



Adventist
Accrediting
Association

ACCREDITATION HANDBOOK

Appendices

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Appendix A

Substantive Change Policy, Processes, and Guidelines

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

1. Minor Changes

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

2. Program Structure Changes

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

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

3. Major Program Additions

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

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

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

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

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

Exemptions from IBE/IBMTE Site Visits

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

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

Substantive Change Review Processes and Guidelines

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

A substantive change review is required when an accredited institution:

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

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

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

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

Extension, Off-Campus, or Technology-Mediated Programs

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

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

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

Issues to Address in Substantive Change Proposal

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

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

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

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

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

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

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

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

Additional Questions by the Visiting Team

1. What was/is the primary purpose for establishing of off-campus learning sites for your institution? How has the expansion enhanced your ability to carry out your institutional mission and that of the church? How does the program serve the specific needs of the Seventh-day Adventist Church? How have you assessed or are you assessing the extent to which your objectives are being achieved?
2. How would you describe the learning environment for students at off-campus locations or in the technology-mediated environment? How does this environment maintain a distinctly Seventh-day Adventist flavor? What academic and academic support services are available to students at the location (such as library facilities, personal and academic advising, computer access, residential living space, etc.)?
3. What is the ratio of Adventist to non-Adventist students in these programs? What is the rationale/justification for such a ratio in light of Seventh-day Adventist educational philosophy?
4. Where are the academic records of students at off-campus locations maintained and what process is in place to assure their proper care and security?
5. How has the expansion contributed to the financial viability of the main campus?
6. What have you learned in the process of this expansion that you feel would be helpful to other institutions considering such expansion?
7. What evidence exists to show that the program(s) has/have received all appropriate internal and external approvals where required, including system administration, government bodies, and accrediting associations?

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

Technology-mediated Programs

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

Doctoral Degrees

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

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

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

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

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

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

- *Doctoral education requires specialized resources.*

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

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

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

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

Joint Degree and Cross-Territorial Programs

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

Guidelines for Cross-Territorial (Constituency) Programs

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

When a need arises in another territory that necessitates a church organization (conference, union, division or institution) to request for the services of another institution outside its territory to offer certain programs, such a request should take the following into consideration:

- Is such a program already offered by the institution that serves that territory?
- What are the costs involved?
- Will the program and the graduates require and or receive local recognition?
- Can the program be offered collaboratively by the two institutions?
- What are the long-range plans?

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

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

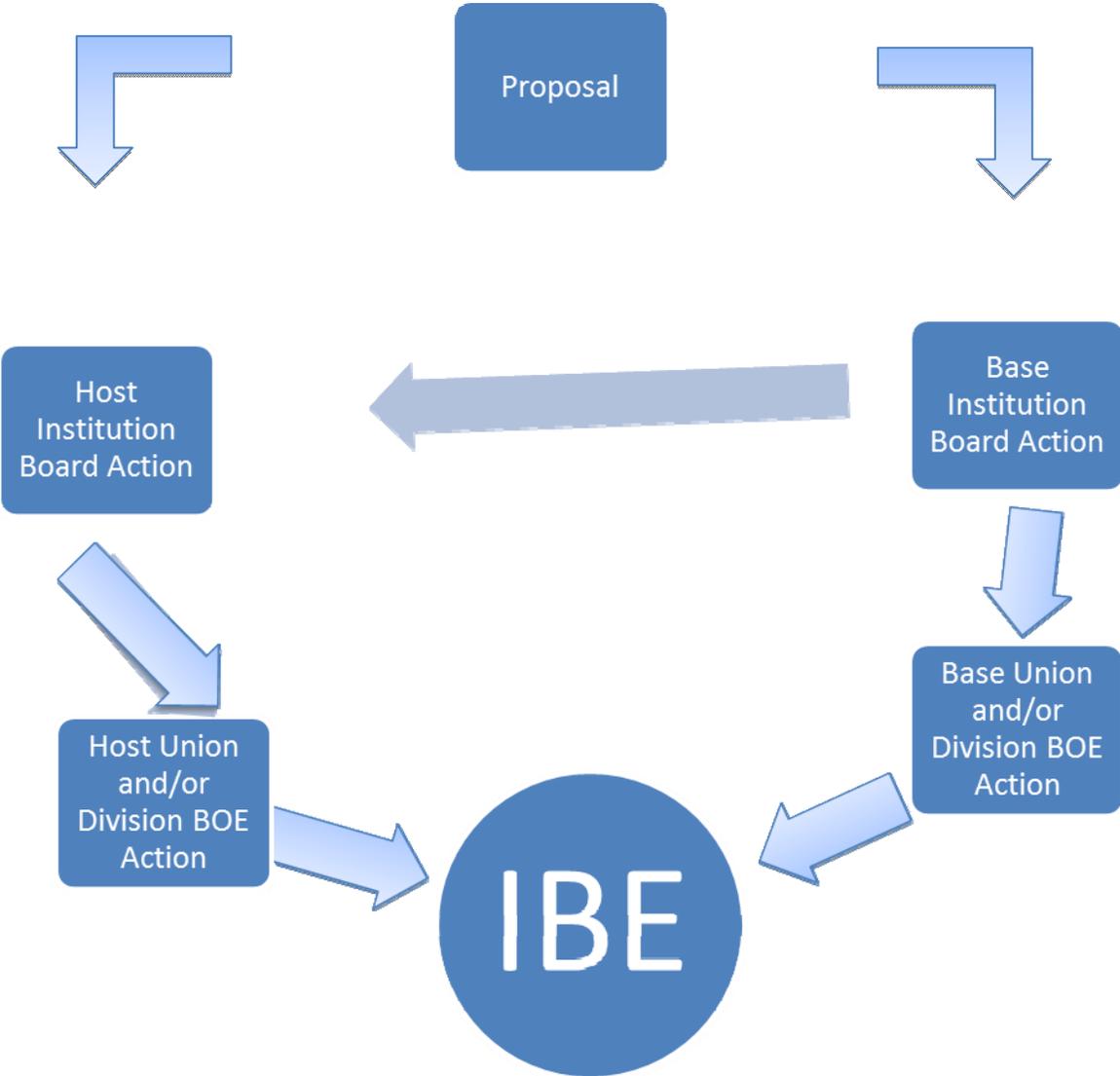
2. In some cases governments do not recognize programs from outside their territories. The proposal must attach documentation to show approval to operate in that country or demonstrate that efforts have been made to obtain such authorization.

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

Possible collaborative arrangements may include:

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

Graphically: Process for Collaborative Degree Approval



Systems Review¹ for Accelerated Approval and Exemption from Site Visits

Definition

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

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

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

Relationship of a Systems Review to the Regular Accreditation Review Process

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

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

Advantages of a Systems Review

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

- Programs (within the scope of the Systems Review approval) may be implemented within a four-year period with an accelerated process that avoids IBE approval and a Focused Visit for each program within the scope of the Systems Review approval.
- Site visits are not required after program implementation.
- Programs will be reviewed selectively or comprehensively during the comprehensive accreditation review process.

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

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

Systems Review Criteria

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

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

General Elements for All Systems Review Proposals

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

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

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

Specific Elements Relating to Off-Campus Programs

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

Specific Elements Relating to Distance Education Programs

- Refer to guidelines for the development of quality distance learning programs².
- Demonstrate the institution's effectiveness in delivering distance education programs, including a description of how the institution has evaluated its capacity and infrastructure in supporting a number of online programs. By what criteria are distance education courses and programs evaluated? To what extent do the criteria include learning styles, information literacy and technological competencies, student-to-faculty and student-to-student interaction, and quality of student work?
- Show how distance education programs are consistent with institutional outcomes and educational objectives and indicate the degree of institutional commitment to these programs.
- Describe how the institution evaluates the effectiveness of student learning for distance education programs. Reflect on what the institution has learned from delivering distance education programs over time and how program quality and improvement will be sustained based on this experience.

² <http://wcet.wiche.edu/wcet/docs/publications/RACGuidelinesandPolicyhot.pdf>

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

Specific Elements Relating to International Programs

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

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

Specific Elements Relating to Regional/Distance Learning Centers

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

Expedited Systems Review Process

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

Renewal of Systems Review Authorization

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

**Appendix B-1
AAA Visit
Regular Accreditation
Recommended Responsibility Summary**

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

<p>agreed. This to include meetings with:</p> <ul style="list-style-type: none"> • available board members • administration • faculty • representative group of students <p>and time for exit report</p>	<p>institutional president. Consultation with other team members</p>	<p>visit</p>
<p>Institution to be informed of travel arrangements of team members</p>	<p>Division director or as agreed</p>	<p>At least two weeks prior to arrival of team members</p>
<p>Accommodation of team members</p>	<p>Institutional president or designee with division director</p>	<p>Team members to be informed of arrangements at least two weeks prior to the visit</p>
<p>Arrangements for visit on site. The following need to be provided:</p> <ul style="list-style-type: none"> • a work room for the team • documents as identified in the handbook for accreditation, p.5 • a computer and printer in the work room • arrangements for meals/refreshments 	<p>Institutional president</p>	<p>Prior to arrival of the team</p>
<p>Draft report</p>	<p>Chair of team</p>	<p>By time of exit report</p>
<p>Final draft report complete, after having input from:</p> <ul style="list-style-type: none"> • all team members • institutional president and board chair on issues of accuracy 	<p>Chair of team</p>	<p>Two months after completion of visit</p>
<p>Final report sent to AAA Executive Secretary and division education director</p>	<p>Chair of team</p>	<p>Two months after completion of visit</p>
<p>Final report to institution (president and board chair), including note identifying time report will go the AAA Board</p>	<p>Chair of team/AAA executive secretary</p>	<p>Two months after completion of visit</p>
<p>Institutional board informed of report findings</p>	<p>Institutional president, board chair</p>	<p>After receipt of visiting team report</p>
<p>Institution informed of decision of AAA Board</p>	<p>AAA Executive Secretary</p>	<p>After action by AAA Board</p>

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

Action	Person Responsible	Date for Completion
Institutional head and board chair to be advised of visit in next calendar year and sent Accreditation Handbook	AAA Executive Secretary	By April of previous calendar year
Team recommended	GC liaison and division education director with input from institutional president	By June of previous calendar year
Dates for visit to be agreed	Division education director, in consultation with institutional president and other team members	By September of previous calendar year
Letter to be sent to team members regarding process of visit, along with last full AAA report and the AAA <i>Accreditation Handbook</i>	GC liaison or designee	At least three months prior to the visit
Letters to be sent to institutional president and board chair confirming dates of visit and specific needs/plans	GC liaison or designee	At least three months prior to the visit
Institutional report to be sent to all team members	Institutional president or designee	At least one month before the visit
Outline schedule of visit to be agreed.	Team chair/secretary with institutional president after consultation with other team members	One month before the visit
Institution to be informed of travel arrangements of team members	Division education director or as agreed	One month before the visit
Accommodation of team members	Institutional president or designee with division director	Team members to be informed of arrangements at least two weeks prior to the visit
Arrangements for visit on site. This should include: <ul style="list-style-type: none"> • a work room with computer and printer 	Institutional president	Prior to arrival of the team

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

Appendix C

Outline of Accreditation Report

Introduction

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

Background to Institution and Visit

This section will usually include:

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

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

Major Commendations and Recommendations

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

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

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

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

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

Responses to the *Self-Study*

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

Expression of appreciation to the institution visited

Accreditation Recommendation

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

Appendix D

Writing Commendations and Recommendations

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

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

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

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

Commendations

Samples:

The visiting committee (or team) commends:

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

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

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

Notes:

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

Recommendations

Samples:

The visiting committee (or team) recommends:

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

Notes:

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

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

Suggestions and Other Comments

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

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

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

Appendix E

Best Practices for Distance Education³

Institution Context and Commitment

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

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

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

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

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

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

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

³ Adapted from North American Division Document

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix F

Criteria for Review of Research Degrees

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

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

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

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

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

Area 1: History, Philosophy, Mission, and Objectives

Criteria for Review:

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

Area 2: Spiritual Development, Service, and Witnessing

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

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

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

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

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

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

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

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

Area 3: Governance, Organization, and Administration

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

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

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

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

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

- a. criteria for evaluating formative, summative, and integrative activities such as theses, dissertations, projects, or other capstone experiences;
- b. learning outcomes and expectations for graduate-level rigor in Area 2 (spiritual development, service and witnessing);
- c. a code of supervisory practice that includes spiritual support for students;
- d. faculty development, financial support for upgrading, and mentoring in research skills and the development of an academic career that includes research;
- e. expectations for research and/or advanced clinical practice for graduate faculty status and appraisal through annual performance reviews and promotion and tenure policies.

Area 4: Finances, Financial Structure, and Industries

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

Area 5: Programs of Study

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

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

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

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

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

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

Area 6: Faculty and Staff

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

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

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

The institution demonstrates its research culture by meeting the minimum national benchmarks for research productivity such as:

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

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

Area 7: Library and Resource Centers, and Technology

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

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

Area 8: Academic Policies and Records

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

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

Degrees:

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

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

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

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

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

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

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

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

Area 9: Student Services

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

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

Area 10: Physical Plant and Facilities

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

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

Area 11: Public Relations and External Constituencies

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

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

Area 12: Pastoral and Theological Education

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

Appendix G

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

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Overview

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

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

	Advisory consultation -3 years	site visit Year 1	site visit midpoint	site visit Graduation
	Prior to inaugural admission			
Feasibility study (pp. 9-11)		Preliminary	Provisional	Full
Union/Division	IBE AAA		AAA	AAA

Historical Overview of Seventh-day Adventist Schools of Medicine, Dentistry, and Pharmacy

Seventh-day Adventist medical education began with the founding of American Medical Missionary College which was an outgrowth of classes started at Battle Creek Sanitarium in 1878. The college was chartered in Illinois in 1895. Students received their education in both Battle Creek and Chicago with Dr. John Harvey Kellogg as president. The college merged with Illinois State University in 1910, and with that move the denomination lost its first medical school⁴.

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

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

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

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

⁴ <http://www.llu.edu/info/legacy/index.html>

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

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

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

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

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

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

Purposes and Consequences of AAA Accreditation

The purpose of the Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities (AAA) is to monitor that the mission of the Seventh-day Adventist Church is being carried out by institutions that it accredits and that schools are functioning according to GC Working Policy⁶. The accreditation process serves to assure that all educational institutions, both academic and professional, meet denominational standards of educational quality. The cyclical process of institutional self-study and assessment, coupled with external validation by a team of professional peers, provides a mechanism for ongoing quality improvement. A quality assurance focus also reduces the cost of risk management for the organization. Recognition as a Seventh-day Adventist institution or use of the Seventh-day Adventist name or logo, recognition of degrees, eligibility for receipt of denominational funds (including in-kind contributions) is contingent upon that institution holding current AAA accreditation⁷.

Procedure for Authorization by the IBE and Accreditation by the AAA

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

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

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

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

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

⁶ See GC Working Policy FE 20.

⁷ See GC Working Policy FE 20 35

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

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

Institutional approval and government authorization

When an accredited Seventh-day Adventist postsecondary educational institution plans to offer a new program, or make a substantive change to an existing program, it must complete a feasibility study, or equivalent, and receive approval from all internal institutional boards and its Board of Trustees. While this is the first approval step, institutions must consult with their division⁸ at an early stage during the feasibility study, particularly if the proposed changes will result in shift of institutional mission. Changes and additions must also fit in with any educational strategy for the division. Early consultation will help the application processes move more quickly.

Internal Feasibility Study

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

- relationship between proposed change/addition and institutional/department mission

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

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

Assessments from independent professionals

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

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

Government authorization

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

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

Action by Division Committees

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

Once a Division Board of Higher Education has received a *Program Proposal Instrument* from an institution, it should decide whether the proposed program meets the recommendations of these guidelines and consequently warrants a survey visit with personnel from within the division (or personnel selected by the GC in the case of GC institutions). This could be in the form of an individual assessor or a team of assessors, depending on the nature and extent of the proposal. If the institution has been consulting with the Division throughout its internal evaluation process and external assessors (that have been approved by the division and General Conference) have already been used, additional visits may be unnecessary. However, the Division⁹ must endorse the proposal by an action of its Board of Higher Education and/or

⁹ Or divisions served in the case of GC institutions.

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

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

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

Involvement of the General Conference Education Department

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

Preparing for the Visit by the IBE

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

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

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

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

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

The On-Site Report for Preliminary Accreditation

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

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

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

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

Dissemination of the Report

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

Involvement of the International Board of Education

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

Actions available to the Adventist Accrediting Association

1. *Recognition and preliminary accreditation.* The AAA will usually take this action when the applying institution has presented a solid proposal and the committee has confidence in their ability to introduce the proposed program/change effectively. Comments or suggestions may be made to the institution but there will be no formal recommendations. Candidacy would normally be for a two-year period and the institution would be expected to initiate an application to the AAA for provisional accreditation at the end of that two-year period (and no later than one year prior to the midpoint of the new program) and to apply for full accreditation early in the final year.
2. *Recognition and preliminary accreditation, with recommendations.* This action will normally be taken by the AAA if the Board considers the proposal to be sound but agrees there remain some areas of weakness that must be addressed during the candidacy period. With this vote, the AAA will authorize/recognize the new program and give it candidacy status but specific recommendations will also be included in the vote and the institution must ensure it responds to the recommendations before the time of the next AAA visit.

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

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

Right of Appeal

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

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

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

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

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

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

Lack of Compliance

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

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

Functions and Structure of a Medical/Dental/Pharmacy School

A. Institutional Setting

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

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

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

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

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

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

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

B. Educational Program

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

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

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

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

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

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

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

C. Students

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

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

- criteria for the selection of its students. Technical standards for the admission of handicapped applicants must be delineated. Enrollment management must include a process that will ensure that no students enroll in a course before completing the course prerequisites.
2. Strategic enrollment plan, showing the countries from which students will come, stating the number of students to be accepted initially and in the long term. Specifically, recruitment of Seventh-day Adventist students must be evident.
 3. Adequate resources to assure essential student services in the areas of academic counseling, financial aid, health services, and personal counseling for retention
 4. Written standards and procedures for the academic evaluation, advancement, and graduation of students and for disciplinary action, including appeal mechanisms to assure due process
 5. Standards of conduct for the teacher-learner relationship, including written policies for addressing violations of such standards.
 6. Expectations for what students will do after graduation. A strategic plan must be proposed to retain graduates in regional and denominational service.
 7. The school must have resources in place to provide basic student services in the areas of academic counseling and tutorial services, financial aid services and counseling, preventive and therapeutic health services, spiritual formation, and personal counseling. If the school intends to utilize parent university resources for some of these services, it must assure that mechanisms are developed to address any unique needs of students. The Spiritual Masterplan must articulate with the institutional Spiritual Masterplan to specifically address the wholistic wellbeing of students. The school must also decide which immunizations it will require, and develop protocols for addressing student exposure to infectious and environmental hazards.

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

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

D. Faculty

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

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

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

E. Educational Resources

The following resource requirements are considered essential prerequisites for a school seeking candidacy:

1. Detailed budgets and sources of supporting financial resources for the first five years of operation or for the duration of a complete cycle

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

New schools must demonstrate that they have sufficient financial resources to accommodate the development of their educational program and to accomplish any other institutional goals.

Operating budgets for the first year must be provided to indicate expected revenue sources and expenditures.

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

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

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

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

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

Institution Submitting Proposal:

Department Making Proposal:

Date of Proposal:

Name of Degree to be Offered:

Proposed Starting Date:

Date Approved by Institutional Board

Date Approved by the Division

Date Received by GC Education Department

Abstract of Proposal

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

Proposal

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

A. Objectives of the Program.

1. List specific objectives and student learning outcomes of the program.
2. Describe how this program will help achieve the mission and objectives of the institution in terms of its role and scope within the total system of Seventh-day Adventist higher education in your union or division.
3. Enumerate any indirect benefits which may result from the establishment of the program.
4. Describe the impact of the new program on the institution in terms of institutional size and how it affects existing programs. If the new program will modify existing programs in the institution, please explain these modifications.

B. Course of Study Leading to the Proposed Degree.

1. List the courses (title and term credits) that would constitute the course requirements of the proposed program. Place an (x) next to those courses already given at the institution and a (+) next to proposed new courses which will be offered.
2. In summary form, state the number of courses required for the program, the number of courses already available, and the number of new courses to be added with the amount of term credits for each group.
3. In summary form, please state institutional strengths in related major fields which would serve as service courses to the new degree program area.
4. Indicate language of instruction.
5. Outline the curriculum as a whole, consistent with regional and denominational educational objectives and student learning outcomes.
6. Show inclusion of a religion curriculum consistent with the tenets of faith of the Seventh-day Adventist Church and include study of the Bible, professional and biblical ethics,

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

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

C. Justification for the Initiation of the Proposed Program.

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

- High
- Medium
- Low

D. Similar Programs Presently Offered in the Seventh-day Adventist system.

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

E. Students.

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

F. Faculty (Appendix 7).

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

5. Detail how and from where the school will obtain the faculty, enumerating the number of full-time and part-time faculty needed initially and in the long term.
6. Provide projection showing feasibility of hiring a sufficient number and majority percentage of committed and qualified Seventh-day Adventist faculty and other qualified faculty committed to the mission of the institution to provide the first two years of instruction for the professional education program. Identify other Adventist faculty as needed for the implementation of institutional plans regarding student admissions, curriculum planning and management, and achievement of other missions or goals.
7. Attach the 6-year recruitment and development plan and the 6-year timetable for hiring qualified and committed Seventh-day Adventist faculty, both basic science and clinical faculty as well as and other faculty committed to the mission of the institution to deliver the entire educational program.
8. Provide evidence of having sufficient faculty to deliver the first year of instruction and to make any necessary decisions about student admissions, curriculum design and management, student evaluation and promotion policies and any other activities that are fundamental to the school's ability to accomplish its mission and goals. Such faculty must have appropriate content expertise for the material to be learned and be familiar with the school's educational learning outcomes.
9. While faculty to teach the second year do not need to have been hired before the charter class is admitted, formally document the numbers and types of faculty needed for the second year so that hiring can begin before or early during the first year of the educational program.
10. Describe faculty development plan for basic science and clinical faculty.
11. Describe the plan to provide for research facilities and release time so that qualified faculty can pursue a productive research program. Policies and structures (including an institutional research ethics committee) must be in place to ensure that research with human beings and animals comply with the principles promulgated by the World Medical Association in its Helsinki Declaration and by UNESCO's Division of Ethics of Science and Technology.

G. Facilities.

1. Please list and include photographs of facilities, such as (1) buildings, (2) space, or (3) equipment, which are currently available at your institution for use in the proposed program.
2. What additional facilities, such as (1) buildings, (2) additional space, or (3) equipment are needed for the proposed program?
3. What is the anticipated cost of these additional facilities prior to the initiation of the program and for each of the next three years?
4. What are the anticipated sources of funds?
6. Classroom space and supporting educational infrastructure (including utilities) for the first year of instruction.
7. Plans for providing classroom space and any supporting educational infrastructure for the second year of study.

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

H. Library Resources.

1. What is the anticipated cost of any additional library resources needed to initiate this program and for each of the next three years?
2. What are the anticipated sources of funds?
3. Show evidence of library, computer and information technology services appropriate to the needs of the school for education, research, and patient care.

I. Other Institutional Needs.

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

J. Accreditation.

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

K. Evaluation of Proposed Program.

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

L. Organization and Administration.

1. How and by whom was the proposed program structured?
2. What is the normal procedure by which curricular change is made?
 - Who is directly responsible for administration of the program?
 - Vice president
 - Dean
 - Curriculum Coordinator

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

M. Summary of Estimated Costs of Program.

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

FIVE-YEAR FINANCIAL PROJECTION

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

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

Required Appendices for New Program Proposal Instrument

Appendix 1: Copy of Feasibility Report and Institutional Response

Appendix 2: Copy of External Reviewers Report and Institutional Response

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

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

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

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

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

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

Appendix 6: Evidence that program is distinctly Adventist:

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

Appendix 7: Faculty.

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

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

7.2 Faculty qualifications.

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

7.3 Qualifications of clinicians.

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

7.4 Mission statement.

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

Appendix 8: Library and Technology Resources.

8.1 Technology.

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

8.2 Evidence that program meets minimal technology specifications.

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

Appendix 9: Patients and Clinical Teaching

9.1 Identification of source and numbers of patients for the clinical experience of the students.

9.2 Detail of how patients will pay for services they receive.

9.3 Comparison of fees that patients pay at the school/University clinic/medical centre with the fees being charged in the community.

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

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

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

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

12.1 Description of the current status of the practice of dentistry/pharmacy in the country and region.

12.2 List of names and addresses of local dentists/pharmacists interviewed about the curriculum and national professional dental/pharmacy associations.

Independent Assessor Report International Board of Education

Name of Institution:

Program being Assessed:

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

Signature of Assessor(s):

Date of Assessment:

Date Assessment Received by Institution:

Date of Institutional Response (attach copy):

Was the assessment off-site or on-site?

ASSESSMENT REPORT

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

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

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

Name of Institution:

Address of Institution:

Name of Proposed Program:

Date of proposed start of program:

Date of survey visit:

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

Date reported/submitted to IBE:

PART I: SUMMARY REPORT

Report of Visit

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

Justification for Overall Recommendation

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

Recommendation to the International Board of Education/AAA

The following recommendations can be made:

1. *Recognition and preliminary accreditation.* The AAA will usually take this action when the applying institution has presented a solid proposal and the committee has confidence in their ability to introduce the proposed program/change effectively. Comments or suggestions may be made to the institution but there will be no formal recommendations. Preliminary candidacy would normally be for a two-year period and the institution would be expected to initiate an application to the AAA for provisional accreditation at the end of that two-year period (and no later than one year prior to the midpoint of the new program) and to apply for full accreditation early in the final year.
2. *Recognition and preliminary accreditation, with recommendations.* This action will normally be taken by the AAA if the Board considers the proposal to be sound but agrees there remain some areas of weakness that must be addressed during the candidacy period. With this vote, the AAA will authorize/recognize the new program and give it candidacy status but specific recommendations will also be included in the vote and the institution must ensure it responds to the recommendations before the time of the next AAA visit. Preliminary candidacy will normally be for a two-year period and the institution will be expected to initiate an application to the AAA for provisional accreditation at the end of that two-year period (and no later than one year prior to the midpoint of the new program) and to apply for full accreditation early in the final year.
3. *Recognition and recommendation of preliminary accreditation, with conditions.* This action will be taken by the AAA if, in the judgment of the committee, there is good reason to support the institutional proposal but there are still some significant hurdles to its success. These could relate to issues such as finance, availability of qualified and appropriate faculty, or inadequate development of a quality curriculum. With this vote, the AAA will expect certain conditions to be met **before** the new program can move to the next stage. Candidacy and preliminary accreditation will only begin when the conditions are met and students may only be admitted thereafter. Candidacy will normally be for a two-year period, and institutions must initiate an application to the AAA for provisional accreditation at the end of that two-year period (and no later than

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

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

PART II—FULL REPORT

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

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

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

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

Appendix H

Adventist Accrediting Association Conflict of Interest Policy

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

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

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

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

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

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

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

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

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

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

Mitigating Potential or Actual Conflicts of Interest

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

Removal

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

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

Disclosure

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

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

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

Recusal

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

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

Training

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

Policy Application

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