

# National Theological Association Manual for Accreditation

*A Comprehensive Guide for Theological Institutions*



Author

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## **Book Description:**

This manual provides a comprehensive guide for theological institutions seeking accreditation with the National Theological Association (NTA). The manual outlines the accreditation standards, criteria, and processes, as well as the institutional requirements for governance, academic programs, faculty, library, and student services.

Written for theological institutions, administrators, and faculty, this manual serves as a valuable resource for understanding the accreditation process and ensuring compliance with NTA standards. It provides practical guidance on conducting self-studies, preparing for on-site evaluations, and maintaining accreditation.

## **Key Features:**

- Comprehensive overview of NTA accreditation standards and criteria
- Step-by-step guide to the accreditation process
- Practical advice on institutional self-study and assessment
- Detailed requirements for governance, academic programs, faculty, library, and student services
- Glossary of accreditation terms and appendices with sample documents and timelines

## **Target Audience:**

- Theological institutions seeking accreditation or reaccreditation
- Administrators and faculty of theological institutions
- Accreditation professionals and evaluators

By following this manual, theological institutions can ensure they meet the rigorous standards of the National Theological Association and provide high-quality education to their students.

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## 1.1 A Message from the General Secretary

### *Dear Friends and Partners in Theological Education,*

I am pleased to introduce this manual, which outlines the accreditation standards and processes of the National Theological Association (NTA). As the General Secretary of NTA, I am committed to promoting excellence in evangelical theological education and ensuring that our member institutions meet the highest standards of quality and integrity. NTA is dedicated to serving its member institutions through a rigorous and supportive accreditation process. Our mission is to promote contextualized theological education, champion evangelical theology, and foster fellowship among evangelical theologians and institutions. This manual reflects our commitment to excellence and our years of experience in accreditation. It carefully considers the dynamics of change, essential values, institutional uniqueness, and universal standards. We hope it will serve as a valuable resource for our member institutions, guiding them through the accreditation process and supporting their pursuit of excellence.

## 1.1 A Message from the General Secretary

Accreditation is not merely a requirement, but a tool for institutions to achieve their mission. It allows them to engage in progressive reflection, self-renewal, and growth, enabling them to achieve their present goals and project a vibrant future.

I hope this manual will bring enrichment to our member institutions as we serve God together, training leaders for effective ministry and transforming our world.

***Sincerely,  
Anish. NR  
General Secretary***



## 1.2 A Message from the Commission on Accreditation and Educational Development (CAED)

*Dear Colleagues in Theological Education,*

We hope this message finds you encouraged and strengthened in your ministry. The National Theological Association (NTA) has a long history of promoting excellence in theological education, and we are committed to continuing this legacy.

The NTA's accreditation process began several decades ago, and since then,

we have developed a comprehensive manual to guide institutions through the evaluation process. This manual reflects our values and commitment to

evangelical theological education, as well as our recognition of the diverse

contexts and approaches to theological education within our membership.

We are grateful for the contributions of many individuals who have worked

tirelessly to develop and refine this manual. We believe that it will be a

valuable resource for your institution as you pursue excellence in theological

education.

The Commission on Accreditation and Educational Development (CAED)

exists to serve our member institutions, and we are committed to helping you

achieve your objectives through the accreditation process.

We believe that

accreditation is not an end in itself, but rather a means of promoting

institutional improvement and effectiveness.

We welcome your feedback and look forward to serving you better.



## SECTION 2.1: UNDERSTANDING THE NATIONAL THEOLOGICAL ASSOCIATION



### OUR MISSION

The National Theological Association (NTA) is a community of theological institutions and individuals committed to promoting excellence in theological education in Asia. Our mission is to enhance the quality of theological education, foster a community of scholars and practitioners, and promote the development of leaders who can serve the Church and society.



## **OUR HISTORY**

The National Theological Association (NTA) has a rich history of promoting theological education and excellence in Asia.

### **Early Years**

NTA was founded in 2014 by a group of visionary leaders who recognized the need for a unified platform to promote theological education in Asia.

### **Milestones**

in 2014: NTA was officially registered as a non-profit organization.

in 2016: NTA launched its first accreditation program for theological institutions.

in 2018: NTA established partnerships with international theological organizations to promote global cooperation and exchange.

### **Today**

NTA continues to play a vital role in promoting theological education and excellence in Asia. With a growing membership of theological institutions and individual members, NTA remains committed to its mission of enhancing the quality of theological education and fostering a community of scholars and practitioners

## **STATEMENT OF FAITH**

We Believe

in the Holy Scriptures as originally given by God, divinely inspired, infallible, entirely trustworthy; and the supreme authority in all matters of faith and conduct.

One God, eternally existent in three persons, Father, Son, and Holy Spirit.

Our Lord Jesus Christ, God manifest in the flesh, His virgin birth, His sinless human life, His divine miracles, His vicarious and atoning death, His bodily resurrection, His ascension, His mediatorial work, and His Personal return in power and glory.

The Salvation of lost and sinful man through the shed blood of the Lord Jesus Christ by faith apart from works, and regeneration by the Holy Spirit.

The Holy Spirit, by whose indwelling the believer is enabled to live a holy life, to witness and work for the Lord Jesus Christ.

The Unity of the Spirit of all true believers, the Church, the Body of Christ.

The Resurrection of both the saved and the lost; they that are saved unto the resurrection of life, they that are lost unto the resurrection of damnation.

## **THE AIMS & OBJECTIVES OF NTA**

- .To help the educational institutions to achieve international standard
- .To recognize valid educational programs and to authorize issuance of academic awards.
- .To offer assistance and advice to institutions in keeping with the highest standards of international education.
- .To network individuals and institutions engaged in higher education in order to pursue common concerns for the cause of excellence.
- .To engage in educational programs and projects of global concern.
- .To provide accreditation to institutions and programs that seek the same and comply with the standards established.
- .To validate programs and institutions where appropriate and needed.
- .To attend events providing resourcing, networking, consulting and connectedness to institutional members.
- .To serve as a voice for integrated higher education in the Christian tradition among member institutions as well as to other entities and institutions.
- .To maintain faithful adherence and commitment to the Christ- centered mission in promoting higher education globally.

# Values of NTA

## 1. BASIC VALUES

- We value the ministry and worship of God to the Father, the Son, and the Holy Spirit.
- We value the house-building of the Church, mutual assistance and joint ministry at the level of the local community for the sake of growth in Christ.
- We value the spread of the Gospel in all available ways, with the involvement of every member of the Church.
- We value education as the process of forming an integral personality for the ministry of Christ in the church, the world, and the academic community.
- We value research aimed at comprehending the works of God in the world, the church, society and the individual, with the aim of applying its results to the spread of the Kingdom of God.
- We value the partnership of the members of the Body of Christ for the growth of oneself in love.

## 2. PRACTICAL VALUES

- We value theological education as a tool to help the Church fulfill its mission
- We value the partnership of educational institutions and their mutual help to each other
- We value the quality of theological education in the training of ministers and all members of the church
- We value professional development and growth in order to achieve a more complete realization of the gifts, talents and abilities of each
- We value theology that serves the development of evangelical churches
- We value theological studies carried out at a high academic level and of practical value.



## **2.2 The Commission on Accreditation and Educational Development (CAED)**

The Commission on Accreditation and Educational Development (CAED) is responsible for overseeing the accreditation process for NTA member institutions. The CAED is committed to promoting excellence in theological education and ensuring that NTA institutions meet rigorous standards of quality and integrity.

The CAED's primary objectives are to:

- Develop and maintain accreditation standards that reflect the values and mission of NTA
- Evaluate institutions' compliance with accreditation standards through a fair and transparent process
- Provide guidance and support to institutions seeking accreditation or reaccreditation
- Foster a culture of continuous improvement and excellence in theological education among NTA institutions

The CAED is composed of experienced educators and professionals who are passionate about promoting excellence in theological education. They bring a wealth of knowledge and expertise to the accreditation process, ensuring that NTA institutions are equipped to provide high-quality education and training for leaders in the Church and society.

## **2.3 OUR PHILOSOPHY OF ACCREDITATION**

The National Theological Association (NTA) believes that a credible accreditation scheme must emphasize the essential aspects of education. This manual is founded on four core principles:

### **1. VALUES**

Values are paramount in shaping educational design and practice. Throughout the accreditation process, we focus on the underlying reasons for policies and practices, in addition to the policies and practices themselves.

### **2. PROCESS**

The accreditation process should catalyze significant institutional improvement. When self-evaluation studies reveal areas requiring attention, educators should view this as an opportunity for growth and development, benefiting both staff and students.

### 3. COOPERATION

Accreditation involves collaborative effort between the accrediting agency and stakeholders, including those who belong to or benefit from the evaluated program. While roles differ, cooperation ensures just and meaningful conclusions.

### 4. PRAYER

Theological education evaluation, like all ministry training, should be undertaken prayerfully. Although not explicitly mentioned in this manual, prayer should accompany every step of the evaluation and accreditation processes.

This manual acknowledges the importance of Divine guidance and dependence. In the past, accreditation procedures have sometimes been overly prescriptive, disregarding valid institutional differences and promoting uniformity. Our approach deliberately focuses on educational values, allowing for diversity in program design while preserving essential standards.

## 2.4 VALUES ESTEEMED BY NTA EDUCATORS

The National Theological Association (NTA) accreditation philosophy is guided by four categories of values. These values are essential to our understanding of excellent theological education and are listed below in chart form, followed by further definition.

### **Administrative Values**

The National Theological Association (NTA) emphasizes the importance of effective administration in theological institutions. The following seven

values guide our understanding of sound administrative practices:

1. Sound Management: Institutions must wisely steward their human, material, financial, and spiritual resources to strengthen the Church.
2. Student-Centered Development: Institutions prioritize student development, tailoring administrative procedures, teacher selection, facilities, and pastoral services to meet student needs.



## 2.4 VALUES ESTEEMED BY NTA EDUCATORS

3. Faculty and Staff Development: Recognizing the pivotal role of faculty and staff as ministry models, institutions prioritize their ongoing development.

4. Program Accessibility: Ministry training is made available to the whole people of God through contextually appropriate models.

5. Strategic Flexibility: Institutions cooperate with other programs to respond creatively to the Church's leadership needs, cultivating strategic flexibility.

6. Continuous Assessment: Institutions practice rigorous objective-setting, outcome assessment, and program adjustment to ensure effectiveness.

7. Operational Contextualization: Institutions demonstrate contextual relevance in their structure and operation, existing in and for their contexts.

## 2.4 VALUES ESTEEMED BY NTA EDUCATORS

### **Relational Values**

The National Theological Association (NTA) emphasizes the importance of strong relationships within and beyond theological institutions. The following values guide our understanding of healthy relationships:

1. Community Engagement: Institutions engage with their local communities, fostering partnerships and collaborations that promote mutual growth.

2. Respect and Diversity: Institutions value diversity, promoting respect,

inclusivity, and empathy among students, faculty, and staff.

3. Collaboration and Partnership: Institutions collaborate with other

organizations, churches, and agencies to advance the mission of the Church.

4. Accountability and Transparency: Institutions demonstrate accountability and transparency in their operations, decision-making processes, and communication.

5. Pastoral Care and Support: Institutions provide pastoral care and support to students, faculty, and staff, recognizing the importance of spiritual wellbeing.

6. Global Perspective: Institutions cultivate a global perspective, recognizing the interconnectedness of the Church and the global community.

## 2.4 VALUES ESTEEMED BY NTA EDUCATORS

### **Theological Values**

The National Theological Association (NTA) is committed to upholding the following theological values:

1. **Biblical Authority:** Scripture is the ultimate authority for faith and practice, guiding our teaching, research, and ministry.
2. **Evangelical Identity:** NTA institutions affirm evangelical theology and practice, embracing the core tenets of the evangelical tradition.
3. **Orthodox Doctrine:** Institutions uphold orthodox Christian doctrine, affirming the historic creeds and confessions of the faith.
4. **Spiritual Formation:** Institutions prioritize spiritual formation, recognizing the importance of spiritual growth and character development in theological education.
5. **Missional Orientation:** Institutions cultivate a missional orientation, equipping students for effective ministry and service in diverse contexts.
6. **Contextual Relevance:** Institutions recognize the importance of contextual relevance, seeking to understand and engage with the diverse cultural, social, and economic contexts of Asia.

## 2.4 VALUES ESTEEMED BY NTA EDUCATORS

### **Educational Values**

The National Theological Association (NTA) is committed to upholding the following educational values:

1. Academic Excellence: Institutions pursue rigorous scholarship, critical thinking, and academic integrity.
2. Contextual Relevance: Education is contextualized to the diverse cultural, social, and economic settings of Asia.
3. Student-Centered Learning: Institutions prioritize student-centered learning, fostering a supportive and inclusive learning environment.
4. Holistic Formation: Education encompasses spiritual, intellectual, emotional, and physical formation, preparing students for effective ministry.
5. Lifelong Learning: Institutions cultivate a culture of lifelong learning, equipping students for ongoing growth and development.
6. Research and Innovation: Institutions value research and innovation, advancing knowledge and understanding in theological education.



## 2.4 NTA'S PHILOSOPHY OF ACCREDITATION

The National Theological Association (NTA) approaches accreditation with a commitment to quality, accountability, and improvement. Our philosophy is guided by the following principles:

### **Quality**

1. Rigorous standards: NTA sets high standards for institutional quality, ensuring that accredited institutions demonstrate excellence in theological education.
2. Continuous improvement: Accredited institutions are encouraged to engage in ongoing self-assessment and improvement, striving for excellence in all aspects of their programs.

### **Accountability**

1. Transparency: NTA promotes transparency in institutional operations, ensuring that accredited institutions are honest and open in their dealings with students, faculty, and stakeholders.
2. Responsibility: Accredited institutions are held accountable for their actions, ensuring that they take responsibility for their programs and services.

## 2.4 NTA'S PHILOSOPHY OF ACCREDITATION

### **Improvement**

1. Collaboration: NTA fosters collaboration among accredited institutions, promoting the sharing of best practices and innovative approaches to theological education.
2. Professional development: Accredited institutions are encouraged to prioritize professional development for faculty and staff, ensuring that they remain equipped to provide high-quality theological education.

## 2.5 NTA'S PHILOSOPHY OF ACCREDITATION

The National Theological Association (NTA) holds the following essential

**values for educators:**

1. Integrity: Educators demonstrate honesty, transparency, and moral uprightness in their teaching, research, and relationships.
2. Compassion: Educators show empathy, care, and kindness towards students, colleagues, and the broader community.
3. Professional Excellence: Educators strive for excellence in their teaching, research, and service, staying current with best practices and advancements in their field.
4. Respect and Inclusivity: Educators promote respect, inclusivity, and diversity, fostering a welcoming environment for students from diverse backgrounds.
5. Servant Leadership: Educators model servant leadership, prioritizing the needs of students and the institution, and demonstrating humility and a willingness to serve.
6. Lifelong Learning: Educators commit to ongoing learning and professional development, recognizing the importance of staying current and adaptable in a rapidly changing world.
7. Accountability: Educators take responsibility for their actions, decisions, and outcomes, demonstrating accountability to students, colleagues, and the institution.



## SECTION 3: ACCREDITATION STANDARDS AND QUALITY MEASURES



## SECTION 3: ACCREDITATION STANDARDS AND QUALITY MEASURES

The National Theological Association (NTA) uses the following accreditation standards and quality measures to evaluate institutions:



## 3.1 INSTITUTIONAL PHILOSOPHY AND PURPOSE

**The institution's mission, vision, and values are:**

### **Mission Statement**

1. Clearly defines the institution's purpose and goals
2. Aligns with the institution's evangelical identity
3. Reflects the institution's commitment to biblical authority

### **Vision Statement**

1. Provides a clear direction for the institution's future
2. Inspires and motivates the institution's community
3. Aligns with the institution's mission and values

### **Core Values**

1. Reflect the institution's evangelical identity
2. Guide the institution's decision-making and operations
3. Are clearly communicated to the institution's community

### **Institutional Goals**

1. Align with the institution's mission, vision, and values
2. Are specific, measurable, achievable, relevant, and time-bound (SMART)
3. Guide the institution's planning and resource allocation

## 3.2 GOVERNANCE AND ADMINISTRATIVE CONTROL

The institution demonstrates effective governance, leadership, and administrative systems through:

### **Governance Structure**

1. Clearly defined roles and responsibilities
2. Effective decision-making processes
3. Accountability and transparency

### **Leadership**

4. Visionary and strategic leadership
5. Effective communication and collaboration
6. Integrity and ethical decision-making

### **Administrative Systems**

7. Efficient and effective administrative processes
8. Clear policies and procedures
9. Adequate resources and support services

### **Financial Management**

10. Sound financial planning and budgeting
11. Effective financial reporting and transparency
12. Compliance with relevant financial regulations

### **Risk Management**

13. Identification and assessment of risks
14. Effective risk mitigation and management strategies
15. Compliance with relevant laws and regulations

### 3.3 FACULTY QUALIFICATIONS AND DEVELOPMENT

The institution ensures that its faculty possess the necessary expertise, engage in ongoing professional development, and demonstrate effective teaching practices through:

#### **Faculty Qualifications**

1. Terminal degrees in their field of expertise
2. Relevant professional experience and certifications
3. Ongoing scholarly research and publication

#### **Professional Development**

1. Regular participation in conferences, workshops, and seminars
2. Engagement in peer mentoring and coaching
3. Support for pursuit of additional education or certifications

#### **Teaching Effectiveness**

1. Clear course objectives and outcomes
2. Effective instructional design and delivery
3. Regular assessment and evaluation of student learning
4. Ongoing improvement of teaching practices through reflection and feedback

#### **Faculty Evaluation and Support**

1. Regular evaluation of faculty performance
2. Provision of support services for faculty development
3. Encouragement of faculty participation in institutional governance and decision-making

### 3.4 EDUCATIONAL RESOURCES AND SUPPORT SERVICES

The institution provides adequate resources, facilities, and support services

to support student learning and success, including:

1. Library and Information Resources: Access to relevant, up-to-date, and sufficient library and information resources.

2. Technology and Infrastructure: Adequate technology, classrooms, and facilities to support teaching, learning, and research.

3. Student Support Services: Access to academic advising, counseling, mentorship, and other support services.

4. Accessibility and Inclusivity: Facilities and resources that are accessible and inclusive for all students.

5. Health and Wellness Services: Access to health and wellness services, including physical and mental health support.



### 3.5 CURRICULUM DESIGN AND EDUCATIONAL METHODS

The institution demonstrates well-designed curricula, teaching methods, and assessment strategies that:

1. Align with Institutional Mission: Curriculum aligns with the institution's mission, vision, and values.
2. Meet Program Objectives: Curriculum design ensures achievement of program objectives and learning outcomes.
3. Integrate Theory and Practice: Curriculum integrates theoretical foundations with practical applications.
4. Foster Critical Thinking and Reflection: Teaching methods encourage critical thinking, reflection, and problem-solving.
5. Assess Student Learning: Assessment strategies measure student learning outcomes and inform curriculum improvement.

### 3.6 ACADEMIC UNITS AND TRANSFER OF CREDITS

The institution has clear policies on:

1. Academic Units: Definition and application of credit hours, course credits, and academic units.
2. Credit Transfer: Policies and procedures for transferring credits from other institutions.
3. Degree Requirements: Clearly defined degree requirements, including coursework, practicum, and other requirements.
4. Prior Learning Assessment: Policies and procedures for assessing and awarding credits for prior learning.
5. Articulation Agreements: Established articulation agreements with other institutions to facilitate transfer and degree completion.

### 3.7 PROGRAMS OF STUDY AND DEGREE REQUIREMENTS

The institution offers well-structured programs with clear degree requirements and graduation standards, including:

1. Clear Program Objectives: Programs have specific, measurable objectives.
2. Well-Defined Curriculum: Curriculum is aligned with program objectives and degree requirements.
3. Degree Requirements: Degree requirements are clearly defined, including coursework, practicum, and other requirements.
4. Graduation Standards: Graduation standards are well-defined, including GPA requirements and completion of degree requirements.
5. Assessment of Student Learning: Programs assess student learning outcomes to ensure achievement of program objectives.

#### General Guidelines

- Requirements for educators should be read in conjunction with Section 3.3.
- Regional accreditation committees may develop additional guidelines.

#### Undergraduate Studies

### 3.7 PROGRAMS OF STUDY AND DEGREE REQUIREMENTS

#### 1. Certificate Program

- Purpose and Nature: Provides graduates with a basic foundational level in Bible and ministry.
  - Entrance Qualification: Successful completion of 10 years of schooling or demonstrated ability to study at this level.
- Requirements for Educators
- Campus-Based Institutions:
    - Qualification: At least a Bachelor's degree, preferably a Master's Degree.
    - Training: Training in education and adult learning is desirable.
    - Core faculty: Cover areas of study.
    - Teacher-student ratio: At least 1:12.
    - Teaching load: Average 12 hours per week.
  - Non-Campus Based Institutions and Online Programs:
    - Course development team: Include subject expert and member with theology degree.
    - Instructional design: Training for medium of course delivery, qualification, and experience in education and adult learning.
  - Group leaders: Completed studies at facilitating level or demonstrated similar learning and maturity.



### 3.7 PROGRAMS OF STUDY AND DEGREE REQUIREMENTS

#### Graduation Requirements

##### 1. Successful completion of:

- At least 36 credit units.
- Field Education/Practical Assignments.

##### 2. Demonstrated:

- Character and spiritual development meeting set requirements/standards.
- Ministry suitability.

#### Access to Learning Resources

- Campus-Based Institutions: Collection of approximately 4,000 relevant titles.
- Non-Campus Based Institutions and Online Programs: Adequate additional resources to support curriculum.

#### Areas of Study

1. Bible
2. Theology
3. Practical Theology:
  - Ministry-related courses.
  - Pastoral.
  - Missions.
  - Christian Education.
  - Issues in the workplace.
  - Responsible citizenship.
  - Discipleship.
  - Evangelism.
  - Ethics.

## **2. Diploma Program**

### **Purpose and Nature**

Programs granting the Diploma are designed to qualify graduates to function in ministry.

### **Entrance Qualifications**

Successful completion of 10 years of schooling plus some experience as an apprentice in a trade, profession, and/or ministry

### **Requirements for Educators**

#### **Campus-Based Institutions**

1. Qualification: Master's degree or Bachelor's degree with at least three years of teaching experience.

2. Training: Training in education and adult learning is desirable.

3. Core Faculty: Cover areas of study.

4. Teacher-Student Ratio: At least 1:12.

5. Teaching Load: 12 hours per week.

#### **Non-Campus Based Institutions and Online Programs**

1. Course Development Team: Include subject expert and member with theology degree.

2. Instructional Design: Training for medium of course delivery, qualification, and experience in education and adult learning.

3. Group Leaders: Completed studies at facilitating level or demonstrated similar learning and maturity.

### 3.7 PROGRAMS OF STUDY AND DEGREE REQUIREMENTS

#### Graduation Requirements

1. Successful Completion: 72 credit units.
2. Field Education/Practical Ministry: Assessment meets set requirements.
3. Character, Spiritual Development, and Ministry Capacity: Assessment meets set requirements/standards.

#### Access to Learning Resources

1. Campus-Based Institutions: Collection of approximately 4,000 relevant titles.
2. Non-Campus Based Institutions and Online Programs: Adequate additional resources support curriculum.

#### Areas of Study

1. Bible
2. Church History
3. Theology
4. Ethics
5. Practical Theology: Ministry-related courses, Pastoralia, Missions, Christian Education, Issues in the workplace, Responsible citizenship, Discipleship, Evangelism, etc.

### **3. Bachelor Program**

#### Purpose and Nature

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

#### Entrance Qualifications

1. Successful completion of 12 years of schooling or its equivalent.
2. Mature candidates: In special cases, older mature candidates (aged 30 and above) who have not completed their schooling may be admitted upon successful completion of the Diploma program and/or fulfilling a qualifying assessment. Not more than 10% of the class should comprise of this category of students.

#### Requirements for Educators

##### Campus-Based Institutions

1. Qualification: At least an M.Div. or M.A. with at least five years teaching experience.
2. Training: Training in education and adult learning is desirable.
3. Core Faculty: Cover main fields of study in the curriculum.
4. Teacher-Student Ratio: At least 1:12.



### 3.7 PROGRAMS OF STUDY AND DEGREE REQUIREMENTS

5. Teaching Load: 12-15 hours per week.

Non-Campus Based Institutions and Online Programs

1. Course Development Team: Include subject expert and member with theology degree.

2. Instructional Design: Training for medium of course delivery, qualification, and experience in education and adult learning.

3. Group Leaders: Completed studies at facilitating level or demonstrated similar learning and maturity.

Graduation Requirements

1. Successful completion of 108 credit units.

2. Field Education/Practical Ministry: Involvement meets set requirements.

3. Character, Spiritual Development, and Ministry Capacity: Meets set requirements/standards.

Library and Learning Resources

1. Collection: About 6,000 titles relevant to the curriculum.

2. Periodicals: Major periodicals in fields of study included in the curriculum.

Areas of Study

1. Bible & Exegesis

2. Introduction to Biblical Languages

3. Church History

4. Theology and Ethics

5. Practical Theology: Ministry-related courses, Pastoral, Missions,

Christian Education, etc.

6. Religions, Culture

## **4. Graduate Diploma**

### Purpose and Nature

Programs granting the Graduate Diploma are designed to qualify graduates for specialized ministry.

### Entrance Qualifications

1. Successful completion of a Bachelor-level degree.
2. Mature candidates (30+): Admitted upon successful completion of the qualifying assessment (not more than 10% of the class).

### Faculty Requirements

1. Qualification or equivalent in teaching area.
2. Consideration: MDiv/BD with teaching experience (5-10 years).
3. Online programs: Specialized lead educator and online facilitator.
4. Core faculty: Cover main fields of study.
5. Teacher-student ratio: At least 1:12.
6. Teaching load: 10 hours/week.

### Graduation Requirements

1. Successful completion of 30 credit units.
2. Ministry involvement: Meets set requirements.
3. Character and spiritual development: Meets set requirements/standards.

### Library and Learning Resources

1. Collection: 10,000 titles relevant to the curriculum.
2. Periodicals: Major fields of study.
3. Online resources.

### Areas of Study

Foundational courses and specialization courses relevant to the program's nature and purpose.

## **5. Master Of Arts Program Or Equivalent**

### **Purpose and Nature**

Programs granting the Master of Arts are designed to qualify graduates for specialized ministry.

### **Entrance Qualifications**

1. Successful completion of a Bachelor-level degree.
2. Mature candidates (30+): Admitted upon successful completion of the qualifying assessment (not more than 10% of the class).

### **Faculty Requirements**

1. Qualification: Research doctorate (e.g., Ph.D., Th.D., Ed.D.) in area of specialization.
2. Training: Ideally, some training in education and adult learning.
3. Online programs: Specialized lead educator and online facilitator.
4. Core faculty: Cover main fields of study.
5. Teacher-student ratio: At least 1:12.
6. Teaching load: 10 hours/week.

### **Graduation Requirements**

1. Theological Bachelor degree holders: 30 credit units.
2. Non-theological Bachelor degree holders: 60 credit units.

### 3.7 PROGRAMS OF STUDY AND DEGREE REQUIREMENTS

3. Ministry involvement: Meets set requirements.
4. Character and spiritual development: Meets set requirements/standards.

#### Library and Learning Resources

1. Collection: 10,000 titles relevant to the curriculum.
2. Periodicals: Major fields of study.
3. Online resources and databases.

#### Areas of Study

1. Foundational courses (60%): Bible & Exegesis, Church History, Theology/Ethics, Practical Theology.
2. Specialization courses (40%): Ministry-related courses, Pastoral, Missions, Christian Education, Religions, Culture.
3. Thesis or field project: Recommended.



## **6. Master Of Divinity Program Or Equivalent**

### **Purpose and Nature**

Programs granting the Master of Divinity degree are designed primarily to qualify graduates as principal leaders or ministers. This graduate-level

program requires students to develop and demonstrate critical thinking,

dialogic skills, and the ability to:

- Identify and critique theological and moral discourse
- Frame cogent arguments
- Test ideas for biblical fidelity and contextual appropriateness
- Communicate ideas effectively in oral or written dialogue

### **Entrance Qualifications**

1. Successful completion of a Bachelor's degree.
2. Mature candidates (30+): Admitted upon successful completion of the qualifying assessment (not more than 10% of the class).

### **Faculty Requirements**

1. Qualification: Research doctorate (e.g., Ph.D., Th.D., Ed.D.) in area of specialization.
2. Training: Ideally, some training in education and adult learning.
3. Consideration: MTh degree or professional doctoral qualifications with teaching experience (5-10 years).
4. Online programs: Specialized lead educator and online facilitator.
5. Core faculty: Cover main fields of study.
6. Teacher-student ratio: At least 1:12.
7. Teaching load: 10 hours/week.

### 3.7 PROGRAMS OF STUDY AND DEGREE REQUIREMENTS

#### Graduation Requirements

1. Theological Bachelor's degree holders: 60 credit units (GPA B or above).
2. Non-theological Bachelor's degree holders: 90 credit units.
3. Ministry involvement: Meets set requirements.
4. Character and spiritual development: Meets set requirements/standards.

#### Library and Learning Resources

1. Collection: 10,000 titles relevant to the curriculum.
2. Periodicals: Major fields of study.
3. Online resources.

#### Areas of Study

1. Bible & Exegesis, and Languages
2. Church History
3. Theology/Ethics
4. Practical Theology: Ministry-related courses, Pastoral, Missions,

#### Christian Education

5. Religions, Culture
6. Thesis or field project: Recommended.

## **7. Master Of Theology Program**

### **Purpose and Nature**

Programs granting the Master of Theology degree (e.g., S.T.M., (link unavailable), Th.M.) are designed to qualify graduates as seminary lecturers, principal leaders, or ministers. This graduate-level program requires students to develop research methods for analyzing and evaluating issues, typically demonstrated through a thesis.

### **Entrance Qualifications**

1. Successful completion of a Master of Divinity degree or equivalent: From a recognized college with a B grade or second division.
2. Language proficiency: Appropriate standard in a language relevant to the field of study.
3. Ministry experience: Local churches or church-related ministries.

### **Faculty Requirements**

1. Qualification: Th.D., Ph.D., or Ed.D. in area of specialization, with training in education and adult learning.
2. Consideration: Professional doctorate (D.Miss. or D.Min.) with teaching experience (5-10 years).
3. Online programs: Specialized lead educator and online facilitator.

### 3.7 PROGRAMS OF STUDY AND DEGREE REQUIREMENTS

4. Full-time faculty: One in each discipline.

5. Teaching load: Average 8 hours/week.

#### Graduation Requirements

1. Successful completion of 30-36 credit units: Inclusive of 30,000-word

thesis (6 credit units).

2. Character and spiritual development: Meets set requirements/standards.

#### Library and Learning Resources

1. Collection: 25,000 titles relevant to the curriculum.

2. Periodicals and research journals: Major fields of study.

3. Online resources: Access to appropriate resources.

4. Interlibrary access: Other libraries or facilities.



## **8. Professional Doctoral Program**

### **Purpose and Nature**

Programs granting the Professional Doctorate degree (e.g., Doctor of Ministry, Doctor of Missiology, Doctor of Education) prepare graduates for enriched ministry practice, leadership in denominational and parachurch agencies, and Christian ministry training. These programs include sophisticated academic and research components.

### **Entrance Qualifications**

1. Successful completion of a Master of Divinity degree or equivalent: From a recognized college with a B+ grade or high second division.
2. Ministry experience: Five years of experience in ministry is required.

### **Faculty Requirements**

1. Qualification: Doctorate degree with teaching and practical experience in area of specialization and ministry experience.
2. Resident faculty: One in each discipline.
3. Teaching load: Average 8 hours/week.

### **Graduation Requirements**

1. Successful completion of 45 credit units: Inclusive of project or thesis (50,000 words).
2. Character and spiritual development: Meets set requirements/standards.

### **Library and Learning Resources**

1. Collection: 25,000 titles relevant to the curriculum.
2. Periodicals and research journals: Major fields of study.
3. Online resources: Access to appropriate resources.
4. Interlibrary access: Other libraries or facilities.

## **9. Research Doctoral Program**

### Purpose and Nature

Programs granting the Research Doctorate degree (e.g., Doctor of Theology, Doctor of Philosophy) qualify graduates as research specialists in biblical, educational, and theological studies.

### Entrance Qualifications

1. Successful completion of a Master of Divinity degree or equivalent: From a recognized college or seminary with a B+ grade or high second division.
2. Language proficiency: Hebrew, Greek, or other relevant languages if required.
3. Ministry or teaching experience: Significant experience.
4. Scholarly research and theological reflection: Evidence required.

### Faculty Requirements

5. Qualification: Research doctorate (e.g., Th.D., Ph.D., Ed.D.) with teaching and research experience.
6. Resident faculty: One in each discipline.
7. Teaching load: Average 9 hours/week.

### Graduation Requirements

8. Scholarly dissertation: 60,000-75,000 words, reflecting original research.
9. Character and spiritual development: Meets set requirements/standards.

### Library and Learning Resources

10. Collection: 25,000 titles relevant to the curriculum.
11. Periodicals and research journals: Major fields of study.
12. Online resources: Access to appropriate resources.
13. Interlibrary access: Other libraries or facilities.

## Satellite Centers And Extension Education Centers

The following criteria apply for accreditation of Satellite Centers and Extension Education Centers/Centers for Non-Traditional Forms of Theological Education by the National Theological Accreditation (NTA):

### Satellite Centers

1. Associate Membership: The Satellite Center must become an associate member of the NTA, indicating its intention to become an accredited NTA member.

2. NTA Values and Standards: The NTA accredited institution must demonstrate that its Satellite Centers implement NTA values and performance standards relevant to instruction delivery.

### All Centers

1. Visitation and Evaluation: Centers may be visited by the Visiting Evaluation Team during the NTA accredited institution's accreditation renewal.

2. Student Record Monitoring: The NTA accredited institution must monitor and approve student records from centers before awarding academic credentials.

3. Certification and Accreditation Disclosure: Certificates, diplomas, or degrees must be issued in the name of the NTA accredited institution, with optional cooperation language. Promotional materials must clearly state that accreditation belongs to the NTA accredited institution.

4. Additional Guidelines: The NTA may establish additional guidelines to protect the community and NTA from misuse of center privileges.

### 3.8 PRACTICAL TRAINING AND FIELD EDUCATION

Institutions must provide opportunities for practical training, field education, and ministry experience to equip students with hands-on skills and realworld application.

Requirements:

1. Practical Training: Institutions must offer practical training opportunities that integrate theoretical knowledge with practical skills.
2. Field Education: Institutions must provide field education experiences that allow students to apply theoretical knowledge in real-world settings.
3. Ministry Experience: Institutions must offer opportunities for students to gain ministry experience, either through internships, practicums, or other forms of experiential learning.

Objectives:

1. Integrate Theory and Practice: Practical training and field education must integrate theoretical knowledge with practical skills.
2. Develop Ministry Skills: Ministry experience must help students develop skills necessary for effective ministry.
3. Foster Spiritual Growth: Practical training and field education must foster spiritual growth and character development in students.



### 3.9 SPIRITUAL FORMATION AND CHARACTER DEVELOPMENT

Institutions must emphasize spiritual growth, character development, and Christian values, integrating these essential aspects into the academic program.

#### Objectives

1. Foster Spiritual Growth: Encourage students' spiritual growth through intentional practices, mentorship, and community engagement.
2. Develop Christian Character: Integrate Christian values and principles into the curriculum, promoting character development and ethical decisionmaking.
3. Cultivate Servant Leadership: Prepare students for servant leadership, emphasizing humility, compassion, and a commitment to serving others.

#### Requirements

1. Spiritual Formation Programs: Offer programs and activities that promote spiritual growth, such as chapel services, prayer groups, and mentorship.
2. Character Development Courses: Include courses that focus on character development, ethics, and Christian values.
3. Faculty and Staff Modeling: Ensure that faculty and staff model Christian values and principles, demonstrating a commitment to spiritual growth and character development.

### 3.10 STUDENT LIFE, SERVICES, AND SUPPORT SYSTEMS

Institutions must provide a supportive campus environment, student services, and support systems that foster academic success, personal growth, and spiritual development.

#### Objectives

1. Foster a Supportive Community: Create a welcoming and inclusive campus environment.
2. Provide Holistic Support: Offer student services and support systems addressing academic, emotional, physical, and spiritual needs.
3. Promote Student Success: Equip students with skills, resources, and guidance for academic achievement and post-graduation success.

#### Requirements

1. Student Services: Provide access to academic advising, counseling, career guidance, and spiritual mentorship.
2. Support Systems: Establish peer mentoring, student organizations, and crisis intervention.
3. Campus Facilities: Ensure safe, accessible, and conducive learning environments.
4. Student Engagement: Encourage extracurricular activities, leadership opportunities, and community service projects.

## SECTION:4

### The Accreditation Evaluation Process

#### 4.1 Overview

The accreditation evaluation process is designed to assess an institution's compliance with the standards and criteria established by the accrediting agency.

#### 4.2 Steps in the Accreditation Process

1. Institutional Self-Study: The institution conducts a comprehensive selfstudy, addressing the accrediting agency's standards and criteria.
2. Submission of Self-Study Report: The institution submits its self-study report to the accrediting agency.
3. On-Site Evaluation: A team of evaluators conducts an on-site visit to verify the institution's compliance with the standards and criteria.
4. Evaluation Report: The evaluation team submits a report to the accrediting agency, detailing the institution's strengths and weaknesses.
5. Accreditation Decision: The accrediting agency makes a decision regarding the institution's accreditation status.

#### 4.3 Evaluation Criteria

1. Institutional Mission and Goals: The institution's mission and goals are clear, relevant, and achievable.
2. Academic Programs: The institution's academic programs are rigorous, relevant, and effective.

## SECTION:4

### The Accreditation Evaluation Process

3. Faculty and Staff: The institution's faculty and staff are qualified,

competent, and sufficient.

4. Student Services: The institution provides adequate student services,

including support for spiritual growth and development.

5. Financial Resources: The institution has sufficient financial resources to

support its mission and goals.

#### 4.4 Accreditation Status

1. Accredited: The institution meets the accrediting agency's standards and criteria.

2. Provisionally Accredited: The institution partially meets the accrediting agency's standards and criteria.

3. Denied Accreditation: The institution does not meet the accrediting agency's standards and criteria.



## 4.1 APPLICATION FOR NTA ACCREDITATION EVALUATION

### 4.1.1 Eligibility

Institutions seeking accreditation from the National Theological Accreditation (NTA) must meet the eligibility criteria outlined in the NTA Handbook.

### 4.1.2 Application Process

1. Initial Contact: Institutions interested in pursuing NTA accreditation must submit a letter of intent to the NTA office.
2. Application Form: The institution will receive an application form, which must be completed and returned to the NTA office with the required fee.
3. Self-Study Document: The institution must prepare a comprehensive selfstudy document addressing the NTA standards and criteria.
4. Submission of Application: The institution must submit the completed application form, self-study document, and required supporting documents to the NTA office.

### 4.1.3 Required Documents

1. Institutional Profile: A detailed profile of the institution, including its history, mission, and goals.
2. Academic Programs: A description of the institution's academic programs, including curriculum, faculty, and assessment methods.

## 4.1 APPLICATION FOR NTA ACCREDITATION EVALUATION

3. Faculty and Staff: A list of faculty and staff members, including their qualifications and experience.
4. Financial Information: A financial report, including budget, income, and expenses.
5. Supporting Documents: Any additional documents required by the NTA, such as accreditation reports from other agencies.

## 4.2 CANDIDACY STATUS

The National Theological Accreditation (NTA) grants Candidacy Status to institutions that have demonstrated a commitment to meeting the NTA standards and criteria.

### 4.2.1 Eligibility for Candidacy Status

Institutions seeking Candidacy Status must:

1. Submit a complete application: Including all required documents and fees.
2. Demonstrate potential for accreditation: Show evidence of a commitment to meeting the NTA standards and criteria.
3. Receive a favorable review: From the NTA evaluation team.

### 4.2.2 Candidacy Status Benefits

Institutions with Candidacy Status benefit from:

1. NTA guidance and support: Access to NTA resources and expertise.
2. Progress toward accreditation: Opportunity to demonstrate progress toward meeting the NTA standards and criteria.
3. Recognition by the NTA: Public acknowledgment of the institution's commitment to quality theological education.

### 4.2.3 Candidacy Status Requirements

Institutions with Candidacy Status must:

1. Submit annual progress reports: Detailing progress toward meeting the NTA standards and criteria.
2. Host an on-site evaluation: By the NTA evaluation team.
3. Maintain communication with the NTA: Regularly update the NTA on institutional developments and progress.

## 4.3 THE INSTITUTIONAL SELF-STUDY I: THE STAKEHOLDER STUDY

The Institutional Self-Study is a comprehensive evaluation of an institution's effectiveness in achieving its mission and goals. The Stakeholder Study is the first phase of the self-study process.

### 4.3.1 Purpose of the Stakeholder Study

The Stakeholder Study aims to:

1. Gather perceptions and insights from key stakeholders.
2. Identify institutional strengths and weaknesses.
3. Inform the development of the institutional self-study.

### 4.3.2 Stakeholder Groups

The institution must engage the following stakeholder groups:

1. Students (current and alumni).
2. Faculty and staff.
3. Administrators.
4. Board members.
5. External partners and constituents.

### 4.3.3 Data Collection Methods

## 4.3 THE INSTITUTIONAL SELF-STUDY I: THE STAKEHOLDER STUDY

Institutions may use various data collection methods, including:

1. Surveys.
2. Focus groups.
3. Interviews.
4. Online forums.

### 4.3.4 Data Analysis and Reporting

The institution must:

1. Analyze and interpret stakeholder feedback.
2. Identify key themes and trends.
3. Develop a comprehensive report summarizing findings.

### 4.3.5 Using Stakeholder Study Results

The institution must use the stakeholder study results to:

1. Inform the development of the institutional self-study.
2. Identify areas for improvement.
3. Enhance institutional effectiveness.

## 4.4 The Institutional Self-Study II: Completing the Self-Study Questionnaire

The Self-Study Questionnaire is a critical component of the institutional selfstudy

process. It provides a comprehensive framework for evaluating the

institution's compliance with the National Theological Accreditation (NTA) standards.



#### 4.4.1 PURPOSE OF THE SELF-STUDY QUESTIONNAIRE

The Self-Study Questionnaire aims to:

1. Assess the institution's compliance with NTA standards.
2. Evaluate the institution's effectiveness in achieving its mission and goals.
3. Identify areas for improvement.

#### 4.4.2 Completing the Self-Study Questionnaire

Institutions must:

1. Review the Self-Study Questionnaire carefully.
2. Provide detailed and accurate responses to all questions.
3. Submit supporting documentation and evidence as required.

#### 4.4.3 Self-Study Questionnaire Components

The Self-Study Questionnaire typically includes sections on:

1. Institutional mission and goals.
2. Academic programs and curriculum.
3. Faculty and staff qualifications and development.
4. Student services and support.
5. Financial resources and management.
6. Governance and administration.

#### 4.4.4 Submitting the Self-Study Questionnaire

Institutions must submit the completed Self-Study Questionnaire to the NTA office by the designated deadline.

## 4.5 ARRANGING THE VISIT OF THE EVALUATION TEAM (VET)

The Evaluation Team (VET) visit is a critical component of the accreditation process. The institution must arrange the visit in collaboration with the National Theological Accreditation (NTA) office.

### 4.5.1 Pre-Visit Arrangements

1. Scheduling: The institution must schedule the VET visit in consultation with the NTA office.
2. Team Composition: The NTA office will select the VET members, ensuring a diverse team with relevant expertise.
3. Pre-Visit Briefing: The NTA office will provide the VET with a pre-visit briefing, including the institution's self-study report and other relevant documents.

### 4.5.2 Logistics and Accommodations

4. Travel Arrangements: The institution must arrange for the VET's travel to and from the campus.
5. Accommodations: The institution must provide comfortable and convenient accommodations for the VET.
6. Meeting Facilities: The institution must ensure that suitable meeting facilities are available for the VET.

### 4.5.3 During the Visit

7. Agenda: The institution must provide a detailed agenda for the VET's visit.

## 4.5 ARRANGING THE VISIT OF THE EVALUATION TEAM (VET)

8. Meetings and Interviews: The institution must arrange meetings and interviews with key stakeholders, including faculty, staff, students, and administrators.

9. Document Review: The VET will review relevant documents, including academic records, financial reports, and policies.

### 4.5.4 Post-Visit

10. Report: The VET will submit a comprehensive report to the NTA office, detailing their findings and recommendations.

11. Follow-up: The institution must address any concerns or recommendations outlined in the VET's report.

## 4.6 THE EVALUATION TEAM (VET) REPORT

The VET Report is a comprehensive document that summarizes the evaluation team's findings, conclusions, and recommendations regarding the institution's compliance with the National Theological Accreditation (NTA) standards.

### 4.6.1 Content of the VET Report

The VET Report must include:

1. Executive Summary: A brief overview of the evaluation team's findings and conclusions.
2. Institutional Overview: A description of the institution's mission, goals, and programs.
3. Compliance with NTA Standards: An assessment of the institution's compliance with each NTA standard.
4. Strengths and Weaknesses: Identification of the institution's strengths and weaknesses.
5. Recommendations: Recommendations for improvement and/or further development.

### 4.6.2 VET Report Review and Response

6. Institutional Review: The institution must review the VET Report and provide a written response.
7. Response to Recommendations: The institution must respond to the VET's recommendations, outlining plans for implementation.
8. Submission to NTA: The institution must submit its response to the NTA office.

## **4.7 REVIEW OF THE VET REPORT BY THE COMMISSION ON ACCREDITATION AND EDUCATIONAL DEVELOPMENT (CAED)**

The Commission on Accreditation and Educational Development (CAED) reviews the VET Report to determine the institution's compliance with the National Theological Accreditation (NTA) standards.

### **4.7.1 CAED Review Process**

1. CAED Review: The CAED reviews the VET Report, institutional response, and supporting documents.
2. Evaluation of Compliance: The CAED evaluates the institution's compliance with NTA standards.
3. Accreditation Recommendation: The CAED makes a recommendation regarding accreditation status.

### **4.7.2 CAED Review Criteria**

4. Institutional Mission and Goals: Alignment with NTA standards and criteria.
5. Academic Programs: Quality, rigor, and relevance of academic programs.
6. Faculty and Staff: Qualifications, competence, and sufficiency.



**4.7 REVIEW OF THE VET  
REPORT BY THE COMMISSION ON ACCREDITATION AND  
EDUCATIONAL DEVELOPMENT (CAED)**

7. Student Services: Adequacy and effectiveness of student services.

8. Financial Resources: Stability and sufficiency of financial resources.

**4.7.3 CAED Decision**

9. Accreditation Granted: The institution meets NTA standards and is granted accreditation.

10. Accreditation Denied: The institution does not meet NTA standards and is denied accreditation.

11. Provisional Accreditation: The institution partially meets NTA standards and is granted provisional accreditation.

12. Show-Cause Order: The institution is required to demonstrate why accreditation should not be withdrawn.

## 4.8 MAINTAINING ACCREDITED STATUS AND THE ANNUAL PROGRESS REPORT

Institutions with accredited status must demonstrate ongoing compliance with the National Theological Accreditation (NTA) standards and submit an Annual Progress Report.

### 4.8.1 Requirements for Maintaining Accredited Status

1. Continued Compliance: Institutions must maintain compliance with NTA standards.
2. Annual Progress Report: Submit a comprehensive report detailing progress toward institutional goals and objectives.
3. Substantive Change Reports: Notify the NTA of substantive changes, such as program additions or modifications.

### 4.8.2 Annual Progress Report Components

4. Institutional Overview: Summary of institutional accomplishments and challenges.
5. Progress toward Goals: Report on progress toward institutional goals and objectives.
6. Assessment and Evaluation: Results of assessment and evaluation activities.

7. Future Plans: Outline of future plans and initiatives.

### 4.8.3 Review and Follow-up

## 4.8 MAINTAINING ACCREDITED STATUS AND THE ANNUAL PROGRESS REPORT

8. NTA Review: The NTA reviews the Annual Progress Report to ensure continued compliance.

9. Follow-up Actions: The NTA may request additional information or take follow-up actions based on the report.

### 4.8.4 Consequences of Non-Compliance

10. Warning: Institutions may receive a warning for non-compliance.

11. Probation: Institutions may be placed on probation for serious noncompliance.

12. Withdrawal of Accreditation: Accreditation may be withdrawn for severe or persistent non-compliance.

## SECTION 5:

### The NTA Self-Study Report Questionnaire

The NTA Self-Study Report Questionnaire is a comprehensive tool designed to guide institutions in conducting a thorough self-study and preparing a selfstudy report.

#### 5.1 Introduction to the Self-Study Report Questionnaire

1. Purpose: The questionnaire aims to facilitate a comprehensive self-study, ensuring institutions address all NTA standards and criteria.
2. Scope: The questionnaire covers all aspects of institutional operations, including academic programs, faculty, students, finances, and governance.

#### 5.2 Completing the Self-Study Report Questionnaire

1. Institutional Response: Provide detailed and accurate responses to all questions.
2. Supporting Documentation: Include relevant supporting documents, such as policies, reports, and data.
3. Evidence of Compliance: Provide evidence demonstrating compliance with NTA standards and criteria.

#### 5.3 Self-Study Report Questionnaire Components

1. Institutional Overview: Provide an overview of the institution's mission, goals, and programs.
2. Academic Programs: Describe academic programs, including curriculum, faculty, and assessment methods.

## SECTION 5:

### The NTA Self-Study Report Questionnaire

3. Faculty and Staff: Provide information on faculty and staff qualifications, development, and sufficiency.
4. Students: Discuss student services, support, and outcomes.
5. Financial Resources: Report on financial resources, including budget, income, and expenses.
6. Governance and Administration: Describe governance and administrative structures, policies, and procedures.

#### 5.4 Submitting the Self-Study Report

1. Finalize the Report: Ensure the self-study report is complete, accurate, and comprehensive.
2. Submit the Report: Submit the self-study report to the NTA office by the designated deadline.



## SECTION 6: APPENDICES

The appendices provide supplementary information that supports the selfstudy report and the accreditation process.

### 6.1 Glossary of Terms

A list of definitions for terms used throughout the self-study report and accreditation process.

### 6.2 NTA Standards and Criteria

A comprehensive list of the NTA standards and criteria used to evaluate institutional compliance.

### 6.3 Institutional Documents

Copies of key institutional documents, including:

1. Mission statement
2. Strategic plan
3. Academic policies
4. Faculty handbook
5. Student handbook

### 6.4 Data and Statistics

Supporting data and statistics, including:

1. Enrollment data
2. Graduation rates
3. Faculty qualifications
4. Financial reports

### 6.5 Correspondence and Communications

Copies of correspondence and communications between the institution and the NTA, including:

1. Letters
2. Emails
3. Reports

### 6.6 Other Supporting Documents

Any additional documents that support the self-study report and accreditation process.

## 6.1 FEES PAYABLE TO THE NTA

The following fees are payable to the National Theological Accreditation

(NTA) as part of the accreditation process:

### 6.1.1 Application Fee

- A non-refundable application fee is payable upon submission of the institution's application for accreditation.

### 6.1.2 Evaluation Fee

- An evaluation fee is payable prior to the on-site evaluation visit.

### 6.1.3 Annual Accreditation Fee

- An annual accreditation fee is payable by institutions that have been granted accredited status.

### 6.1.4 Other Fees

- Additional fees may be payable for services such as:  
- Site visits  
- Consultations  
- Document reviews

### 6.1.5 Fee Schedule

#### NTA Membership Fees

- Initial Membership: \$70.00  
- Annual Renewal: \$35.00

#### Accreditation Fees

The following fees apply to each program level:

- Certificate Level Courses: \$100.00  
- Diploma Courses: \$150.00  
- Bachelor Degrees: \$200.00  
- Master's Degrees: \$250.00  
- PhD & Doctoral Degrees: \$300.00

Note: These fees are subject to change, and institutions will be notified of any updates.

## 6.2 NTA CONSULTANCY SERVICES

The National Theological Accreditation (NTA) offers consultancy services to support institutions in achieving and maintaining accreditation.

### Consultancy Services

1. Institutional Evaluation: Expert evaluation of institutional effectiveness and compliance with NTA standards.
2. Accreditation Preparation: Guidance on preparing for accreditation, including self-study reports and on-site evaluations.
3. Curriculum Development: Assistance with developing and reviewing academic programs to ensure alignment with NTA standards.
4. Faculty Development: Support for faculty development, including training and mentoring.
5. Quality Assurance: Consultancy on establishing and maintaining quality assurance processes.

### Benefits of NTA Consultancy Services

6. Improved institutional effectiveness
7. Enhanced accreditation readiness
8. Strengthened academic programs
9. Increased faculty capacity
10. Ongoing quality assurance

### Fees for Consultancy Services

Fees for consultancy services will be determined on a case-by-case basis, depending on the scope and complexity of the project. Institutions may contact the NTA office for a customized quote.

## THE END

### National Theological Accreditation (NTA) Accreditation Manual

This manual outlines the policies, procedures, and standards for accreditation of theological institutions. It serves as a guide for institutions seeking accreditation and for evaluators assessing institutional compliance.

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