



## Commission Standards Proposals

### EXHIBIT A

#### Proposed Revisions to Essential Elements

##### Std #3

4. An institutional culture that fosters respect for diverse backgrounds and perspectives *for the background and perspectives of the community*.

##### Std #4

3. A governing board that ~~possesses autonomy~~ and exercises legal power to establish and review policies of the institution.

12. A chief executive officer appointed *and evaluated* by the board, to provide administrative leadership for the institution.

##### Std #5

3. An organizational structure *appropriate to* and qualified staff that fits the size and scope of the institution.

##### Std #6b

1. A consistent record of financial stability as documented by external *opinioned* audits available to the public.

9. Evidence that institutional planning *informs* ~~is related to~~ the budgeting process.

##### Std #7d

1. Resources and services sufficient to address the needs of *at-risk* ~~under-prepared~~ students.

1. ~~Attention to the special needs of under-represented populations.~~

##### Std #8

4. The organization and delivery of student services that are ~~integrated into academic programs and~~ appropriately aligned with the institution's *mission and* culture and educational objectives.

##### Std #9

5. (To improve sequence, move to third position so that it becomes 3.)

13. (To improve sequence, move so that it becomes 4.)

**Std #11a**

8. Appropriate distinctions between levels of study *within the context of student classifications, faculty qualifications, and learning methodologies* ~~in terms of students, faculty, and learning methods.~~

11. A core of professional studies equivalent to a minimum of 18 semester hours (*baccalaureate degrees only*) and selected to equip students for professional positions.

**Std #11b**

7. Evidence that academic credit given for ministry, *if awarded*, is warranted.

**Std #11c**

Cf. Elements moved to standard #9

**Std #11d**

Remove the asterisk and information following it.

**EXHIBIT B****2. ASSESSMENT AND PLANNING**

The institution demonstrates that it is accomplishing and can continue to accomplish its mission, goals and program objectives and improve performance through a regular and comprehensive system of assessment and planning. Central to this plan is the systematic and specific assessment of student learning and development through a strategy that measures the student's knowledge, skills and competencies against institutional and programmatic goals.

**2a. Assessment and Planning Organization****ESSENTIAL ELEMENTS**

Relative to this standard, an accredited institution is characterized by . . .

1. A written assessment document that describes continuous, structured processes involving the total institution.
2. Meaningful analysis of assessment data and use of results by appropriate constituencies for the purpose of improvement.
3. Substantial evidence issuing from its assessment processes that the institution is effective in fulfilling its mission and achieving its goals and objectives.

4. A planning process that is systematic and ongoing and involves representatives of the various institutional constituencies.
5. A planning process for the improvement of the institution's goals and services.
6. A plan that reflects the institution's vision and is based on assessment results and realistic resource projections.
7. A system for monitoring institutional progress in achieving planning goals.

## **2b. Assessment of Student Learning**

### **ESSENTIAL ELEMENTS**

Relative to this standard, an accredited institution is characterized by . . .

2. The identification of appropriate inter-related student outcomes in the context of institutional goals, program objectives and course objectives.
2. A shared commitment on the part of students, faculty, staff, and administration to achieve these stated outcomes.
3. A written outcomes assessment plan that articulates multiple means to validate expected learning outcomes.
4. Validation, as a result of using the outcomes assessment plan, that students are achieving the stated outcomes relative to institutional goals, program objectives and course objectives.
5. A process whereby these outcome measurements lead to the improvement of teaching and learning.

## **EXHIBIT C**

### **9. FACULTY RESOURCES**

**The institution maintains a faculty committed to its mission and qualified academically and spiritually to facilitate student learning within their disciplines and to contribute to the development of a biblical worldview. The institution fosters an academic climate that stimulates the exchange of ideas, encourages professional development, and promotes the well-being of faculty.**

#### **9a. Faculty, Qualifications, Development, and Welfare**

##### **ESSENTIAL ELEMENTS**

Relative to this standard, an accredited institution is characterized by . . .

1. A spiritually mature faculty who engage in modeling and mentoring relationships with students.
2. Faculty members who possess earned degrees from institutions accredited by agencies recognized by either the Council for Higher Education Accreditation (CHEA) or the U. S. Department of Education or by the appropriate provincial government. (Exceptions to faculty credential requirements should be limited and validated by personal vitae.)
3. Undergraduate faculty who have earned a minimum of a master's degree and who are teaching in their area of expertise.
4. Graduate faculty who have earned terminal degrees in their primary teaching fields.
5. Appropriate documentation of its faculty's academic preparation including official transcripts, official documentation of professional experience, performance and technical competencies, published documents, and other certifications and qualifications.
6. A faculty handbook that delineates appropriate policies and procedures, including published criteria for the recruitment, appointment, teaching load, promotion, grievance processes, and termination of faculty based on principles of fairness and regard for the rights of individuals.
7. Systems for evaluating the teaching effectiveness of all faculty.
8. Evidence of faculty contribution in the areas of student learning, scholarship, institutional development, ministry, and community service.
9. Adequate support for the professional advancement and development of its faculty including the pursuit of terminal degrees.
10. A published statement of academic freedom and adherence to its principles within the context of the institutional mission.
11. A faculty that is representative of the diversity of the constituency.

## **9b. Faculty Governance**

### **ESSENTIAL ELEMENTS**

Relative to this standard, an accredited institution is characterized by . . .

1. A core faculty of sufficient size and expertise, committed to the fulfillment of its mission and responsible for the quality of its academic functions.
2. An academic structure organized in departments, divisions, or alternate approaches appropriate to the size and complexity of the institution.

3. A process of faculty appointment that includes appropriate involvement of related academic and administrative personnel.
4. A clear and publicized statement of faculty-adopted requirements for graduation.
5. A process that involves faculty approval of candidates for graduation.
6. A faculty that is appropriately involved in academic-related decision-making processes especially related to admissions criteria, curriculum, student life, and graduation requirements.