontraditional offerings), resource centers, student enrollment projections, financial resources, etc.	*Involvement of relevant groups in preparing the plan; link to institutional mission; clarity of direction; feasibility of plan; financial backing for plan; communication of plan; support of plan by different constituent groups.*
3.16 Plans for development and improvement within this area.	

Area 4: Finances, Financial Structure, and Industries

Standard: The institution will have a financial operation that has a strong financial base (including support from the church), is managed efficiently, and selects budget priorities to support institutional mission.

The institution will include information on and analysis of at least the following items in its Self-Study:	*The visiting team may consider the following:*
4.1 A report on the commitment of the sponsoring church organizations to the institution's financial viability including annual church subsidies and appropriations from conferences, union, division, and General Conference, expressed in local currency amounts and as a percentage of total income, given to the institution since the last accreditation visit.	*Adequacy of level of church support; stability of institutional finances; dependency on church for crisis financial support; impact of institutional finances on financial stability of supporting church organization(s).*
4.2 A copy of the most recent audited financial statements, reports of the Financial Oversight Committees (Audit and Compensation Review) as well as the annual report of the treasurer/chief financial officer to the board or executive committee with a copy to the next higher organization that enumerates all outstanding loans, a year-to-date operating statement and the commitment of the college or university to any long-term debt, including a statement on the plans to meet any outstanding debt obligations.	*Effectiveness and timeliness of financial processes; level and reasons for institutional debt; realism of plans to meet outstanding debt obligations. Evidence that the minimum compensation and allowances/benefits paid to all elected or board-appointed officers are reviewed during the previous year to determine its reasonableness and compliance with compensation policies of the denomination.*
4.3 A description of the organization and staffing of the business and accounting offices, and the respective responsibilities.	*Adequacy of staffing; effectiveness of organization; description of responsibilities; line of authority; quality of accounting.*

4.4	A list of policies and procedures for budget preparation, financial control, receipt and expenditure of cash, and audit. A description of how institutional mission is considered in budget priorities.	*Involvement of cost centers in budgeting; level of accounts payable; effectiveness of financial control procedures; consideration of institutional mission in setting budget priorities.*
4.5	A description of the institution's fund-raising programs, policies, procedures, and controls.	*Ethical nature of policies and procedures; controls on expenditure of restricted funds and endowments; fund-raising strategy; level of funds raised.*
4.6	A list of policies regarding student fees, including policies to keep accounts current.	*Policies and procedures for determination of fee levels; appropriateness of fee level for constituency; effectiveness of processes to keep fees current.*
4.7	An outline of the institutional industries, including flow chart, managerial responsibilities, staff, operations in relation to the institutional goals, impact on institutional finances, involvement of students, etc.	*Efficiency and effectiveness of operation; congruence of operations with institutional goals; support of financial needs of institution; level of provision of work for students.*
4.8	A description of the risk management program and insurance coverage for the institution, personnel, and students.	*Adequacy of insurance coverage for institution, personnel, and students according to Union/Division guidelines.*
4.9	A three-year plan regarding future operating finances of the institution	*Relationship of plan with master-plan of institution; realism of plan; relationship between income and expenditure of previous years, and projections for the future.*

4.10 A table identifying operating losses and gains for the last five years, and the working capital/liquidity ratios at the end of each of those years. If working capital and liquidity percentages are not at policy level, the report should identify what timed plans are in place to ensure that policy expectations are met.	*Pattern of institutional financial health; effectiveness of institutional processes to ensure ongoing financial stability. Working capital (i.e. Current assets above the total of current liabilities)-20 percent of the operating expense, or for interim statements, the latest 12 month actual operating expense, of the latest complete fiscal year, plus allocated net worth (reserves). Liquidity-cash and bank plus securities and investments divided by total current liabilities and gross allocated funds. See GC Working Policy S 25 Financial Ratios.*
4.11 A specific plan and budget for capital improvements and expenditures for the last, current, and following year.	*Process for approving plans for capital expenditures; institutional capital needs and ability of institution to adequately fund needs.*
4.12 A description of the funding and use of depreciation funds.	*Congruence of processes with church policies.*
4.13 A copy of endowments, endowed earnings, and endowment appropriations.	*Appropriate and ethical use of endowments; investment policies.*
4.14 A description of funding for the institution's technology resources over (at least) three years.	*Evidence of a three-year financial provision for technology resources.*
4.15 Plans for development and improvement within this area.	

Area 5: Programs of Study

Standard: The institution will provide a curriculum that, evidenced by appropriate outcomes, is (a) of an equivalent standard to other tertiary institutions both in the country and within the Seventh-day Adventist college/university sector, and (b) meets the mission and objectives of the institution and church, particularly in the preparation of students for service in the church.

The institution will include information on and analysis of at least the following items in its Self-Study:	*The visiting team may consider the following:*
5.1 A list of the programs currently offered, including degree requirements, course sequences, course descriptions, and credit definitions. (These may be provided through an institution's *Bulletin*, if it is up-to-date. Degree programs launched after the last accreditation visit must include the date on which they were recognized by the Seventh-day Adventist International Board of Education [IBE] or the International Board of Ministerial and Theological Education [IBMTE].) A description of distance education, and/or other nontraditional programs.	*Relationship of courses and content with institutional mission; marketability; quality in relation to other courses in the country and other Seventh-day Adventist colleges/universities; other possible areas of development to meet market and church needs; whether church processes for program approval have been followed. Congruence of distance education and/or other nontraditional programs with the institution's goals and mission.*
5.2 A description and evaluation of the programs and procedures that encourage and ensure that the faculty integrate their faith with their teaching and that, in turn, have a positive effect on student learning of subject matter and Christian values.	*Adequacy of procedures to encourage and ensure that each course is approached from a biblical-Christian perspective, conveys Christian values, and fosters the transmission of Adventist beliefs; evidences of this integration in course syllabi and student response.*
5.3 A description and evaluation of the institutional procedures for curricular development, implementation, and change, identifying how the church and institutional mission inform these decisions.	*Clarity of process; involvement of faculty, administration, constituency and students; consideration of market potential; process for ensuring adequacy of funding for new programs.*

5.4.	A description and evaluation of how programs with a focus on preparing students for professional positions in the Seventh-day Adventist church (e.g. pastoral training, education, etc.) provide an environment and curriculum that encourages a positive and committed attitude by graduates to the church, and how the college/university ensures graduates are meeting the needs of the church.	*Process for evaluating professional programs; input from church leadership and constituency; ongoing interface between faculty in professional departments and the church; outcomes expected from programs; congruence between department objectives and outcomes evidenced in graduates.*
5.5	A description of the class-size analysis and instructor-student ratios.	*Adequacy of ratio; appropriateness of class size to particular subjects; equitable faculty loading.*
5.6	Procedures for the evaluation and improvement of instruction.	*Effectiveness, thoroughness of evaluation process; inclusion of evaluation in support of institutional mission; intentionality of planning for improvement.*
5.7	A copy of the academic master plan, identifying priorities regarding new degree programs (including distance education and non-traditional programs), curricula, and instruction.	*Relationship between academic master plan and whole institutional plan; priorities regarding new programs (including distance education and non-traditional programs); consideration of student enrollment trends in planning; financial support for plans.*
5.8	A description of the programs that accommodate the unique needs of special students.	*Identification of unique needs; process for meeting needs; effectiveness of processes as experienced by students and seen in student outcomes.*
5.9	A description of core curriculum/general education requirements, and an evaluation of their success in supporting the total academic program and the institutional mission.	*Relationship of curriculum to mission and objectives; approach and consistency of content and delivery, adequacy of evaluation processes,*
5.10	A description of the ways in which every teacher is encouraged to integrate faith with the discipline in all courses (including distance/online) and in which the institution fulfills the religion course requirement in all programs.	*Identification of means through which faith is meaningfully integrated in the various courses and programs (including distance/online) and the institution fulfills the religion course requirement in all programs.*

	Undergraduate: Ensure that three semester (four quarter) credits of religion courses are required for each year of full-time study for a minimum of 12 semester (18 quarter) credits for a four-year degree or three semester (four quarter credits) for every 32 semester (48 quarter) credits. Half of the credits must be based on study of the Bible. *Graduate: Ensure that two semester (three quarter) credits of graduate-level religion/theology courses are required for each year of full-time study (or the equivalent). At least one course must be based on the study of the Bible.* *These required courses may introduce new material at a graduate level or examine previous knowledge and attitudes so that understanding is reconsidered and synthesized in light of new learning and accepted practices undergo the rigor of the thoughtful analysis. Team-taught courses in which disciplinary knowledge is combined with religion/theology are acceptable (e.g., business ethics, religion and medicine) but the prefix and primary oversight must come from the religion/theology department. Institution may adopt variable structures and provide evidence of attainment of student learning outcomes and content mastery otherwise covered through the inclusion of specific religion/theology coursework.*
5.11 A description of distance education curricula – including online, hybrid and/or blended learning, and an evaluation of how this supports the total academic program and the institutional mission. Courses offered via distance education are specifically designed for the modality.	*Relationship of curriculum to mission, and the provision of the widest offering of various modes of delivery of curricula.*
5.12 Plans for development and improvement within this area.	

Area 6: Faculty and Staff

Standard: The institution will have faculty and staff personally supportive of the institutional mission, effective in their transmission of both their discipline and values in the classroom, administrative processes to ensure adequate faculty and staff development, and evaluation procedures include mission-focused elements.

The institution will include information on and analysis of at least the following items in its Self-Study:	*The visiting team may consider the following:*
6.1 A listing of all faculty members by school and department, with their academic qualifications, rank, religious affiliation, teaching experience, denominational service, age, gender, and salary.	*Faculty training and fitness for the courses they teach and the programs in which they are involved; religious affiliation and commitment; ratio of Adventist to non-Adventist teachers; number of contract (part-time) teachers in relation to full-time and impact of numbers on operation of program; retention and stability of faculty.*
6.2 A list of policies and practices regarding teaching load, including committee work and administrative duties, student advisement, faculty involvement in research and publication, etc.	*Appropriateness of policies and procedures in connection with committee work, administrative duties, student advisement, and research.*
6.3 A list of policies regarding hiring, initiation, promotion, academic freedom and responsibility, employment conditions and benefits, grievance procedures, including the disciplining or dismissal of faculty members.	*Appropriateness and effectiveness of: procedures for selection (professional and spiritual qualifications), hiring, initiation of faculty; policy on academic freedom and responsibility; promotion processes; employment conditions and benefits; grievance procedures; discipline and/or dismissal policies.*
6.4 A description of communication procedures regarding faculty responsibilities, employment conditions, and benefits.	*Effectiveness of communication processes on employment issues; clarity of contracts, especially on expectation of support of the institutional mission; currency of service files for the denomination and the government.*

6.5	A description and assessment of the procedures and follow-up regarding the evaluation of faculty, especially with respect to their involvement in conveying to the students the beliefs and values selected by the institution and their support of the church's mission.	*Effectiveness of procedures for and results of the periodic evaluation of faculty by supervisors, colleagues, and students; faculty portfolios; quality and currency of course syllabi; assessment of faculty involvement in conveying to the students the beliefs and values selected by the institution and affirmed by the Church.*
6.6	A description of the plans for faculty upgrading, including opportunities and support for professional development and improvement.	*Program and budget assigned for in-service training, attendance at workshops and seminars; sponsorship for further studies and release time; procedure for selection.*
6.7	A description and evaluation of the institutional involvement in and support of scholarly research and publication, including planning, coordination, incentives, and evaluation.	*Administrative support and encouragement; time allowances; sabbaticals; and incentives; research profile of faculty; research output compared with regional/government expectations.*
6.8	Church responsibilities and involvement of faculty members and staff.	*Level of faculty and staff involvement in the local and wider church; recognition of involvement by administration in evaluation processes.*
6.9	A description of institutional implementation of qualified faculty for religion courses.	*Verify compliance with the following requirement of qualified faculty for religion courses: All courses must be taught by a member of the religion/theology department who preferably has an earned doctoral degree in the discipline or a master's degree and 18 semester (27 quarter) graduate credits in theology/religion. Institutions are responsible for justifying and documenting the qualifications of its faculty, including adjunct faculty.*
6.10	A list of policies and practices regarding the training, technical and/or curricular support, and assessment and workload of faculty staff engaged in the teaching and supervision of distance education.	*Effectiveness of training, technical and/or curricular support, and assessment of distance education faculty and staff. Workload policy.*
6.11	Plans for development and improvement within this area.	

Area 7: Library and Resource Centers and Technology

Standard: The institution will have resource centers (library and computer services, in particular) that provide adequate resources to support the academic program, and policies to ensure ethical and mission concerns are involved in the resourcing choices that are made.

The institution will include information on and analysis of at least the following items in its Self-Study:	*The visiting team may consider the following:*
7.1 A list of the library and resource staff, their qualifications, job descriptions, and flow chart.	*Adequacy of staff qualifications; job descriptions, organizational structure; quality of cataloguing and service. Adequacy of staff training for the support of distance education and/or nontraditional programs.*
7.2 An outline of the library policy, criteria, and procedures for the recommendation and acquisition of printed and audio-visual materials and electronic resources.	*Effectiveness and appropriateness of policies, criteria, and procedures for the recommendation, review, and purchase of printed and audio-visual materials and electronic resources; involvement of the faculty.*
7.3 A table identifying the funds available and spent annually (3-10% of the instructional budget) during the last three years for new book acquisitions, journal subscriptions, audio-visual materials, electronic resources, and library operations, by areas. Percentage of the academic budget devoted to the acquisition and operation of the library.	*Adequacy of funds designated and spent for new book acquisitions, journal subscriptions, audio-visual materials, electronic resources, and library operations; percentage of the institutional budget devoted to the operation of the library and acquisitions.*
7.4 Summary of book holdings, journal subscriptions, audio-visual materials, and electronic resources, by subject areas.	*Adequacy of the book holdings, journals, audio-visual materials, and electronic resources to support the degree programs currently offered; procedures for discarding outdated or obsolete books and materials.*
7.5 A description of the usage by faculty, staff, and students of the library resources. Describe how distance education and/or nontraditional students obtain library and technology support services.	*Availability; space; processes to encourage a high level of usage.*

7.6	A description of the availability and usage of inter-library resources, loans, internet, etc. by faculty, staff, and students. Include data to show online library usage.	*Availability and use of inter-library loans and electronic access or relevant materials; usage by faculty, staff, and students.*
7.7	A description of the computer center, its staff, annual budget, equipment, services, and plans.	*Adequacy of staff, budget, equipment, programs, adequacy of services in support of the activities of faculty and students; usage by students, faculty and staff.*
7.8	Policies and procedures for computer use and internet access that reflect the mission of the institution.	*Appropriateness of policies and procedures; communication of policies; procedures in case of abuse of policies.*
7.9	A description of technology available to faculty for classroom use, policies on acquisition and use.	*Adequacy and availability; faculty input into prioritizing needs.*
7.10	An outline of the plans and priorities regarding the library and the resource center(s).	*Planning process; integration of plans into institutional plans; financial support for plans.*
7.11	A description and an assessment of the way in which the Library and Resource Centers and Technology promote and support the transmission of Seventh-day Adventist beliefs and values and the spiritual development of students.	*Ethical policies for acquisition of materials and use of library and resource center(s); special displays, etc.*
7.12	The institution will have a technology support and resources plan designed to meet the needs of learning, teaching, college/university-wide communications, research and operational systems, and technology systems such as course management systems, authentication software, server security, etc. and the in-service given to instructional personnel and orientation to these systems given to students.	*Adequacy of the technology support and resources plan, research, operational and technology systems.*

7.13 The institutional technology resources plan with details of how technology services, professional support, facilities, hardware and software enhance the operation and effectiveness of the institution.	*Review the technology resources plan in relation to four basic principles: access, online services, green technology, and comprehensive planning and support.*
7.14 Policies and procedures of quality training in the effective application of information technology to students and personnel.	*Review training and support provisions for students, staff, and faculty.*
7.15 A description of how the institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional goals.	*Evaluate funding, management, maintenance, and operation of the institution's technology infrastructure and equipment.*
7.16 A rationale explaining how technology planning is integrated with institutional planning.	*Ensure the institution systematically assess the effective use of technology resources and uses the results of evaluation as the basis of improvement.*
7.17 Plans for development and improvement within this area.	

Area 8: Academic Policies and Records

Standard: The institution will have academic policy and records procedures that are efficient and secure and which reflect best practice in tertiary institutions.

The institution will include information on and analysis of at least the following items in its Self-Study:	*The visiting team may consider the following:*
8.1 Reference to policies and procedures regarding : • student recruitment, including financial aid • admission and registration • class schedules and length of academic terms • student records, with notation of any off campus sites • academic conduct (including plagiarism) • assessment procedures and processes • advancement to candidacy, academic probation, and honors • residence requirements, transfer credits, and graduation requirements • alumni records • differentiation between undergraduate, graduate, and professional students.	*Clarity of policies, availability to students, expectations compared with other tertiary institutions, communication of policies; consistency of application.*
8.2 A summary of grade distribution by department for the past two academic years.	*Spread of grades; consistency in approach to grading.*
8.3 A description and assessment of the way in which the academic policies and records and its staff promote and support the transmission of Seventh-day Adventist beliefs and values and the spiritual development of students.	*Department attitude towards students; ethical policies; involvement of staff in church and institutional activities that support the mission of the institution.*

8.4	Plans for development and improvement within this area.	

Area 9: Student Services

Standard: The institution will have student services that provide strong support for the personal and spiritual needs of students, and which model and nurture Seventh-day Adventist lifestyle in a constructive manner in all areas of student life.

The institution will include information on and analysis of at least the following items in its Self-Study:	***The visiting team may consider the following:***
9.1 An outline of the student services staff, flow-chart, and job descriptions, including students enrolled in distance education programs.	*Organizational flow-chart, job descriptions, budget; contacts with parents/guardians: whether they are adequate and effective; support for students enrolled in distance education programs.*
9.2 A description and assessment of the way in which the student services promote and support the transmission of Seventh-day Adventist beliefs and values and the spiritual development of students.	*Expectations of staff attitudes; focus of programs and planning; pastoral support for students in residence halls, etc.*
9.3 A comprehensive demographic portrayal of the student body, including major shifts since the last accreditation visit and an identification of the percentage of Seventh-day Adventist students enrolled. Other statistics may include age ranges, gender, nationality, off-campus and residence hall status, marital status, denominational affiliation, etc.	*Balance of students; non-Seventh-day Adventist numbers; groups that may need particular attention.*
9.4 A description and assessment of the student counseling, career planning, guidance, and placement programs, including provision for distance education students).	*Quality of staff and services for academic and career planning; personal guidance; programs and facilities for contacts with faculty outside the classroom; training of staff for distance education students.*

9.5	A description of the residence facilities for single and married students, residence supervisory staff, and their qualifications.	*Single students: adequacy of rooms and facilities; cost; quality of supervisory staff; training of deans and assistants; cleanliness, noise, decorum, atmosphere.* *Married students: number of units, comfort, services, cost, supervision, relationship to institutional mission.*
9.6	Policies and guidelines for student food services, including cafeteria supervision, kitchen equipment, nutritional aspects of diet, student input, etc.	*Cafeteria supervision and staff; kitchen equipment; hygiene; nutritional value of the meals; opportunity for student input in the menu; atmosphere.*
9.7	Policies, guidelines, and opportunities for student labor including supervision, performance evaluation, etc.	*Opportunities available in institutional industries and services, including sale of Adventist literature off-campus; quality of supervision and evaluation of student performance; adequacy of pay.*
9.8	A description and evaluation of the programs, objectives, and resources provided to support student cultural activities, recreation, athletics, government, clubs, and other co-curricular activities.	*Associations and clubs: supervision, coordination, and support; type of cultural programs offered, concerts, lectures, recitals; involvement of students in planning.* *Sports and recreation: adequacy of sport fields and equipment; opportunities for students of both sexes to use them; budget; supervision; a Christian approach to competition versus cooperation within the Adventist philosophy of education; overall congruence with Adventist educational objectives and institutional mission.*
9.9	A description of the policies and procedures regarding student discipline, including the line of responsibility for their implementation.	*Policies and practice; adequacy of standards for an Adventist institution and in connection with age of students; information provided to incoming students and commitment expected; personnel responsible; effectiveness of implementation and compliance; procedures for suspension, dismissal, and re-admission of students.*

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9.10 A description of procedures in place to identify the unique needs of particular student groups (e.g. community, international, and distance education students) and the plans and services in place to address these needs, particularly in relation to the spiritual mission of the institution.	*Personnel responsible; effectiveness of processes to identify needs; quality of services provided; mission-focus of services provided. Evaluation of how effective these services are for distance education students.*
9.11 A description of the services provided by the campus store, bookstore, and book bank, including staffing and operations.	*Adequacy of products to campus needs; availability of textbooks; staffing and supervision; budget and financial operation.*
9.12 A description of the student health care and campus security services.	*Personnel responsible; availability of services on- and off-campus; quality of equipment; cost.*
9.13 A description of student government policies and processes and the way students can communicate ideas and concerns to administration.	*Policy and procedures that foster leadership abilities; election process; frequency of meetings; involvement of faculty and staff; contacts and communication with administration; overall value for institutional objectives.*
9.14 An outline of future plans and priorities regarding student services, including distance education programs.	*Relation of plan to total institutional master plan; involvement of faculty, staff and students into planning.*
9.15 Plans for development and improvement within this area.	

Area 10: Physical Plant and Facilities

Standard: The institution will have a physical plant, including laboratories, that provides adequate and well-maintained facilities for the development of a quality education program and plans for development that are supportive of the total institution strategic plan.

The institution will include information on and analysis of at least the following items in its Self-Study:	*The visiting team may consider the following:*
10.1 The institutional master plan (5- and 10-year), with supporting documents for the physical plant, faculty and staff housing, student residences, library, church building, etc. Schedules for building development should be included.	*Review of the institutional master plan in relation to the physical plant; financial backing for plans; realism of plans.*
10.2 A description of the maintenance responsibilities and procedures for campus buildings and facilities, gardens and landscape, including the budget assignment.	*Cleanliness; conditions of buildings; aesthetics of grounds; regularity of maintenance; adequacy of budget allocation.*
10.3 Personnel and procedures regulating utilization and maintenance of roads, sanitation, lighting, and water supply.	*Upkeep standard; cost control; availability of necessary utilities.*
10.4 A description of the laboratory facilities that support academic programs and an evaluation of their adequacy.	*Size and number of facilities; amount and adequacy of equipment for courses taught; accessibility.*
10.5 A description of the way in which the physical plant and campus facilities promote and support the transmission of Seventh-day Adventist beliefs and values and the spiritual development of students.	*Aesthetic quality of grounds; focal points that encourage reflection/spiritual growth (e.g. prayer garden, etc.)*
10.6 Description of facilities, equipment and other resources essential to the viability and effectiveness of distance education programs.	*Process by which distance education facilities, equipment, and resources are evaluated and upgraded.*

10.7 Plans for development and improvement within this area.	

Area 11: Public Relations and External Constituencies

Standard: Public relations activities of the university/college will provide an opportunity for dialogue with external constituencies that provides useful and accurate feedback to the institution and positions the school/university positively in the minds of the various constituent groups.

The institution will include information on and analysis of at least the following items in its Self-Study:	*The visiting team may consider the following:*
11.1 A list and a brief description of all institutional publications and media productions, the policies and procedures regarding their development and production.	*Breadth and quality of publications and productions; cost effectiveness; currency; adequacy.*
11.2 A description of the policies and procedures regarding institutional advisement and supervision of student-sponsored or coordinated publications.	*Adequacy and effectiveness; quality of student productions; circulation; evaluation.*
11.3 A description of the processes involved in development of the institutional web-site or other institutional information available through the internet.	*Personnel; attractiveness of the site; accessibility; accuracy of presentation; mission-focus; effectiveness as a PR and recruitment tool.*
11.4 Future plans regarding institutional publications.	*Need and focus of new proposed publications; link with overall institutional plans.*
11.5 A description and assessment of the way in which the institution presents its unique mission and promotes its academic programs, services, and plans to its constituency and other publics.	*Personnel involved; communication processes; focus of communication; evidence of response from constituency and other publics.*
11.6 A description of the current marketing strategy and recruitment program and plans for the next five years, including the involvement of the board, administration, faculty, and staff.	*Link of strategy with total institutional plan; active support of plan by board, administration, faculty, and staff; main markets; potential new markets.*

11.7 A description of academic programs targeted at helping the local community	*Means of identifying community needs; nature of programs; community feedback; impact on institutional mission and objectives.*
11.8 A description and assessment of the institution's activities designed to cultivate a positive image in the community, its constituency, and other publics.	*Link of public relations strategy with total institutional plan; perception of the institution in the eyes of the local and church communities.*
11.9 A description of the institutional programs and processes relating to alumni and former students, their organization and their opportunities to give input on and support to institutional programs and plans. The *Self-Study* should include details on processes assessing the continuing commitment of graduates to the Church's message and message, including the results of the most recent survey.	*Link of strategy with total institutional plan; numbers of alumni actively involved in the institution; instruments used to gather information from alumni; results of surveys taken; effectiveness of organizational structure; personnel involved in maintaining contact with graduates.*
11.10 A description of the way in which all public relations functions of the institution promote and support the transmission of Seventh-day Adventist beliefs and values and the spiritual development of students.	*Intentionality of linking public relations plans with institutional mission; success in providing a clear and attractive image of the institution as a Seventh-day Adventist institution to the various public.*
11.11 Plans for development and improvement within this area.	

Area 12: Pastoral and Theological Education

Standard: Pastoral and theological education with curriculum that, evidenced by appropriate outcomes, is (a) of an equivalent standard to other tertiary institutions offering pastoral and theological education in the country and within the Seventh-day Adventist college/university sector, and (b) meets the mission and objectives of the institution and church, particularly in the preparation of students for service in the church.

The institution will include information on and analysis of at least the following items in its Self-Study:	*The visiting team may consider the following:*
12.1 A statement of mission for the pastoral and theological education programs, indicating how the statement is developed, revised and implemented. Include all distance education and/or non-traditional programs.	*Printed mission statements; process of making revisions; evidence that various constituents consider the process effective. Intentionality of linking pastoral and theological education mission with institutional mission and evidenced in the program of studies. This statement of pastoral and theological education mission is periodically and collaboratively reviewed.*
12.2 A description of all programs leading to qualifications in theology and pastoral education, including requirements for graduation, and or Endorsement Certification in specialized ministries such as chaplaincy (These may be provided through an institution's *Bulletin*, if it is up-to-date. Degree programs launched after the last accreditation visit must include the date on which they were recognized by the Seventh-day Adventist International Board of Ministerial and Theological Education [IBMTE].)	*Academic bulletin; program bulletins; curriculum in comparison to peer institutions; curriculum in comparison to courses identified as essential by BMTE/IBMTE. Relationship of courses and content with institutional mission, marketability, and quality in relation to other courses in the country and other* Seventh-day Adventist *colleges and universities. Consideration has been given to other possible areas of development to meet market and church needs. Whether church processes for program approval have been followed.*
12.3 A description and assessment of the involvement of faculty in the spiritual development (formation) program of pastoral and theology students, including all distance education and/or non-traditional programs.	*Quality of the overall spiritual development (formation) program and of the involvement of the theology faculty in it. Level and nature of involvement; evaluation of program by students and graduates.*

12.4 A description and evaluation of how faculty remain involved in the life of the church at all levels (for example, evangelism and training of lay members) and how this impacts their classroom effectiveness.	*Faculty self-assessment; annual reports; student assessment of classroom effectiveness. Breadth of faculty involvement in the life of the church at all levels and evidence of its relationship to their classroom effectiveness.*
12.5 A description and assessment of the involvement of pastoral and theological students in evangelistic and nurturing activities and how these experiences relate to their total education experience.	*Comments in student interviews; student program evaluations; graduate satisfaction surveys. Quality of the involvement of pastoral and theological students in evangelistic and nurturing activities and evidence of how these relate to their total education experience.*
12.6 A description and evaluation of the procedures of the Board and administration for ensuring that the academic programs and faculty are focused on and supportive of the message and mission of the church.	*Policies and procedures used; program review processes; appraisal processes; comments in interviews with Board, administration and faculty. Adequate procedures in place so that the Board and administration can ensure that* Seventh-day Adventist *ethos and support of processes to institutional mission as demonstrated in the academic programs and faculty focus on and support of the message and mission of the church.*
12.7 A description of how (a) the faculty dean/department chair and (b) other faculty in the department/school are selected to ensure they understand the needs of the church and are fully supportive of church mission.	*Selection processes (policy and practice), including nature and effectiveness of input from the Board/church. Appropriateness, adequacy, and effectiveness of selection procedures, as specified by the IBMTE, that ensure all administrators and faculty members understand the needs of the church and are fully supportive of church mission.*
12.8 A description and evaluation of the procedures for receiving feedback and evaluating faculty performance (including support of mission). This should include an assessment of how processes that respond to perceived problems ensure (a) fair treatment of faculty and (b) that the institution will transparently uphold Adventist uniqueness.	*Evaluation tools; evidence of effective use of feedback loops; self-assessment of faculty and department; outputs (as evidenced in graduate success; graduate satisfaction, etc.). Effectiveness, thoroughness, and fairness of the evaluation process of teacher performance; inclusion of evaluation on the support of institutional and church mission; intentionality of planning for improvement.*

12.9 A description and evaluation of candidacy, progression, and placement procedures.	*Academic/department bulletins; written policies and procedures; evidence of effective formation and successful placement of graduates.*
12.10 Identify and evaluate the processes that ensure effective communication is sustained between the department/school and the wider church constituency on issues such as program content, the specific needs of the immediate constituency, etc.	*Processes in place; feedback from church, constituency and department/school. Evidence of the effectiveness of the communication processes between the department/school and the wider church constituency.*
12.11 Identify and evaluate the means used to assess and improve the effectiveness of the pastoral and theological education program in meeting its stated mission. This should include evidence of regular input from recent and past graduates, as well as employers.	*Outcomes assessments by department; evidence of use of evaluations for making improvements, etc. Well-defined process for evaluating pastoral and theological education program in meeting its stated mission with input from church leadership and alumni.*
12.12 Plans for development and improvement within this area.	

Adventist
Accrediting
Association

ACCREDITATION HANDBOOK

Part IV:

**Institution of
Excellence and
the *Self-Study*
(Form B)**

TABLE OF CONTENTS

An Institution of Excellence

An institution accredited under the terms of Form B will have already demonstrated a continuous commitment to excellence. Its ongoing quality will be monitored and evidenced both externally and internally in a variety of ways. (Part I of the *Accreditation Handbook* identifies examples of the criteria used by the Adventist Accrediting Association (AAA) for deciding to accredit institutions under Form B.)

With this in mind, the AAA will focus its visit on the way the college/university operation and life are in harmony with institutional and Seventh-day Adventist mission and denominational Working Policy. Within these parameters, a leading institution of excellence will be defined as an institution that meets the following standards:

1. The institution has a clear sense of Seventh-day Adventist mission and identity, encapsulated in statements of philosophy, worldview, vision, mission, objectives, core values, and/or ethics, and evidenced in the life of the institution.
2. The institution has a coherent and vibrant spiritual life program, encapsulated in a spiritual master plan that widely involves and impacts the institution and its communities.
3. The institution has a coherent governance structure, organization, and administrative leadership that provide strong mission-driven direction to the institution.
4. The institution provides a curriculum congruent with the mission of the institution and of the Church.
5. Faculty and staff are supportive of the mission of the institution and of the Church, and are effective in the transmission of Seventh-day Adventist beliefs and biblical values.
6. The elements of the educational setting, including finance, facilities, library, and student services, among others, support institutional mission and Adventist identity.
7. The pastoral and theological education program results in graduates who have the practical skills, the theoretical/theological understanding, and the commitment to the message and mission of the church that are necessary for employment as a pastor, religion teacher, and/or for graduate pastoral/theological education.

These standards of excellence and their corresponding indicators will be used as the benchmarks for evaluation by AAA, and the basis for the institutional Self-Study.

Institutional Self-Study Functions

The development of an institutional Self-Study is a significant part of the accreditation process. In particular, it serves the following vital functions:

1. For an educational institution, it provides an opportunity for a formal review and evaluation of its mission, objectives, resources, and outcomes, and the relationships among them.
2. For the Adventist Accrediting Association evaluation team, it provides the detailed information that enables them to familiarize themselves with the institution and its direction, and draft relevant commendations and recommendations.

3. For the Adventist Accrediting Association and the institution, it reveals the strengths and weaknesses of an institution in relation to how well it meets the accreditation standards. Thus, the Self-Study indicates the areas where the institution must grow and improve, of its own volition, as a means of achieving or reaffirming accredited status.

Self-Study Processes

An institution is advised to start the Self-Study process as soon as it has received notification of an AAA visit one year in advance of scheduled visit. The Self-Study should be developed with wide input across the campus. A steering committee (and, if appropriate, subordinate task forces) should be appointed to prepare the document. The completed Self-Study shall be approved by the administrative committee of the institution and will be sent to the AAA liaison for the institution at least one month prior to the accreditation visit. The AAA liaison will distribute copies of the Self-Study to team members upon receiving the institutional report.

The Self-Study should demonstrate accomplishment of each standard and should provide a reflective analysis and evaluation of institutional processes. The AAA expects to find an institution that is self-reflective and proactive in development of its spiritual mission and identity.

Self-Study Instrument

There are three sections to a Form B Self-Study.

Self-Study Section A

Section A of the Self-Study will respond to the recommendations from the prior regular accreditation visit and to any additional recommendations from any interim or administrative review report.

The institution will identify:
1. Those recommendations that have been fully implemented and the means by which the implementation was accomplished.
2. Those recommendations that have not been implemented or have only been partially implemented and the reason for this circumstance.

In its response to Section A, the accreditation team considers institutional evidence of the degree to which recommendations have been met.

Self-Study Section B

Section B of the Self-Study will provide evidence of meeting the seven Areas/Standards and corresponding Criteria for Review (CFR) identified by AAA for Form B institutions. Responses to Section B should show evidence of institutional use of surveys and feedback in institutional self-evaluation and planning.

In the tables that follow, each Area with its corresponding Standard is identified. This is followed in the left hand column by a list of the CFRs that are indicators of excellence to which the institution will respond in its Self-Study.

Next to each CFR is/are preferred evidence(s) institutions could provide to document compliance. Where germane, institutions may provide alternate evidence highlighting strengths of a particular CFR. In some instances, examples for clarity are also provided.

While the Self-Study and the Site Visit focus on outcomes, it is acknowledged that some of the most important outcomes, such as spiritual commitment and ethical behavior evidenced throughout the life of a graduate, are difficult to measure, and, furthermore, difficult to attribute to a specific part of the student's educational experience due to the influence of intervening variables. Consequently, inputs and processes are utilized as proxies for such outcomes. [1]

A Self-Study will therefore include and a Visiting Team will consider a variety of both direct and indirect indicators to evidence progress and results. These indicators may include quantitative measures (such as an attendance rate or student/teacher ratio) and qualitative evidences (such as individuals' judgments or perceptions regarding a topic), as well as performance indicators at various stages of the results chain, including inputs, processes, outputs, and impacts. Together, these provide a platform for evidence-based decisions regarding priorities, strategies, activities, and outcomes. [2]

Self-Study Section C

In harmony with the designation of Form B institutions as leaders of excellence within Seventh-day Adventist education, Section C of the Self-Study provides opportunity for the institution to showcase an aspect of its work that the institution has initiated or continued to develop within the period of accreditation that highlights the institution's commitment to the mission of the Seventh-day Adventist Church and/or the philosophy of Adventist education, particularly as its relates to student learning. Examples of best practice that an institution might wish to showcase include integrating service-learning, high-level thinking, or a healthy lifestyle throughout the curriculum, or developing a "green campus" or physical spaces for social interaction or for spiritual reflection, among other possibilities.

In Section C, the institution will present a report on its chosen area of best practice, utilizing a format of its own choosing, while incorporating reflection based on results and analysis of its impact on student experience. It is anticipated these reports, developed by leading Seventh-day Adventist educational institutions, may serve as models of best practice in Adventist education.

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[1] "Indicators: Definitions and Distinctions." UNICEF Training Resources. http://www.ceecis.org/remf/Service3/unicef_eng/module2/docs/2-3-1_indicators.doc

[2] At various junctures through Section B, reference is made to the mission and beliefs of the Seventh-day Adventist church and to the philosophy of Adventist education. The mission and beliefs of the Seventh-day Adventist church may be found online at www.adventist.org, as well as in various denominational publications. A document summarizing the philosophy of Adventist education may be found at http://education.gc.adventist.org, at http://adventistaccreditingassociation.org/, as well as in various theme issues of *The Journal of Adventist Education* (available online at http://www.jae.adventist.org).

Area 1: Mission and Identity

Standard: The institution has a clear sense of Seventh-day Adventist mission and identity, encapsulated in statements of philosophy, worldview, vision, mission, objectives, core values, and/or ethics, and evidenced in the life of the institution.

Criteria for Review	Preferred Evidence
1.1 The institution has clear and current Board-approved statements of philosophy and/or worldview, vision and/or mission, objectives and/or core values, and ethics that are congruent with Seventh-day Adventist mission and values as well as with the Adventist philosophy of education and are published and readily available to constituents and prospective students.	• Published institutional statements of philosophy and/or worldview, vision and/or mission, and objectives and/or core values • A profile of desired attributes for all graduates • Institutional codes of ethics for institutional employees and for students • A description of the processes of development or revision and approval of the corresponding statements • The most recent Board action approving the institutional mission and core values statements and student learning goals • An explanation of how these institutional statements share the mission and values of the Church as well as its philosophy of education[1a]
1.2 The institutional statements of Seventh-day Adventist philosophy and/or worldview, vision and/or mission, objectives and/or core values, and ethics are reflected in the policies and procedures of the institution, and various aspects of institutional life.	• A description of the alignment between institutional statements and the corresponding statements of institutional units • Examples of the application of these statements in institutional life,[1b] including a representative sample of institutional policies and procedures that seek to operationalize institutional statements
1.3 The institution is actively and broadly involved in supporting the mission of the Seventh-day Adventist Church.	• A description of institutional involvement in and support of the mission of the Church[1c] • Examples of how the institution's educational and co-curricular programs prepare students to commit to and participate in the mission of the Church • Examples of a positive relationship between the institution and its local church, conference, union, and/or division • An explanation with examples of how the institution is cooperating with other Adventist educational institutions

1.4	The institution is responsive to the needs of its constituencies, to denominational and national/regional developments, and to societal and educational trends	• Results from surveys of the needs and expectations of institutional constituencies • An analysis of key developments within Adventist higher education. • Denominational and local demographics • The institution's perceived role and place in denominational and societal contexts • The perceived impact of educational issues and trends • A sample of committee minutes of discussions of current issues and trends
1.5	Student experiences and outcomes are congruent with the institutional statements of philosophy and/or worldview, vision and/or mission, objectives and/or core values, and ethics.	• Results of student and alumni surveys that seek to assess the congruence of experiences while at the institution with the values, beliefs, and priorities embedded in the official statements of the institution • Results of assessments that endeavor to determine the extent to which the values, beliefs, and priorities of the institution are reflected in the lives of its graduates and/or alumni[1d]
1.6	Any plans for development and improvement within this area.	

Explanatory notes:

[1a] Concepts that can contribute toward a clear Seventh-day Adventist identity may include:
– The nature of God (e.g., as Creator, Sustainer, and Redeemer) and the nature of humankind (e.g., human value and God-given potential)
– The nature of learning (e.g., God as the ultimate Source of knowledge and wisdom)
– The great conflict between good and evil, including the fall, redemption, and restoration
– Whole-person development, including character formation
– The integration of faith, learning, and life
– The role of ethics and aesthetics
– Respect for the environment and for diverse cultures
– Education for this life and for eternity
– Other fundamental beliefs of the Church, including the Sabbath and the Second Coming

[1b] Examples of institutional mission/ethos in action may include:
– Programs that reflect the priority of salvation for the students
– Evidences of student commitment to a life of witness and service
– Incorporation of a healthy lifestyle
– Active support of the ministry of the church and its ideals by administration, faculty, staff, and students
– Compliance of administration, faculty, staff, and students with the corresponding institutional statements of ethics (e.g., signed conflict of interest and ethics statements)

[1c] Examples of institution involvement and support may include:
- Membership and participation of institutional staff in Church organizations
- Staff and student involvement in outreach and evangelistic activities of the Church
- Formalized collaborative relationships with other Church entities, particularly with its institutions of higher education

[1d] Examples of assessment elements include:
- The experience of a whole-person formation, including physical, intellectual, spiritual, and social dimensions
- The participation of students, graduates, and/or alumni in the mission and activities of the Seventh-day Adventist Church

Area 2: Spiritual Development, Witness, and Service

Standard: The institution has a coherent and vibrant spiritual life program, encapsulated in a spiritual master plan that widely involves and impacts the institution and its communities.

Criteria for Review	Preferred Evidence
2.1 The institution has an intentional, coherent, detailed, and current Board-approved Spiritual Master Plan which serves as the basis for the effective spiritual development of faculty, staff, and students.	• The current Spiritual Master Plan of the institution[2a] • A listing of key performance indicators and a description of the process to assess the outcomes of the Spiritual Master Plan and of the procedure for updating the plan • Evidence that the Spiritual Master Plan has been approved by the Board of Trustees/Council • Evidence of the implementation to date of the current Spiritual Master Plan, including specific results from the assessed outcomes as well as how the plan has been dynamically updated based on this formal assessment[2b] • Recent annual reports to the Board of Trustees/ Council regarding the implementation of the Spiritual Master Plan • A description of how the spiritual master plan includes the spiritual nurture of all student populations (residential, commuter, face-to-face, online, hybrid, undergraduate, graduate, full-time, or part-time)
2.2 Administration, faculty, and staff are actively involved in the spiritual development of students and of one another.	• Administration, faculty, and staff involvement in formal student and new faculty/staff mentoring programs that include spiritual nurture[2c] • Examples of administration, faculty, and staff involvement in specific Spiritual Life programs and activities • Examples of groups and/or programs for service and/or witness led or sponsored by administration, faculty, or staff • Participation of administration, faculty, and staff in devotional and worship meetings • Intentional work of administration, faculty, and staff on behalf of non-Adventist and off-campus students

2.3	Students are actively involved in a variety of nurture, service, and witnessing programs.	- Involvement of students in developing and implementing the Spiritual Master Plan, as well as in planning nurture, service, and witnessing activities[2d] - Breadth of possibilities for student involvement in spiritual activities as participants and as leaders - Number of students actively involved in various in-reach or outreach activities, some of which should be student-initiated and developed - Curricular programs and/or requirements for student involvement in service learning as well as training and opportunity for witness, including distance education and non-traditional programs - Strength of the student mission program, including short-term evangelistic and outreach experiences, as well as a formal student missionary program - Student survey responses on the outcomes of spiritual program opportunities
2.4	Campus chaplains and/or the pastor(s) of the campus church exert a significant role in the spiritual formation and life of the students.	- Job descriptions of the campus chaplains and/or pastor(s) of the campus church[2e] - Description of the manner in which the chaplaincy ministry of the institution is organized and of the student services provided - Description of the relationship between the campus church(es) and the institution, with evidence provided of collaborative planning and involvement - Results of formal evaluations of services provided by the chaplain(s) and/or campus church pastor(s)
2.5	Students experience spiritual development, and a deeper commitment to service and witness as a result of their educational experience at the institution.	- Results of assessments that endeavor to determine the extent to which students experience, and graduates/alumni attain, spiritual development while at the institution, as well as the factors that may have contributed to or detracted from this development[2f] - Results of student and alumni surveys that seek to assess the level of participation in service, both while at the institution and after graduation, as well as the development of a personal service ethic - Results of student and alumni surveys that seek to assess the level of participation in witness, both while at the institution and after graduation, as well as the development of a worldview in which they see themselves as active witnesses for God
2.6	Any plans for development and improvement within this area.	

Explanatory notes:

[2a] The institutional Spiritual Master Plan should be in harmony with "A Guidebook for Creating and Implementing a Spiritual Master Plan on Seventh-day Adventist Campuses of Higher Education" (available online at http://adventistaccreditingassociation.org/images/stories/docs/ SpiritualMasterPlanGuidebookGC1.pdf). At minimum, the Spiritual Master Plan should incorporate:
- A list of beliefs, values, and behavioral outcomes to be conveyed to faculty, staff, and students, based on institutional philosophy, mission, objectives, and/or core values
- A summary of the results from surveys of current status as well as of the spiritual needs of faculty, staff, and students
- A listing of specific objectives for the intentional transmission of Seventh-day Adventist beliefs, principles, values, and lifestyle
- A description of corresponding curricular and co-curricular programs and activities
- A presentation of corresponding action plans, including budget requirements, timelines, and responsibilities

[2b] Examples of additional supporting evidence which may be included:
- Samples of minutes of the Spiritual Life Committee and other committees that deal with spiritual development
- Samples of survey instruments utilized with faculty, staff, and students
- The plan of spiritual events for the current semester/quarter. This may include devotional and worship opportunities, campus ministry activities, outreach and mission programs, small group interactions, residence hall programming, etc.
- Samples of evaluation instruments used in assessing the effectiveness of the Spiritual Master Plan

[2c] Examples of the primacy of spiritual development could include:
- Time and physical space set aside for prayer and reflection
- Time dedicated to corporate worship without the imposition of other conflicting events

[2d] Examples of student nurture, service, and witnessing programs may include devotional meetings, study groups, drug and alcohol prevention, evangelism, campus ministry retreats, periods of spiritual emphasis, chapels, vespers, church services, Sabbath School, and personal witness.

[2e] Examples of elements in the corresponding job descriptions may include (a) line of authority and responsibility; (b) purpose of the position; (c) role in the involvement in the development and implementation of the Spiritual Master Plan; and (d) relationships with administration, faculty, staff, students, and denomination.

[2f] Examples of elements that may be incorporated in the assessments of spiritual development include a sense of a deeper relationship with God, of the assurance of salvation, of a Spirit-filled life, of growth in faith, of the need of Bible study and prayer, of the formation of a biblical worldview to guide one's life, and of a better understanding of and commitment to the beliefs and practices of the Seventh-day Adventist Church.

Area 3: Governance, Organization, and Administration

Standard: The institution has a coherent governance structure, organization, and administrative leadership that provide strong mission-driven direction to the institution.

Criteria for Review	Preferred Evidence
3.1 The Board of Trustees/ Council supports the mission of the institution as a reflection of the mission of the Church and seeks to ensure its own commitment to the philosophy of Adventist education.	• Board/Council Bylaws including matters of authority and responsibility as well as member qualifications • Board/Council handbook • Board/Council minutes and records of implementation of actions • Board/Council membership, including expertise and representation • Board/Council process of induction for new members, particularly in matters pertaining to institutional philosophy, mission, objectives, and/or core values • Board/Council self-evaluation instruments and results
3.2 The Board of Trustees/ Council establishes policies that safeguard the Seventh-day Adventist identity and mission of the institution.	• Board/Council policies regarding the hiring of administration and Board/Council accepted performance indicators of the same • Board/Council policies regarding faculty and staff hiring practices and Board/Council accepted performance indicators of the same • Board/Council policies regarding instruction that is in harmony with the vision, mission, and values of the institution and Board/Council accepted performance indicators of the same • Board/Council approved goals related to spiritual mission and Board/Council accepted performance indicators of the same
3.3 The institution's administrative team provides leadership to achieve the institutional mission and a clear Adventist identity.	• Job descriptions for top-level administrators • A description of the process for performance appraisals and self-evaluations of top-level administrators, especially relating to the mission of the institution and of the Church • Examples of the support of institutional mission and Adventist identity by top-level administrators

3.4	The organizational structure of the institution facilitates the fulfillment of mission.	• Organizational and committee charts • Terms of reference for and description of the relationships among key committees involved in the overall planning processes of the institution • Terms of reference for and description of the relationships among key committees in the institution and how these relate to the planning processes of the institution, including spiritual life • A description of how organizational structure facilitates the fulfillment of institutional mission
3.5	The administration develops a Board-approved strategic plan that furthers institutional mission and is responsive to the constituent needs in the context of societal and educational trends.	• A long-range strategic plan for the institution[3a] • A description of how the institutional strategic plan is guided by institutional mission, is based on an analysis of constituent needs, as well as institutional strengths, weaknesses, opportunities, and threats, and is developed within the framework of institutional philosophy and values • A representative sample of detailed, mid-range plans for institutional development and improvement, particularly those which directly contribute to mission • A description of the continuous quality improvement of educational and management processes as evidenced through outcomes • Recent reports of administration to the Board of Trustees/Council regarding implementation of the strategic plan
3.6	The Board/Council and the administration evaluate the success of the institution in fulfilling its identity and mission as a Seventh-day Adventist institution.	• A description of the processes in place for outcomes assessment on the success of the institution in fulfilling its mission as an Adventist institution as well examples of how this feedback is used in institutional planning • Examples of Board/Council evaluation of the institution's Church-related mission, including the results of the most recent assessment • Results from institutional research assessing the fulfillment of institutional identity and mission, including internal and external constituencies as well as current students and recent graduates • Samples of institutional reports provided to internal and external stakeholders, particularly those relating to institutional identity and mission
3.7	Any plans for development and improvement within this area.	

Explanatory notes:

[3a] The strategic plan of the institution should be the result of campus-wide conversations involving faculty and staff, first in selecting the core values that the institution wishes to convey, and then in identifying strategic means of attaining these institutional values.

Area 4: Programs of Study

Standard: The institution provides a curriculum congruent with the mission of the institution and of the Church.

Criteria for Review	Preferred Evidence
4.1 The institution is able to demonstrate how its mission, objectives, and core values are reflected in its programs of study including those offered through non-traditional delivery methods.	• A description of institutional curricular development and evaluation procedures that ensure program and course alignment with institutional mission, objectives, and core values • A representative sample of program outcome statements or graduate profiles linked to institutional mission, objectives, and/or core values • A representative sample of course objectives linked to institutional objectives and/or core values • A description of how any non-traditional programs and delivery methods, including web-based technology, fulfill institutional mission and integrate its core values • Results from student and alumni evaluations of programs of study that assess effectiveness in transmitting institutional mission, objectives, and values
4.2 The institution is able to demonstrate how the mission and beliefs of the Seventh-day Adventist Church are supported through the curriculum.	• A description of institutional curricular development and evaluation procedures that focus on ensuring the congruence of programs and courses with the mission and beliefs of the Church • A representative sample of the mission and/or philosophy statements of programs of study that illustrate how these support the mission of the Church • A description of ways in which the beliefs, values, and lifestyle practices of the Church are conveyed through the programs of study • A description of ways in which the institution proactively prepares individuals for service in the Church, both as professionals directly serving the denomination and as lay members

	• A description of how any non-traditional programs and delivery methods, including web-based technology, contribute to fulfill the mission of the Church and integrate its beliefs and values • Results from student and/or alumni evaluations of programs of study that assess effectiveness in transmitting the mission and beliefs of the Church, and evidence that results inform curriculum development and revision • Results from denominational employers that assess institutional effectiveness in meeting the needs of the Church, and evidence that results inform curriculum development and revision
4.3 The institution is able to demonstrate the integration of faith and learning throughout all disciplines and all course delivery modalities.	• A description of institutional curricular development and evaluation procedures that focus on the integration of faith and learning • A description of procedures that encourage faculty members to approach their discipline from a biblical perspective, including all teaching modalities in use at the time the self-study is prepared • A representative sample of course syllabi, required readings, teaching materials, learning activities, and evaluations that illustrate the integration of a biblical worldview, [4a] including all teaching modalities in use at the time the self-study is prepared • Results from student evaluations of courses that assess effectiveness in the integration of faith and learning

4.4	The institution implements the Seventh-day Adventist philosophy of education throughout the curriculum.	• A description of ways in which the curriculum seeks the salvation of the student • A description of ways in which the curriculum promotes whole-person development, including physical, mental, spiritual, social, emotional, and vocational dimensions • Examples of ways in which the curriculum prepares the student for a life of witness and service • Examples of ways in which the curriculum contributes toward character formation • Examples of ways in which the curriculum emphasizes high-level thinking, including application of knowledge, analysis, decision-making, and creative thought and innovation • Results from student and alumni evaluations of programs of study that assess effectiveness in achieving aspects of the Adventist philosophy of education
4.5	The institution fulfills IBE/IBMTE processes regarding new programs of study and substantive changes to existing programs of study.	• Documentation of institutional fulfillment of IBE/IBMTE processes regarding new programs of study and substantive changes to existing programs of study.
4.6	The institution fulfills the AAA expectation regarding the inclusion of religion courses in the various programs of study.	• Documentation that students have met the stated religion requirement in all programs of study, in all modalities offered[4b] • Course descriptions for the religion courses utilized in the various programs of study
4.6	Any plans for development and improvement within this area.	

Explanatory notes:

[4a] Examples of integrational elements include an understanding of:
- God as the Source of all truth
- The role of revelation, reason, research, and reflection in the understanding of divine truth
- The foundational role of Scripture in each discipline
- The great controversy between good and evil and how this affects each aspect of life
- The elements and formation of a Christian life and worldview
- The moral ethical dimensions of issues within each discipline and the role of biblical principles and values

Other integrational elements may be found in the "2001 Statement of Philosophy," available online at http://adventistaccreditingassociation.org, as well in essays provided by the Institute of Christian Teaching (http://ict.adventist.org) and articles on the topic published by *The Journal of Adventist Education* (http://jae.adventist.org).

[4b] The AAA expectation for religion courses in all programs is as follows:

– Undergraduate: Every teacher is encouraged to integrate faith with the discipline in all courses. Three semester (four quarter) credits of religion courses are required for each year of full-time study for a minimum of 12 semester (18 quarter) credits for a four-year degree or 3 semester (4.5 quarter credits) for every 32 semester (48 quarter) credits. Half of the credits must be based on study of the Bible.

– Graduate: Every teacher is encouraged to integrate faith with the discipline in all courses. Two semester (three quarter) credits of graduate-level religion/theology courses are required for each year of full-time study (or the equivalent). At least one course must be based on study of the Bible. These required courses may introduce new material at a graduate level or examine previous knowledge and attitudes so that understanding is reconsidered and synthesized in light of new learning, and accepted practices undergo the rigor of the thoughtful analysis. Team-taught courses in which disciplinary knowledge is combined with religion/theology are acceptable (e.g., business ethics, religion and medicine) but the prefix and primary oversight must come from the religion/theology department. Institution may adopt variable structures and provide evidence of attainment of student learning outcomes and content mastery otherwise covered through the inclusion of specific religion/theology coursework.

Area 5: Faculty and Staff

Standard: Faculty and staff are supportive of the mission of the institution and of the Church, and are effective in the transmission of Seventh-day Adventist beliefs and biblical values.

Criteria for Review	Preferred Evidence
5.1 The institutional policies and procedures that pertain to faculty and staff identification/recruitment and hiring/contracting are aligned with the mission of the institution and of the Church.	• The institutional statement of academic freedom and responsibility • Institutional policies and procedures for identifying/recruiting and hiring/contracting of faculty and staff • A description of how the institution has integrated mission expectations, both of the institution and Church, into its policies and procedures on recruiting and hiring faculty and staff • A description of the criteria and supporting documentation used in the decision-making process for faculty/staff acquisitions • A statistical table providing religious affiliation of administrators, faculty, and staff, identifying full-time/salary and part-time/temporary contract status, including analysis of trends over time • Examples of employment contracts redacted to maintain confidentiality • Institutional policies and procedures for re-appointment/contract renewal and for promotion • A description of how the institution has integrated mission expectations, both of the institution and Church, into its policies and procedures for faculty and staff reappointment/contract renewal and promotion • A sample of documentation utilized in the decision-making process for recent faculty and staff reappointments/contract renewals and promotions • The institutional grievance policy[5a]

5.2	The institution's policies and procedures for faculty and staff orientation and development encourage and strengthen faculty support for the mission of the institution and of the Seventh-day Adventist church.	• The institution's policies and procedures for faculty and staff orientation • Evidence that orientation content contributes to a better understanding of the mission and values of the institution and of the mission and beliefs of the Church • The institution's policies and procedures for faculty and staff development, including distance education faculty/staff • Recent examples of ways in which the professional development experiences have contributed to a better understanding of the philosophy of Adventist education and the integration of faith and learning • Results from faculty and staff assessments of institution-initiated professional development
5.3	Faculty and staff are effective in their roles as professionals in a Seventh-day Adventist educational institution.	• The institution's policies and procedures for evaluation of faculty and staff, including distance education faculty/staff[5b] • A description of ways in which the institution integrates institutional and Seventh-day Adventist mission expectations as a part of faculty and staff evaluation • A description of how results from faculty and staff assessments by students are used to enhance their effectiveness as professionals in an Adventist educational institution • A description of how results from faculty and staff assessments by peers and/or supervisors are used to enhance their effectiveness as professionals in a Seventh-day Adventist educational institution • A description of how faculty service and research activities support institutional and Church mission, accompanied by a representative sample of these activities
5.4	The institution fulfills the AAA expectation regarding the qualifications of faculty who teach religion courses in the various programs of study.	• A table identifying qualifications of faculty who teach religion courses in the various programs of study[5c]
5.5	Any plans for development and improvement within this area.	

Explanatory notes:

[5a] Examples of related documents that may be provided include:
- The institutional statement of professional conduct
- Institutional policies and criteria regarding termination of employment
- Samples of faculty and staff statements of philosophy and/or worldview

[5b] Examples of aspects that may be incorporated in student assessments of faculty and staff include:
- Showing positive faculty/staff to student relationships, including mentor and role models
- Taking a personal interest in each student
- Taking into account the student's background, interests, needs, and dreams
- Communicating appreciation for the value and potential of the student
- Communicating confidence in divine revelation through the Bible
- Demonstrating biblical norms of conduct and an Adventist lifestyle
- Seeking opportunities to converse about spiritual matters and to guide the student to a personal encounter with Christ
- Helping the student develop a personal sense of mission

[5c] The AAA expectation is as follows:
- Undergraduate: All courses must be taught by a member of the religion/theology department who has a minimum of a master's degree in the discipline or a master's degree and 12 semester (18 quarter) graduate credits in theology/religion. Institutions may adopt variable structures and provide evidence of attainment of student learning outcomes and content mastery otherwise covered through the inclusion of specific religion/theology coursework. Institutions are responsible for justifying and documenting the qualifications of its faculty, including adjunct faculty.
- Graduate: All courses must be taught by a member of the religion/ theology department who preferably has an earned doctoral degree in the discipline or a master's degree and 18 semester (27 quarter) graduate credits in theology/ religion. Team-taught courses in which disciplinary knowledge is combined with religion/ theology are acceptable (e.g., business ethics, religion and medicine) but the prefix and primary oversight must come from the religion/theology department. Institution may adopt variable structures and provide evidence of attainment of student learning outcomes and content mastery otherwise covered through the inclusion of specific religion/theology coursework. Institutions are responsible for justifying and documenting the qualifications of its faculty, including adjunct faculty.

Area 6: Educational Context

Standard: The elements of the educational setting, including finance, facilities, library, and student services, among others, support institutional mission and Adventist identity.

Criteria for Review	Preferred Evidence
6.1 The financial operation of the institution is effective and prioritized to support institutional mission and Adventist identity.	- Audited financial statements and letters to management for the prior three years - A report on the financial health of the institution, including indices identified in denominational policy[6a] - A report on the support of the sponsoring church organizations, including subsidies and appropriations as a percentage of total budget and instructional budget - A report on government funds received, including the percentage of total budget and instructional budget that these represent, as well as institutional policies that govern their receipt - A report on institutional debt, if any, and how this is managed - A description of the budgeting process, identifying how priorities are decided - A description of how the institutional budget reflects institutional mission[6b]
6.2 The facilities of the institution support institutional mission and Adventist identity.	- The campus master plan - A description of how the Adventist philosophy of education is reflected throughout the campus[6c]
6.3 The library and its resources support institutional mission and Adventist identity.	- A description of how the library helps students to distinguish truth from error and to engage in the ethical use of information - Policies for acquiring new library materials, accompanied by an explanation of how these support the Seventh-day Adventist ethos of the institution - A description of the implications of the institutional stand on academic freedom and responsibility on library operations - A description of resources that assist students

	and faculty in their study of the Bible and maturation of faith • A description of intentional processes to identify resources that contribute to a biblical worldview for the various disciplines, accompanied by examples of resources acquired • A description of special collections that contribute to institutional mission and faith (e.g., Adventist heritage, Adventist mission, fundamental beliefs, White Estate resources) • An explanation of how the library supports institution-wide faith activities and community outreach and upholds the institution's faith-based policies
6.4 Student services clearly support Adventist identity and the core values of the institution.	• A description of how the institution identifies the unique needs among student groups and develops plans to respond to these needs, particularly in the context of the mission of the institution, based on a demographic analysis of students disaggregated by age ranges, gender, nationality, off-campus and residence hall status, marital status, denominational affiliation, part-time vs. full-time status, undergraduate vs. graduate status, traditional vs. non-traditional status • The philosophy and/or mission statements of the various student services offered by the institution with an explanation of how these align with institutional mission and core values • An analysis of the manner in which each student service area assists in the transmission of Seventh-day Adventist beliefs and values, models and nurtures an Adventist lifestyle, provides for the personal and spiritual needs of students, including those enrolled in non-traditional programs of study, and encourages whole-person development[6d]

6.5 Relationships with external entities affirm Adventist identity and the core values of the institution.	• Multi-year enrollment and recruiting plan which supports institutional strategy and mission • Demonstration of how branding, publications, advertising, publicity, and community relations foster an understanding of the spiritual values of the institution[6e] • A description of ethics and respect demonstrated toward other Adventist educational institutions, especially in terms of student recruitment • Evidence that the institution maintains positive and on-going relations with its constituencies, including processes for feedback • A description of how the institution engages its alumni in support of institutional mission • A description of how development and fundraising supports the mission of the institution

6.6 Institutional policies clearly reflect Adventist identity and the core values of the institution.	• Demonstration of how the institution's policies exemplify and communicate biblical principles and values across the following policy areas: [6f]
	    – Lifestyle-related policies
	    – Student discipline policies
	    – Appeals policies and procedures
	    – Grading and other academic policies
	    – Residential life and worship attendance policies
	    – Service learning requirements

6.7 Any plans for development and improvement within this area.	

Explanatory notes:

[6a] Examples of financial GC Working Policies include:
– Working capital (i.e., current assets above the total of current liabilities) should equal or exceed 20 percent of the operating expense, or, for interim statements, the latest 12 month actual operating expense of the latest complete fiscal year
– Liquidity-cash and bank plus securities and investments divided by total current liabilities and gross/certain allocated funds (see GC/NAD Working Policy S 25/73)

[6b] Examples of ways in which financial priorities reflect mission may include:
- Financial structure promotes a responsible stewardship of resources
- Financial programs and policies provide opportunity for a greater proportion of Seventh-day Adventist young people who desire to receive an Adventist education to attend the institution
- Financial programs and policies provide the means for a whole-person educational perspective, by means of a funded work-study program
- Service, witness, and spiritual life programs are adequately funded

[6c] Aspects which might be presented include the following:
- Examples of spaces for worship, for reflection, for physical activity, for collaborative learning, etc.
- Examples of how the physical plant reflects the stewardship of resources (e.g., ecological facilities, recycling efforts)
- Examples of aesthetic elements and décor throughout the campus that contribute to a sense of mission and/or Adventist identity
- Examples of the use of natural settings as educational contexts

[6d] Examples of student services which would typically be addressed include, among others:
- Residence halls
- Cafeteria
- Health/wellness services
- Student counseling programs (e.g., career, spiritual, therapeutic, substance abuse)
- Placement services
- Student clubs and activities

[6e] It may be helpful to include a representative sample of materials utilized in advertising and student recruitment, accompanied by an explanation of how these convey the institution's philosophy and core values.

[6f] Specific policies that could be discussed may include the following:
- Policies regarding intellectual property with an explanation of how these reflect the core values of the institution
- Policies regarding a student's right to privacy with an explanation of how these reflect the biblical view of human beings
- Policies and procedures that promote student self-governance with an explanation of how this concept operates within the Adventist ethos of the institution
- Policies for accessing electronic media, including procedures in the case of an abuse of policies, accompanied by an explanation of how these reflect Adventist identity and the mission of the institution
- Policies that relate to student misconduct with an explanation of how these reflect a redemptive and transformational approach

Area 7: Pastoral and Theological Education

Standard: The pastoral and theological education program results in graduates who have the practical skills, the theoretical/theological understanding, and the commitment to the message and mission of the church that are necessary for employment as a pastor, religion teacher and/or for graduate pastoral/theological education.

Criteria for Review	Preferred Evidence
7.1 The institution has a published statement of mission for the pastoral and theological education programs.	• The mission statement(s) for pastoral/ theological programs, including all distance education and/or non-traditional programs • A description of how the mission statement was developed and is periodically reviewed and revised • An explanation of how the mission statement is intentionally linked with that of the institution and of the Seventh-day Adventist Church
7.2 The programs of study are congruent with institutional and Church mission and are aligned with IBMTE/BMTE requirements.	• The curricula and graduation requirements for the various pastoral and theological programs, including all distance education and/or non-traditional programs • An explanation of how the programs of study are congruent with institutional mission and of the Seventh-day Adventist Church • A table comparing the pastoral and theological curricula to those courses identified as essential by IBMTE/ BMTE • Dates on which the various programs were recognized by the IBMTE
7.3 The faculty is involved in the spiritual development and the professional formation of pastoral and theology students.	• A description of the nature and level of faculty involvement in the spiritual development of pastoral and theology students, including those enrolled in distance education and/or non-traditional programs • Results from evaluations of current students and of recent graduates regarding the quality of the overall spiritual development and pastoral formation program and of the involvement of the theology faculty in the program

7.4	The faculty members are involved in the life of the Church at various levels.	• A description of the breadth of faculty involvement in the life of the Church at various levels, and an explanation of how this affects their classroom effectiveness • Examples of faculty annual reports
7.5	Pastoral and theological students are involved in evangelistic and nurturing activities connected with their educational experience.	• A description of the involvement of pastoral and theological students in evangelistic and nurturing activities, including those enrolled in distance education and/or non-traditional programs, with an explanation of how these activities are linked with the academic program • Results from student program evaluations and graduate surveys of involvement in evangelistic and nurturing activities as a part of the academic program
7.6	The Board of Trustees/Council holds the administration accountable to ensure pastoral and ministerial programs and faculty are focused on and supportive of the message and mission of the Seventh-day Adventist church.	• Board/Council approved goals related to pastoral and ministerial graduate success and Board/Council accepted performance indicators • A description of program review policies and procedures established by the Board of Trustees/Council and utilized by the administration to ensure that the pastoral and ministerial programs are focused on the message and mission of the Church • Reports of the program reviews • A description of faculty appraisal policies and procedures established by the Board of Trustees/Council and utilized by the administration to ensure that pastoral and ministerial program faculty are supportive of the message and mission of the Church • Reports of the faculty appraisals
7.7	The dean/department chair and the other faculty in the department/ school are selected to ensure that they understand the needs of the Church and are fully supportive of its mission and beliefs.	• A description of the policies and procedures by which the pastoral and theological faculty and the dean/chair are selected • Compliance of the institutional process with IBMTE requirements.

7.8	The institution has a formal system for evaluating faculty performance in the pastoral and theological programs.	• A description of the policies and procedures for evaluating pastoral and theological faculty performance, including support of mission • A description of the policies and procedures for selecting, developing, and evaluating supervisors for pastoral interns • An explanation of how the evaluation system provides for fair treatment of faculty, while ensuring that the institution will transparently uphold Adventist beliefs[7a] • A sample of evaluation instruments
7.9	The program includes the evaluation of progression and placement procedures.	• Policies and procedures regarding student progression • A description of placement procedures • Statistics regarding the successful placement of graduates • Results from field evaluations of the effective formation of graduates, including assessments of ministerial interns by supervising pastors
7.10	Effective communication is sustained between the department/school and the wider Church constituency.	• A description of communication processes between the department/school and the Church constituency, particularly in terms of matters such as program content and the specific needs of the immediate constituency • Results from evaluations by the Church constituency of the effectiveness of these communication processes
7.11	The institution has in place means to assess and improve the effectiveness of the pastoral and theological education program.	• A description of the means in place to assess and improve the effectiveness of the pastoral and theological education program, including all distance education and/or non-traditional programs, in meeting its stated mission • Results of program assessments from recent graduates, employers, and Church leadership • Examples of the use of evaluations for making program improvements
7.12 Any plans for development and improvement within this area.		

Explanatory notes:

[7a] Examples of evaluation system components:
- Self-assessment tools
- Student assessments
- Feedback from peers and from leadership
- Measures of graduate satisfaction/success
- Assessment of mentoring pastors
- Faculty plans for improvement

ACCREDITATION HANDBOOK

Appendices

Adventist Accrediting Association

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April 9, 2013

Appendix A

Substantive Change Policy, Processes, and Guidelines

Changes to programs offered by a higher education institution accredited by the AAA will normally fall into three categories. The expectation of the IBE/IBMTE and the AAA in each case is as follows:

1. **Minor Changes**

   If an institution wishes to change the focus or direction of a program by adding new courses, while the name and level of qualification of the program remain the same, neither the IBE/IBMTE or the AAA need to be informed of changes.

2. **Program Structure Changes**

   If an institution plans to change the nomenclature of a program, introduce a new program that combines existing courses in a new way, or develop a program that leads to a lower level of qualification than diplomas and degrees already offered by the institution in that discipline, the IBE/IBMTE should be informed of the changes. These will be recorded by the IBE/IBMTE and recommended to the AAA as courses to be identified in the Directory of Accreditation.

   Institutions planning to make changes in this category should provide details of the anticipated changes at an early stage in their planning to the GC Department of Education through their relevant division education director and GC liaison. If the GC Department of Education agrees that the changes do fall within this second category, programs can be started immediately while paperwork is being processed through the IBE and the AAA.

3. **Major Program Additions**

   If an institution plans to introduce a program in a new discipline, or a program that leads to a higher level of qualification than is presently offered or in a new modality in that particular discipline, the IBE/IBMTE should receive an application following the outlined IBE/IBMTE procedures. The IBE/IBMTE may choose to send an on-site team to evaluate the proposal. If a college or university is applying for non-church recognition of this same program, the application to the IBE/IBMTE may be sent before or at the same time as the application for approval by the local accrediting/validation body.

   In the case of the third category of program changes, the institution may not start offering the program until approval has been given by the AAA on the recommendation of the IBE/IBMTE. If an institution does start a program before receiving the required approval, the AAA will contact the parent organization and ask for both an explanation and that the situation be immediately rectified. If there is no resolution within 90 days of the initial communication from the AAA to the relevant bodies, the AAA will normally

immediately place the institution on probation**.** If the voted terms of probation are then not met, AAA accreditation will be revoked.

If the administration of an institution is uncertain into which category a proposed change will fall, it is their responsibility to check with the AAA before proceeding with their plans.

These guidelines articulate the understandings and expectations held by the AAA for its member institutions in regard to substantive change.

Exemptions from IBE/IBMTE Site Visits

A site visit will be scheduled for proposed academic programs, unless one of the following criteria is met:

1. The institution is (a) accredited by the AAA under Form B, with the rigorous external academic review processes which that designation entails and (b) already offers well-established programs in the given modality within the discipline of the proposed program, at the same academic level (e.g., bachelor's, master's, doctoral) of the new program.
2. The Division request for the approval of new undergraduate degrees has been granted by the IBE or the AAA has granted Systems Review approval for the institution. Professional degrees in theology, education, medicine/healthcare are not automatically exempt from a site visit. (See GCWP FE 20 55.5).

Substantive Change Review Processes and Guidelines

The AAA accredits the entire institution and its programs and services, wherever they are located or however they are delivered. Accreditation, specific to an institution, is based on conditions existing at the time of the most recent evaluation and is not transferable to other institutions or entities.

A substantive change review is required when an accredited institution:
- significantly modifies or expands its scope.
- makes a series of significant administrative personnel changes over relatively short periods of time.
- considers developing extension programs or off-campus sites more than 25 miles (40 km) from the main campus.
- offers more than half of a degree via technology (online, TV, etc.).
- considers changing the nature of its affiliation or its ownership, or merges with another institution.

The AAA is responsible for evaluating all substantive changes to assess the impact of the change on the institution's compliance and ability to comply with defined standards. If an institution fails to follow the AAA's procedures for notification and approval of substantive changes, its accreditation may be placed in jeopardy. If an institution is unclear as to whether a

change is substantive in nature, it should contact the Executive Secretary of the AAA for clarification.

The institution notifies the AAA of changes in accordance with the substantive change policy and seeks approval prior to the initiation of changes.

Extension, Off-Campus, or Technology-Mediated Programs

All extension, off-campus, or technology-mediated programs providing academic credit are integral parts of the institution and are to maintain the same academic standards as regular campus programs. The faculty of the accredited institution is required to exercise central responsibility for the academic programs, quality, and character of these programs. The faculty has the major role in design and implementation of the curriculum.

Each extension, off-campus, or technology-mediated program shall have a core of full-time faculty whose primary employment obligation is to teaching and research at the institution. Off campus programs are to provide library services and hold readily available basic collections at all program sites. Interlibrary loan or contractual use arrangements documented in an MOU may be used to supplement basic holdings but are not to be used as the main source of learning resources.

Institutions with three or more off-campus programs that have been approved by the IBE/AAA may be eligible to seek a Systems Review. The Systems Review is a process that allows institutions the opportunity to demonstrate the capacity to effectively design, deliver, and evaluate a cluster of programs within a particular program modality so that such programs can be implemented over a four-year period without seeking prior approval from the International Board of Education.

Issues to Address in Substantive Change Proposal

Describe how the institution defines and evaluates its capacity and infrastructure to support extension, off-campus, or technology-mediated programs. Describe how multiple sites have impacted resources and structures needed to sustain these programs.

Show how extension, off-campus, or technology-mediated (on-line/interactive/TV/etc.) distance education programs are consistent with the Seventh-day Adventist educational philosophy, outcomes, and objectives.

Describe how the institution evaluates the effectiveness of student learning for extension, off-campus, or technology-mediated distance education programs. Reflect on what the institution has learned from delivering these programs over time. Explain how program quality and improvement will be sustained based on this experience.

Identify the indicators which demonstrate that these programs are achieving their objectives.

Identify the indicators which demonstrate that these off campus/technology-mediated/extension programs are successful in transmitting the spiritual values of the Seventh-day Adventist Church to those enrolled in the programs.

Provide an analysis of how faculty are organized and prepared to teach these students. Provide evidence of faculty assessment of student learning in this modality and a summary of faculty development efforts to help instructors teach in this modality.

Identify the documents which demonstrate that the educational program is taught by faculty with appropriate academic preparation and language proficiencies and whose credentials have been reviewed and approved by the appropriate certification agency/government/church entity.

Identify the ratio of Adventist to non-Adventist teaching faculty for these programs and explain the rationale/justification for such a ratio in light of the church's educational philosophy.

Additional Questions by the Visiting Team

1. What was/is the primary purpose for establishing of off-campus learning sites for your institution? How has the expansion enhanced your ability to carry out your institutional mission and that of the church? How does the program serve the specific needs of the Seventh-day Adventist Church? How have you assessed or are you assessing the extent to which your objectives are being achieved?

2. How would you describe the learning environment for students at off-campus locations or in the technology-mediated environment? How does this environment maintain a distinctly Seventh-day Adventist flavor? What academic and academic support services are available to students at the location (such as library facilities, personal and academic advising, computer access, residential living space, etc.)?

3. What is the ratio of Adventist to non-Adventist students in these programs? What is the rationale/justification for such a ratio in light of Seventh-day Adventist educational philosophy?

4. Where are the academic records of students at off-campus locations maintained and what process is in place to assure their proper care and security?

5. How has the expansion contributed to the financial viability of the main campus?

6. What have you learned in the process of this expansion that you feel would be helpful to other institutions considering such expansion?

7. What evidence exists to show that the program(s) has/have received all appropriate internal and external approvals where required, including system administration, government bodies, and accrediting associations?

8. Are the physical facilities, human and financial resources adequate to accommodate the students at the off-campus location?

Technology-mediated Programs

Provide an analysis of the sufficiency and quality of technical and physical resources required to deliver technology-mediated programs, including how faculty are supported in the integration and use of technology in their teaching, the appropriateness of the learning environment, and the responsiveness of computer systems and support staff in aiding student achievement.

Doctoral Degrees

In seeking prior approval to grant the doctorate, institutions will need to demonstrate an understanding of the distinctive character of doctoral education. This includes demonstrating that an institution possesses the capacity and expertise to develop a doctoral culture while maintaining institutional capacity and appropriate systems of educational effectiveness at the highest level of graduate education.

Proposals are required to define the nature and significance of the doctoral degree for the institution and to provide a comprehensive analysis of institutional capacity to support student learning at this advanced level. The analysis should be presented in the context of institutional capacity and educational effectiveness of existing degree levels. Proposals should use the standards and criteria for review found in the *Accreditation Handbook* as a framework for analysis. In light of the standards and criteria for review, the AAA expects that institutions will consider the following issues in proposals seeking approval of the doctorate:

- *Doctoral education should be aligned with institutional purposes and educational objectives.*

  An institution engaged at this level is making a conscious commitment to create an institutional culture that is supportive of research and professional practice. It is appropriate for an institution to ask itself how this culture fits within the existing institutional goals and mission.

- *The objectives of doctoral education have particular implications for core institutional functions.*

  Doctoral programs differ substantially from baccalaureate and master's level programs in the depth and breadth of required study, in the increased demands on student intellectual and creative capacity, and in the goal of developing scholars and practitioners at the highest level. Institutions will need to consider whether or not the program is structured to meet these higher expectations for the degree level by demonstrating how student learning outcomes will be achieved and how support for scholarship and creative activity will be provided for professional development of faculty and students.

- *Doctoral education requires specialized resources.*

  The intellectual interaction between doctoral students and faculty is distinctive and central in doctoral education. Institutions will need to consider whether or not the program has resources of appropriate quality and support in terms of faculty, library and information resources, and organizational support services to meet the requirements of the advanced degree.

- *Doctoral education requires processes for evaluating educational effectiveness.*

  Institutions will need to demonstrate that quality assurance systems are aligned with the expectations of a doctoral-level education, and are fully integrated with the existing academic culture.

Degrees by research only will be evaluated according to Criteria for Review of Research Degrees (see Appendix B, III/43 and IV/29).

Joint Degree and Cross-Territorial Programs

Institutions should consult with the GC Department of Education liaison regarding any proposed joint degrees or cross-territorial programs. The proposal that is submitted to the IBE and a Memoranda of Understanding detailing the terms must be signed by both partners, reflecting approval by the Board of Trustees of each institution and the respective divisions. Include evidence of any other regional or national authorization as an appendix to the proposal.

Guidelines for Cross-Territorial (Constituency) Programs

Each institution is established to serve a primary (base) constituency. Some of these constituencies may overlap. For example, a division institution may serve a territory that includes one served by a union institution. Acceptable mutual understanding should be the guiding principle in such situations to determine which programs should be offered by each institution as well as where and how.

When a need arises in another territory that necessitates a church organization (conference, union, division or institution) to request for the services of another institution outside its territory to offer certain programs, such a request should take the following into consideration:
- Is such a program already offered by the institution that serves that territory?
- What are the costs involved?
- Will the program and the graduates require and or receive local recognition?
- Can the program be offered collaboratively by the two institutions?
- What are the long-range plans?

1. If it is a new program (whether it already exists at one of the institutions or not), then the two institutions must include education leadership from the constituencies served by the two institutions in consultation with the GC education department. The discussion will include the

usual questions required by the IBE proposal format plus specifically identifying both the need for another program and the cost of running such a program.

2. In some cases governments do not recognize programs from outside their territories. The proposal must attach documentation to show approval to operate in that country or demonstrate that efforts have been made to obtain such authorization.

3. Where possible the two institutions may consider offering the program collaboratively or as a joint degree. This can help develop capacity of a host institution in territory where this program is needed but not yet available. This would, therefore, take into account the long-term plans for the developing institution.

Possible collaborative arrangements may include:

- Affiliation – where a host institution runs the program but under the accreditation of another institution.
- Extension - where the base institution offers the program on the campus of the host institution
- Other – such as the host campus acting as a Distance Learning Center under some agreement.
- Joint degree.

Graphically: Process for Collaborative Degree Approval

April 9, 2013
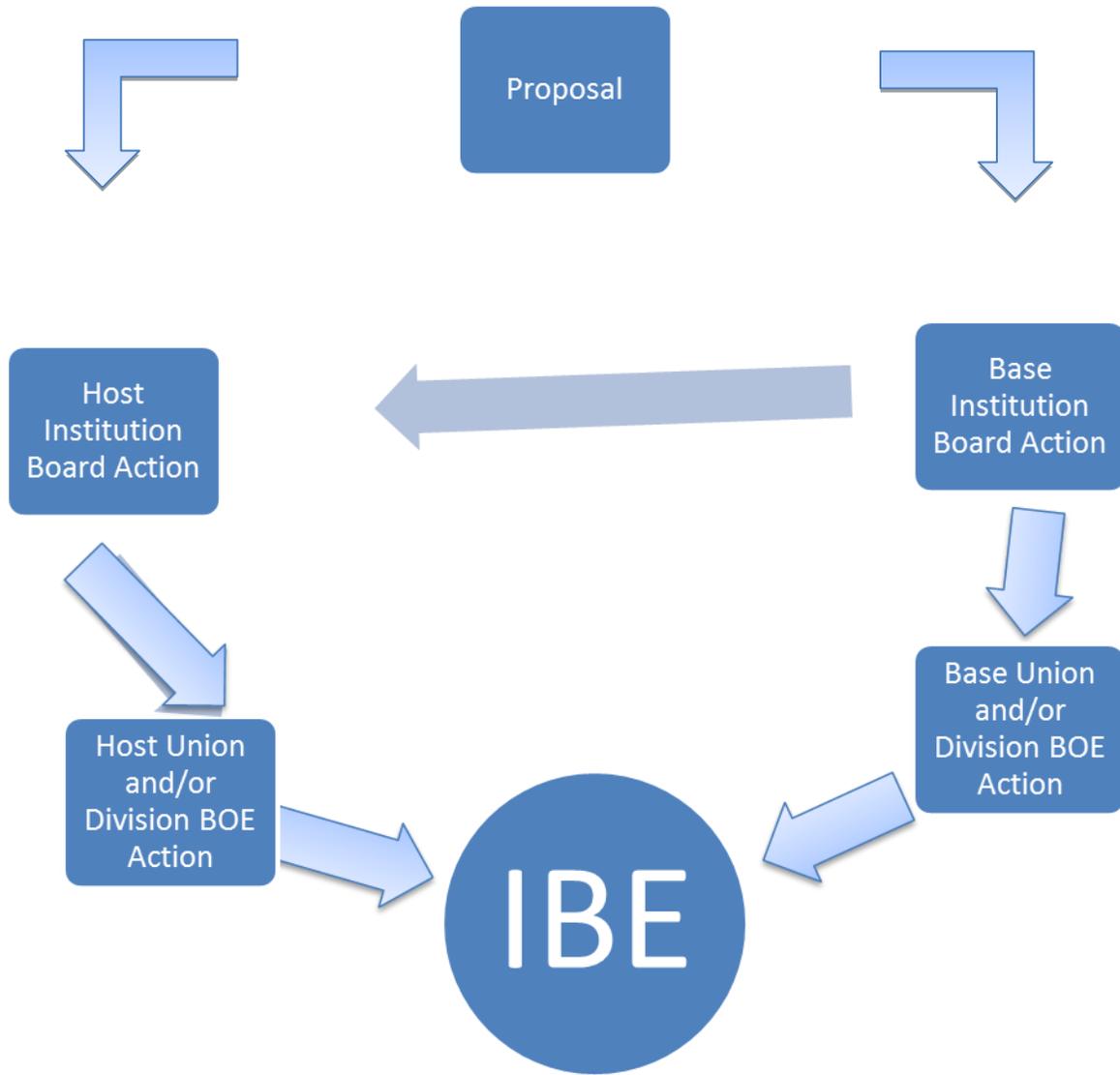
Systems Review[1] for Accelerated Approval and Exemption from Site Visits

Definition

The Systems Review is a process that allows institutions the opportunity to demonstrate the capacity to effectively design, deliver, and evaluate a cluster of programs within a particular program modality so that such programs can be implemented over a four-year period without seeking prior approval from the International Board of Education. Institutions with three or more off-campus programs that have been approved by the IBE/AAA may be eligible to seek a Systems Review.

Once the Systems Review approval is granted, the institution obtains accelerated reviews of substantive changes within the scope of the systems approval and exemption from a site visit.

An institution may request a Systems Review approval for distance education and/or off-campus programs at either the institutional level or at the academic unit level (school, program, etc.).

Relationship of a Systems Review to the Regular Accreditation Review Process

A Systems Review proposal is required to demonstrate institutional capacity to deliver the proposed cluster of programs within the expectations of the *Accreditation Handbook* and in response to the specific elements requested in the Substantive Change Guidelines. Proposals must demonstrate that an institution can deliver programs of high quality and rigor in alignment with the Standards and Criteria for Review.

For institutions requesting a Systems Review within one year of the Full visit, the Systems Review will be integrated into the Self Study and review process.

Advantages of a Systems Review

An approved Systems Review proposal offers advantages to institutions that have demonstrated a successful record of approved proposals and institutional capacity to implement additional programs. Such advantages are as follows:

- Programs (within the scope of the Systems Review approval) may be implemented within a four-year period with an accelerated process that avoids IBE approval and a Focused Visit for each program within the scope of the Systems Review approval.

- Site visits are not required after program implementation.

- Programs will be reviewed selectively or comprehensively during the comprehensive accreditation review process.

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[1] Adapted from the WASC 2005 Substantive Change Manual, pp. 18-19, WASC Senior, 985 Atlantic Avenue, Suite 100, Alameda, CA 94501; www.wascsenior.org

- Preparation of a Systems Review proposal, including data collection, can be useful in the continuous institutional analysis of the educational effectiveness of off-campus and distance education programs.

Systems Review Criteria

The Systems Review process is available to institutions that have been successful in implementing distance education and/or off-campus programs. An institution must not have any resource or capacity issues to be eligible for a Systems Review and it must have consulted and received approval from the GC Department of Education liaison before preparing a Systems Review proposal. A recommendation to develop a proposal is based on, but not limited by, whether an institution has been: 1) able to demonstrate significant experience in implementing off-campus and/or distance education programs normatively measured by three or more approvals by the IBE and AAA; and 2) accredited or reaccredited in its last comprehensive review without receiving a sanction or having serious problems identified affecting the quality of off-campus and/or distance education programs.

Systems Review proposals should address the following general elements and, depending upon the nature of the scope of the System Review being proposed, should also respond to the elements indicated under each distinct category below within the same proposal:

General Elements for All Systems Review Proposals

- Define the type of program or modality for which the institution is requesting approval.
- State the institutional mission and educational objectives and describe how they align with the proposed programs in fulfilling institutional purposes and goals.
- Describe the formal processes for campus approval of new programs, including program need, faculty consultation and development, the conceptual design of the curricula, criteria for program approval and/or change or conversion, analysis of resource needs, and budget allocations.
- Clearly describe the student learning outcomes expected for the degree(s) being offered.
- Demonstrate faculty engagement and accountability in the assessment of student learning and results through program review findings, review of student work, and evaluation of student achievement around articulated learning outcomes, etc.
- Describe ongoing internal evaluation and assessment processes such as program review, assessment results, and/or review of student work by faculty.
- Describe the formal process for decisions regarding the continuation, expansion, or closure of programs within the scope of approval.
- Demonstrate the capacity and competence of full-time, core faculty in developing teaching criteria and in evaluating relevant program modalities. The proposal should assess whether it has an adequate number of faculty appropriately prepared for the particular modality.
- Show evidence that the institution provides adequate services for students in terms of: 1) access to library and learning resources, both electronically and physically; 2) access to faculty, librarians, or other academic personnel prepared to assist in the learning process;

3) advising services, including spiritual nurture; 4) clearly defined admissions standards; and 5) computer services.

- Provide documentation and assurances of financial resources (as demonstrated by budgetary commitment within the context of a business plan), including how budget planning over the four-year period will respond to enrollment and retention.
- Describe the system that the institution has in place to measure, monitor, and ensure the quality of student learning and the educational effectiveness of existing programs. Also describe how the proposed program(s) will fit into the institution's assessment system. The proposal should show how evidence generated and analyzed by that system helps the institution to determine that sufficient capacity is present for the expansion of the proposed programs.

Specific Elements Relating to Off-Campus Programs

- Describe how the institution defines and evaluates its capacity and infrastructure to support a number of off-campus programs and how multiple sites have impacted resources and structures needed to sustain these programs.
- Describe how the institution evaluates the effectiveness of student learning for off-campus programs.
- Reflect on what the institution has learned from delivering off-campus programs over time and how program quality and improvement will be sustained based on this experience.
- Provide an analysis of how faculty are organized and prepared to teach off-campus students. The proposal must provide evidence of faculty assessment of student learning in this modality and a summary of faculty development efforts to help instructors teach in this modality.

Specific Elements Relating to Distance Education Programs

- Refer to guidelines for the development of quality distance learning programs[2].
- Demonstrate the institution's effectiveness in delivering distance education programs, including a description of how the institution has evaluated its capacity and infrastructure in supporting a number of online programs. By what criteria are distance education courses and programs evaluated? To what extent do the criteria include learning styles, information literacy and technological competencies, student-to-faculty and student-to-student interaction, and quality of student work?
- Show how distance education programs are consistent with institutional outcomes and educational objectives and indicate the degree of institutional commitment to these programs.
- Describe how the institution evaluates the effectiveness of student learning for distance education programs. Reflect on what the institution has learned from delivering distance education programs over time and how program quality and improvement will be sustained based on this experience.

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[2] http://wcet.wiche.edu/wcet/docs/publications/RACGuidelinesandPolicyhot.pdf

- Provide an analysis of the sufficiency and quality of technical and physical resources required to deliver online programs, including how faculty are supported in the integration and use of technology in their teaching, the appropriateness of the learning environment, and the responsiveness of computer systems and support staff in aiding student achievement.

Specific Elements Relating to International Programs

In addition to responding to elements listed under off-campus programs, proposals including international programs must address the capacity of the institution (or academic unit) to successfully implement programs abroad.

A Memorandum of Understanding between the partnering institutions needs to be included which details: 1) how cultural issues will be addressed; 2) involvement of local faculty (if appropriate); 3) provision of library materials and access; 4) student affairs and advising support; and 5) governmental authorization to offer the program/degree in that country.

Specific Elements Relating to Regional/Distance Learning Centers

- Describe how the institution identifies the regional center or branch campus being proposed, including how it is distinct from regularly offered off-campus programs.
- Indicate the degree(s) being proposed, and the number of student cohorts, classes, and faculty estimated at the regional center.
- Describe the administrative structure responsible for the regional center or branch campus, including how the site is linked to regular campus support services and systems. Provide an organization chart to illustrate how the site is integrated into the campus academic and administrative structure.
- Provide evidence of how students and faculty will be effectively supported at that site and where in the total program of study those students will experience the home campus.
- Describe the technical and physical infrastructure and resources in support of that site, including the processes by which regular monitoring and review of effectiveness takes place.

Expedited Systems Review Process

Once an institution has been granted a Systems Review approval, future programs within the scope of the approved Systems Review must be reported to the General Conference Department of Education before program implementation. This brief report should describe the new program or site and indicate the capacity of the institution to offer the new program or site. Budget information should also be included in terms of start-up costs and revenues. Expedited reports are reviewed and approved by Department of Education staff and the action is recorded at the next meeting of the IBE. In cases where expedited reports raise questions about programs falling outside the approved scope of the Systems Review, or where an institution's accreditation status has changed (i.e., has been placed on sanction), staff may recommend that the IBE or AAA provide an additional review. A copy of the report must be submitted to the GC Department of Education before program implementation.

Renewal of Systems Review Authorization

When the four-year period of exemption from IBE approval expires, an institution must submit a proposal to renew their Systems Review approval. The proposal should follow the guidelines for an initial Systems Review in an abbreviated format and should emphasize the lessons learned from the evaluation of several programs in the past four years. The proposal should also include updated documentation and assurances of financial resources (as demonstrated by budgetary commitment within the context of a business plan) and a reinforced plan for educational effectiveness. Note that the validity of the programs implemented during the four-year period of exemption does not need to be reevaluated after the four-year period expires. The intent of the Systems Review renewal process is for the institution to continue to be able to implement future programs without prior approval from the IBE.

Appendix B-1
AAA Visit
Regular Accreditation
Recommended Responsibility Summary

Action	Person Responsible	Date for Completion
Institutional head and board chair to be advised on visit in next calendar year and sent AAA Accreditation Handbook	AAA Executive Secretary	By April of previous calendar year
Division chair of BMTE and institutional head to be reminded of IBMTE guidelines	AAA Executive Secretary	By April of previous calendar year
Institutional Self-Study started	As designated by institutional president	When documentation received
Specific dates of visit to be agreed	Division director in consultation with GC liaison, and institutional president	June of previous calendar year
Chair to be appointed (where applicable)	GC liaison, division director with institutional president	By beginning of June of previous calendar year
Information on chair responsibilities sent to chair (where applicable)	GC liaison	June of previous calendar year
Team to be agreed	Division director in consultation with GC liaison and chair, with input from institutional president	By August of previous year
Letter to be sent to team members regarding process of visit. A copy of the last AAA report and the AAA *Accreditation Handbook* to be included	Chair of team or designee	Three months before AAA visit
Letter to be sent to institutional president and board chair regarding process of visit	Chair of team or designee	Three months before AAA visit
Self-Study to be completed	As designated by institutional president	Six weeks before AAA visit
Self-Study and other required documentation sent to all team members	Institutional president or designee	To be received at least one month before AAA visit
Outline schedule of visit to be	Chair/secretary with	One month prior to the

agreed. This to include meetings with: • available board members • administration • faculty • representative group of students and time for exit report	institutional president. Consultation with other team members	visit
Institution to be informed of travel arrangements of team members	Division director or as agreed	At least two weeks prior to arrival of team members
Accommodation of team members	Institutional president or designee with division director	Team members to be informed of arrangements at least two weeks prior to the visit
Arrangements for visit on site. The following need to be provided: • a work room for the team • documents as identified in the handbook for accreditation, p.5 • a computer and printer in the work room • arrangements for meals/refreshments	Institutional president	Prior to arrival of the team
Draft report	Chair of team	By time of exit report
Final draft report complete, after having input from: • all team members • institutional president and board chair on issues of accuracy	Chair of team	Two months after completion of visit
Final report sent to AAA Executive Secretary and division education director	Chair of team	Two months after completion of visit
Final report to institution (president and board chair), including note identifying time report will go the AAA Board	Chair of team/AAA executive secretary	Two months after completion of visit
Institutional board informed of report findings	Institutional president, board chair	After receipt of visiting team report
Institution informed of decision of AAA Board	AAA Executive Secretary	After action by AAA Board

Appendix B-2
AAA Visit
Interim Visit or Administrative Review Visit
Recommended Responsibility Summary

Action	Person Responsible	Date for Completion
Institutional head and board chair to be advised of visit in next calendar year and sent Accreditation Handbook	AAA Executive Secretary	By April of previous calendar year
Team recommended	GC liaison and division education director with input from institutional president	By June of previous calendar year
Dates for visit to be agreed	Division education director, in consultation with institutional president and other team members	By September of previous calendar year
Letter to be sent to team members regarding process of visit, along with last full AAA report and the AAA *Accreditation Handbook*	GC liaison or designee	At least three months prior to the visit
Letters to be sent to institutional president and board chair confirming dates of visit and specific needs/plans	GC liaison or designee	At least three months prior to the visit
Institutional report to be sent to all team members	Institutional president or designee	At least one month before the visit
Outline schedule of visit to be agreed.	Team chair/secretary with institutional president after consultation with other team members	One month before the visit
Institution to be informed of travel arrangements of team members	Division education director or as agreed	One month before the visit
Accommodation of team members	Institutional president or designee with division director	Team members to be informed of arrangements at least two weeks prior to the visit
Arrangements for visit on site. This should include: a work room with computer and printer	Institutional president	Prior to arrival of the team

• arrangements for meals/refreshments		
Draft report	Chair of team	By time of exit report
Final report complete	Chair of team	One month after completion of visit
Final report sent to AAA Executive Secretary	Chair of team	One month after completion of visit
Final report to institution, including note identifying date the report will go to the AAA Board	Chair of team/AAA Executive Secretary	One month after completion of the visit
Institutional board informed of report findings	Institutional president, board chair	After receipt of visiting team report
Institution informed of decision of AAA Board	AAA Executive Secretary	After action of AAA Board

<h1 align="center">Appendix C</h1>

<h1 align="center">Outline of Accreditation Report</h1>

Introduction

A short summary of the report, including the name of the institution visited, the dates of the visit, the members and affiliation of the visiting committee, the text of the final accreditation recommendation, and the signature page.

Background to Institution and Visit

This section will usually include:

1. A brief historical and geographical background to the institution.
2. Institutional profile:
   * A listing of degree programs
   * Enrollment statistics and trends
   * Faculty statistics
   * A listing of other institutional and/or program accreditations
   * A listing of institutional administrators at the time of the visit
3. Circumstances of the visit, including a listing of documents examined.
4. Summary recommendation fulfillment.
5. Major commendations and recommendations.
6. Analysis of institutional fulfillment of the Criteria for Review (CFR)
7. Appreciation and final recommendation

In the case of interim or administrative review visits only items 4-7 above will need to be included since the report will serve as a supplement to the regular (full) accreditation report.

Major Commendations and Recommendations

Major commendations and recommendations will be selected from the full list of commendations and recommendations identified by the team. The focus will be on those recommendations that have the most whole institutional significance and, in the case of recommendations, hold the greatest threat to the stability and/or Adventist ethos of the institution. These will be asterisked where they are found throughout the report and then repeated as a group towards the front of the report.

The number of total major recommendations should normally not exceed **ten**.

Responses to the Recommendations from the Last Accreditation and/or Interim Report

The team will review each recommendation made by the last full evaluation committee, those made by any interim visit (if any), the institutional response, and evidences of their fulfillment. They will assess the reasons recommendations have not been implemented or not yet fully implemented.

The report will include a comment on the team's conclusions, usually written in the form of commendations and/or recommendations.

Responses to the *Self-Study*

1. The team will review the documentation provided in response to the *Self-Study* documentation and the degree to which these responses, supplemented by interviews, observation and other institutional documentation, provide evidence of a quality, Seventh-day Adventist institution. (See Parts III and IV of the *Accreditation Handbook* which identifies some of the issues the team may wish to pursue in considering the *Self-Study*.)
2. Team members will consider areas of excellence as well as areas where documentation or information is lacking or where interviews and observation suggest a need for improvement. Commendations and recommendations should be written accordingly (see Appendix D for suggestions on writing these).
3. Each standard will be responded to separately. It is recommended that the team focus on major issues and that the number of recommendations remain at a realistic level for institutional action.

Expression of appreciation to the institution visited

Accreditation Recommendation

The final accreditation recommendation to the Adventist Accrediting Association will be drafted by the evaluation committee toward the end of the visit on the basis of the observations made and taking into consideration the options available (these options are identified in this document and will be discussed with the team by the chair). The committee will arrive at its final recommendation by either majority vote or consensus agreement.

Appendix D

Writing Commendations and Recommendations

The majority of the institutional report will consist of commendations and recommendations. All team members will be involved in writing these in their areas of expertise and approving those written by others. Commendations should be given for tasks performed in an above-average or superior manner. The team will identify certain items as major commendations and recommendations.

In drafting commendations and recommendations, members of the evaluation committee should keep the following items in mind:

1. Statements must be based on either the *Self-Study* document, personal observation, or an interview with a board member, administrator, faculty, staff, or students, and only after the team member has carefully cross-checked and verified each observation or statement.
2. Commendations or recommendations should be addressed to a specific group, department, or unit in the institution—never to individuals by name.
3. Commendations should be given only for achievements or tasks performed in an above-average or superior manner, not for the normal fulfillment of a duty.
4. Recommendations should be concise, specific and measurable (i.e. how will an observer know if a specific recommendation has been fulfilled?) and should not preempt the governance role of the institutional board or the administrative authority of the administrators.
5. Recommendations should focus on major issues and should be limited to a number reasonable for the institution to manage in the period before the next full evaluation visit.
6. In order to assist the secretary in drafting the report, each commendation or recommendation should be keyed to the appropriate standard number and to the page number of any document referred to. They should also include the name of the committee member submitting the item.

Sample commendations and recommendations follow with an explanation of how these can be used as a pattern for team members.

Commendations

Samples:

The visiting committee (or team) commends:

1. The administration for their high level of positive communication with the local church

community (*Self-Study*, p. 32, interviews).

2. The administration, faculty, staff and students for their active involvement in the development of a spiritual master-plan that is already making an appreciable difference to the spiritual programming and ethos of the campus (*Self-Study*, pp. 17, 47, institutional strategic plan, interviews, student survey).

Notes:

1. Writers should say who the commendation is for—i.e. in the first commendation, the administration, and in the second, administration, faculty and staff. Individual names should not be given—only titles, or groups of individuals.
2. Commendations should state clearly what is being commended with as much preciseness as possible. This can include not only what is being done, and also the effect—e.g. in the second sample commendation, the commendation is for "the active development of a spiritual master-plan" but the next part of the sentence helps explain why that is so important—e.g. "that is already making an appreciable difference to the spiritual programming and ethos of the campus."
3. A writer should give the source(s) of information that led to the conclusion. Where there are specific references to paginated documents, page numbers should be identified. However, if information came from an interview, the name(s) of the individual(s) should not be identified.

Recommendations

Samples:

The visiting committee (or team) recommends:

1. That the administration urgently reconsider their plans to build a new classroom block until the debt on the library construction has been fully paid (interviews, audited financial statement, 2002-03, *Self-Study*, p. 35).
2. That the Academic Committee continue its plans to develop a process for more structured evaluation of courses and teaching that will involve feedback from students as well as peers and administration (interviews, *Self-Study*, p. 63).

Notes:

1. Writers should identify clearly who the recommendation is to—e.g. in the above examples, to the administration and the Academic Committee. The recommendations can be to an individual (mentioned only by title, e.g. President), a committee, or a group of individuals.
2. If a recommendation is already in the plans of an institution, this should be identified in what is written—e.g. "That the Academic Committee continue its plans. . ."
3. All recommendations should be do-able and measurable. The institution needs to be able to report completion of the recommendation and the next accrediting team needs to confirm that it has been met.

4. The sources of recommendations should be referenced in as much detail as possible—e.g. audited financial statement, 2002-03.
5. Each team member should consider which of the recommendations will be suggested to their colleagues as major. In the samples given above, the first would be considered a major recommendation because it impacts the financial stability of the institution. **In general, major recommendations will be those that significantly impact the college/university and are most essential to its continuous quality and to the embodiment of the Seventh-day Adventist ethos.**

Suggestions and Other Comments

While the majority of the accreditation report will be written in the form of commendations and recommendations, there are occasions where the team may decide to add additional textual commentary. This will normally be for one of the three following reasons:

1. The team faces a particularly complex or sensitive situation and considers that the context of a recommendation needs to be carefully explained. This is best done as a preamble to a section of the report or directly prior to a key recommendation.
2. The team considers that there is an important statement to make to an institution that will be best expressed as a "suggestion" rather than a recommendation or commendation. A suggestion should be given at the end of the commendations and recommendations under the relevant standard, and may best be introduced by following the same pattern, i.e. The visiting team suggests:
3. The team has serious concerns regarding an aspect of an institution and concludes "conditions" should be attached to the accreditation recommendation. Conditions will normally refer to one or more specific issues that need immediate attention and a time frame will be given by which these should be met. Conditions should be stated at the front of the report along with the accreditation recommendation.

The chair of the committee will guide the team in the appropriateness of adding extra sections to the report.

Appendix E

Best Practices for Distance Education[3]

Institution Context and Commitment

Electronically offered programs both support and extend the roles of institutions. Increasingly they are integral to academic organization with growing implications for educational infrastructure.

> **1.** In its philosophy, content, purposes, and organization, the program is consistent with the institution's role and mission to deliver distinctive Adventist education.

- Provide evidence that: (a) the program is consistent with the mission statement of the school or that the mission statement has been revised; (b) student access to academic resources, faith community, and health/lifestyle resources is adequate ; (c) student spiritual guidance and formation is adequate, including opportunities for the development of a personal relationship with their Savior and fellowship with the Adventist church; (d) opportunities for outreach and service are in place and adequate.

> **2.** It is recognized that institutions change over time. The institution is aware of accreditation requirements and complies with them. Each accrediting association has established definitions of what activities constitute a substantive change that will trigger prior review and approval processes. The appropriate accreditation commission should be notified and consulted if an electronically offered program represents a major change. The offering of distributed programs can affect the institution's educational goals, intended student population, curriculum, and modes or venue of instruction and can thus have an impact on both the institution and its accreditation status.

- Does the program represent a change to the institution's stated mission and objectives?
- Does the program take the institution beyond the Conference/Union/Division/ accrediting association boundaries?

> **3.** The institution's budgets and policy statements reflect its commitment to the students for whom its electronically offered programs are designed**.**

- How are electronically offered curricula included in the institution's overall budget structure? Do they reflect ongoing commitment?

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[3] Adapted from North American Division Document

4. What are the institution's policies concerning the establishment, organization, funding, and management of electronically offered curricula? The institution assures adequacy of technical and physical plant facilities, including appropriate staffing and technical assistance, to support its electronically offered programs.

- Do technical and physical plant facilities accommodate the curricular commitments reviewed below, e.g., instructor and student interaction and appropriateness to the curriculum?
- Whether facilities are provided directly by the institution or through contractual arrangements, what are the provisions for reliability, privacy, safety, and security?
- Does the institution's budget plan provide for appropriate updating of the technologies employed?
- Do the faculty at the host site have the appropriate certification and endorsements to support the programs being offered as well as those envisioned in the near term?
- Is the staffing structure at the remote location appropriately qualified (academically and technologically) to provide support to ensure student success.

5. The internal organizational structure which enables the development, coordination, support, and oversight of electronically offered curricula will include the capability to:

- ❖ Facilitate the associated instructional and technical support relationships.
- ❖ Provide (or draw upon) the required information technologies and related support services.
- ❖ Develop and implement a marketing plan that takes into account, the technologies available, the factors required to meet institution goals, and the target student population.
- ❖ Provide training and support to participating instructors and students.
- ❖ Assure compliance with copyright law.
- ❖ Contract for products and outsourced services.
- ❖ Assess and assign priorities to potential future projects.
- ❖ Assure that electronically offered programs and courses meet Division standards, both to provide consistent quality and to provide a coherent framework for students who may enroll in both electronically offered and traditional on-campus courses.
- ❖ Maintain appropriate academic oversight.
- ❖ Maintain consistency with the institution's academic planning and oversight functions in order to assure congruence with the institution's mission and allocation of required resources.
- ❖ Provide the structure required for distributed education students to participate as fully as possible in the institution community (including chaplaincy services, worships and spiritual emphasis programs, mission trips, and other extracurricular institution activities.)
- ❖ Assure the integrity of student work and faculty instruction.

Evaluation of the above points may be accomplished by any, all, or combinations of the following procedures and inquiries:

- Is there a clear, well-understood process by which an electronically offered program evolves from conception to administrative authorization to implementation? How is the need for the program determined? How is it assigned a priority among the other potential programs? Has the development of the program incorporated appropriate internal consultation and integration with existing planning efforts?
- Track the history of a representative project from idea through implementation, noting the links among the participants including those responsible for curriculum, those responsible for deciding to offer the program electronically, those responsible for program/course design, those responsible for the technologies applied, those responsible for faculty and student support, those responsible for marketing, those responsible for legal issues, those responsible for budgeting, those responsible for administrative and student services, and those responsible for program evaluation. Does this review reveal a coherent set of relationships?
- In the institution's organizational documentation, is there a clear and integral relationship between those responsible for electronically offered programs and the mainstream academic structure?
- How is the organizational structure reflected in the institution's overall budget?
- How are the integrity, reliability, and security of outsourced services assured?
- Are training and technical support programs considered adequate by those for whom they are intended?
- What are the policies and procedures concerning compliance with copyright law?
- How does curriculum evaluation relate to this organizational and decision-making structure?

6. What are the institution's policies concerning credit transfer? On what basis are decisions made regarding transfer of academic credit?

- Does the institution have policies to regulate credit transfer and to evaluate non-traditional programs?
- How does the institution determine the basis of a Carnegie unit (USA)-equivalent (elsewhere)/grades?
- How does the institution determine equivalency for on-line and face-to-face courses?

7. The institution strives to assure a consistent and coherent technical framework for students and faculty. When a change in technologies is necessary, it is introduced in a way that minimizes the impact on students and faculty.

- When a student or instructor proceeds from one course or program to another, is it necessary to learn another software program or set of technical procedures?
- When new software or systems are adopted, what programs/processes are used to acquaint instructors and students with them?

8.	The institution provides students with reasonable technical support for each educational technology hardware, software, and delivery system required.

- Is support realistically available to students during hours when it is likely to be needed?
- Is help available for all hardware, software, and delivery systems specified by the institution as required for the program?
- Does support involve person-to-person contact for the student? By what means is this accomplished, e.g., email, phone, fax?
- Is there a well-designed FAQ (Frequently Asked Questions) service, online resources provided, and/or by phone menu or on-demand fax?

9.	The selection of technologies is based on appropriateness for the students and the curriculum. It is recognized that availability, cost, and other issues are often involved, but program documentation should include specific consideration of the match between technology and curricula.

- How were the technologies chosen for this institution's curricula?
- Are the technologies judged to be appropriate (or inappropriate) to the curricula in which they are used?
- Are the intended students likely to find their technology costs reasonable?
- What provisions have been made to assure a robust and secure technical infrastructure, providing maximum reliability for students and faculty?
- Given the rapid pace of change in modern information technology, what policies or procedures are in place to keep the infrastructure reasonably up-to-date?

10.	The institution seeks to understand the legal and regulatory requirements of the jurisdictions, including denominational, in which it operates, e.g., requirements for service to those with disabilities, copyright law, province/state, national requirements for institutions offering international restrictions such as export of sensitive information or technologies, etc.

- Do the institution's policies and documentation indicate an awareness of these requirements and demonstrate that it has made an appropriate response to them?

Appendix F

Criteria for Review of Research Degrees

Seventh-day Adventist Accrediting Association for Schools, College & Universities

The institution's supervision of its research students, and any teaching it undertakes at the master's and doctoral level, is informed by a high level of professional knowledge of current research and advanced scholarly activity in its subjects of study   The awarding of degrees that recognize the creation and interpretation of new knowledge, through original research or other forms of advanced scholarship, places a particular and substantial responsibility upon an awarding body. The institution's faculty/academic staff should accordingly command the respect and confidence of their academic peers across the higher education sector as being worthy to deliver research degree programs. Institutions wishing to offer research degrees should have in place a strong underpinning culture that actively encourages and supports creative, high quality research and scholarship amongst the organization's academic faculty and staff and its doctoral and other research students.

Adventist institutions of higher learning that offer research degrees are by their very nature an intellectual core for the Church in the region they serve as well as a center of whole person education. Integration of faith, learning, and praxis is a vital component that is rooted in their very reason to exist. An Adventist approach to a discipline must be consistent with the role of Scripture within Adventism while remaining genuinely open to new insights which might modify previous positions. Research provides an opportunity to integrate Adventist faith and learning at the highest level.

As a community of ethical and balanced analytical thinkers, faculty and students are uniquely positioned to supply a competent and able workforce for the church and society. From their uniquely privileged platform of intellectual leadership, they contribute discovery and dissemination of knowledge and, more importantly, respond to concrete problems and challenges that are part of the contemporary scene.

Within this context, the institution fosters and supports research efforts not limited to but deliberately inclusive of the fundamental and distinctive character of Adventist faith and a biblical worldview. Research topics might include development of the whole person (mental, physical, social and spiritual development in educational research), strong family bonds/ties (sociology), non-alcohol and tobacco use, vegetarian diet (public health and science research), Biblical standards as the basis of long-lasting truth and worldview (in areas like evolutionary studies, world history, marriage and family studies, etc.).

Area 1: History, Philosophy, Mission, and Objectives

Criteria for Review:

Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution has developed indicators for the achievement of its purposes and educational objectives, including for research degrees. The institution has a system of measuring student achievement in terms of milestones, retention, completion, and student learning (research skills, domain mastery, ability to create new knowledge, and advancing Adventist mission). The institution makes public data on student achievement at the institutional and degree level.

Area 2: Spiritual Development, Service, and Witnessing

The institution includes in the campus Spiritual Master Plan a component appropriate to the spiritual formation and needs of research students, including those who are part-time and off-campus. Formative elements on spirituality (such as composition of a Personal Development Portfolio) are appropriate to the needs of research students.

Research degrees demonstrate evidence of their Adventist character through an intellectual quality in which the biblically-based Adventist worldview is basic to the entire academic endeavor. Transformational reflection on faith and sound theological thinking are an essential and evident part of scholarship. There is measurable evidence of rootedness in Adventist values and beliefs, ranging from theological reflection in doctoral theses/dissertations, projects or capstone reports to proposals to resolve problems and challenges or to enrich the church and society through well-thought and designed programs or projects.

The institution shows evidence that the masters/doctoral research program is a factor in making an institution an intellectual center which serves the church in its region and beyond by addressing issues of how Adventism relates to contemporary issues.

The research demonstrates reflection on how an Adventist worldview impacts on a particular discipline, yet at the same time show unequivocally that Adventism's demand that students not merely be reflectors of others' thoughts translates into research which is genuinely creative and original.

The institution encourages research in all disciplines, including theology, not as an end in itself but as an opportunity to reflect on the implications of Adventist faith and practice in contemporary society. The institution supports opportunities for service to others at the institution (e.g. mentoring undergraduates) and beyond (e.g. short-term work for ADRA which uses the skills being used in doctoral research).

The institution supports students whose research is in areas particularly challenging to classically formulated Adventism (e.g. through inter-disciplinary seminars which explore the relationship between faith and specific disciplines).

The institution's research degree board provide a measurable assessment of the Adventist component in their research degree offerings which may include, a 2-3 unit/credit biblical taught course/seminar relevant to the student's research area such as Bible/Religion and Science, History and Philosophy of Science, Comparative Science/Social Science ethics and the Bible, Biblical Financial ethics/Bible and Finance aimed at integration of faith and learning, a compulsory non-credit seminar on the above, regular research seminars, and/or a chapter/component of research degree that integrates faith with the topic/question/thesis.

The research degrees and faculty/staff who teach them are in compliance with the International Board of Ministerial and Theological Education (IBMTE) for research degrees in Religion and Theology.

Area 3: Governance, Organization, and Administration

The institution's organizational structures and decision-making processes are clear, consistent with its purposes, and sufficient to support effective decision-making about research degrees and to place priority on sustaining effective academic programs.

Research supervisors and faculty exercise effective academic leadership and act consistently to ensure both academic quality and the appropriate maintenance of research degrees by including at least one person who is active in research on each major research decision-making body.

Planning and budgeting are coherent processes and are informed by appropriately defined and analyzed quantitative and qualitative data, such as consideration of evidence of educational effectiveness and student learning in research degrees. The institution monitors the effectiveness of the implementation of its plans and revises them as appropriate.

The institution employs quality assurance processes at each level of functioning to ensure accountability. These include new program approval processes, periodic program review, and ongoing data collection and evaluation. These processes involve assessments of effectiveness, tracking of results over time and using the results of these assessments to revise and improve structures, processes, content, and pedagogy.

The bodies and individuals who administer research degrees and their faculty/staff develop the research culture and rigor of academic research degrees and establish:

      a. criteria for evaluating formative, summative, and integrative activities such as theses, dissertations, projects, or other capstone experiences;

      b. learning outcomes and expectations for graduate-level rigor in Area 2 (spiritual development, service and witnessing);

      c. a code of supervisory practice that includes spiritual support for students;

      d. faculty development, financial support for upgrading, and mentoring in research skills and the development of an academic career that includes research;

      e. expectations for research and/or advanced clinical practice for graduate faculty status and appraisal through annual performance reviews and promotion and tenure policies.

Area 4: Finances, Financial Structure, and Industries

Fiscal and physical resources are effectively aligned with the support of research that is sustainable, consistent with the strategic plan, and sufficient in scope, quality, currency, and kind to support research degrees and the scholarship of its members (such as allocations for sabbaticals, research support, attendance at professional meetings, journal subscriptions, visit and exchange, etc.). Funds are budgeted and available to allow timely completion of research projects and degrees as they are commenced.

Area 5: Programs of Study

All degrees awarded by the institution are clearly defined in terms of entry-level requirements and in terms of levels of student achievement necessary for graduation that represent more than simply an accumulation of credits. Research degrees are consistent with the mission, purpose, and character of the institutions; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the several levels of postgraduate and professional degrees offered. Research degree programs are visibly structured to include active involvement with the literature in the field and ongoing student engagement in research and/or appropriate high-level professional practice and training experiences, including teaching assistantships for those going into academic careers.

The institution demonstrates that its graduates consistently achieve its stated levels of attainment, ensures that its expectations for student learning are embedded in the assessment criteria used to evaluate student work, and that these criteria distinguish between expectations for undergraduate and graduate levels.

The institution's academic programs actively involve students in learning, challenge them to achieve high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.

The institution actively values and promotes scholarship and creative activity, as well as their dissemination at levels and of the kinds appropriate to the institution's mission, purposes, and character and the student's level of development.

Regardless of the mode of program delivery (part-time, off-campus, full-time residential), the institution regularly identifies the characteristics of its students and assesses their needs, experiences, and levels of development and satisfaction. This information is used to help shape a learning-centered experience and to actively promote student success in research degrees.

In order to improve program currency and effectiveness, all research degrees offered by the institution are subject to systematic review, including analyses of the achievement of the degree's intended learning objectives and actual outcomes. Where appropriate, evidence from external constituencies such as external examiners, placement, employers, and professional societies is included in such reviews.

Area 6: Faculty and Staff

Recruitment, workload, incentive, and evaluation practices of research supervisors, faculty, and staff are aligned with institutional purposes, educational objectives of research degrees, and research productivity. All of these are supported by formal evidence.

The institution demonstrates that it employs research supervisors and faculty with substantial and continuing commitment to the institution and its values sufficient in number and professional qualifications (including a record of recent scholarly activity) to achieve its educational objectives, establish and oversee academic policies, provide spiritual support for their students, and ensure the integrity and continuity of its research degrees wherever and however delivered.

Research supervisors are selected on the basis that they demonstrate substantial relevant knowledge, understanding, and experience of both current research and advanced scholarship in their discipline area and that such knowledge, understanding, and experience directly inform and enhance their supervision and teaching.

The institution demonstrates its research culture by meeting the minimum national benchmarks for research productivity such as:
  (a) percentage of senior researchers (e.g., 20% full professor; 35% associate),
  (b) proportion of full-time research supervisors who are active and recognized contributors to subject associations, learned societies, and relevant professional bodies (e.g., normally around a half as a minimum) and proportion of its academic staff who are research active (e.g., around a third as a minimum who have published within the past three years, acted as external examiners for research degrees, served as validation/review panel members, or contributed to collaborative research projects with other organizations),
  (c) proportion of its academic faculty/staff who are engaged in research or other forms of advanced scholarship (e.g. around a third as a minimum) and who can demonstrate

achievements that are recognized by the wider academic community to be of national and/or international standing as indicated by authoritative external peer reviews.

Area 7: Library and Resource Centers, and Technology

The library budget is proportionate to research income and sufficient to support the research culture of the institution and the needs of research students and research faculty.

For on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kind to support and maintain the level and type of research and research training offered.

Area 8: Academic Policies and Records

The institution publishes minimal standards for entry to research degrees. A baccalaureate degree from an accredited institution and specified grade average are generally required for entry to a research master's degree. Normally a master's degree by research or occasionally a bachelor's degree with first class honors or second class upper division are required for entry to a research MPhil/doctoral degree. Examinations and/or personal recommendations may also be required. The department recommends to the research committee acceptance or rejection of the applicant. Admission does not imply that the student will be awarded a degree.

The institution clearly defines and distinguishes between the different types of credits it offers and between degree and non-degree credit and accurately identifies the type and meaning of the credit awarded in its transcripts.

Degrees:

MA/MS/MSc: A first graduate degree, representing the equivalent of at least one academic year of full-time post-baccalaureate study, or its equivalent in depth and quality. The distinctions between M.A. and M.S. are similar to those between B.A. and B.S. Some M.A. and M.S. degrees are merely continuations at a higher level of undergraduate work without basic change in character. Others emphasize some research that may lead to doctoral work.

MBA, MSW, MDiv, etc.: Professional degrees requiring up to two years of full-time study. Extensive undergraduate preparation in the field may reduce the length of study to one year.

MPhil, PhD, DPhil, ThD: The standard research-oriented degree which indicates that the recipient has done, and is prepared to do, original research in a major discipline. The PhD usually requires three years or more of postgraduate work or an equivalent period of part-time study and consists mainly of a supervised research project and completion of an externally-examined original research thesis or project.

EdD, PsyD, MD, JD, DMin, DrPH etc.: Degrees with emphasis on professional knowledge. These degrees normally require three or more years of prescribed postgraduate work and are designed to prepare persons for a specific profession. Some undergraduate programs prepare for direct entry into employment (e.g., nursing) and other programs are offered at both undergraduate and graduate levels (e.g. engineering, business management, ministry). Others are primarily or solely graduate in nature (e.g., medicine, dentistry). In the U.S., all professional programs at the doctoral level presuppose a background preparation in liberal or general education.

The institution has in place policies and procedures to monitor satisfactory progress of students through research degrees in a timely manner.

The institution's student learning outcomes and expectations for student attainment are clearly stated at the degree and institutional level and are consistent with its mission and values. These outcomes and expectations are reflected in academic programs and policies, advisement, library and information resources, and the wider learning environment.

The institution collects and analyzes student data disaggregated by demographic categories and areas of study. It tracks achievement, satisfaction, and campus climate to support student success. The institution regularly identifies characteristics of its students and assesses their preparation, needs, and experiences. These data are used to benchmark against similar institutions and demonstrate equitable access to institutional resources necessary to successful completion of the degree.

The institution satisfies relevant national guidance relating to the award of research degrees in accordance with the research degree management frameworks issued by relevant research councils, funding bodies, and professional/statutory bodies.

Area 9: Student Services

Consistent with its purposes, the institution develops and implements non-academic programs that are integrated with its academic goals and programs and which support student professional and personal development, including those who are part-time or off-campus.

Student support services—including financial aid, registration, advising, career counseling, computer labs, and library and online information services—are designed to meet the needs of research degree students studying in all modes: distance or on-campus, full or part-time.

Area 10: Physical Plant and Facilities

Student housing is designed to meet the study and family needs of full-time, on-campus research degree students.

Research facilities and laboratories are sufficient in number and adequately equipped to support the research degrees, especially in the basic sciences.

Area 11: Public Relations and External Constituencies

Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are involved in the assessment of the effectiveness of research degrees.

The institution truthfully represents its academic goals, programs, religious ethos, and services to students and to the larger public; demonstrates that its research degrees can be completed in a timely fashion; and treats students fairly and equitably through established policies and procedures addressing matters such as student conduct, grievances, refunds, and ethical conduct in research.

Area 12: Pastoral and Theological Education

The institution will provide evidence that the pastoral and theological education program that is by research will result in graduates who have the practical skills, the theoretical/theological understanding, and the commitment to the message and mission of the church that are necessary for employment as a pastor, teacher, and/or for graduate pastoral/theological education.

Appendix G

ACCREDITATION GUIDELINES
FOR ESTABLISHING
SCHOOLS OF MEDICINE, DENTISTRY, AND PHARMACY

Contents

Overview

New schools of medicine, dentistry, and pharmacy undergo a three-stage accreditation process with the IBE and AAA to ensure that both the basic science and clinical education components can be carried out successfully. This is preceded by a current feasibility study conducted by the institution itself, which includes evaluation by external reviewers. Before the inaugural class may be admitted, the proposal and a site visit must be formally approved by the IBE. After the AAA approves the award of preliminary accreditation, the institution may admit its charter class. The institution must formally request a second site visit after two years and no later than a year prior to the midpoint, to obtain provisional accreditation. Full accreditation must be requested early in the final year of the inaugural class.

The Program Proposal Instrument (Appendix A) is the first element of the institutional presentation and the basis for the first site visit which, if successful, leads to preliminary accreditation. The institution must update the Proposal and provide written responses to the first site visit report in preparation for the second site visit prior to the midpoint, and for the site visit in the final year. The steps, timeline, and corresponding reports are shown below. The entity that reviews and approves that phase of the process is shown in the final line.

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_Advisory consultation _ _ _ _ site visit_ _ _ _| _____ site visit __| _____| __ site visit _____|
 -3 years                              Year 1              midpoint                          Graduation|
          Prior to inaugural admission
Feasibility study                      Preliminary          Provisional     Full
(pp. 9-11)
Union/Division                IBE  AAA                      AAA              AAA
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Historical Overview of Seventh-day Adventist Schools of Medicine, Dentistry, and Pharmacy

Seventh-day Adventist medical education began with the founding of American Medical Missionary College which was an outgrowth of classes started at Battle Creek Sanitarium in 1878. The college was chartered in Illinois in 1895. Students received their education in both Battle Creek and Chicago with Dr. John Harvey Kellogg as president. The college merged with Illinois State University in 1910, and with that move the denomination lost its first medical school[4].

In 1909, with a charter from the State of California, the church began the operation of the College of Medical Evangelists (now Loma Linda University). The charter enabled the College to operate schools of medicine and dentistry and the first class of medical students began their study the same year. The first six physicians graduated with the Doctor of Medicine degree in 1914. The College of Medical Evangelists began operating graduate programs in 1946, with the first Adventist PhD (in medical sciences) graduating in 1958. In 1961, consolidation of various educational programs, including the College of Medical Evangelists and hospitals in and around Loma Linda led to the establishment of Loma Linda University. Today it is the flagship institution of the Seventh-day Adventist Church in medicine and various health professional courses, having an international outreach in patient care and health professions education throughout the world.[5]

In Mexico, the Vocational and Professional School in Montemorelos received state authority to issue recognized university degrees in 1973, leading to the establishment of the Church's third school of medicine. River Plate Adventist University (Argentina) established the next medical school in 1994.

Graduate medical education accredited by the Accreditation Council for Graduate Medical Education is available in several Adventist centers in the United States. They include: Adventist Hinsdale Hospital (Family Medicine), Adventist LaGrange Memorial Hospital (Family Medicine), Glendale Adventist Medical Center (Family Medicine); Florida Hospital (Family Medicine, Geriatric Medicine (FP) Surgery- General, and Emergency Medicine; Kettering Medical Center (Transitional, Internal Medicine, and Cardiology; and the White Memorial Hospital (Family Medicine, Internal Medicine, Obstetrics and Gynecology, and Pediatrics).

Loma Linda University and Medical Center offers the greatest range of residency programs (Family Medicine, Procedural Dermatology, Vascular Surgery, Surgery-General, Radiation Oncology, Urology, Thoracic Surgery, Dermatology, Pediatric Emergency Medicine, Emergency Medicine, Anesthesiology, Pediatric Anesthesiology, Anesthesia Critical Care, Pain Medicine,

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[4] http://www.llu.edu/info/legacy/index.html
[5] The global outreach of Loma Linda University includes: visits of heart surgery teams to many parts of the world; developing medical, nursing and public health programs in far-off places such as Afghanistan, Nepal, the Philippines, Russia, and sub-Saharan Africa; teacher exchange and personnel development with medical centers in India; and distance learning centers providing graduate education in nursing in Asia, Africa, and South America.

Internal Medicine, Family Medicine Rural Track at Hanford, Rheumatology, Gastroenterology, Cardiovascular Disease, Pulmonary Disease and Critical Care Medicine, Neurological Surgery, Neurology, Child Neurology, Clinical Neurophysiology, Ophthalmology, Obstetrics and Gynecology, Orthopedic Surgery, Pediatrics, Pediatric Critical Care Medicine, Otolaryngology, Pathology-Anatomic and Clinical, Radiology-Diagnostic, Pediatric Radiology, Vascular and Interventional Radiology, Neuroradiology, Psychiatry, Physical Medicine and Rehabilitation, Neonatal-Perinatal Medicine, General Preventive Medicine, Occupational Medicine, Plastic Surgery).

In addition, graduate medical education is also available in some centers outside the United States, such as: River Plate Adventist Hospital in Argentina (Cardiology, Surgery, Pathology, Psychiatry, Radiology and Imaging, Gynecology and Obstetrics and Internal Medicine); Ile Ife Adventist Hospital, Nigeria (Family Practice); and Maluti Adventist Hospital (Family Practice), Lesotho, in collaboration with the University of the Free State, Bloemfontein, South Africa.

DENTISTRY. The first Adventist School of Dentistry started in 1953 at Loma Linda University. Today it offers the doctor of dental surgery degree and a bachelor of science degree in dental hygiene as well as advanced education programs in anesthesia, endodontics, oral and maxillofacial surgery, prosthodontics, orthodontics, periodontics, pediatric dentistry, and implant dentistry. In addition, an international dentist program at Loma Linda University educates dentists who have been trained in other countries. Dental programs are now offered at Montemorelos University, Mexico (cirujano dentista, technología dental, especialidad dental en odontología reconstructiva) and the Adventist University of the Philippines (doctor of dental medicine).

PHARMACY. Loma Linda University School of Pharmacy is the first and presently, only pharmacy program to offer the doctor of pharmacy (PharmD) degree within the worldwide Seventh-day Adventist system of colleges and universities. The inaugural class started in 2002, and graduated four years later in 2006. The program is fully accredited by the Accreditation Council for Pharmacy Education through June 2013. Upon completion of the PharmD program, students are eligible to take the North American Pharmacy Licensure Exam (NAPLEX). The School of Pharmacy and the LLU Medical Center combined offer eight pharmacy residencies. Supporting the degree program are the Department of Pharmaceutical Sciences and the Department of Pharmacotherapy and Outcomes Science.

Sahmyook University College of Pharmacy in Seoul, Korea offers courses promoting the health of mankind through the prevention of disease and therapeutic treatment. The curriculum covers ways of developing research and technology. In addition, the Department of Pre-Medicine, Pharmacy trains students who plan to take post-graduate courses in dentistry and pharmacy and contributes to the health of humanity and prevention and treatment of diseases. Students sit for the MEET/DEET/PEET exams as well as publicly recognized English tests and in-depth interviews.

Purposes and Consequences of AAA Accreditation

The purpose of the Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities (AAA) is to monitor that the mission of the Seventh-day Adventist Church is being carried out by institutions that it accredits and that schools are functioning according to GC Working Policy[6]. The accreditation process serves to assure that all educational institutions, both academic and professional, meet denominational standards of educational quality. The cyclical process of institutional self-study and assessment, coupled with external validation by a team of professional peers, provides a mechanism for ongoing quality improvement. A quality assurance focus also reduces the cost of risk management for the organization. Recognition as a Seventh-day Adventist institution or use of the Seventh-day Adventist name or logo, recognition of degrees, eligibility for receipt of denominational funds (including in-kind contributions) is contingent upon that institution holding current AAA accreditation[7].

Procedure for Authorization by the IBE and Accreditation by the AAA

The GC Department of Education should be consulted early in the process to set up an advisory consultation. The purpose of the advisory consultation (or visit) is to discuss what is already available and to provide advice in preparation of the feasibility study and the proposal (Appendix A) to the International Board of Education.

Any new medical/dental/pharmacy education program seeking AAA accreditation must follow a series of steps outlined in this document, the New Program Proposal Instrument (Appendix A), guidelines of the International Board of Education, and the Accreditation Manual of the AAA. When the AAA deems a school ready to admit a charter class, it will grant preliminary accreditation to the educational program. The new program is then re-examined prior to the midpoint of the charter class as it develops and as additional resources are put into place. At which point provisional candidacy is awarded. Upon demonstration of compliance and satisfactory progress, the program will undergo a full survey early in the final year of the charter class's progression. If the self-study and corresponding documentation indicate to the AAA's satisfaction that the program meets all accreditation standards, the program will be granted full accreditation.

Steps 2-4 require an on-site visit by a team appointed by the AAA to verify the Institutional Report specific to that phase of accreditation:

1. Feasibility study;
2. Preliminary Accreditation;
3. Midpoint review and Provisional Accreditation (two years after program start-up , and no later than one year before the midpoint) and;
4. Final-year review and Full Accreditation.

The first step will be an appropriate feasibility study completed with sufficient notice to permit through review in advance of submission of the proposal to the IBE. The second step is a site

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[6] See GC Working Policy FE 20.
[7] See GC Working Policy FE 20 35

visit for preliminary accreditation prior to admission of any students. Step three is a second site-visit that focuses on the clinical phase of education, two years after start-up and no later than one-year prior to the midpoint which, if satisfactory, results in the award of provisional accreditation. The last step is a site visit that takes place during the final year of the charter class after which satisfactory programs will be fully accredited. When an institution's program fails to receive or retain AAA accreditation, accreditation and candidacy is withdrawn. The governing board will work with the institution's administration to arrange a teach-out of already admitted students or to transfer them to an accredited program elsewhere. No new students may be admitted to the program. Upon petition, candidacy may be extended to the program for the duration required to teach out already admitted students, in which case evidence of resources must be in place for the teach out.

The AAA requires elements of institutional organization, operation, and resources to be in place before it will consider the program for preliminary accreditation. These minimum requirements are described below. Additional expectations may be appropriate under certain circumstances (for example, if a school intends to offer extensive clinical instruction during the first year of study). Schools are encouraged to consult with the AAA Executive Secretary to determine if additional requirements are likely to be warranted. The proposal (Appendix A) must follow the guidelines for new programs set by the International Board of Education and major headings and related accreditation standards described in the AAA *Accreditation Handbook*. Failure to comply with these requirements will result in a two-year waiting period before consideration of a new proposal by the IBE/AAA. If the school chooses to admit a charter class prior to receiving preliminary accreditation from the AAA, it will not be eligible for AAA consideration until after the charter class graduates. In exceptional cases, any waiver to these guidelines must be sought by the institution and be approved by vote of the IBE and/or AAA Boards.

Institutional approval and government authorization

When an accredited Seventh-day Adventist postsecondary educational institution plans to offer a new program, or make a substantive change to an existing program, it must complete a feasibility study, or equivalent, and receive approval from all internal institutional boards and its Board of Trustees. While this is the first approval step, institutions must consult with their division[8] at an early stage during the feasibility study, particularly if the proposed changes will result in shift of institutional mission. Changes and additions must also fit in with any educational strategy for the division. Early consultation will help the application processes move more quickly.

Internal Feasibility Study

Institutions should develop their own processes for evaluating program additions. However, since their later proposal to IBE must follow the format of the *Program Proposal Instrument* found in Appendix A, institutions may find it easier to use the same instrument in their feasibility study as part of their internal approval processes. This study must evaluate the:
  • relationship between proposed change/addition and institutional/department mission

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[8] Those institutions serving more than one division (e.g., General Conference institutions) must gain input and endorsement from the constituency and divisions it will serve. Final review and approval will be made by the General Conference.

- market (church, community)
- employment/higher education potential for graduates
- curriculum and any specific educational policies that are specific to the program
- need for additional professional faculty/staffing and, especially, availability of Seventh-day Adventist teachers
- need for additional resources: buildings, space, library resources, computers, other capital equipment
- financial assessment of start-up and on-going expenses of the proposal against sources of income (special and on-going)
- plans for accreditation (church and government) and any implications to institutional mission
- timeline leading to commencement of change/program addition so that all required approvals (including IBE/AAA can be received **before** the program starts). Proposals and site team reports must be received at least 30 days in advance of a meeting of the IBE/AAA
- evidence of adequate financial support
- clinical training with mentorship by Adventist faculty/professionals
- access to clinical facilities in reasonable proximity to the proposed program
- availability of patients sufficient in number and mix for the development of clinical competence in students and linked to financial sustainability of the proposed program
- location in a place that permits clinical faculty to generate and sustain themselves financially in sufficient numbers to operate a medical school. (An urban center of sufficient population density is needed to financially support some 50-100 faculty clinicians in addition to those already practicing in the area)
- SWOT analysis (including financial resources)
- analysis of the proposal with specific reference to the last AAA report

Assessments from independent professionals

Institutions must include in their program evaluation process assessments from a minimum of three individuals who work in institutions of a similar nature and who have relevant expertise to the specific proposal. Unless visiting together, each one should write an individual assessment after visiting the campus. One of the assessors should be a content expert while another should be an expert in the method of proposed delivery if this will be non-traditional. The feasibility report must append the assessors' report(s) and the institutional response. The response must show how the proposal has been revised based on the assessment. The response may also provide a rationale if the institution does not agree with a recommendation. The evaluation by external reviewers may speed up the program approval process if the names of assessors are agreed upon by the division/General Conference in advance.

A model document for use with external assessors can be found in Appendix B.

Government authorization

The internal committees and Board of Trustees will consider as part of their study what government processes need to be followed, which resources (e.g., human, financial, infrastructure) need to be in place in order to have the new program/changes authorized, and whether this proposal will change the status of the institution in any way with the government/local authorities. If changes are anticipated, the executive committee of the sponsoring entity (Union, Division, or GC) must be involved in the discussion and agree to any course of action taken by the institution.

If government/accreditation approval will not change the present standing of the institution with the government or the church, the institution can pursue institutional and church approval for its proposal at the same time.

Action by Division Committees

Once the institution has completed its feasibility study, it must show how feedback was incorporated into its proposal and send it to the relevant division through the division's Department of Education (or GC in the case of GC institutions). The proposal will now be expected to follow the outline of the *Program Proposal Instrument* (Appendix A).

Once a Division Board of Higher Education has received a *Program Proposal Instrument* from an institution, it should decide whether the proposed program meets the recommendations of these guidelines and consequently warrants a survey visit with personnel from within the division (or personnel selected by the GC in the case of GC institutions). This could be in the form of an individual assessor or a team of assessors, depending on the nature and extent of the proposal. If the institution has been consulting with the Division throughout its internal evaluation process and external assessors (that have been approved by the division and General Conference) have already been used, additional visits may be unnecessary. However, the Division[9] must endorse the proposal by an action of its Board of Higher Education and/or

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[9] Or divisions served in the case of GC institutions.

Division Executive Committee before it is recommended to the General Conference Department of Education.

If the Division chooses to conduct on on-site survey, it may use either the same form as that recommended for external assessors, the full General Conference on-site assessment instrument (Appendices A and B), or an assessment instrument of their own. The Division will also identify parameters for the visit. Based on this visit, the Division may ask the institution to re-visit its initial proposal and make adjustments, or it may decide that it cannot recommend the proposal at all. Not until the Division is fully satisfied with the proposal should it be endorsed and sent to the General Conference Department of Education for the agenda of IBE/AAA. This endorsement will be from the approved committee of that division that deals with new programs (Board of Education, University Council, etc.).

While the Department of Education at the General Conference is not formally involved in a new program/substantive change proposal until it is formally sent to them through the division, the division shall keep the department informed throughout the process, so that the proposal can be reviewed as quickly as possible.

Involvement of the General Conference Education Department

Once the General Conference Education Department receives a *Program Proposal Instrument* (Appendix A) endorsed by a Division, the staff will evaluate the proposal in collaboration with the Committee on Health Professional Education. The department staff or the Committee on Health Professional Education may recommend that an advisory visit take place before a recommendation can be made to IBE for the preliminary review site visit. Once approved for a preliminary (preclinical) site visit by the IBE, as long as the Department has been kept informed of the application by the applying institution/division, a survey team will normally be sent to the institution within 90 days of the receipt of the proposal and the team report will be sent back to the Department staff within 30 days of the completion of the visit. (For details of how an on-site visit will be organized please see "On-Site Visit" below.) On the basis of this visit the department will recommend an action to the full IBE Board. If successful, the institution will thereafter receive a midpoint (the first clinical) visit and then the second clinical visit in the final clinical year

Preparing for the Visit by the IBE

When an on-site visit is conducted to consider a proposal for a new program or substantive change to an existing program, the survey team will represent several bodies: (1) The General Conference International Board of Education, (2) the Division Education Committee or Board of Higher Education, (3) other Seventh-day Adventist colleges and universities, and (4) the constituency supporting the institution (church leaders, parents, students). All of them need evidence regarding the quality of the new program(s) and degree(s) to be offered.

The team will be appointed by the General Conference Department of Education in consultation with the Division Education Department or by the Division Department of Education in the case of a Division on-site visit. Team members should be professionals with expertise in the

discipline under review as well as in other relevant areas such as finance and library/educational resources. If a non-traditional method of delivery is anticipated, an individual experienced in that delivery method should also be present

The chair of the team will consult with the administrators of the institution to be visited and agree to the date of the survey visit as well as the schedule for the team. He/she will also ensure that each member receives the necessary instructions and background documents for the visit. Each team member, however, will be responsible for obtaining his/her own documents, visas, and travel tickets, and for communicating to the agreed liaison at the institution information regarding his/her travel plans and need, if any, for local transportation. Alternate arrangements for travel expenses should be worked out early and some arrangement must be worked out at the very inception of the process of building the site visit team, especially for all those not employed by a denominational entity.

The president of the institution to be visited will forward to members of the team an updated version of the proposal with all appendices so that they may receive them at least 30 days in advance of the visit. The administration of the institution is also responsible for providing local transportation and adequate room and board for team members. It provides the team with relevant documents not included in the proposal as well as answers to questions pertinent to the proposal. The college/university administration must arrange for officers of the institutional board to be present during the visit and especially during the exit report presented by the survey team.

The On-Site Report for Preliminary Accreditation

The basis of the on-site visit will be the feasibility study and the New Program Proposal Instrument. Interviews and observations will focus on confirming the conclusions of the report and the team will write an independent report to the International Board of Education. In doing so, the team will be concerned with the following:

- Does the application further the mission of the institution and church in the respective area of the world?
- Will any changes in administrative structure or relationships with external bodies in any way compromise the mission of the institution?
- Is the financial plan for making the proposed change(s) realistic and workable?
- Will the present and/or recommended physical facilities be adequate for the program recommended?
- Is there sufficient evidence to suggest that there will be in place appropriate administration, faculty and specialty staff, clinical sites, and patient volume to ensure the effective delivery of the new/changed programs?
- Has there been sufficient market research to justify the need for the proposed addition and/or changes?
- Will it be likely that the institution will be able to deliver the new or changed educational program at a level that will meet the requirements of AAA accreditation?

- Will the plans enable the institution to receive local government accreditation? (This is recommended by the AAA, except in cases where government regulations make this impossible.)
- Is the timeline for starting the new/changed program realistic?
- What special considerations or government recommendations might impinge on full delivery of the curriculum?

The team will also vote a recommended action to the IBE according to the options in "Actions Available to the International Board of Education" noted below. The completed report should be forwarded to the secretary of the IBE within one month of the completion of the on-site visit. Guidelines for the report to be written by the team for the IBE can be found in Appendix C.

Dissemination of the Report

The visiting team will normally share their findings in an exit report with the relevant institutional administrators and available members of the Board before leaving the campus. While the report is not official until voted by IBE/AAA, the applicants can consider this a draft report and start to act on recommendations and conditions immediately. The exit meeting is a reporting session only and institutions may not use this as a time for debate. Only matters of factual accuracy may be corrected.

Involvement of the International Board of Education

The International Board of Education will receive a proposal with a recommendation from the preliminary site visit team. The Board may choose to accept the recommendation given to it or take an alternative action in line with options available to it. The Board will make a decision on both recognition of a new program and on a recommendation on accreditation to the AAA. The AAA will take the final action on accreditation.

Actions available to the Adventist Accrediting Association

1. *Recognition and preliminary accreditation.* The AAA will usually take this action when the applying institution has presented a solid proposal and the committee has confidence in their ability to introduce the proposed program/change effectively. Comments or suggestions may be made to the institution but there will be no formal recommendations. Candidacy would normally be for a two-year period and the institution would be expected to initiate an application to the AAA for provisional accreditation at the end of that two-year period (and no later than one year prior to the midpoint of the new program) and to apply for full accreditation early in the final year.

2. *Recognition and preliminary accreditation, with recommendations.* This action will normally be taken by the AAA if the Board considers the proposal to be sound but agrees there remain some areas of weakness that must be addressed during the candidacy period. With this vote, the AAA will authorize/recognize the new program and give it candidacy status but specific recommendations will also be included in the vote and the institution must ensure it responds to the recommendations before the time of the next AAA visit.

Preliminary candidacy will normally be for a two-year period and the institution will be expected to initiate an application to the AAA for provisional accreditation at the end of that two-year period (and no later than one year prior to the midpoint of the new program) and to apply for full accreditation early in the final year.

3. *Recognition and recommendation of preliminary accreditation with conditions.* This action will be taken by the AAA if in the judgment of the committee there is good reason to support the institutional proposal but there are still some significant hurdles to its success. These could relate to issues such as finance, availability of qualified and appropriate faculty, or inadequate development of a quality curriculum. With this vote, the AAA will expect certain conditions to be met **before** the new program can move to the next stage. Candidacy and preliminary accreditation will only begin when the conditions are met and students may only be admitted thereafter. Candidacy will normally be for a two-year period and institutions must initiate an application to the AAA for provisional accreditation at the end of that two-year period (and no later than one year prior to the midpoint of the new program) with application for full accreditation early in the final year. (When conditions are given in the provisional or full stages of accreditation, new students may not be admitted until the conditions have been met.) The General Conference Education Department will act on behalf of the AAA to confirm conditions are met and will report the date of completion back to the AAA at its next regular meeting.

4. *Recommendation for denial of authorization or recognition.* The AAA will take this action if it concludes that the institutional proposal is not supportable for quality, operational, or philosophical reasons. A rationale for the denial will be sent to the relevant institution and its division.

Right of Appeal

An appeal can be submitted to the International Board of Education on actions related to the approval of new programs or programs undergoing substantive changes. Appeals regarding accreditation are submitted to the Adventist Accrediting Association. The reasons for the appeal must be predicated on one of the following: the team or Board drew their conclusions based on inaccurate information, the team or Board failed to follow procedure, or the team/Board acted unprofessionally (for example, through conflict of interest, prejudice, etc.).

Right of Appeal—Division. Any action of the division board involving a specific institution or program may be appealed by the same in writing through the respective division education committee within 90 days of notification of such action. Such an appeal may be supported by a representation of no more than three persons before a meeting of the board. The board, in closed session, shall then render its decision.

Within 90 days of the Division Board of Education and/or Executive Committee issuing a decision, the involved institution may request reconsideration of the decision by the division education committee provided the request is based on new information. Such review may be supported by representation of no more than three persons appearing before a meeting of the

division education committee. The division education committee in executive session shall then render its final decision. If, after the final decision is rendered by the division Education Committee, the matter is not resolved, written appeal by the institution may be made to the International Board of Education/AAA, through the General Conference Department of Education which shall have discretion to determine whether to accept the appeal for review. The Department of Education may recommend an independent assessment of the proposal and make a recommendation to the IBE/AAA based on its independent conclusions.

Right of Appeal—Site Visit Report. Applying institutions can appeal the overall conclusion of the on-site team by writing a response to the team report within 90 days of receipt of the final report. This will only be considered by the International Board of Education/AAA if the appeal is to the major recommendation on approval of the proposed new/changed program. Disagreement with other statements in the report may be documented but these will not constitute an appeal. Any appeal should succinctly identify the reasons for disagreement with the findings of the site team and provide supporting evidence for the request for a differing conclusion or where the team did not follow procedure, and must be submitted within 90 days of the completion of the original report (and at least 10 working days prior to the meeting of the IBE/AAA). Such an appeal may be supported by a representation of no more than three persons before a meeting of the board. The board, in closed session, shall then render its decision.

Right of Appeal—IBE/AAA. If the International Board of Education/Adventist Accrediting Association changes the recommendation of the on-site team to the detriment of the applying organization, that organization may appeal the Board action by submitting a written request for a reconsideration of the action within 90 days of receiving notification. This request must provide reasons, with supporting documentation attached, for why the Board action is considered unfair by the organization. This appeal will be considered at the next meeting of IBE/AAA. Such an appeal may be supported by a representation of no more than three persons before a meeting of the board. The board, in closed session, shall then render its decision. In extreme and far-reaching decisions, further appeal may be made to the General Conference Executive Committee.

Lack of Compliance

The Adventist Accrediting Association expects all programs at accredited institutions to have been approved. This is an assurance for all other accredited institutions that individuals transferring to their institutions have come from programs that have met minimal requirements set by the AAA. Therefore lack of compliance by an individual institution will impact on the total accreditation effectiveness of the Seventh-day Adventist Church.

When an institution is considered out of compliance and dialogue has been attempted with the institution and its parent organization, the AAA will normally immediately place the institution on probation**.** If the voted terms of probation are then not met, AAA accreditation will be revoked.

Functions and Structure of a Medical/Dental/Pharmacy School

A. Institutional Setting

To have a reasonable likelihood of complying with relevant accreditation standards, a new professional school must have accomplished at least the following with regard to the institutional setting of the educational program:

1. Definition of the governance structure of the proposed school, including the composition and terms of membership of any governing board and its relationship to the parent university. The organizational chart must show linkages to clinical practice groups. It must be clear that the governing board duly exercises its governance powers.
2. Development of a job description for the dean with approval of the description from appropriate university authorities
3. Appointment of a qualified Seventh-day Adventist founding dean with a validated resume.
4. Appointment of the senior leadership within the dean's staff, particularly in the areas of academic affairs, student affairs, admissions/recruitment, hospital relationships, and administration and finance
5. Appointment of administrative leadership (e.g., department chairs or their equivalent) for academic units that will have major responsibilities for student education, especially in those disciplines to be taught during the first two years of the curriculum
6. Chartering of the major standing committees of the professional school, particularly those dealing with the curriculum, student advancement, admissions, and faculty promotion and tenure. The manner in which the professional school is organized, including the responsibilities and privileges of administrative officers, faculty members, standing committees, and students must be established and the relationship of the professional school to the university must be made clear.
7. Description of how specialty training will take place in postgraduate education. All correspondence and contracts/MOUs from participating clinical sites must be attached.
8. Commitment by the university to structure optimal relationships between the school and any university operations that falls within the purview of the school (in particular, clinics or faculty practice groups).

The IBE/AAA considers the development of a concise job description and the appointment of the founding dean as essential starting points for the creation of the proposed program. The founding dean serves as the focal point for providing leadership in the implementation of the new school's missions and goals and acts as the catalyst for securing the resources needed to assure the accomplishment of the school's aims. The founding dean must be a practicing Seventh-day Adventist and should study and personally observe existing Adventist programs with deliberate attention given to translating Adventist mission and values into the fabric of the new school.

Senior leadership in education, student affairs, hospital relationships, and administration and finance is necessary to begin implementation of programs and services in these areas. Corollary appointment of administrative leadership, especially in those academic units that will have substantial involvement in student education, creates an infrastructure that should facilitate

effective development of the educational program. Senior leadership should establish working relationships with existing professional programs in the region where possible to enhance the quality of and resources available to the program under development. Such collegial relationships will also enhance the reputation of the new program.

An appropriate committee structure rounds out the organizational framework for operations and decision-making that has proven successful in existing accredited programs. Standing committees must be chartered in school or university bylaws and must have a clearly delineated charge or terms of reference that will facilitate their effective functioning.

Relationships and functions must also be geographically sensitive and appropriate to the prevailing requirements of such an institution in the region/division as it would be a resource in that entire area.

B. Educational Program

Clearly, the educational program leading to the professional degree lies at the core of the AAA's accreditation process and standards. Prior to admitting its first (charter) class of students, a new school is expected to have accomplished at least the following for its educational program:

1. Definition of overall student learning outcomes, including those distinctly Adventist for the educational program and designation of language of instruction.
2. Creation of a working plan for the curriculum as a whole, consistent with regional and denominational student learning outcomes.
3. Inclusion of a religion curriculum consisting of the study of the Bible, professional and biblical ethics, personal spiritual formation, and spiritual care of patients. This curriculum must include at least one course per year and be designed collaboratively by university religion faculty and faculty from the professional school.
4. Detailed layout of the first two years of study, including required courses and content and identification of the resources needed for the delivery of required courses (textbooks, laboratories, IT, pathology specimens, clinical material, and library).
5. Specification of the types of teaching for both basic and clinical science education and student evaluation methods best suited for the achievement of student learning outcomes.
6. Design of a system for curriculum management and review
7. Design of a system for educational program evaluation, including the designation of outcome measures to indicate the achievement of overall student learning outcomes.
8. Specification of clinical education content must be included in the overall curricular plan, with MOUs/clinical contracts included in the appendix of the Program Proposal Instrument.
9. Policies to protect the human rights and dignity of patients in the course of clinical education, patient care, and research.
10. Comparison of curriculum referenced against national and regional standards and models.

Learning objectives form the foundation of the educational program. General objectives for the educational program as a whole create a framework for the design and implementation of specific learning expectations at the level of required courses and clerkships and so need to be

specified at the earliest stages of program planning. These expectations and requirements inform and predicate the design, location, and capacity of the planned institution, especially with respect to the supply of qualified faculty, adequate patient volume to provide clinical instruction, and financial plan to ensure sustainability.

The school must be able to elucidate the overall structure of the educational program to maximize opportunities for efficient learning through horizontal and vertical integration of desired content. The first two years of study must be clearly articulated prior to the admission of a charter class. Careful consideration must be given to the sequence of required courses and the workload of students during the first two years of study. Each required course should have a designated director or leader, written objectives, and clearly defined criteria for evaluating student performance. The kinds of educational experiences needed for each course must be determined by both institutional and course objectives. Resources must be allocated for each required course, including instructional staff, teaching space, technological and information needs, and any specific instructional needs (e.g., lab materials and supplies, real or simulated patients). Consideration should also be given to academic and tutorial services that may be required as well as any training needs for instructional staff.

Careful consideration must be given to teaching and evaluation methods since these choices will determine many of the resource requirements for the units of study. A well-designed system of curriculum management and review assures continuity and consistency of the educational experience for students. Program evaluation implies the systematic collection and review of student evaluations of courses and instructional staff as well as any other appropriate indicators of curriculum effectiveness such as clinical competence of graduates compared to that of graduates of similar institutions in the region. Documentation of the achievement of learning outcomes must include student performance data (where possible, in the framework of national norms and requirements).

The program must show that the content of clinical education is based on scientific evidence and that students are taught to evaluate the quality and weight of the evidence for clinical intervention. This will be enhanced by development of a culture of research at the institution with participation by both faculty and students. The institution must give study to the advantage of developing postgraduate programs (PhD) in the basic science disciplines that will support the research objectives of the professional programs.

C. Students

To comply with AAA accreditation standards regarding students, a new school will be expected to have the following elements in place before requesting consideration for candidacy:

1. Clearly defined admissions policies and selection criteria, including a description of how all qualified and committed Seventh-day Adventist students will be preferentially considered. The application process should require a statement of purpose and mission from all applicants so that fit with school mission may be assessed. The school needs to define minimum requirements for admission that specify which prerequisites are required and which are recommended and develop

criteria for the selection of its students. Technical standards for the admission of handicapped applicants must be delineated. Enrollment management must include a process that will ensure that no students enroll in a course before completing the course prerequisites.

2. Strategic enrollment plan, showing the countries from which students will come, stating the number of students to be accepted initially and in the long term. Specifically, recruitment of Seventh-day Adventist students must be evident.
3. Adequate resources to assure essential student services in the areas of academic counseling, financial aid, health services, and personal counseling for retention
4. Written standards and procedures for the academic evaluation, advancement, and graduation of students and for disciplinary action, including appeal mechanisms to assure due process
5. Standards of conduct for the teacher-learner relationship, including written policies for addressing violations of such standards.
6. Expectations for what students will do after graduation. A strategic plan must be proposed to retain graduates in regional and denominational service.
7. The school must have resources in place to provide basic student services in the areas of academic counseling and tutorial services, financial aid services and counseling, preventive and therapeutic health services, spiritual formation, and personal counseling. If the school intends to utilize parent university resources for some of these services, it must assure that mechanisms are developed to address any unique needs of students. The Spiritual Masterplan must articulate with the institutional Spiritual Masterplan to specifically address the wholistic wellbeing of students. The school must also decide which immunizations it will require, and develop protocols for addressing student exposure to infectious and environmental hazards.

Criteria for reviewing student performance and for making decisions about advancement or dismissal need to be elaborated before the charter class is admitted. Policies relating to student advancement, graduation, dismissal, and disciplinary action must be written and available to *all* entering students, including policies specifically addressing academic integrity, professionalism, and biblical ethics, as well as alcohol and tobacco use and drug abuse.

The school shall develop and publicize to the academic community its system for addressing allegations of student mistreatment. Mechanisms for reporting and acting on incidents of mistreatment must assure that they can be registered and investigated without fear of retaliation.

D. Faculty

New schools must have the following in place regarding faculty when they are reviewed for candidacy:

1. Evidence that faculty are able to apply basic principles of pedagogy and Adventist philosophy of education in the content area; evidence of an understanding of and commitment to medical missionary work. This may be accomplished by successful completion of in-service training in these areas prior to commencing teaching duties.

2. Written policies and procedures for faculty appointment, promotion, and tenure, defining full and part-time employment status of faculty, including for clinical faculty. The policies must specify the expectations for and assessment that all faculty contribute to the mission and purpose of the Seventh-day Adventist Church. A copy of the document that a faculty member signs, regardless of religious affiliation, must be included in the appendices. It must require the faculty member to describe how they will support the school mission statement.
3. Detail of how and from where the school will obtain the faculty, enumerating the number of full-time and part-time faculty needed initially and in the long term.
4. Hiring a sufficient number and majority percentage of committed and qualified Seventh-day Adventist faculty and other qualified faculty committed to the mission of the institution to provide the first two years of instruction for the professional education program as well as other Adventist faculty as needed for the implementation of institutional plans regarding student admissions, curriculum planning and management, and achievement of other missions or goals. In addition to clinical experience, faculty must also have experience in health professions education.
5. A recruitment plan and timetable for hiring qualified and committed Seventh-day Adventist faculty and other faculty committed to the mission of the institution to deliver the entire educational program
6. The school needs sufficient faculty to deliver the first year of instruction and to make any necessary decisions about student admissions, curriculum design and management, student evaluation and promotion policies, and any other activities that are fundamental to the school's ability to accomplish its mission and goals. Such faculty must have appropriate content expertise for the material to be learned and be familiar with the school's expectations for student learning outcomes.
7. While faculty to teach the second year do not need to have been hired before the charter class is admitted, the school must at least have formally documented the numbers and types of faculty needed for the second year so that hiring can begin before or early during the first year of the educational program. Evidence of hiring must be demonstrated prior to start of the second year.
8. Faculty development plan for basic science and clinical faculty, including development in the areas of pedagogy and principles of Adventist philosophy of education and medical missionary work.
9. A plan to provide for research facilities and release time (quantified in the workload policy) so that qualified faculty can pursue a productive research program. Policies and structures (including an institutional research ethics committee) must be in place to ensure that research with human beings and animals comply with the principles promulgated by the World Medical Association in its Helsinki Declaration and by UNESCO's Division of Ethics of Science and Technology.

E. Educational Resources

The following resource requirements are considered essential prerequisites for a school seeking candidacy:
1. Detailed budgets and sources of supporting financial resources for the first five years of operation or for the duration of a complete cycle

2. Classroom space and supporting educational infrastructure (including utilities) for the first year of instruction
3. Plans for providing classroom space and any supporting educational infrastructure for the second year of study
4. Library, computer, and information technology services appropriate to the needs of the school for education, research, and patient care.
5. Identification of clinical teaching sites and affiliation agreements for clinical sites

New schools must demonstrate that they have sufficient financial resources to accommodate the development of their educational program and to accomplish any other institutional goals. Operating budgets for the first year must be provided to indicate expected revenue sources and expenditures.

Adequate physical resources for the first year of the educational program need to be in place, including classroom, laboratory, and office space, study space for students, and support services (e.g., room scheduling, exam grading, security). Planning for second-year resources allows for consideration and identification of potential shared facilities such as classrooms, wet labs, physical examination rooms, etc.

The information needs of students and faculty for teaching, research, and any patient care must be addressed by library and information technology systems as appropriate.

The inpatient and ambulatory sites that will be used for professional student education across the entire curriculum must be identified. Affiliation agreements/MOUS must be negotiated and signed for any clinical facilities used for instruction to spell out expectations by all parties and minimize exposure risk in all forms to the higher organization (i.e. the Church).

Some tuition income should contribute to general overhead expenses of the university but policies must be set in place.

Appendix A: Program Proposal Instrument for Schools of Medicine, Dentistry and Pharmacy
International Board of Education

Institution Submitting Proposal:

Department Making Proposal:

Date of Proposal:

Name of Degree to be Offered:

Proposed Starting Date:

_____   Date Approved by Institutional Board

_____   Date Approved by the Division

_____   Date Received by GC Education Department

Abstract of Proposal

Provide a brief summary of the application. This must include a clear statement of **what** the institution wants to offer, **why** it considers this program important, and **the relationship** between this program and existing campus programs.

Proposal

The proposal must consist of replies to the items which follow. Replies must follow the same sequence as the items. Lengthy replies and supporting documents should be included in appendices.

A. Objectives of the Program.

1. List specific objectives and student learning outcomes of the program.

2. Describe how this program will help achieve the mission and objectives of the institution in terms of its role and scope within the total system of Seventh-day Adventist higher education in your union or division.

3. Enumerate any indirect benefits which may result from the establishment of the program.

4. Describe the impact of the new program on the institution in terms of institutional size and how it affects existing programs. If the new program will modify existing programs in the institution, please explain these modifications.

B. Course of Study Leading to the Proposed Degree.

1. List the courses (title and term credits) that would constitute the course requirements of the proposed program. Place an (x) next to those courses already given at the institution and a (+) next to proposed new courses which will be offered.

2. In summary form, state the number of courses required for the program, the number of courses already available, and the number of new courses to be added with the amount of term credits for each group.

3. In summary form, please state institutional strengths in related major fields which would serve as service courses to the new degree program area.

4. Indicate language of instruction.

5. Outline the curriculum as a whole, consistent with regional and denominational educational objectives and student learning outcomes.

6. Show inclusion of a religion curriculum consistent with the tenets of faith of the Seventh-day Adventist Church and include study of the Bible, professional and biblical ethics,

personal spiritual formation, and spiritual care of patients. The curriculum must include at least one course per year and be designed collaboratively by university religion faculty and faculty from the professional school.

7. Provide detailed layout of the first two years of study, including required courses and content, and identification of the resources needed for the delivery of required courses (textbooks, laboratories, IT, pathology specimens, clinical material, and library).
8. Specify the types of teaching for both basic and clinical science education and student evaluation methods best suited for the achievement of educational objectives.
9. Describe the system for curriculum management and review.
10. Describe the system for educational program evaluation, including the designation of outcome measures to indicate the achievement of overall student learning outcomes.
11. Specify the content of clinical education in the overall curricular plan.
12. Attach policies to protect the human rights and dignity of patients in the course of clinical education, patient care and research.
13. Describe how specialty training will take place in postgraduate education.

C. Justification for the Initiation of the Proposed Program.

1. Detail the needs of: the constituent territory, the nation, and the church for people trained in a program such as the one proposed. Describe job opportunities. Refer to any national or church studies on need. (Supply data from studies used.)
2. If there is a territorial, national, or church need for more people to be trained in this field, and at the level in the proposed program, describe special reasons why it should be offered at this institution rather than at one of the other institutions in the union or division? Describe any special competence your institution may have for offering this program.
3. Provide evidence of interest on the part of local industry, agencies, institutions, etc. in the proposed program.
4. Provide other justifications for the initiation of this program which may not have been included above.
5. What priority would be placed on the need for the initiation of this program at the institution? Provide a brief rationale for the rating. Make comparisons with the importance of several selected existing programs in the institution.

    - High
    - Medium
    - Low

D. Similar Programs Presently Offered in the Seventh-day Adventist system.
    List degree programs offered in this specialty at other Seventh-day Adventist institutions in the union or division. Explain what study has been done to ensure that the program will not undermine the success of these other programs.

E. Students.
1. Attach market study or other evidence of student interest in the proposed program from inside and outside the institution. What is the basis for this projection? Indicate the enrollment anticipated during the first four years of the program by year.
2. Indicate source of most of the students expected to enroll in this program.
3. Attach strategic enrollment plan, showing the countries from which students will come, stating the number of students to be accepted initially and in the long term. Specifically, recruitment of Seventh-day Adventist students must be evident.
4. Define admissions policies and selection criteria, including a description of how all qualified and committed Seventh-day Adventist students will be preferentially considered. Define minimum requirements for admission and indicate criteria for the selection of students, including assessment of spiritual values and fit with school mission. Delineate technical standards for the admission of handicapped applicants.
5. Show allocation of resources to assure essential student services in the areas of academic counseling, financial aid, health services, and personal counseling for retention.
6. Attach written standards and procedures for the evaluation, advancement, and graduation of students and for disciplinary action, including appeal mechanisms to assure due process.
7. Attach standards of conduct for the teacher-learner relationship, including written policies for addressing violations of such standards.
8. Describe expectations of what students will do after graduation. A strategic plan must be proposed to retain graduates in regional and denominational service.
9. Indicate resources in place to provide basic student services in the areas of academic counseling and tutorial services, financial aid services and counseling, preventive and therapeutic health services, spiritual formation, and personal counseling. If the school intends to utilize the parent university resources for some of these services, it must show that mechanisms are developed to address any unique needs of students. The Spiritual Masterplan must articulate with the institutional Spiritual Masterplan to specifically address the wholistic wellbeing of students. Indicate which immunizations required, and attach protocols for addressing student exposure to infectious and environmental hazards.

F. Faculty (Appendix 7).

1. Estimate the number and qualifications of faculty members that would have to be added during the first year if this program were implemented. (Show estimated salary and fringe benefits.) Specify faculty workload policy and show how this proposal complies with policy.
2. How many new faculty members (with what qualifications) will be needed for this program for each of the next five years? (Show estimated salary and fringe benefits.)
3. Show additional clerical or support personnel needed during the first five years of the program. (Show estimated salary and fringe benefits.)
4. Attach written policies and procedures for faculty appointment, promotion, and tenure, defining full and part-time employment status of faculty, including for clinical faculty. The policies must specify the expectations for and assessment that all faculty actively contribute to the mission and purpose of the Seventh-day Adventist Church.

5. Detail how and from where the school will obtain the faculty, enumerating the number of full-time and part-time faculty needed initially and in the long term.

6. Provide projection showing feasibility of hiring a sufficient number and majority percentage of committed and qualified Seventh-day Adventist faculty and other qualified faculty committed to the mission of the institution to provide the first two years of instruction for the professional education program Identify other Adventist faculty as needed for the implementation of institutional plans regarding student admissions, curriculum planning and management, and achievement of other missions or goals.

7. Attach the 6-year recruitment and development plan and the 6-year timetable for hiring qualified and committed Seventh-day Adventist faculty, both basic science and clinical faculty as well as and other faculty committed to the mission of the institution to deliver the entire educational program.

8. Provide evidence of having sufficient faculty to deliver the first year of instruction and to make any necessary decisions about student admissions, curriculum design and management, student evaluation and promotion policies and any other activities that are fundamental to the school's ability to accomplish its mission and goals. Such faculty must have appropriate content expertise for the material to be learned and be familiar with the school's educational learning outcomes.

9. While faculty to teach the second year do not need to have been hired before the charter class is admitted, formally document the numbers and types of faculty needed for the second year so that hiring can begin before or early during the first year of the educational program.

10. Describe faculty development plan for basic science and clinical faculty.

11. Describe the plan to provide for research facilities and release time so that qualified faculty can pursue a productive research program. Policies and structures (including an institutional research ethics committee) must be in place to ensure that research with human beings and animals comply with the principles promulgated by the World Medical Association in its Helsinki Declaration and by UNESCO's Division of Ethics of Science and Technology.

G. Facilities.

1. Please list and include photographs of facilities, such as (1) buildings, (2) space, or (3) equipment, which are currently available at your institution for use in the proposed program.

2. What additional facilities, such as (1) buildings, (2) additional space, or (3) equipment are needed for the proposed program?

3. What is the anticipated cost of these additional facilities prior to the initiation of the program and for each of the next three years?

4. What are the anticipated sources of funds?

6. Classroom space and supporting educational infrastructure (including utilities) for the first year of instruction.

7. Plans for providing classroom space and any supporting educational infrastructure for the second year of study.

8. Identification of clinical teaching sites and copies of affiliation agreements for clinical sites and teaching hospitals to secure the educational environment.

H. Library Resources.

1. What is the anticipated cost of any additional library resources needed to initiate this program and for each of the next three years?

2. What are the anticipated sources of funds?

3. Show evidence of library, computer and information technology services appropriate to the needs of the school for education, research, and patient care.

I. Other Institutional Needs.

Describe other institutional needs in relation to the program which have not yet been described. List and estimate their initial cost and the annual cost for the following three years.

J. Accreditation.

1. Show that the program meets the requirements of appropriate accrediting associations and/or professional societies. Include copies of documents supporting these requirements and the institution's compliance, e.g., correspondence with accrediting bodies.
2. Name the accrediting agencies and/or professional societies which would be concerned with the proposed program.
3. Identify any external accreditation already procured for the proposed program, or the state of any application. Include copies of same.

K. Evaluation of Proposed Program.

1. Name and provide dates for the institutional faculty committees or councils that have reviewed and approved the proposed program.
2. List names, current positions and titles of external consultants/assessors. Append a copy of their reports (Appendix B). Include an institutional response to the issues raised by each report.

L. Organization and Administration.

1. How and by whom was the proposed program structured?
2. What is the normal procedure by which curricular change is made?

   - Who is directly responsible for administration of the program?
   - Vice president
   - Dean
   - Curriculum Coordinator

- Director
- Division Chairman
- Department Head
- Other

3. To whom does this administrator report?
4. Define the governance structure of the proposed school, including the composition and terms of membership of any governing board and its relationship to the parent university.
5. Attach the job description for the dean with approval of the description from appropriate university authorities.
6. Attach CV to show appointment of a qualified Seventh-day Adventist founding dean with a validated resume.
7. Attach CVs to show appointment of the senior leadership within the dean's staff, particularly in the areas of academic affairs, student affairs, admissions/recruitment, hospital relationships, and administration and finance.
8. Attach CVs to show appointment of administrative leadership (e.g., department chairs or their equivalent) for academic units that will have major responsibilities for student education, especially in those disciplines to be taught during the first two years of the curriculum.
9. Attach terms of reference and composition of the major standing committees of the professional school, particularly those dealing with the curriculum, student advancement, admissions, and faculty promotion and tenure. The manner in which the school is organized, including the responsibilities and privileges of administrative officers, faculty members, standing committees, and students must be established and the relationship of the professional school to the university must be made clear.

M. Summary of Estimated Costs of Program.

1. Detailed budgets and sources of supporting financial resources for the first five years of operation or for the duration of a complete cycle. Summarize the estimated costs of the proposed program by completing the table on the following page. Include only costs which are additional to those programs currently in operation. The institution's own budget pro-forma may be submitted instead as long as all the elements identified in this budget are clearly shown for the proposed new program.

FIVE-YEAR FINANCIAL PROJECTION

	1st Year Costs-- Additional	2nd Year Costs- Additional	3rd year Costs-- Additional	4th year Costs-- Additional	5th year Costs-- Additional
Administration (salaries and fringe benefits)					
Faculty (salaries and fringe benefits)					
Clerical and Support Personnel (Total Costs)					
Phased Capital Development Costs (new construction, major renovation, etc.)					
Plant Services, Maintenance, & Depreciation (additional costs)					
Equipment (including information technology)					
Library Resources IT costs					
Overhead costs, including contribution to university overhead					
Other Major Cost Items (Please List)					
1.					
2.					
3.					

Total Cost					
Percentage of Total Anticipated Cost From Tuition					
Percentage of Total Anticipated Cost from Church Appropriations					
Percentage of Total Anticipated Cost from Government Assistance					
Percentage from Philanthropy					
Source(s) for the Balance					
1.					
2.					

Required Appendices for New Program Proposal Instrument

Appendix 1: Copy of Feasibility Report and Institutional Response

Appendix 2: Copy of External Reviewers Report and Institutional Response

2.1 Report by external reviewers (a panel of regional experts in professional education) and description of how that written feedback was used to revise the proposed curriculum.
2.2 Copy of Board minutes documenting that report of external reviews and the institutional response to it was reviewed by the governing board.

Appendix 3: Copy of national and regional standards for medical/dental/pharmacy education. Attach cover sheet cross-referenced to demonstrate that the proposed degree meets national educational standards.

3.1 Summary of any unique components of the curriculum, including required religion courses.
3.2 Additional standards met to meet WHO criteria when national standards would not automatically qualify the institution to be recognized by the WHO.

Appendix 4: Copies of national and regional standards for licensure.

4.1 Matrix/documentation that the degree qualifies the candidate to sit for professional licensure.
4.2 Description of how the institution will provide or facilitate transfer to postgraduate education where this type of training is expected for graduates.
4.3 Outline of process for obtaining licensure to practice in the country/region, listing names of organizations responsible for licensure and dates of national examinations.
4.4 Outline of licensure examination and content areas tested, if one is required.

Appendix 5: Procedure for acceptance and availability of positions for postgraduate education, detailing number of slots by specialty and sponsoring entity

Appendix 6: Evidence that program is distinctly Adventist:

6.1. Course descriptions for required religion courses.
6.2. Evidence of mentoring by Adventist teachers and clinicians.
6.3. Evidence that clinical environment is one in which wholistic healthcare, including spiritual care, can be practiced.
6.4. Relationship to Adventist healthcare and the mission of the Church in the region.

Appendix 7: Faculty.

7.1. Evidence of a sufficient number of qualified Adventist faculty.

Provide evidence of a sufficient number of qualified Adventist faculty for the first year with a hiring plan for the second year. List names of proposed faculty and any correspondence supporting their joining the faculty. Attach the 6-year recruitment and development plan and the 6-year timetable for hiring qualified and committed Seventh-day Adventist faculty, both basic science and clinical faculty, and other faculty committed to the mission of the institution to deliver the entire educational program.

7.2 Faculty qualifications.

Show that basic science faculty have earned doctorates in the discipline by listing degrees and awarding institution and attaching CVs.

7.3 Qualifications of clinicians.

Show that clinical faculty are licensed to practice medicine/dentistry/pharmacy and, if in a specialty, have completed advanced clinical training and are eligible for board certification in a discipline.

7.4 Mission statement.

Attach copy of mission statement to which faculty must sign in agreement and to which they must provide a written response.

Appendix 8: Library and Technology Resources.

8.1 Technology.

Provide evidence of sufficient library and electronic resources for the number of students to be taught.

8.2 Evidence that program meets minimal technology specifications.

How will the proposed program utilize information technology to support academic processes from recruitment of students, admissions and records, classroom and laboratory activities, assessment of learning, and communication with constituents? Please provide detailed plans of the network connectivity and the hardware and software that will be used to permit communication among administration, faculty, staff, clinicians, students, alumni and organizations providing assistance and oversight for the program.

Appendix 9: Patients and Clinical Teaching

9.1 Identification of source and numbers of patients for the clinical experience of the students.
9.2 Detail of how patients will pay for services they receive.
9.3 Comparison of fees that patients pay at the school/University clinic/medical centre with the fees being charged in the community.

9.4 Copies of all correspondence and contracts/MOUs from participating clinical sites to spell out expectations by all parties and minimize exposure risk in all forms to the higher organization (i.e. the Church).

Appendix 10: Institutional organizational chart with relationship of new proposal to decision-making channels.

Appendix 11: Copies of the last three years of audited statements and present year's unaudited financial statement, current to the preceding month of the visit.

Appendix 12: Dentistry and Pharmacy Practice (for new schools of dentistry and pharmacy only).

12.1 Description of the current status of the practice of dentistry/pharmacy in the country and region.
12.2 List of names and addresses of local dentists/pharmacists interviewed about the curriculum and national professional dental/pharmacy associations.

Independent Assessor Report International Board of Education

Name of Institution:

Program being Assessed:

Name of Assessor(s) (Include qualifications and job titles):

Signature of Assessor(s):

Date of Assessment:

Date Assessment Received by Institution:

Date of Institutional Response (attach copy):

Was the assessment off-site or on-site?

ASSESSMENT REPORT

Please provide a brief (3-5 pages) assessment of the proposal you have received. In particular, please provide your objective position on as many of the following issues as you feel able:

- Is the proposed program equitable to similar programs in other institutions (either within the region of operation or the Seventh-day Adventist church system)? Please consider curriculum and educational standards.
- What evidence is there that qualified faculty, committed to the mission of the institution, will be available to deliver the proposed program?
- Are the facilities sufficient to deliver the proposed program effectively?
- Do the plans provide for the necessary increase in educational equipment, technology, and library resources?
- Is the proposed budget for set-up and operation adequately funded?
- Are you convinced that there will be a market for the program?
- How likely is it that graduates from the program will be employable or able to access graduate education in the country of operation?
- What are the overall strengths of the application?
- Are there any weaknesses and what are your recommendations on how the institution can alleviate these?

On-Site Team Visit for New Schools of Medicine, Dentistry and Pharmacy
International Board of Education

Name of Institution:

Address of Institution:

Name of Proposed Program:

Date of proposed start of program:

Date of survey visit:

Members of the survey team, including qualifications and present job responsibilities:

Date reported/submitted to IBE:

PART I: SUMMARY REPORT

Report of Visit

Identify what materials were evaluated, what individuals/groups were met, and what facilities were visited.

Justification for Overall Recommendation

Provide a short (no more than one page) summary of the findings of the team that led them to agree the overall recommendation.

Recommendation to the International Board of Education/AAA

The following recommendations can be made:

1. *Recognition and preliminary accreditation.* The AAA will usually take this action when the applying institution has presented a solid proposal and the committee has confidence in their ability to introduce the proposed program/change effectively. Comments or suggestions may be made to the institution but there will be no formal recommendations. Preliminary candidacy would normally be for a two-year period and the institution would be expected to initiate an application to the AAA for provisional accreditation at the end of that two-year period (and no later than one year prior to the midpoint of the new program) and to apply for full accreditation early in the final year.

2. *Recognition and preliminary accreditation, with recommendations.* This action will normally be taken by the AAA if the Board considers the proposal to be sound but agrees there remain some areas of weakness that must be addressed during the candidacy period. With this vote, the AAA will authorize/recognize the new program and give it candidacy status but specific recommendations will also be included in the vote and the institution must ensure it responds to the recommendations before the time of the next AAA visit. Preliminary candidacy will normally be for a two-year period and the institution will be expected to initiate an application to the AAA for provisional accreditation at the end of that two-year period (and no later than one year prior to the midpoint of the new program) and to apply for full accreditation early in the final year.

3. *Recognition and recommendation of preliminary accreditation, with conditions.* This action will be taken by the AAA if, in the judgment of the committee, there is good reason to support the institutional proposal but there are still some significant hurdles to its success. These could relate to issues such as finance, availability of qualified and appropriate faculty, or inadequate development of a quality curriculum. With this vote, the AAA will expect certain conditions to be met **before** the new program can move to the next stage. Candidacy and preliminary accreditation will only begin when the conditions are met and students may only be admitted thereafter. Candidacy will normally be for a two-year period, and institutions must initiate an application to the AAA for provisional accreditation at the end of that two-year period (and no later than

one year prior to the midpoint of the new program) with application for full accreditation early in the final year. When conditions are given in the provisional or full stages of accreditation, new students may not be admitted until the conditions have been met. The General Conference Education Department will act on behalf of the AAA to confirm conditions are met and will report the date of completion back to the AAA at its next regular meeting.

4. *Recommendation for denial of authorization or recognition.* The AAA will take this action if it concludes that the institutional proposal is not supportable for quality, operational or philosophical reasons. A rationale for the denial will be sent to the relevant institution and its division.

PART II—FULL REPORT

This section of the report will usually be written before the summary report and form a basis for its conclusions. Each section will draw on information given throughout the *New Program Proposal Instrument*, supported by interviews and observations made by the team. It is recommended that each section be a short narrative commenting on what the team has noted in each area, what strengths they have identified, and what outstanding issues need to be resolved. If in the view of the team the proposal in the section under consideration is sound, this will be identified at the end of that section with a comment such as, "The team found adequate reason to support the application in the area of resources."

Even if a team considers an application sound in one particular section, **recommendations** may still be added. These should be few, clearly focused, and identify who specifically should do the action recommended. Such recommendations will highlight areas for further work/consideration by the applying organization and the IBE/AAA and may lead to an overall recommendation of **authorization with recommendations**.

If any of these recommendations are so significant that in the view of the team they must be resolved before the application can be supported, the team will add to the recommendation a notation such as, "In the view of the team, this recommendation should be considered a condition of approval of the application."   Such recommendations will normally lead to an overall recommendation for the proposal of **authorization with conditions**.

If the team considers areas of the proposal are completely inadequate so that the program as profiled will compromise the mission of the church, this will also clearly be identified in the relevant areas of the report. This will usually lead to an overall recommendation of **no approval** (denial).

Appendix H

Adventist Accrediting Association
Conflict of Interest Policy

In carrying out their accreditation responsibilities, members of the AAA Board, staff, and site visit teams seek to ensure that their decisions are based solely on the application of professional judgment to the information resulting from their evaluation procedures. Therefore, they seek to avoid conflict of interest and the appearance of conflict of interest. A conflict of interest is defined as any circumstance in which an individual's capacity to make an impartial and unbiased accreditation decision may be affected or perceived to be affected because of a prior, current, or anticipated institutional affiliation(s), or other significant relationship(s) with an accredited institution or an institution seeking recognition by the Board.

Because of the common objectives embraced by the various organizational units and institutions of the Seventh-day Adventist Church, membership held concurrently on more than one denominational committee or board does not in itself constitute a conflict of interest, provided that all the other requirements of the policy are met. While serving as an officer, trustee, or director of multiple denominational entities is thus acknowledged and accepted, a member serving on the AAA Board is expected to act in the best interests of the Adventist Accrediting Association and its role in denominational structure.[10]

The following are examples of affiliations and other significant relationships pertaining to visiting team members, AAA Board members, and AAA Board staff that present a conflict or the appearance of a conflict. Such affiliations and significant relationships should be disclosed to the executive secretary for discussion and evaluation. Affiliations with institutions under review that would pose a conflict of interest may include, but are not limited to any of the following categories during the past five years: employee, former employee, applicant for employment, board member, appointee, paid consultant, current student, graduate, or instructor. Any relationship involving a written agreement and/or compensation may create a conflict of interest or the appearance of a conflict of interest and should be included. Other significant relationships that should be reported for their potential in prejudicing decision making include, but are not limited to: having a close relative (such as but not limited to spouse, child, parent or sibling) affiliated with the institution under review, receiving an award from the institution, and/or having a close personal or professional relationship at the institution under review where that relationship might have a material effect on accreditation review.

AAA Board Members: AAA Board members shall make proposals, vote and otherwise conduct themselves in Board meetings and activities in a manner consistent with their best, impartial, and unfettered judgment, and in furtherance of the Board's purposes, without regard for the potential impact of the Board's decisions on their own professional or financial interests or those of their friends, relatives and colleagues. Board members are expected to commit themselves to full

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[10] See General Conference Working Policy E 85 Conflict of Interest and/or Commitment

disclosure and restraint in any institutional consideration involving a conflict of interest or appearance of conflict of interest.

Visiting Team Members: In selecting visiting teams for a specific institutional review, individuals who have a known conflict of interest should be excluded. If unsure about a conflict of interest, individuals are expected to disclose possible conflicts to the Board staff via the Conflict of Interest Form for discussion and evaluation prior to appointment to a team. It is the policy of the Board that visiting team members not serve as paid consultants with an institution they have visited for one year following the visit. Institutions, in reviewing proposed teams, are encouraged to bring to the attention of Board staff any possible conflicts of interest or situation that might be perceived as a conflict of interest.

Board Staff: Board staff are committed to full disclosure and restraint in any institutional consideration involving a conflict of interest or appearance of a conflict of interest. Staff members shall recuse themselves from voting on decisions regarding institutions with which they have been employed, served as a director/trustee, or served as a paid consultant during the previous five years. Staff members may not participate in private consulting with any institution accredited by or a candidate for accreditation with the Board for at least one year after serving on the Board. Staff also may not receive honorary degrees or awards from any institution with candidate or accredited status with the Board for at least one year after serving on the Board. Disclosure of any conflict of interest, or situation that might reasonably be perceived as a conflict of interest, must be provided to the executive secretary.

In the case of a conflict involving the executive secretary, notice shall be given to the Board chair. In the case of a conflict involving the Board chair, or for any unclear conflicts or appearance of conflicts involving team members, board staff, or board members, the AAA Board Conflict of Interest subcommittee will be consulted. A record of institutions where there is a conflict of interest or appearance of a conflict will be kept in a separate file by the executive secretary of the Adventist Accrediting Association.

Consultants and other agency representatives: Consultants and others with a formal contractual relationship with the AAA, who, in the course of their work may become involved in Board policy, institutional evaluation, or the accreditation decision of specific institutions, will be required to complete the Conflict of Interest Form and the Form shall be kept on file.

Mitigating Potential or Actual Conflicts of Interest

Conflicts that are deemed to have the potential or are likely to be perceived as having the potential to have a direct and significant effect on a decision must be eliminated, mitigated, or managed. Such strategies for eliminating, mitigating, or managing conflicts can include:

Removal

The best way to handle conflicts of interests is to avoid them entirely. Individuals invited to participate are expected to decline to serve in the evaluation of an institution where they have, or where it might reasonably appear that they have, a conflict of interest. For the purposes of this policy, five years is established as the limit of prior association. Other means of removing a

conflict include, but are not limited to, divestiture of significant financial interests; disqualification from participation in all or a portion of the meeting or site visit; and/or severance of relationships that create actual or potential conflicts.

Disclosure

If known in advance, all present and potential conflicts of interest must be disclosed by Board members, staff and potential team members.

1. Board members and staff shall complete an annual Conflict of Interest Form. Such disclosures shall be submitted to the executive secretary of the AAA for review by the Board's Conflict of Interest committee. The committee shall resolve or determine the steps required to manage the potential conflict, with appropriate information provided to the Board.
2. Potential members of a visiting team shall inform the staff or chair of the visiting team and the head of the institution being visited of any disclosures they may need to make.

If not known in advance, conflicts of interest or potential conflicts of interest shall be disclosed to the person in charge of the meeting or activity and to the full meeting. The voting members in such a meeting shall determine whether or not the matter disclosed constitutes an actual or perceived conflict of interest and the manner in which this is to be handled.

Recusal

Those with a conflict of interest are expected to recuse themselves from (i.e., abstain from) decisions where such a conflict exists. The imperative for recusal varies depending upon the circumstance, ranging from abstaining from discussion or voting, to removing oneself from the room or situation to avoid participation in all discussion or deliberation on the issue. All such actions should be recorded in any minutes or records kept. Following full disclosure of the present or potential conflict, the Board may decide that no conflict of interest exists and invite the person in question to participate.

Members of the Board will at a minimum abstain, and in some cases absent themselves from the room when there are deliberations or votes on decisions regarding institutions with which they are affiliated or with which they have participated as a member of the most recent visiting team.

Training

Training on the policy shall be provided to prospective AAA site team members and AAA Board members by means of the Conflict of Interest form.

Policy Application

Questions or concerns regarding the application of this Policy should be addressed to the executive secretary of the AAA or the General Conference Office of General Counsel.

Criteria for the Review of Urban Campuses

Purpose:	To provide guidance for AAA teams reviewing institutions of tertiary education situated in urban contexts or that have extension campuses located in urban settings.
	While existing CFRs are generally applicable to colleges and universities irrespective of setting, it seemed helpful to the AAA to contextualize or incorporate certain CFRs In order to provide special and, in some cases, more specific guidance for tertiary institutions in urban settings given the special circumstances of the urban context which can yield significant challenges in implementing the whole-person, redemptive philosophy of Seventh-day Adventist education.
Extended Application:	These Criteria for Review (CFRs) could potentially be adopted and/or adapted for the review of Adventist educational institutions in urban settings at other levels, such as primary and secondary schools.
Urban Setting Defined:	There are certainly various ways to define an urban campus, such as the following: • Located in an area of high human population density and built environments (National Geographic Society) • Located in densely developed territory, residential and commercial, of 50,000 or more people (U.S. Census Bureau)
	In the United States, the Carnegie Foundation has developed a system that classifies educational institutions as urban, suburban, or rural, updated every five years.
	For the purpose of this document, each Division in conjunction with the General Conference Department of Education liaison will determine which of its tertiary campuses will be classified as urban. As guidance, the following parameters may be utilized: A campus of higher education, located physically within a metropolitan setting of dense population and built development, where the majority of students are non-residential and spend limited time on campus except for attending classes.

Criteria for Review	Preferred Evidences

1. The institution fulfills the philosophy of Seventh-day Adventist education, particularly its redemptive purpose and its focus on whole-person development.
 	
Maps to:
  Form A, Area 1
  Form B, Area 1
	▪ Evidence of plans and initiatives to ensure a clear Adventist identity and ethos throughout the institution
	
	▪ Evidence of intentionality in evangelistic purpose, immersing students in the values and objectives of Adventist education
	
	▪ Evidence of policies and procedures that safeguard the Adventist ethos when admitting non-Adventist students

2. The institution effectively nurtures students in their spiritual development. Maps to: Form A, Area 2 Form B, Area 2	▪ Evidence of the provision of chaplains, with at least half-time load in chaplaincy, whose key focus is the salvation and spiritual nurture of students. Ideally there should be a policy in place to hire a chaplain for every certain number of students at the site. If more than one, there should also be both male and female chaplains, with chaplains preferably assigned to specific programs. ▪ Evidence of the provision of a representative on-site worship facility ▪ Evidence that the institution offers engaging on-site weekly worship programs (e.g., Friday night, Sabbath morning, and Sabbath afternoon) ▪ Evidence of the involvement of students in planning and implementing spiritual programming ▪ Evidence of the implementation of a spiritual development curriculum, including the utilization of small groups ▪ Evidence of intentional evangelization, resulting in the baptism of students ▪ Evidence that the institution organizes mission trips and other missionary activities in which students and employees participate ▪ Evidence of organized volunteer service opportunities to people in need (e.g., refugees, homeless) ▪ Evidence that the institution intentionally fosters respect for others, exemplifying the love of Christ

Criteria for Review	Preferred Evidences
3. The programs of study at the institution nurture the faith of students in intentional ways. Maps to: Form A, Area 5 Form B, Area 4	▪ Evidence of the incorporation of institutional values and a biblical worldview throughout each academic program ▪ Evidence of student training and experiences in witness, in which administrators, faculty, and staff are also involved ▪ Evidence of the incorporation of service-learning requirements in courses and programs of study, which present an array of service options to students ▪ Evidence of the engagement of students in the required religion courses
4. The programs of study at the institution effectively prepare students for the workplace. Maps to: Form A, Area 5 Form B, Area 4	▪ Evidence that the core curriculum incorporates a course focused on the Christian in the workplace (i.e., living a Christ-centered life of witness in the work environment) ▪ Evidence that the educational program requires students to be involved in apprenticeships or internships, or other significant field experiences, or to hold a program-related full- or part-time job in which they are formally evaluated ▪ Evidence of an active literature evangelism program, or alternative program, made available to all students, with an emphasis on the development of interpersonal skills for sharing the gospel
5. The institution ensures that programs of study are adequately staffed, and that faculty and support staff are both qualified and committed. Maps to: Form A, Area 6 Form B, Area 5	▪ Evidence that no more than half of the credits in each academic program, including the set of upper-division courses, are taught by contract part-time faculty members ▪ Evidence that the institution has attained or has in place strategies that move progressively toward the goal that all full-time faculty are members of the Seventh-day Adventist Church in regular standing ▪ Evidence that a majority of part-time/contract faculty are members of the Adventist church, or that the institution has in place strategies to move progressively toward this goal ▪ Evidence that the contract for all employees stipulates an agreement with the philosophy of Adventist education and a commitment to respect the beliefs and practices of the Seventh-day Adventist Church ▪ Evidence that the contract for all teachers stipulates involvement in student-related activities outside of the classroom

Criteria for Review	Preferred Evidences
6. The institution ensures that student services contribute effectively to whole-person development and are aligned with the Adventist philosophy of education. Maps to: Form A, Area 9 Form B, Area 6	▪ Evidence that the food services provided are in harmony with the Adventist philosophy of healthful living, including what is sold through the vending machines ▪ Evidence that the institution oversees student housing, ideally in a dormitory setting for any students not living with their parents, legal guardians, or spouse, and below a certain age (e.g., 25 years old), or at minimum through establishing and implementing a set of formative criteria for student housing, with a consistently applied approval process ▪ Evidence of the provision of facilities for recreation and for cultural programs, as well as spaces for student interaction and for student-faculty interaction ▪ Evidence of the provision of social activities for students, with evidence that administrators, faculty, and staff participate with students in a number of these social activities ▪ Evidence of a mentoring program for new students
7. The institution provides co-curricular activities and experiences that align with Adventist identity and mission. Maps to: Form A, Area 9 Form B, Area 6	▪ Evidence of the provision of recreational programs that are congruent with Adventist identity and mission ▪ Evidence of the provision of cultural programs that are congruent with Adventist identity and mission ▪ Evidence of an effective health and wellness program, co-curricular or curricular, that transmits the health message of the Adventist church in an attractive manner
8. The institution provides initiatives and programs that foster the personal development of students. Maps to: Form A, Area 9 Form B, Area 6	▪ Evidence that the institution offers time management and emotional health seminars and workshops to students ▪ Evidence that the institution provides personal/career Christian counseling, with the employment of a part-time counselor, or a full-time counselor when enrollment at the site exceeds 500 students
9. The institution provides students with opportunities to interact with God's creation.	▪ Evidence of an aesthetic campus environment that incorporates aspects of natural beauty, both inside and outside of the classroom ▪ Evidence that students and teachers engage in beautification projects, both on- and off-campus, such as adopting a park or developing an urban community garden ▪ Evidence that students are provided with opportunities to interact with natural settings as part of the required curriculum