

Exploring the Proposed ABHE Standards 4-6

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ABHE Principles of Accreditation

- An ABHE COA-accredited institution documents that it is in accord with the Association for Biblical Higher Education's Tenets of Faith and has a mission statement appropriate to biblical higher education as defined below:

Higher education in which the Bible is central, and the development of Christian life and ministry is essential. A biblical higher education requires of all students a substantial core of biblical studies, general studies, and ministry formation experiences and integrates a biblical worldview with life and learning. An institution of biblical higher education offers curricula that fulfill its overriding purpose to equip all students for ministry in and for the Church and the world.

- An ABHE COA-accredited institution demonstrates patterns of evidence that indicate substantial compliance with the Conditions of Eligibility and Standards of Accreditation. An ABHE COA-accredited institution can be reasonably expected to continue to (1) achieve its stated mission, (2) substantially comply with the Standards of Accreditation, and (3) pursue ongoing institutional improvement.

ABHE Principles of Accreditation

- An ABHE-COA accredited institution demonstrates compliance with the Standards of Accreditation for all educational sites, instructional modalities, languages of instruction, and pedagogical models, including competency-based and direct assessment programs.
- An ABHE COA-accredited institution documents its compliance with the Standards of Accreditation with appropriate evidence. When a Standard requires a policy statement, the policy is (1) expressed in writing, (2) approved by appropriate bodies, (3) distributed to appropriate personnel, and (4) subject to periodic evaluation. Failure to meet these four conditions will constitute partial or non-compliance. For more information, see the *Policy on Academic Quality as Related to Institutional Mission*.

Standard 4: Administration, Faculty, and Staff

The institution employs and supports competent personnel who effectively discharge their duties in support of mission achievement.

ESSENTIAL ELEMENTS

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

1. A sufficient number of qualified personnel to provide services to all stakeholders.
2. A chief executive officer who has the character, capacity, and professional qualifications to fulfill the institution-specific role, and who is sufficiently engaged with the institution to lead toward the accomplishment of its mission.
3. A chief executive officer appointed by, reporting to, and evaluated on a regular basis by the board.
4. Administrative leaders with education, experience, capacity, and competencies appropriate to their specific duties and to the level of education offered.

Standard 4: Administration, Faculty, and Staff

5. Published policies and procedures relating to the recruitment, appointment, role and responsibilities, professional development, evaluation, promotion, termination, and welfare of institutional employees.
6. A clearly documented organizational structure appropriate to the size and scope of the institution that encompasses all units and roles and includes written job responsibilities.
7. Mission-driven values and practices that encourage job satisfaction and employee engagement.
8. Policies, procedures, and practices for the protection of personnel from threat of harm or loss, including security measures, crisis response measures, and protection of privacy.
9. Written policies and procedures to promote effective operations.
10. Complete, accurate, and securely maintained administrative records of institutional decision-making.

Standard 4: Administration, Faculty, and Staff

Faculty

Specific to faculty, an accredited institution is characterized by...

11. Committed Christian faculty members who engage in the academic, spiritual, and vocational development of students.
12. Faculty members who possess earned and appropriately documented degrees from institutions accredited by agencies recognized by the Council for Higher Education Accreditation (CHEA), the U. S. Department of Education, or the appropriate provincial government.
13. Undergraduate faculty members who have earned a minimum of a master's degree and teach in an area of documented expertise. Graduate faculty members who have earned a terminal or doctoral degree and teach in an area of documented expertise. Faculty credentials based on factors other than degrees earned are justified by appropriate documentation.

Standard 4: Administration, Faculty, and Staff

14. Published policies and procedures that delineate the authority and responsibility of the faculty for decision-making related to curriculum, program development, academic policies and procedures, graduation requirements, and other academic matters.
15. A faculty of sufficient size and expertise to support the institution's mission, ensure the quality of curriculum, and provide effective leadership of educational programs.
16. Systems for evaluating and improving instructional effectiveness to support student learning.
17. Published policies and procedures that address the intellectual property rights and academic freedom of faculty members.

Standard 5: Financial and Physical Resources

The institution maintains and effectively manages the financial and physical resources necessary to achieve its mission.

ESSENTIAL ELEMENTS

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

1. An annual independent, opinioned audit, prepared by a licensed accounting professional, approved by the board, and made available to the public.
2. Financial stability, including adequate revenue streams to realize institutional mission and sufficient financial reserves to enable effective response to unforeseen financial circumstances and enrollment fluctuations.
3. A budgeting process, informed by institutional planning, that serves as an effective instrument of financial oversight.

Standard 5: Financial and Physical Resources

4. Risk management policies and procedures and adequate internal controls sufficient to safeguard assets and protect personnel from accusations of wrongdoing.
5. Adequate institutional resources, including financial resources, facilities, equipment, supplies, and technology to support its mission, achieve educational goals, and ensure continuity of offerings.
6. Sufficient personnel to adequately manage and maintain institutional resources.
7. Facilities and services compliant with applicable health, safety, and disability access codes.
8. Policies, procedures, and practices for effective maintenance and protection of institutional resources and users from threat of harm or loss, including security and crisis response measures.
9. Reliable technology platforms, training and support, and related policies and procedures, that support institutional mission and ensure accurate and secure institutional data.

Standard 6: Enrollment Management

The institution develops and implements an enrollment management plan that is consistent with its mission and addresses recruitment, admissions, and student financial services.

ESSENTIAL ELEMENTS

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

1. A written, mission-focused enrollment management plan that addresses recruitment, admissions, and student financial services, is appropriate to the level of education, and is consistently applied in the admissions process.
2. Admissions requirements and student financial services that are clearly communicated to prospective students.
3. The allocation of resources and authority to support effective recruitment, admissions, and student financial service efforts.

Standard 6: Enrollment Management

4. Student recruitment and admissions policies and practices that are directed toward students whose spiritual commitments, educational goals, and interests are consistent with the intended outcomes of the institution, and that promote diversity of ethnicity and sex appropriate to the institution's theological and cultural context.
5. Evaluation procedures and/or programs that reasonably ensure admitted students have attained the requisite educational level, possess the ability to achieve their educational goals successfully, and are adequately prepared for their desired level of study and instructional modality.
6. Accurate and fair descriptions of the institution's admissions policies, transfer credit and prior learning policies and criteria, articulation agreements, and effectiveness claims in institutional publications (print and electronic), statements, and advertising.
7. Accurate financial aid information regarding scholarships, grants, loans, and refunds that is published and made available to prospective and enrolled students.

Standard 6: Enrollment Management

8. Financial aid practices that meet applicable regulatory and reporting requirements.
9. Financial counseling services that help students make financial decisions regarding their education and inform students receiving financial assistance of related repayment obligations.

