PROPOSED CHANGES TO STANDARD 3

For Consideration by the COA Delegate Assembly

On February 17, 2022

Rosen Plaza Hotel, Grand Ballroom

Key to Changes: **Delete, Add**

Institutional Accreditation Standards

STANDARD 3

INSTITUTIONAL INTEGRITY

The institution demonstrates Christian integrity in all of its practices and relationships, with strict adherence to ethical standards and its own stated policies.

ESSENTIAL ELEMENTS

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

1. Institutional publications (including the catalog, see Condition of Eligibility 7), websites and other web media/online presence, statements, and advertising that describe accurately and fairly the institution, its academic programs, its admissions requirements, its transfer credit policies and criteria, its articulation agreements, and its effectiveness claims.

2. Handbooks that describe and govern various institutional relationships with students, faculty, staff, and board, including appropriate policies, processes, and grievance procedures.

3. Evidence of effective policies that address protection of student privacy, transparency in safety and on-campus crime, and provision for redress of harassment (including sexual harassment) that might be experienced by institutional stakeholders (e.g., students, staff, faculty, administration, and board).

4. An institutional culture that fosters respect for diverse backgrounds and perspectives consistent with the institution’s mission.

5. Equitable and consistent treatment of employees and students consistent with appropriate published policies.

6. Honest and open communication regarding compliance with agencies such as accrediting, licensing, and governing bodies.

7. Fulfillment of all applicable standards, policies, and requirements of the COA.

8. Integrity in financial matters and in compliance with applicable legal and governmental regulations.

Programmatic Accreditation Standards

STANDARD 3
INSTITUTIONAL INTEGRITY

The program demonstrates Christian integrity in all of its practices and relationships, with strict adherence to ethical standards and its own stated policies.

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

1. Institutional program-related publications (including the catalog, see Condition of Eligibility 7), websites and other media/online web presence, statements, and advertising that describe accurately and fairly the institution, its academic programs, its admissions requirements, its transfer credit policies and criteria, its articulation agreements, and its effectiveness claims.

2. A program culture that fosters respect for diverse backgrounds and perspectives, consistent with the institution’s mission.

3. Equitable and consistent treatment of employees and students consistent with appropriate published policies.

4. Honest and open communication regarding compliance with agencies such as accrediting, licensing, and governing bodies.

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CLEAN COPY WITH CHANGES

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PROPOSED CHANGES TO STANDARD 6
For Consideration by the COA Delegate Assembly
On February 17, 2022
Rosen Plaza Hotel, Grand Ballroom

Key to Changes: Delete, Add

Institutional Accreditation

STANDARD 6
INSTITUTIONAL RESOURCES

The institution has the human, financial, physical, and technological resources needed to achieve its mission and has implemented policies and procedures to manage these resources effectively.

6a. HUMAN RESOURCES
   1. An adequate number of qualified personnel to provide basic services to students, faculty, and administration.
   2. Written policies and procedures for hiring, evaluating, promoting, and dismissing personnel based on principles of fairness and respect for individual rights.
   3. Demonstrated commitment to provide adequate resources for employee welfare including professional development.
   4. Policies and practices that support employee diversity appropriate to the institution’s theological and cultural context.
   5. An organizational climate that encourages job satisfaction, collegiality, and respect among personnel.
   6. Published and accessible descriptions of organizational structures, job responsibilities, and employee policies.
   7. Appropriate provisions for the protection of personnel from threat of harm or loss, including emergency and crisis response measures.

6b. FINANCIAL RESOURCES
   1. Evidence of financial stability documented by independent, opinioned audits, prepared by a licensed accounting professional, approved by the board, and made available to the public.
   2. A budgeting process that serves as an effective instrument of financial oversight and planning.
3. The cultivation of adequate revenue streams sufficient to realize institutional goals.
4. Risk management policies and procedures sufficient to safeguard assets and promote effective stewardship of resources.
5. Appropriate board oversight of financial management to meet public accountability obligations.
6. Sufficient financial reserves to enable effective response to unforeseen financial circumstances and enrollment fluctuations.
7. Adequate internal controls to safeguard assets and protect personnel from accusations of wrongdoing.
8. Evidence that institutional planning informs the budgeting process.

6c. PHYSICAL RESOURCES
1. Evidence that facilities, equipment, and supplies are adequate to support institutional mission, to achieve educational goals, and to ensure continuity of offerings.
2. Sufficient personnel and procedures to maintain physical resources adequately.
3. Evidence that physical resource needs are identified and addressed in the planning process.
4. Facilities and services compliant with applicable health, safety, and disability access codes.
5. Appropriate provisions for the protection of physical resources from threat of harm or loss, including crisis response measures.

6d. TECHNOLOGICAL RESOURCES
1. Appropriate technology to support the institution’s educational and operational effectiveness.
2. Systematic allocation of resources to maintain current and support future technological capacity.
3. Ongoing training and support for technology personnel and users, including staff and students.
4. Clearly stated policies and procedures regarding technological resources, services, and security, including compliance with privacy regulations.

[Applicable Policies: Policy on Semi-Autonomous Institutions]
Programmatic Accreditation

STANDARD 6

PROGRAM RESOURCES

The program has the human, financial, physical, and technological resources needed to achieve its objectives and has implemented policies and procedures to manage these resources effectively.

1. An adequate number of qualified personnel to provide basic services to students, faculty, and administration.
2. An organizational climate that encourages job satisfaction, collegiality, and respect among personnel.
3. Adequate financial and physical resources to ensure achievement of educational goals.
4. Evidence that facilities, equipment, and supplies are adequate to support the institutional mission, to achieve the educational goals, and to ensure continuity of offerings.
5. Appropriate technology to support the program’s educational and operational effectiveness.
6. Systematic allocation of resources to maintain current and support future technological capacity.
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[Applicable Policies: Policy on Semi-Autonomous Institutions]
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[Applicable Policies: Policy on Semi-Autonomous Institutions]
PROPOSED CHANGES TO STANDARD 9
For Consideration by the COA Delegate Assembly
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Key to Changes: Delete, Add

Institutional Accreditation

STANDARD 9
FACULTY

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, promotes the well-being of faculty, and supports the faculty’s role in decision-making.

9a. FACULTY QUALIFICATIONS, DEVELOPMENT AND WELFARE

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 professional vitae.)
3. Undergraduate faculty who have earned a minimum of a master’s degree and teach in an area of documented expertise.
4. Graduate faculty who have an earned terminal or appropriate professional doctoral degree and teach in an area of documented expertise.
5. Appropriate documentation of its faculty’s academic preparation and professional expertise, 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, termination of faculty, and the safeguarding of intellectual property rights based on principles of fairness and regard for the rights of individuals.
7. Systems for evaluating and improving the instructional effectiveness of all faculty.
8. Evidence of faculty contribution to student learning, scholarship, institutional development, ministry, and community service.
9. Support for the professional advancement and development of its core and adjunct faculty, including the pursuit of terminal degrees as appropriate to the institutional mission.

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 and consistent with institutional theological distinctives.

9b. FACULTY DECISION MAKING

1. A core faculty of sufficient size and expertise, committed to the fulfillment of the institutional 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 and the level of education offered.

3. A process of faculty appointment that involves related academic and administrative personnel.

4. A clear and publicized statement of faculty-adopted requirements for graduation that is consistently applied to the certification of graduates.

5. A faculty that is involved in academic-related decision-making processes especially related to admissions criteria, curriculum, and student development.
The program maintains a faculty committed to the institutional mission and program objectives and qualified academically and spiritually to facilitate student learning within their disciplines and to contribute to the development of a biblical worldview. The program fosters an academic climate that stimulates the exchange of ideas, encourages professional development, promotes the well-being of faculty, and supports the faculty’s role in decision-making.

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