

Global Partnership For Theological Accreditation & Mission



MANUAL

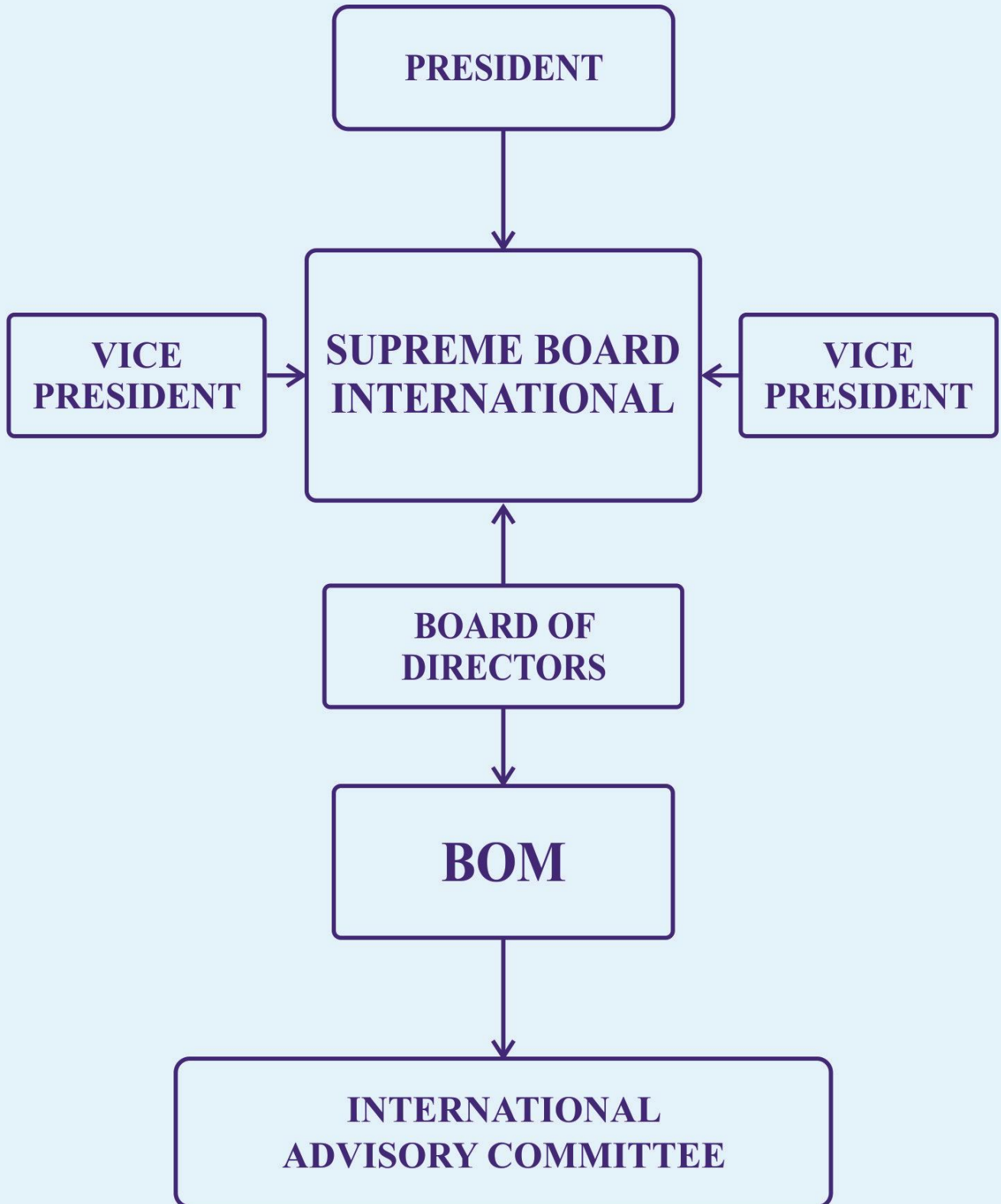
HEAD OFFICE

44 Namdong Industrial Complex,
Namdong-gu, Incheon, Republic of Korea

Phone: +82-10-9237-2253

Website: www.gptam.org.in

GPTAM'S STRUCTURE



CONTENTS

	Page No.
I. GENERAL INTRODUCTION TO GPTAM	2
A. Vision	2
B. Aims & Objectives	2
C. Core Values	3
D. GPTAM’S Philosophy of Accreditation	3
E. The Statement of Faith	4
II. SERVICE FOR ACCREDITATION	5
A. Candidacy Status	6
B. Accredited Status	7
C. GPTAM Consultancy Services	7
III. STANDARDS FOR ACCREDITATION	10
A. Institutional Vision and Objective.....	10
B. Institutional Administration	11
C. Institutional Teaching Faculties	12
D. Institutional Facilities	16
E. Institutional Educational Programme	16
F. Institutional Students Life and Service	19
G. Institutional Resources	22
IV. PROGRAMS FOR ACCREDITATION	25
A. Diploma Program	25
B. Bachelor Program and All its Equivalents	26
C. Master of Divinity Program and All its Equivalents.....	28
D. Master of Theology Program and All its Equivalents	29
E. Doctoral Degree Program	30
V. FINANCE SERVICE	33
A. Application Fee	33
B. Accreditation Fee.....	33
C. Additional Fee	34
VI. GUIDELINES FOR THE APPLICATION PROCESS	34
A. Application for Accreditation	34
B. Sample of Application	34
C. Address for Application	36

GENERAL INTRODUCTION TO GPTAM

A. Vision:

Facilitate theological institutions worldwide in providing and piloting excellence in theological training, and to establish a robust network for mission and evangelism.

B. Aims & Objectives:

1. To strengthen member institutions in offering quality Theological Programs through Accreditation, Networking and Support Services.
2. Encourage Interaction through Inter-institutional fellowship and programs at Regional, National and International levels.
3. Encourage Faculty and student exchange programs.
4. Help Member Institutions achieve International standards.
5. Promote enhancement of Biblical theological education worldwide.
6. Build academic and research culture by consultations, workshops, seminars, publications and research fellowships, etc.
7. Enhance scholarship by promoting academic excellence, accreditation standards, faculty development and curriculum development.
8. Connect with International Christian communities for world-wide Mission.
9. Enhancing existing mission work and building a network to strengthen.
10. Chart out mission strategy and train missionaries to be sent.
11. Streamline and standardise the numerous grass root level missionary training programs and builds up curriculum accountability to facilitate missionary training through institutions and Mission conferences.
12. Conduct special short term training and seminar for teachers, pastors, missionaries and lay leaders equipping them for effective ministry globally.

C. Core Values:

GPTAM is committed to nurturing its activities, operations and programs by embracing the following core values that are anchored in Christian values and principles, namely:

1. Value the ministry and worship of God the Father, the Son, and the Holy Spirit.
2. Recognise theological training as a tool to help the Church fulfil her mission.
3. Leadership development by focusing on nurturing and equipping servant-leaders.
4. Partnering and networking with like-minded people in accomplishing and realizing the commission of our Lord.
5. Value excellence based on Biblical-orientation, quest for quality within organization and among member institutions, shaped by God's Word.
6. Appreciate the urgency of advancing the Gospel through available means.
7. Value theological education as the process of forming an integral part of personality for the ministry of Christ in the Church, the world, and the academic community.

D. GPTAM'S Philosophy of Accreditation

The validity of any accreditation scheme is rooted in its capacity to focus attention on those aspects of education which are most important. This manual is based on the three key principles listed below.

1. Process

The accreditation process should lead to significant institutional improvement. Teachers should not be disheartened, therefore, when the self-evaluation study reveals areas of their programs that require further attention. This is expected, and can provide important benefits for program staff and students.

2. Cooperation

Accreditation should involve both the accrediting agency and those persons who belong to or benefit from the examined program.

While roles are different, cooperation in the evaluation process affords the surest route to just and significant conclusions.

3. Prayer

Evaluation of theological education should be undertaken prayerfully, just as all ministry training is undertaken.

The prayer should be part of every step in the evaluation and accreditation processes.

E. The Statement of Faith

All members of the GPTAM will subscribe to the following statement of faith.

Article I—The Holy Scriptures:

The Scriptures are inerrant, infallible and inspired/God-breathed and, therefore, are the final authority for faith and life. The sixty-six books of the Old and New Testaments are the complete and divine revelation of God to Man.

Article II—The Godhead:

We believe that the Godhead eternally exists in three persons—the Father, the Son, and the Holy Spirit—and that these three are one God, having precisely the same nature, attributes, and perfections.

Article III—Man, Created and Fallen:

We believe that man was originally created in the image and after the likeness of God, and that he fell through sin, and, as a consequence of his sin, lost his spiritual life, becoming dead in trespasses and sins.

Article IV—The First Advent:

We believe that the eternal Son of God came into this world that He might manifest God to men, fulfil prophecy, and become the Redeemer of a lost world. To this end He was born of the virgin, and received a human body and a sinless human nature.

Article V—Salvation Only Through Christ:

We believe that, owing to universal death through sin, no one can enter the kingdom of God unless born again and our redemption has been accomplished solely by the blood of our Lord Jesus Christ. Therefore, that the new birth of the believer comes only through faith in Christ.

Article VI—The Holy Spirit:

We believe that the Holy Spirit, the Third Person of the blessed Trinity, though omnipresent from all eternity, took up His abode in the world in a special sense on the day of Pentecost according to the divine promise, dwells in every believer, and by His baptism unites all to Christ in one body, and that He is the source of all power.

Article VII—The Church:

We believe that all who are united to the risen and ascended Son of God are members of the Church which is the body and bride of Christ, which began at Pentecost and is completely distinct from Israel.

Article VIII—The Blessed Hope:

We believe that the next great event in the fulfilment of prophecy will be the coming of the Lord Jesus Christ in the air to receive to Himself into heaven both His own who are alive and remain unto His coming, and also all who have fallen asleep in Jesus, and that this event is the blessed hope set before us in the Scripture.

I. SERVICE FOR ACCREDITATION

GPTAM offers academic accreditation services at the Undergraduate, Graduate, Post-graduate and Doctoral levels, and missionary training programs in order to provide a sound biblical basis for international academic recognition for all programmes accredited and Ministry.

GPTAM is open to render accreditation to all like-minded Theological and Mission Training Institutions.

Evaluation is a critical element in support of integrity to institutional planning and mission fulfilment.

Evaluation is a process that includes:

- A. The identification of desired goals or outcomes for an educational program, or institutional service, or personnel performance.
- B. A system of gathering quantitative or qualitative information related to the desired goals.
- C. The assessment of the performance of the program, service, or person based on this information, and the establishment of revised goals or activities based on the assessment.

D. Institutions shall develop and implement on-going evaluation procedures for institutional vitality and educational effectiveness.

There are basically two steps in GPTAM's Membership.

A. Candidacy Status

Application for candidacy can be approved when it is determined that the institution can meet all of the GPTAM accreditation Standards.

Every fresh Institution should be in the status of Candidacy for at least one year.

During candidacy, the institution does its institutional self-evaluation, based on the standards and the "GPTAM Guide to Institutional Self-Evaluation."

After a careful study of the application for accreditation, Representative of GPTAM shall pay a preliminary visit, and will decide whether to grant the institution candidacy status. The criteria for granting Candidacy Status are as follows:

1. The institution has clear and publicly stated purposes, consistent with its mission and appropriate to a post-secondary educational institution.
2. The institution has effectively organized adequate human, financial and physical resources into educational and other programs so that it is accomplishing its immediate purposes.
3. The institution is following realistic plans to acquire and organize any additional resources needed to accomplish all of its stated purposes.
4. During the time that the institution is a registered candidate, it will pay the same annual membership fee that the fully accredited institutions pay.
5. An institution may remain a candidate for a period of two years.
6. At the end of this time its Candidate status will be automatically terminated, unless an extension is granted by GPTAM office.
7. The GPTAM, on request, may grant extensions for one year at a time for exceptional reasons.
8. Normally, extensions will not be granted unless the self- evaluation process is well in progress.

B. Accredited Status

After successful Visitation Team exercise, institution is granted full accreditation status.

The period of accreditation will last for 5 years.

Every year during the accreditation term, the institution is required to submit an 'Annual Report', showing how they are maintaining the accreditation standards, and applicable fees.

In the fourth year of the accreditation term, the institution begins the process of renewing its accreditation status through another institutional Self-Evaluation and Visitation.

Usually GPTAM does not approve accredited status unless the GPTAM staff does on-site assessment visit to the institution. However, GPTAM office may choose to send its representative from a closer location.

If member institutions are introducing new programs in the same level of courses which are already accredited or upgrading to a higher level which have not been evaluated then it must be informed and a visit for evaluation will be requested.

C. GPTAM Consultancy Services

As an educational and Mission development agency, GPTAM seeks to facilitate the following consultancy services. Institutions seeking these services are requested to contact the Regional Executive Secretary for further information.

1. Curricula and Program Development

Curricula and Program Development are more than the arrangement of courses and the shaping of syllabi.

They have to do with the total learning environment of the school including practicum for ministry and spiritual formation.

The objective is to develop a comprehensive plan for academic, ministerial and spiritual formation relevant to the future lives and ministries of students.

GPTAM may be requested to assist faculty of the various disciplines in updating and expanding curricula.

Assistance will also be given in examining faculty policies and needs in light of curricular changes.

2. Vision and Objective

Vision is essential if schools are serious about relevant ministries. Visioning is seen as a spiritual process of applying biblical values to the contemporary scene with the objective of producing an institutional strategic plan.

GPTAM may be requested to guide participants through a strategic planning cycle for their institution.

3. Library Development

Library Development involves both policies guiding management and acquisitions as well as personnel development for efficient operation of library resources.

These include not only books but also other media and internet resources.

GPTAM may be requested to help by examining libraries, conferring with school librarians and making recommendations for development.

4. Faculty Development

Faculty Development recognizes that teachers are the greatest resource of the school. The objective is to have a faculty with the knowledge, values, maturity and experience necessary for the formation of ministers and scholars for the church.

GPTAM may be requested to confer with the faculty and Dean and make recommendations for faculty development programs and policies.

5. Governance

Governance has to do with the exercise of authority and control and the system whereby authority and control are distributed.

The purpose of examining governance is to study how the Board and the CEO may improve the leadership of the school.

GPTAM may be requested to work with the Board and CEO in shaping patterns of governance for institutions development.

6. Finance

Finance ties directly to good stewardship. The objective is to review and improve the financial management and capacity of the organization.

This involves accounting policies and procedures, financial reporting, auditing and budgeting.

GPTAM may be requested to work with the institutional business office in reviewing and developing practices of financial stewardship in the school.

7. Leadership Development

Leadership Development for the Church is a principal aim of theological education and thus requires special attention. Leadership is not just a course; it is nurtured in the culture of the institution based on Christian principles, GPTAM may be requested to provide guide for faculty and administration in addressing principles of leadership development through modelling, mentoring, coursework, internships and extracurricular activities.

8. Teaching Methodologies

Teaching Methodologies shape the learning experience. The objectives are to facilitate the development of individual teaching styles and to integrate into individual teaching styles the concepts, values, and skills associated with excellent teaching.

Teaching methods and strategies based upon the interplay of teaching and learning principles in the context of theological education will be examined.

Ways to teach for different cognitive and affective levels of learning will be discussed. Special consideration will be given to contextualization and the emancipator dimension of the teaching/learning process.

GPTAM may be requested to lead an institution to improve teaching methodologies and to establish ongoing peer based in-service teacher development programs.

9. Mission Conference.

While institutions are focussing on providing world class theological training it is quite possible to push away the Great Commission of Jesus Christ behind the scene.

World Evangelism begins at home but it does not end there. GPTAM believes that one of the great solutions to world mission is an annual Missions Conference.

GPTAM may be consulted to facilitate the Mission Conferences of each member institutions by experienced International missionaries and preachers.

II. STANDARDS FOR ACCREDITATION

Theological Institutions are communities of faith and learning guided by a theological vision.

Institutions related to GPTAM should conduct programs for theological disciplines and mission leadership.

Their educational programs should continue the heritage of Biblical scholarship, and respond to the global context of theological education and mission urgency.

GPTAM publishes accreditation standards in keeping with accepted international academic norms.

This includes extensive self-study, and detailed on-site assessment and ongoing compliance.

The following are the key areas of focus in GPTAM accreditation.

A. Institutional Vision and Objective:

Each institution should have clearly defined Vision and Objectives for its program as a whole, for each specific program and for each course of study.

The members of GPTAM will evaluate the whole program in the light of its objectives. Objectives should be clearly stated.

The following are general objectives for an accredited theological institution:

1. To cultivate Christian life and experience.
2. To facilitate a comprehensive knowledge of the Scriptures and an understanding of Christian theology.

3. To equip students for a range of ministries in the Church and society in their country by adequate knowledge of cultural, socio-economic and political issues, etc.
4. To instil a vital vision for evangelism, missions, social service and action.
5. To partner with local churches in equipping students spiritually, mentally, physically, emotionally, morally and socially.

B. Institutional Administration: e.g. governance, mission, stability, finances, and not limited to.

Institutions shall develop and implement ongoing evaluation procedures for institutional vitality.

The scope of institutional vitality evaluation includes; an ability to fulfil the institution's mission; an ability to provide the resources necessary to sustain and improve the institution.

An ability of governance and administrative structures, personnel, and procedures to exercise leadership adequately on behalf of the institution's purpose and to operate the institution with integrity.

The initiation, development, authorization, financial and physical resources and regular review of the institutions' purpose is the responsibility of the Administrative leaders, and the development should involve all appropriate constituencies (e.g., trustees, faculty, administration, staff, students, and ecclesiastical bodies) and ensure fairness in all evaluation and planning activities.

All institutions under GPTAM should have a sound organization and administration with clearly defined description of responsibilities of its officers to accomplish its objectives.

1. There should be a Board of Management which is ultimately responsible for the stability of the institution.
2. The Board should appoint the principal executives to head the Institutions.

3. Board members of the institution should meet for fellowship and to make decisions pertaining to the implementation of the goals of the institution.
4. There should be a Faculty Council of the Institutions subordinate to the Board.
5. Efficient keeping of records and reporting of operations must be provided, such as Board minutes, Council minutes, finance, and records of student achievements.
6. Annual auditing by a Chartered Accountant is required.
7. Each institution must show improvement in developing local support rather than an over-dependence on foreign support.
8. Adequate salaries and benefits should be provided to all employees in order to enable them to give their best service to the institution.

C. Institutional Teaching Faculties– e.g. qualifications should be relevance to the courses offered, teaching workload, welfare, role and not limited to.

The requirements for all kinds of educators involved in programs at each level should be clearly defined.

1. Qualifications, responsibilities, development and employment.

All Faculties should be in agreement to the statement of faith of GPTAM.

All Faculties should be in good standing with the churches and society at large, and demonstrate a vibrant spirituality.

All Teaching Faculties must display evidence of spiritual maturity and soundness of mind, so that they will provide appropriate models for students.

Teaching Faculties should have degrees relevant to the programs from recognized institutions as determined by the candidate institution and GPTAM.

Teaching Faculties should have one degree with specialization higher than the degree granted.

All Teaching Faculties at Doctoral level should possess earned Doctoral Degree appropriate for courses granted accreditation

Teaching Faculties should have at least two years' ministerial experience.

Teaching Faculties should demonstrate teaching and writing competency.

Faculty should have appropriate knowledge of the Bible and theology.

Regular Teaching Faculties performance appraisal should be conducted by the institution.

Teaching Faculties should be encouraged to continue their educational development and institutions should provide opportunity for in-service training development.

Faculty members should have a variety of educational experiences in completing their theological and secular degrees.

Normally, to qualify to teach in a theological institution offering residential programs, at least one of the degrees a person has earned ought to have been completed in a residential setting.

Faculty needs to submit curricula vitae as evidence of previous developmental and training experiences that occurred while they were doing their academic study.

The curricula vitae should include participation in discipleship and mentoring processes, group learning, and character and ministry formation experience

A theological institution's faculty normally comprises the full-time teachers, continuing part-time teachers, and teachers who are engaged occasionally or for one time.

In order for faculty members to accomplish their purposes, theological schools should assure them appropriate structure, support, and opportunities, including training for educational technology.

Qualified teachers without a research doctorate may have special expertise in skill areas such as administration, music, or media as well as cross-cultural contextualization for teaching, learning, and research.

Composition of the faculty should be guided by the purpose of the institution, and attention to this composition should be an integral component of long-range planning in the institution.

Faculty selection will be guided by the needs and requirements of particular constituencies of the institutions.

The faculty who teach in a program on a continuing basis shall exercise responsibility for the planning, design, and oversight of its curriculum in the context of institutional purpose and resources and as directed by school administration requirements for recruitment, matriculation, graduation, and service to constituent faith communities.

Theological scholarship is enriched by continuity within a faculty and safeguards for the freedom of inquiry for individual members.

Therefore, each school shall demonstrate effective procedures for the retention of a qualified community of scholars, through tenure or some other appropriate procedure.

The work load of faculty members in teaching and administration shall permit adequate attention to students, to scholarly pursuits, and to other ecclesial and institutional concerns.

2. Faculty Role in Teaching

Teachers shall have freedom in the classroom to discuss the subjects in which they have competence by formal education and practical experience.

Faculty should endeavour to include, within the teaching of their respective disciplines, theological reflection that enables students to integrate their learning from the various disciplines, field education, and personal formation.

Full- and part-time faculty should be afforded opportunities to enhance teaching skills, including the use of educational technology as well as training in instructional design and in modes of advisement appropriate to distance programs, as a regular component of faculty development.

Appropriate resources shall be available to facilitate the teaching task, including but not limited to, classroom space, office space, educational technology, and access to scholarly materials, including library and other information resources.

Institutions shall develop and implement mechanisms for evaluating faculty performance, including teaching competence and the use of educational technology. These mechanisms should involve faculty members and students as well as administrators.

3. Faculty Role in Student Learning

Faculty shall be involved in evaluating the quality of student learning by identifying appropriate outcomes and assessing the extent to which the learning goals of individual courses and degree programs have been achieved.

To ensure the quality of learning, faculty should be appropriately involved in development of the library collection, educational technology, and other resources necessary for student learning.

Faculty should participate in practices and procedures that contribute to students' learning, including opportunities for regular advising and interaction with students and attentiveness to the learning needs of diverse student populations.

Faculty should foster integration of the diverse learning objectives of the curriculum so that students may successfully accomplish the purposes of the stated degree programs.

4. Faculty Role in Theological Research

Faculty are expected to engage in research, and each school shall articulate clearly its expectations and requirements for faculty research and shall have explicit criteria and procedures for the evaluation of research that are congruent with the purpose of the Institutions and with commonly accepted standards in higher education.

Institutions shall provide structured opportunities for faculty research and intellectual growth, such as regular research leaves and faculty colloquia.

In the context of its institutional purpose, each Institution shall ensure that faculty have freedom to pursue critical questions, to contribute to scholarly discussion, and to publish the findings of their research.

Faculty members should make available the results of their research through such means as scholarly publications, constructive participation in learned societies, and informed contributions to the intellectual life of church and society, as well as through their teaching.

D. Institutional Facilities:

1. Authority should carefully assess the suitability and adequacy of building and equipment and the maintenance thereof such as; classrooms, hostel accommodation, residences for staff, library, administrative facilities, chapel, recreation facilities, utilities, sanitation, teaching equipment, students' common room and sports grounds, etc.
2. Administrative staff should be adequate to support the institution's team of teachers and student body.
3. Classrooms should be sufficiently large to comfortably accommodate the maximum number of students per class. Consideration should be given to room size, lighting and ventilation.
4. The library should have adequate space for study and research purposes. An accessible library in close proximity can be taken into consideration as an additional facility.
5. The head librarian should have adequate training in information technology, resource and library studies.
6. The librarian and library staff should be encouraged to have continuous training development.
7. The librarian and library staff should have adequate knowledge in Bible and theology.

E. Institutional Educational Programme:

The theological curriculum is the means by which learning, teaching, and research are formally ordered to educational goals.

The overarching goal is the development of theological understanding, that is, aptitude for theological reflection and wisdom pertaining to a responsible life in faith.

1. Learning

Learning and teaching occur in the classroom and through experiences outside the classroom.

The responsibilities of teaching and learning rest with both students and faculty.

The collaborative nature of theological scholarship requires that people teach and learn from one another in communal settings. Research is integral to the quality of both learning and teaching.

Learning in a theological school should reflect the goals of the total curriculum and be appropriate to educational program.

Learning should cultivate scholarly discourse and result in the ability to think critically and constructively, conduct research, use library resources, and engage in the practice of ministry.

An institution shall demonstrate its ongoing efforts to ensure the quality of learning within the context of its purpose and as understood by the relevant scholarly and ecclesial communities.

2. Teaching

Teaching should involve faculty, librarians, and students working together in an environment of mutual learning, respect, and engagement.

Instructional methods should use the diversity of life experiences represented by the students, by faith communities, and by the larger cultural context.

Instructional methods and the use of technology should be sensitive to the diversity of student populations, different learning styles of students, the importance of communities of learning, and the instructional goals. Courses are a central place of interaction between teachers and learners.

An institution shall demonstrate its ongoing efforts to ensure the quality of teaching within the context of its purpose and as understood by the relevant scholarly and ecclesial communities.

3. Research

Research is an essential component of theological scholarship and should be evident in the work of both teachers and students.

Theological research is both an individual and a communal enterprise and is properly undertaken in constructive relationship with the academy, with the church, and with the wider public.

As a function of learning, research involves the skills needed both to discover information and to integrate new information with established understandings.

As a function of teaching, research assimilates sources of information, constructs patterns of understanding, and uncovers new information in order to strengthen classroom experiences.

Every member institution must clearly specify the entrance qualification, nature, purpose, graduation requirements in the light of distinctive vision of its institution.

There must be sufficient library resources and well qualified faculties for all the programs offered by the Institutions.

4. Admission

Institution shall be able to demonstrate that their policies and practices of student recruitment are consistent with the purpose of the institution.

In Admission efforts institutions shall accurately represent themselves as well as the vocational opportunities related to their degree programs.

In the development of admission policies and procedures, an institution shall establish criteria appropriate for each degree program it offers.

Institutions should clearly specify the length of the all courses granted by GPTAM.

Admission criteria should give attention to applicants' academic, personal, and spiritual qualifications, as well as their potential for making a contribution to church and society.

Institutions shall be able to demonstrate that their standards and requirements for admission to all degree programs are clearly defined, fairly implemented, and appropriately related to the purpose of the institution.

Institutions shall regularly review the quality of applicants admitted to each degree program and develop institutional strategies to maintain and enhance the overall quality of the student population.

Institutions shall give evidence of efforts in admissions to encourage diversity in such areas as race, ethnicity, region, denomination, gender, or disability.

F. Institutional Students Life and Service:

Policies regarding students' rights and responsibilities, as well as the institution's code of discipline, shall be clearly identified and published.

Each Institution should promote awareness of the diversity of race, multi-ethnicity, and culture widely present in its institution and shall seek to enhance participation and leadership of persons of colour in theological training.

Institution shall assist all students in gaining the particular knowledge, appreciation, and openness needed to live and practice ministry effectively in culturally and racially diverse settings.

1. Spiritual Formation

An integral part of the total development of students is the cultivation of spiritual life and experience.

An institution is expected to have a program suited to its needs in cultivating the spiritual life.

For campus-based institutions it may include chapel services, devotional periods, special events, and individual and group guidance.

2. Orientation

Orientation is an important phase of a student's life.

It has to do particularly with induction into institution life, but there is need for continuing orientation during student years.

It is considered good practice to set aside a definite period at the beginning of the academic year for student orientation and adjustment, particularly for first year students.

Orientation may well include emphasis on the objectives of the institution, spiritual life, testing program, curriculum, standards, method of study, student organizations, library use, form of administration, and wholesome social and recreational activities.

Institutions shall demonstrate that program requirements, tuition, and fees are appropriate for the degree programs they offer.

Institutions shall publish all requirements for degree programs, including courses, non-credit requirements, and grading and other academic policies.

The institution shall have a process for responding to complaints raised by students in areas related to the Commission Standards of Accreditation, and schools shall maintain a record of such formal student complaints for review by the Board.

3. Practical Training/Field Education

A sound program of practical training or field education goes hand in hand with formal studies as preparation for effective service.

An institution cannot be considered effective if it does not conduct a well-organized program of practical training.

The objectives of practical training should be well thought out for each student, clearly expressed to all concerned, and then carefully implemented.

4. Counselling

A good counselling program is imperative. It is necessary for all phases of the total development of personality to be coordinated and given emphasis.

Adequate provision should be made for all levels of programs.

Every student should be attended.

The counselling service should provide for all phases of a student's welfare, intellectual, spiritual, physical, social, vocational and financial.

Each Faculty member should render counselling service on the basis of temperament, spirituality experience and skill.

The counselling program should give major attention to first year students.

Reliance should be placed more upon guidance than upon regulation.

The counselling program should include group guidance in extracurricular activities for development of leadership and group cooperation.

The institution which has women students and student's wives should make adequate provisions for their counselling and encouragement.

5. Health, Housing and Food Services

Special care must be taken to preserve health through proper housing sanitation, diet, good water supply, and physical exercise.

There must be access to medical facilities. There should be a variety of facilities for recreational activities.

6. Extra-Curricular Activities

A student council or some kind of student representation should be formed.

It may participate in the achievement of the goals of the institution.

Since there is a place for the enrichment and development of social life in an institution, the authorities should provide a constructive policy with adequate programming, facilities, and supervision.

Institutions should have students' organizations and the faculty should give wide latitude to students in planning, organizing and operating such activities.

The faculty and the Board should retain ultimate authority and policy for students' organizations. Inter-institution activities ought to be encouraged.

7. Discipline

When discipline becomes necessary, such problems should be handled in the highest interests of the individuals concerned and the institution as a whole.

Disciplinary action such as dismissal should represent the decision of a committee or group rather than the arbitrary acts of individuals.

Disciplinary procedure should be articulated clearly in the students' handbook or be informed during the orientation.

8. Transfer of Credits

An Institution has the right and responsibility to determine if it will accept credits for work completed at other institutions toward the degrees it grants.

If an institution determines that it will accept transfer credits, it should ensure that courses in which the credits were earned were eligible for course credit in the institution at which they were taken.

Transferring of credits should not more than half of the credits required for the other degree and preferably, were completed at an institution accredited by a recognized accrediting body.

Transfers of credits from non-accredited institutions are to be accepted only on the basis of validation by the receiving institution or a period of probationary study.

9. Graduation Requirements

Diplomas and Degrees should be granted on the basis of satisfactory accomplishment of academic work of spiritual life and character, and practical work.

Fairness and honesty demand that students who are not meeting standards for graduation be advised as early as possible of such deficiency.

It is desirable that diplomas and degrees be awarded at an annual function. Each Institution must consider the following criteria so that

- a. The requirements for graduation including minimum grade, holistic growth and finance obligation must be made clear to the students.
- b. The requirements should be sufficiently stable to give students a sense of security and certainty.
- c. In order to avoid misunderstanding between students and institution authorities, periodic checks of remaining requirements should be made regularly.

G. Institutional Resources

In order to achieve their purposes, institutions need to be adequate Personnel, financial, physical, and institutional data resources.

Good stewardship requires attention by each institution to the context, local and global, in which it deploys its resources and a commitment to develop appropriate patterns of cooperation with other institutions.

1. Personnel Resources

The theological institutions should value and seek to enhance the quality of the human lives it touches.

The human fabric of the institution is enriched by including a wide range of persons.

The institution should devote adequate time and energy to the processes by which persons are recruited, enabled to participate in the institution, nurtured in their development, and prepared for their various tasks within the institution.

The theological institutions shall engage the numbers and the qualities of personnel needed to implement the programs in keeping with its purpose.

Develop appropriate personnel policies and procedures to be approved by the board and implemented by the administration.

Provide clear written job descriptions for all employees and provide appropriate grievance procedures.

2. Financial Resources

Because quality education and sound financial policies are intimately related, theological institutions should be governed by the principles of good stewardship in the planning, development, and use of their financial resources.

The financial resources should support the purpose of the institutions effectively and efficiently as well as enable it to achieve its goals.

The financial resources of the institutions should be adequate to support the programs, personnel (faculty, staff, students), and physical plant/space both in the present and for the long term.

The financial resources should allow the institutions to anticipate and respond to external changes in the economic, social, legal, and religious environment.

Institutions shall have stable and predictable sources of revenue such that the current and anticipated total revenues are sufficient to maintain the educational quality of the institution.

Institutions should normally balance budgeted revenues and expenditures while employing a prudent endowment spending rate.

Deficits weaken the institution and therefore should prompt the administration and trustees to take corrective action.

Institutions shall be able to demonstrate that it has operated without cumulative losses across the last three years.

Institutions shall demonstrate evidence of adequate plans to protect the long term purchasing power of the endowment from erosion by inflation.

Institutions shall adopt internal accounting and reporting systems that are generally used globally.

An institutional advancement program is essential to developing financial resources.

The advancement program should be planned, organized, and implemented in ways congruent with the principles of the Institutions.

The intention of donors with regard to the use of their gifts shall be respected.

The Institutions should also recognize donors and volunteers appropriately.

Faculty and staff members should have space that is adequate for the pursuit of their individual work as well as for meeting with students.

Physical resources should enhance community interaction among faculty, staff, and students, and should be sufficiently flexible to meet the potentially changing demands faced by the school.

3. Institutional Information and Technology Resources

To the extent that a theological Institutional uses technology to deliver its educational programs, the Institutional shall maintain adequate personnel and financial and technological resources to sustain its technology infrastructure.

For planning and evaluation, the school shall create and use various kinds of institutional data and information technology to determine the extent to which the institution is attaining its academic and institutional purposes and objectives.

To the extent possible, it should use the most effective current technologies for creating, storing, and transmitting this information within the institution.

It should share appropriate information thus generated among institutions and organizations.

The kinds of information and the means by which that information is gathered, stored, retrieved, and analysed should be appropriate to the size and complexity of the institution.

The integration of technology as a teaching tool and resource for learning shall include careful planning by faculty and administration to ensure adequate infrastructure, resources, training, and support.

4. Institutional Environment

The internal institutional environment makes it possible for the institution to maximize the various strengths of its personnel and financial, physical, and information resources in pursuing its stated goals.

An institution's environment affects its resiliency and its ability to perform under duress.

The quality of institutional environment is cultivated and enhanced by promoting effective patterns of leadership and management.

Provide effective exchange of information, so that by ensuring mechanisms are in place to address conflict.

5. Cooperative Use of Resources

The theological Institutional should secure access to the resources it needs to fulfil its purpose, administer and allocate these resources wisely and effectively.

Institutions should be attentive to opportunities for cooperation and sharing of resources with other institutions related to GPTAM.

III. PROGRAMS FOR ACCREDITATION

These are general guidelines for all programs under consideration for accreditation by GPTAM. The standards given below need to be read in conjunction with those specified in Chapter IV.

A. Diploma Program - i.e. Diploma of Theology and All its Equivalents.

1. Purpose and Nature

Programs granting the Certificate are designed to provide graduates with basic foundational level in Bible and ministry.

2. Entrance Qualification

Successful completion of 10 years of schooling or demonstrated ability to study at this level.

3. Requirements for Educators

- a. Qualification – at least a Bachelor’s degree but preferably a Master’s Degree. Training in education and adult learning is desirable.
- b. There must be enough Core faculties to cover the areas of studies.
- c. The teacher-student ratio ought to be at least 1:12
- d. Average teaching load - 12 hours per week

4. Graduation Requirements

- a. Successful completion of 72 credit units.
- b. An assessment of field education/practical ministry involvement that meets set requirements.
- c. An assessment of character, spiritual development and ministry capacity that meets set requirements/standards.

5. Access to Learning Resources

The library needs to have a collection of about 4,000 titles that are relevant to the curriculum.

6. Areas of Study

- a. Bible
- b. Theology
- c. Practical Theology: Ministry-related courses, Pastoralia, Missions, Christian Education, Issues in the workplace, Responsible citizenship, Discipleship, Evangelism, Ethics, etc.

B. Bachelor Program and All its Equivalent.

1. Purpose and Nature

Programs granting the Bachelor degree are designed primarily to qualify graduates to function as leaders or Pastors.

2. Entrance Qualifications

- a. Successful completion of 12 years of schooling or its equivalent. In certain countries this standard may vary.
- b. In special cases, older mature candidates (aged 25 and above) who have not completed their schooling may be admitted upon successful completion of the 2 years Diploma program and/or fulfilling a qualifying assessment. Not more than 10% of the class should comprise of this category of students.

3. Requirements for Educators

- a. Qualification - at least M.Div. or M.A. with at least two years teaching experience. Training in education and adult learning is desirable.
- b. Core faculty to cover the main fields of study in the curriculum.
- c. The teacher student ratio ought to be at least 1: 12
- d. Teaching load - 12-15 hours per week

4. Graduation Requirements

- a. Successful completion of 108 credit units.
- b. Field education/practical ministry involvement that meets set requirements.
- c. Character, spiritual development and ministry capacity that meets set requirements/standards.

5. Library and Learning Resources

- a. Collection of about 6,000 titles that is relevant to the curriculum.
- b. Major periodicals in the fields of study included in the curriculum.

6. Areas of Study

- a. Bible and Introduction to Biblical Languages
- b. Church History
- c. Theology and Ethics
- d. Practical Theology: Ministry related courses, Pastoralia, Missions, Christian Education, etc.

- e. Religions, Culture

C. Master of Divinity Program and All its Equivalents

1. Purpose and Nature

Programs granting the Master of Divinity degree are designed primarily to qualify graduates to function as principal leaders or ministers. At this level of program, it requires the student to develop and demonstrate critical thinking and dialogic skills including the ability to identify and critique theological and moral discourse, the ability to frame cogent arguments, the ability to test ideas for biblical fidelity and contextual appropriateness and the ability to communicate ideas effectively in oral or written dialogue.

2. Entrance Qualifications

- a. Successful completion of a Bachelor degree.
- b. In special cases, older mature candidates (30 and above) who may not have completed the schooling may be admitted upon successful completion of the qualifying assessment. (Not more than 10% of the class should comprise of this category of students.)

3. Faculty Requirements

- a. Qualification – Master of Theology in their area of specialization, and ideally some training in education and adult learning.
- b. or online programs at this level, alongside a specialized lead educator, an online facilitator may also be present, who should have completed studies at or above the level that they are facilitating, or demonstrate a similar level of learning and maturity.
- c. Core faculty to cover the main fields of study in the curriculum.
- d. The teacher student ratio ought to be at least 1:12.
- e. Teaching load - 12 hours per week

4. Graduation Requirements

- a. Successful completion of 60 credit units for theological Bachelor degree holders with a GPA of B or above.
- b. Successful completion of 90 credit units for non-theological Bachelor degree holders.
- c. Ministry involvement that meets set requirements.

- d. Character and spiritual development that meets set requirements/ standards.

5. Library and Learning Resources

- a. Collection of about 10,000 titles that is relevant to the curriculum.
- b. Major periodicals in the fields of study included in the curriculum.
- c. Access to appropriate online resources

6. Areas of Study

- a. Bible, Exegesis, and Languages
- d. Church History
- e. Theology and Ethics
- f. Practical Theology: Ministry related courses, Pastoralia, Missions, Christian Education.
- g. Religions, Culture
- h. A required thesis or field project is recommended

D. Master of Theology Program and All its Equivalents.

7. Purpose and Nature

The purpose of this degree is to provide a fuller mastery of one area or discipline of theological study than is normally provided at the M. Div. level. The program may serve a variety of aims, including further graduate study at the doctoral level, preparation for some forms of teaching, the scholarly enhancement of ministerial practice, or disciplined reflection on a specialized function in ministry. Normally, the attainment of analytic and evaluation skills will be demonstrated through the completion of a thesis.

8. Entrance Qualifications

Successful completion of a Master of Divinity degree or its equivalent from a recognized college with a B grade or second division.

Proficiency of an appropriate standard in a language relevant to the field of study.

Ministry experience in local churches or church-related ministries.

9. Faculty Requirements

- a. Qualification - Th.D. or Ph.D. or Ed. D. in their area of specialization, and ideally some training in education and adult learning.
- b. Consideration may be given to persons with a professional doctorate (D. Miss. or D. Min. qualification) who have demonstrated abilities in teaching with five to ten years of teaching experience.
- c. For online programs at this level, alongside a specialized lead educator, an online facilitator may also be present, who should have completed studies at or above the level that they are facilitating, or demonstrate a similar level of learning and maturity.
- d. One full-time faculty in each discipline.
- e. Teaching load - average of 8 hours per week.

10. Graduation Requirements

- a. Successful completion of 30-36 credit units inclusive of thesis of 30,000 words (weightage of 9 credit units).
- b. Character and spiritual development that meets set requirements/ standards.

11. Library and Learning Resources

- a. Collection of about 25,000 titles that is relevant to the curriculum.
- b. Major periodicals and research journals in the fields of study included in the curriculum.
- c. Access to appropriate online resources.
- d. Access to other libraries or facilities.

E. Doctoral Degree Program

The purpose of the Doctoral Degree Program is to advance theologically competent leadership in a global context by equipping students with advanced knowledge and skill sets that integrate the study of theology with a variety of cognate disciplines that enhance advanced ministerial practice.

These degrees are classified in two groups: Professional Doctoral Program and Research Doctoral Program.

1. Professional Doctoral Program i.e. Doctor of Ministry; Doctor of Missiology; Doctor of Education etc.

a. Purpose and Nature

- i) Programs granting the Professional Doctorate degree are designed to prepare the graduates for a qualitatively enriched practice of ministry and to function as leaders in denominational and para church agencies, and as Christian ministry trainers. Each of these also includes sophisticated academic and research components. A full time student should be able to complete this program within three years. The program will include seminars, comprehensive examination and dissertation.

b. Entrance Qualifications

- i) Successful completion of a Master of Divinity degree or its equivalent from a recognized college with a B grade or a high second division.
- ii) Three years of experience in ministry is required.

c. Faculty Requirements

- i) Qualification - Doctorate degree with several years of teaching and practical experience in their area of specialization and ministry experience.
- ii) One resident faculty in each discipline.
- iii) Teaching load - average 8 hours per week.

d. Graduation Requirements

- i) Successful completion of 45 credit units inclusive of project or thesis of 50,000 words.
- ii) An assessment of character and spiritual development that meets set requirements/standards and ideally some training in education and adult learning.

e. Library and Learning Resources

- i) Collection of about 25,000 titles that is relevant to the curriculum.

- ii) Major periodicals and research journals in the fields of study included in the curriculum.
- iii) Access to appropriate online resources.
- iv) Access to other libraries or facilities.

2. Research Doctoral Program i.e. Doctor of Theology and Doctor of Philosophy

a. Purpose and Nature

Programs granting the Research Doctorate degree are designed primarily to qualify the graduate to function as research specialists in biblical, educational and theological studies. The program will include seminars, comprehensive examination and dissertation.

b. Entrance Qualifications

- i) Successful completion of a Master of Theology degree or its equivalent from a recognized College, Seminary or University with a B+ grade or a high second division.
- ii) Proficiency in Hebrew, Greek or any other relevant language if required.
- iii) Significant experience in ministry or teaching.
- iv) Evidence of scholarly research and theological reflection.

c. Faculty Requirements

- i) Qualification - Research doctorate (e.g. Th.D. and Ph.D.) with several years of teaching and research experience in their area of specialization.
- ii) One resident faculty in each discipline.
- iii) Teaching load - average 10 hours per week.

d. Graduation Requirements

- i) Successful completion of a scholarly dissertation of 60,000-75,000 words that reflects original research.
- ii) An assessment of character and spiritual development that meets set requirements/standards.

e. Library and Learning Resources

- i) Collection of about 25,000 titles that is relevant to the curriculum.
- ii) Major periodicals and research journals in the fields of study included in the curriculum.
- iii) Access to appropriate online resources.
- iv) Access to other libraries or facilities

IV.FINANCE SERVICE

Because quality education and sound financial policies are intimately related, theological schools should be governed by the principles of good stewardship in the planning, development, and use of their financial resources.

The financial resources should support the purpose of the school effectively and efficiently as well as enable it to achieve its goals.

The financial resources of the school should be adequate to support the programs, personnel (faculty, staff, students), and physical plant/space both in the present and for the long term.

The financial resources should allow the school to anticipate and respond to external changes in the economic, social, legal, and religious environment.

A. Application Fee

There is no application fee but the institutions are responsible for accommodation and food of GPTAM staff or representatives associated with the visit for preliminary evaluation.

B. Accreditation Fee

The accreditation fee is paid by the institutions which have been evaluated and accredited at the first year of accreditation and it is valid for 5 years.

This accreditation fee must be renewed after the accreditation period of 5 years is over. This fee is to be paid.

Undergraduate levels :	US \$125	Rs.10,000.00
Graduate levels :	US \$150	Rs 12,000.00
Post-graduate levels :	US \$175	Rs.14,000.00
Doctoral levels :	US \$200	Rs.16,000.00

No fees will be charged for evaluation from the institution however the institution will be responsible for the accommodation cost of GPTAM staff or representatives associated with the visit of evaluation while GPTAM shall bear its travelling expenses.

C. Additional Fee

Every accredited institution must send the certificates of all graduates to GPTAM Branch Office to be embossed along with the embossing fee (**Graduation Fee**) of US \$. 5 or Rs. 400 per graduate.

All payments should be made in favour of the Global Partnership for Theological Accreditation & Mission.

Account Name: Global Partnership for Theological Accreditation & Mission

Name of Bank : State of India

Account No : 41651600490

IFS Code : SBIN0003777

Branch : Sekmai

V. GUIDELINES FOR THE APPLICATION PROCESS

The following are the Guidelines for the Application Process to the various levels of GPTAM accreditation.

A. Application for Accreditation.

Application for accreditation is the first step in seeking accreditation and should be written in Institution official letter head with seal. Application should be enclosed with the following details:

1. Current Catalogue/Prospectus of the Institutions.
2. Latest Annual report in case of application for renewal of accreditation.
3. Any other proof called by the GPTAM

B. Sample of Application

There is an application fee which must be sent to GPTAM International Office at the time of application submission. Along with the application the following details of the Institution need to be furnished.

Name of Institution: _____

Address: _____

Country: _____

Phone No. with Code: _____

Mobile with Code: _____

E-Mail : _____

Website : _____

Name of Founder: _____

Year of Establishment: _____

Is your Institution/Seminary/University Registered? Yes/ No.

If yes Provide details. _____

Whether Institution is independent or organisational: _____

Name of the organization/association: _____

Programs the institution is currently offering: (Please provide description of the programs)

How long has the program/s been in operation and how many graduates has this program/s produced?

Name of President/Principal/Director: _____

Name of Academic Dean: _____

Statistical information for the current year and the previous four years:

1. List of Faculty - Name, highest degree, Full time/Part time, teaching concentration
2. Library: -
 - a. Name of librarian (full time/part time):

b. Library collection (no. of volumes and no. of titles):

c. No. of periodicals:

d. Expenditure on books, expenditure on periodicals:

3. Total revenue of the Institution:

4. Total expenditure of the Institution:

Vision and Mission Statement of the Institution:

Projection for the next five years to show that the vision is being implemented.

Administration of the Institution:

1. Governing Body
2. Head of the Governing Body
3. Internal Administration

Are you a member of any other accrediting agencies? If so, please state details:

Names and Positions of persons making application:

1.

2.

3.

Signature: _____ Date: _____

C. Address for Application

All the correspondences in relation to the application for accreditation should be addressed to the Regional Executive Secretary Office.



BRANCH OFFICE

CHAMS Campus, Kanglatongbi, Manipur, India.

Phone: +91-9862426951

E-Mail : gptam3@gmail.com

Website: www.gptam.org.in