THE BENEFITS TO THE SMALL BIBLE COLLEGE
OF ACHIEVING ACCREDITATION THROUGH THE
TRANSNATIONAL ASSOCIATION OF CHRISTIAN COLLEGES AND SCHOOLS

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ABSTRACT

THE VALUE OF ACCREDITATION THROUGH THE TRANSNATIONAL ASSOCIATION OF COLLEGES AND SCHOOLS (TRACS) FOR THE SMALL BIBLE COLLEGE

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As the number of religious associations and denominations in the USA proliferates, numerous training institutions will become necessary to prepare the ministers for the burgeoning number of churches. This project will attempt to answer the question of whether academic accreditation for a ministerial training program through TRACS is of benefit to the small Bible College and if so, in what way? Those colleges now holding accreditation through TRACS were surveyed to determine the actual or perceived benefits to the administration, faculty, denomination, and student. These benefits were weighed against the costs incurred in order to evaluate the process and the product.
ACKNOWLEDGMENT

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INTRODUCTION

Education in the United States is a flourishing business, and it is a growing one. More schools and colleges are enrolling students now than ever before in the history of learning. The potential for expansion seems unlimited.

Only forty years ago (in 1960) the total number of college seniors graduating from institutions in the United States was 392,440. By 1997 the total number of college graduates had exploded to 1,833,000.¹ This thirst for personal growth and knowledge has brought about the rise of many innovative, challenging new methods of delivering the product (learning experiences) and of servicing the consumer (the student). However, one thing has remained constant -- the demand for quality and recognition.

This phenomenon of educational expansion has not left the world of the church untouched. As the information explosion impacts all the rest of the world, it also impacts the church.

Another factor that definitely influences the philosophy of church training institutions is the

¹ Time Almanac 1999 (Boston, Massachusetts: TimeInc.) pp. 883-884.
continuing educational advancement of the Christian laity. There is an increasingly high percentage of lay people who are actively involved in continuing learning experiences. The educational development of the people in the pew has created an expectation that their spiritual leaders will demonstrate comparable growth in education and training.

These pressures have produced diverse results. Many religious movements that evidenced little concern for academic pursuits in the past have begun to see the light. Bible schools, seminaries, and graduate schools are being founded at a record pace. A report in "Peterson's guide to Christian Colleges and Universities" shows something of this growth in religious colleges.

Of the 3,500 colleges and universities in the United States, only 650 maintain some tie to a specific church denomination or religious tradition. Among these, a smaller number are referred to as "Christ-centered." Ninety of these colleges and universities are members of the Coalition for Christian Colleges and Universities.²

"Peterson's" goes on to list and identify at least ninety of these "Christ-centered" schools and colleges by name, affiliation, and enrollment. They represent a diverse spectrum of denominations. The statistics are impressive. Two of the largest are Indiana Wesleyan University with an undergraduate enrollment of 4,343 and

Azusa Pacific University with an enrollment of 5,069 in both graduate and undergraduate programs.

These staggering numbers speak of the strength of church-related educational institutions in America. Although these are not Bible Colleges per se, most of them had their roots in education for ministry. Their numbers are amazing. This has not always been the case.

At one point in the history of the separatist church in America there was little or no interest in this enterprise. When there was interest, it was focused on the need for evangelism.

Bible Colleges were first established in the late 1880's to prepare lay and semi-professional workers. A. B. Simpson, founder of Nyack Missionary College (1881) was concerned primarily for the unenlightened peoples of the world and the preparation of missionaries to help meet their needs. D. L. Moody, founder of Moody Bible Institute (1886) directed his attention to the urban centers of America as well as to foreign lands. The colleges they founded became the pattern for a new expression in higher education. 3

These early Bible Colleges were, for the most part, vocational in their focus. This was, in the main, because of their understanding of the pressing need for the missionary church to speed workers into the harvest fields. This sense of urgency was instrumental in driving the philosophy and in shaping the product.

3 "Directory of Accrediting Association of Bible Colleges" (Fayetteville, Arkansas, 1994), p. 3.
Courses were practical, utile, and missionary-centered. Most were no more than two years in length. Much more weight was given to practical ministry than to academic excellence. These educators and the institutions they founded were products of their times and were greatly used of God.

In this atmosphere, higher education became a consideration only so long as it was seen as a necessary component in the process of equipping for evangelism. Academics might well compliment the practical, but should never become its rival. This was a worthy ideal, but it contained within itself the seeds of an anti-intellectualism that almost brought about the self-destruction of the movement.

As late as the 1970’s such large institutions as Baptist Bible College of Springfield, Missouri, with an enrollment of near a thousand students, were still awarding the three-year Graduate of Theology degree. A growing awareness of the shortcomings of this well-intentioned philosophy, and the maturing vision of the leadership of such institutions, led to the courses being strengthened and extended to four and even five years. Admissions requirements were made more stringent, faculty was upgraded, and graduate schools were established.

Another factor to consider is the impact of the church-growth movement. The explosion of not only the size, but also the number of churches has created a demand
for competent ministers to fill the pulpits of those burgeoning congregations.

This rapid proliferation of various fellowships, societies, and denominations in the later part of this century, when coupled with the intense thirst for academic advancement in contemporary American culture, present the modern-day Christian educator with a serious challenge. The Bible College must either stagnate or rise to the needs of this generation.

It has become necessary that the man in the pulpit be better equipped than he has been in the past. It has also become necessary that uniform standards be put in place in the Bible College in order to ensure that the desired quality of education may be realized. Therefore, there must be a means of measurement, accountability, and congruity in the educational process at the Bible College level.

Some method must be found of analyzing the success or failure of the outcomes of an institution’s goals that they themselves set forth in their policies and procedures. That method is called accreditation.

The Definition of Accreditation

Academic accreditation involves an agreement among peers that they shall maintain high standards of excellence in the learning process. It further commits to bringing those high standards into the administrative process. In
this way, there is found an equitable means of assuring that desired standards of excellence are in place.

Accreditation of schools and colleges is the recognition given by an association or agency to show institutions that satisfy certain standards. In the United States the term “accreditation” is applied to secondary schools (grades 9-12), and to institutions of higher education (junior colleges, colleges, and universities).4

The Development of Accreditation

The history of accreditation is necessarily limited to the history of accreditation in America. No other country has a program such as this in place. The very vastness of the American college and university system necessitates some means of comparisons and conformity.

Accreditation is a uniquely American phenomenon adopted to the diversity of American higher educational institutions and programs and the variety of needs for which they are designed or have developed to meet. Accreditation emerged during the later part of the 19th century and the early part of the 20th in two different but complimentary ways. The first gave rise to institutional accreditation. Institutional accreditation grew out of groups of institutions in various regions of the country banding together to deal with such issues as transfer of credit, articulation with secondary schools and admittance to graduate education. The second gave rise to specialized or professional program accreditation. Such accreditation resulted from professional associations and educators in professional fields expressing concern about the

adequacy of education in preparation for professional practice and the quality of the professions.  

The philosophy and process of accreditation in the field of higher education began in widely-scattered parts of the country. As various associations were formed throughout the United States, they were shaped greatly by area relationships.

Institutional accreditation developed along regional lines as a result of the formation of several associations of schools and colleges. The New England Association led the way (1885, followed by the Middle States Association (1887), the Northwest Association (1917), and the Western College Association (1924).  

The history of national accreditation for postsecondary education in America is a fairly young one. In 1938 the first initiative to create an oversight organization began with a joint committee on accrediting. It was established by the Association of Land Grant Colleges and Universities and the National Association of State Universities. Later they were joined by the American Association of Universities.

From this beginning the committee had developed by 1949 into the National Commission of Accrediting (NCA). This was the first association to develop national

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standards for accrediting evaluation. Later, in 1975, when the NCA merged with the Federation of Regional Accrediting Commissions on Higher Education, The Council on Postsecondary Education (COPA) was formed and became the authority.

This state of affairs continued until December 1, 1992 when COPA disbanded and left no national center for standards of accreditation and no organization to further it. This void was soon filled, when in August of 1993 the Association of Specialized and Professional Accreditors (ASPA) was incorporated. From 1994 through 1996 there was not any clear center of authority for secular accreditation on a national level. It was not until May of 1996 that the Council for Higher Education Accreditation (CHEA) was voted into existence by the favorable response of more than sixteen hundred colleges and universities.7

For more than fifty years, in one form or another, a national body has existed for the purposes of coordination and oversight of the accrediting bodies and activities. The new Council for Higher Education Accreditation will be similar in many respects to these earlier efforts, but it will differ in the following ways: the new Council will be accountable to the members institutions and not to accrediting bodies or presidential associations; through its board of directors and otherwise, it will have much stronger presidential involvement and control; when compared to earlier bodies, the Council’s mandate is clearer, stronger, and broader; and it is the first such body to be created by national referendum.8

7 CHEA homepage:chea@chea.org., June 18, 1999
8 Ibid.
The Decision of Accreditation

Many institutions organized as Bible Colleges have chosen to seek their accreditation through one of the six regional associations that are represented by CHEA. The United States is divided into six regions with a regional accrediting authority over each.

These regionals are:

1. Middle States Association of Schools and Colleges.

   Overseeing: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

   Overseeing: Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming.

(5. Southern Association of Colleges and Schools. 
Overseeing: Alabama, Florida, Georgia, Kentucky, 
Louisiana, Mississippi, North Carolina, South Carolina, 
Tennessee, Texas, and Virginia.

(6. Western Association of Colleges and Schools. 
Overseeing: California and Hawaii.

These six regionals are the agencies that rule on 
accreditation for the private and public schools, colleges, 
and universities in their respective regions. The Bible 
College may also seek and attain accreditation through 
these regionals.

In addition to these six, there are two independent 
agencies to which the Bible College may turn. In the event 
the decision is made that the requirements of the regionals 
are not compatible with the mission of the institution, or 
if the decision-makers do not feel comfortable with this 
choice for any other reason, there is another way. Two 
other accrediting agencies have been formed for the 
specific purpose of accrediting Bible-centered programs of 
higher education.

These are: The Accrediting Association of Bible 
Colleges (AABC), and The Transnational Association of 
Christian Colleges and Schools (TRACS). Both these 
associations are in sympathy with the mission of the Bible 
College and were formed to assist these specialized 
educational institutions in carrying out their programs.
The AABC is the older of these two agencies. It was organized in October 1947 as the Accrediting Association of Bible Institutes and Bible Colleges. The name was later shortened to its present form. Its purview extends to Bible Colleges in Canada, the United States and related territories.9

TRACS is a relative newcomer to this field, since it was begun by a group of educators in 1979. While it is not the mission of TRACS to work exclusively with Bible Colleges, it is characterized by a very comprehensive Christian orientation. TRACS requires an institution to hold to biblical inerrancy, biblical authority, and the historicity of the first eleven chapters of Genesis, including special creation.10

Both AABC and TRACS are recognized by the United States Department of Education as competent authorities in academic recognition and accreditation and are equally accepted with the regionals by the Department. Thus, whether to seek accreditation from its regional, or one of these two specialized agencies, is a matter of choice for the individual Bible College.


But whatever authority the Bible College may choose, it is almost certain that it must seek accreditation to be competitive in today's education market. Although it is a historical fact that in the past Christian schools and colleges have been somewhat loath to place a major emphasis on accreditation, it has now become the norm and is not only expected, but also deemed critical to fulfillment of mission.

Forward thinking leaders in the Christian education movement have almost uniformly come to agree that some level of accreditation is necessary. The Bible College that would be successful in the new millennium must achieve accreditation from some recognized agency.

Accreditation is not an option, it is a necessity. This sociological development has the effect of placing the administrations and boards of newly-emerging Bible Schools in a position that requires hard and serious decision making.

When an institution begins the process of accreditation it is entering one of the most demanding and expensive undertakings it will ever begin. The board, the administration, the denomination, and the faculty all have the right to ask the question, "Is it worth it?"
CHAPTER 1

TAKING THE LONG VIEW OF SPECIALIZED MINISTRY EDUCATION

STATEMENT OF THE PROBLEM

At some point in the history of every institution of higher education this imperative decision must be made: "Shall this school be vocational or academic in nature?" Is there indeed a conflict between the two, or does one actually compliment the other?

The early Bible Colleges in America were almost totally vocational in concept. The pattern of the missionary-minded Philadelphian Church of Revelation chapter three, with its promise of an "open door," furnished the vision for those early pioneers.

I know thy works: behold, I have set before thee an open door, and no man can shut it: for thou hast a little strength, and hast kept my word, and hast not denied my name. (Revelation 3:8).
The rapid advances in the ease of travel in those decades, combined with the wonders of modern technology, created a philosophy of ministry that literally "thrust" workers out into the harvest fields of the world. A clear call had been heard by the faithful, and they were ready to go and to send.

This idea of the imminence of the Return of Christ and the correspondingly short time left to evangelize the world was paramount in the goals of these pioneers. Believing that the time was short before the Second Coming and that the need of the world was great, the men and women who were instrumental in the early Bible College movement pressed to speed workers into the fields with all possible dispatch. The key word was "urgency!"

This sense of immediacy left little or no room for the development of academic excellence and peer recognition. These were secondary considerations, if they were considered at all. The impetus of the movement was simply obedient, immediate response to the Great Commission.

Although the attitude was often tacit, nevertheless it was there, that academic excellence and formal accreditation were non-issues. The importance of the task rendered all other considerations moot. One of the criticisms leveled at the Bible College today is that it has not broken from this concept and has, as a result, been weak academically. But the old ways are changing.
Today's leaders in the Bible College movement have, for the most part, taken a somewhat different view. This correction has not come unilaterally, but has been formed and shaped by the currents of change in today's world. Changing times demand careful thought, and analysis of any possible means that might be employed to carry out the stated mission of any institution with greater effectiveness.

A sense of the high call of the Gospel and God-ordained purpose remains in the Evangelical community; however, there are other dynamics that have served to shape and mold trends in Christian higher education. Forces are at work outside the walls of the church and inside the congregations that cannot be ignored.

First, there is the increasingly late age at which most of our youth arrive at emotional maturity. The relative ease of living in the nineties, compared with other generations, has delayed the age of adult responsibility. Most young men and women are not ready to begin ministry while they are still in their early twenties. This late development of maturation allows ample time for the student to complete additional graduate studies either before entering his own ministry or prior to working in a supporting role under the guidance of a senior pastor.

Second, there is an explosive growth in formal education in all walks of life. As cited earlier in this
paper, in the last forty years the number of students graduating from college in a single year has grown by 214 per cent. If that rate continues, there are significant implications for institutions of every type, certainly for those dedicated to educating ministers for the local church. Not only has the number of college graduates shown dramatic increase, there is also a concomitant rise in the number of college graduates who elect to enter courses in post-graduate studies.

Third, there is a complexity in ministry today that has not been so manifest in previous decades. The laity are pursuing higher education as never before. Our age of specialization demands professionals ready to step into the roles required by the proliferating advances in technologies. The developing educational standing of these lay men and women necessitates an equal growth in the intellectual qualifications for those who would minister to them.

This phenomenon is unmistakably apparent in the Bible-preaching churches. There is a sociological "lift" in the new birth that raises the level of achievement in the individual Christian. Education is but one aspect of this "lift."

Many successful institutions have demonstrated the reality that a Bible School may be engaged in training workers for ministry (vocational emphasis) and yet deliver a sound, accredited product (academic emphasis) at the same
time. In direct contrast to the thinking of some of the earlier pioneers in the Bible School movement, there is no real basis for being forced into making a choice between these two ideals. No conflict really exists when roles and purposes are correctly understood.

Objectively, the importance of academic accreditation must certainly be acknowledged. It is also certain that anything of value carries a price tag with it. Recognized, accredited education is no exception.

Once the governing board of the Bible College has made the decision to seek accreditation, the options become very limited. The inherently small number of choices in accrediting agencies serves to simplify the process to some extent.

First, the school may turn to one of the six regional accrediting bodies in the United States. These regionals are comprised of groups of educators and schools divided into geographical sections of the country, thus the label regionals. The regionals are often identified by an acronym of the first letters of their respective names. For the South, there is SACS or the Southern Association of Colleges and Schools. In the West, there is WASC or the Western Association of Colleges and Schools.

Regional accrediting associations are well-qualified to deal with the issues in General Education as they are framed in the secular college or university. But since their expertise lies in the fields of the arts and
sciences, the regionals may not necessarily be the best choice for the religious institution. A perception also exists (and not completely without merit) that the regionals may not be entirely sympathetic to the mission of the Bible College.

Should the board of the Bible College determine that the regional accrediting association would be the better choice for them, they may be assured that they are opening a relationship with an organization that will apply high standards to the process. Accreditation by the regionals also produces simplicity in the transfer of student credits from one institution to another and comparative ease in the graduates gaining admission to post-graduate studies.

However, this choice may not always best for the Bible College. Should the board decide that the regional would not be the optimum vehicle for them, they are left with only two viable, recognized alternatives: (1. The Accrediting Association of Bible Colleges (AABC) of Fayetteville, Arkansas, or (2. The Transnational Association of Christian Colleges and Schools (TRACS) of Forest, Virginia.¹

The choice is now limited to one of these two

¹ A number of other independent accreditation societies have been organized in America, but they do not have recognition from the United States Department of Education, the regionals, or either the two independents listed.
associations. This paper shall focus on the desirability of achieving accreditation through TRACS.

It is acknowledged that the process necessary to gaining accreditation is both time-consuming and costly. A significant amount of funds must be budgeted in order to even begin the process. Before an investment of the magnitude required for this endeavor is committed, a question should be asked:

"Are there benefits for the Bible College commensurate with the efforts required and the resources invested in seeking to gain academic accreditation through TRACS?"

The perceived and actual benefits of accreditation should be both quantifiable and qualitative. That is, they should be measurable and assessable.

The focus of this thesis is an analysis of the financial costs (including allocation of staff) and capital expenditures necessary to bring the search for accreditation of a small Bible College to fruition. The goal is to discover whether the rewards and benefits which result from the process repay those investments. Is affiliation with TRACS the answer? If it is, Why?

STATEMENT OF LIMITATIONS

1. Institutional affiliation

This study will not attempt to make determinations of theological or philosophical values that are embraced by
the individual Bible Colleges. That is, the denominational affiliations of the institutions shall not be an issue and no judgment will be made on either the correctness or incorrectness of their biblical positions. Neither shall any attempt be made to assess the success or failure of any school on the basis of its doctrinal position.

2. Institutional size

Since the primary aspect of this study is to examine the impact that accreditation through TRACS (or the lack of such impact) has on the small Bible College, the research shall be limited to those institutions that have been arbitrarily defined as small for the purposes of this thesis. All those surveyed will have a full-time enrolled student body of no more than 350. This is, as has been noted, an arbitrary number and has no material significance other than accommodating the purposes of this paper. It is to be understood that part of this analysis will concern economics and that the dynamics of a small institution may not necessarily be the same as those of a larger one.

3. Institutional mission and vision

This study will attempt to evaluate and compare the quality of education and administration in two types of schools: (1. Those that have sought academic accreditation through TRACS and have not yet been successful in obtaining full recognition but are in "candidacy" status; and (2. Those that have successfully sought and obtained accreditation through TRACS. Vision and mission goals may
vary depending upon the path the Bible College has elected to follow. However, the reasons for these differing approaches to ministry will be excluded as a factor for the purposes of this research.

4. Institutional objectives

Only those institutions that are primarily focused on educating their students for full-time Christian ministry (Bible Colleges) will be included in the study.

BIBLICAL/THEOLOGICAL BASIS OF THE STUDY

Since it is based on the principle of exercising good stewardship, a case can be made that there is indeed a biblical perspective on accreditation. However, that is not the most persuasive reason for a school to make the decision to undertake this expensive, time-consuming process. Those biblical principles that speak to this issue will be addressed, but there are other, more cogent, components in this complex issue.

Philosophical, sociological, and other governing influences are also part of the educational equation. More than one solid argument may be made in support of accreditation for the small Bible College.

Biblical Perspective on Accreditation in Higher Education

There is no biblical mandate in the New Testament for the Bible College, the graduate school, or the seminary. It is true that Old Testament institutions for ministerial
training did exist, but they also came into being on their own and were not the result of divine commandment.

Once in 1 Kings and seven times in 2 Kings a group is given the title "the sons of the prophets." C. F. Keil renders this phrase as "a disciple or disciples of" the prophets. This interpretation is supported by later commentators, including the editors of the New International Dictionary of the Bible, in which they say:

SONS OF THE PROPHETS. A title given to members of the prophetic guilds or schools. Samuel was the head of a company of prophets in Ramah (1 Sam. 7:17; 28:3), and two hundred years later Elijah and Elisha were leaders of similar groups.

It is evident that there was some form of training for the young prophets of Old Testament times. Sometimes the training took the form a one-to-one mentoring relationship, as was the case with Elijah and Elisha. Other instances are seen where there was a formal process of training and the institutions that performed this ministry were called the "schools of the prophets."

Later developments in the educational life of Israel emerged in the days of Ezra the Scribe. It was under his

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direction that a study of the Law was systematized and
organized.

With the coming of the Scribes in the days of Ezra, the
Law (Torah) became a definite subject for study. The
priests were relegated to their distinctive functions,
and the Soferim (the Scribes) became the teachers of
the people. With the rise of the Synagogue, there
developed an institution which served as a school for
adults where the Law was read and interpreted by the
teachers, the Scribes.4

So it is certain a formal system of delivering
religious education to adults was in place well before the
close of the Old Testament era. The synagogue system that
emerged circa 525 B.C. was still in use at the time of
Jesus’ ministry and survives to this day.

However, the New Testament stands silent on the
subject of formal training for ministry. Jesus conducted a
three year course for His disciples and Paul was mentor to
several young ministers, including Timothy and Titus. But
there was no organized setting for continuing education in
either the primitive or the early church.

Despite this omission, there is evidence that elder
ministers invested time and energy in training the younger
ones. The two letters from Paul to Timothy and his letter
to Titus are nothing less than the equal of a distance-
learning course in pastorology.

4 Emanuel Gamoran. “History of Jewish Education.”
The Universal Jewish Encyclopedia (10 volumes) Isaac
Philosophical Perspective on Accreditation in Higher Education

The Christian life should be a continuing search for excellence in every endeavor. There is no logical reason the educational process should be the sole exception. This search for excellence in the organization and operation of the Bible College is in obedience to Paul's command that ministers "take care" to show themselves approved to God through becoming adept at their calling.

It is inconceivable that an institution engaged in preparing men and women for the highest service in the world would settle for less that excellence in their programs. In secular education the process of raising the academic standards has resulted in a more competent product. There is no excuse for the Bible College to attempt any less.

Sociological Perspective on Accreditation in Higher Education

Earlier founders of separatist Bible Colleges sometimes promoted the idea that their institutions required no formal accreditation. They were already "accredited by God" and so far as they were concerned, nothing else mattered,

In the fundamental Baptist church the procedure of providing a formal education for those who felt called to be vocational ministers has often been controversial and at times even acrimonious. The idea that a sound education is part of equipping for ministry has been sometimes denigrated and despised.

Certain segments of good people in the fundamentalist heritage have embraced the concept that there two kinds of preachers -- "God called" and "educated." A man was either one or the other. It was beyond the grasp of those who thought that way to ever believe a minister could be called of God and at the same time value academic training. The preacher was either "God-called" or "educated" but never both.

This philosophy took such a powerful hold on certain branches of the separatist church in the early twentieth century that seminaries were derisively labeled cemeteries. Often, a professor's degrees might be embellished by a caustic speaker through adding an R.F.D. to the D.D. and the Litt.D. of the learned man's credentials.

Billy Vick Bartlett provides an insight into this reactionary mind is his book *The Beginnings: A Pictorial History of the Baptist Bible Fellowship*. Bartlett looks at the record of one of the patriarchs of Baptist separatists, J. Frank Norris (Pastor of the First Baptist Church of Fort Worth, Texas and Temple Baptist Church of Detroit, Michigan). This window on the philosophy of a widely-
acknowledged leader of early Baptist fundamentalism is most revealing.

Despite that fact that J. Frank Norris was a graduate of Baylor University and attended the Southern Baptist Seminary in Louisville, Kentucky, he and his associates . . . evidenced a suspicion of formal education. State schools were pictured as a haven for infidels dedicated to the destruction of the faith of young pupils, and theological seminaries were caustically called "cemeteries" because of their religious facade.5

For years such was the prevailing view of much of the fundamentalist wing of the church. This was not the case in every institution, but it was true in all too many. Although that early philosophy lingers in some branches of the fundamentalist movement, in all probability it will not survive this present generation. It should also be noted that even then the attitude of Norris and his followers was not shared by others.

The American Baptist Convention, later to be split into the Northern and Southern Conventions, has always placed a high premium on formal learning experiences for their ministers. Baptists have been promoters of education from early in the history of the American Republic.

From 1764 American Baptists have sponsored colleges. In fact, the school they launched that year came out of more comprehensive planning and enjoyed more united

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support that most of those formed during the next century.  

The existence of an educational program funded and led by Baptist churches is known to predate the Republic itself. This focus on formal learning came to be led by the American Baptist Education Society, established in 1888. 

In his History of Baptists, Robert Torbet presents this insight:

While Baptists traditionally have not placed education foremost in the requirement of their ministers, insisting first of all upon personal piety and the leading of the Spirit in preaching, they have not disregarded education and many have devoted themselves diligently to its promotion.  

Now, at the close of this century, the need for an adequate, excellent education is almost universally agreed upon in the church world. This is, in all probability, nothing more than a reflection of major trends that prevail in the world outside the church.

In the secular society most entry-level jobs now require a bachelor's degree, and the lack of a master's degree severely limits the opportunity for rapid

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7 Ibid.

advancement. In this atmosphere of growing demand for academic preparation and credentials, the institutions of the church must also embrace higher standards in their educational programs. And that quest for excellence is the real objective of accreditation.

STATEMENT OF METHODOLOGY

This thesis shall attempt to answer the stated question:

"Are there benefits for the Bible College commensurate with the efforts required and the resources invested in seeking to gain academic accreditation through the Transnational Association of Christian Colleges and Schools (TRACS)?"

Any such perceived benefits should be both quantifiable and qualitative. They should impact a broad spectrum of the educational experience including, but not limited to, administration, faculty, employees, and students.

Information used in attempting to answer the benefits part of the question shall include data and analyses touching the philosophical, statistical, material, and spiritual aspects of both the process and the product. This information shall be collected by means of personal interviews, phone interviews, and written surveys.

An analysis shall be undertaken in an attempt to identify, as accurately as possible, the average total
financial investment to which an institution must be willing to commit in order to achieve accreditation through TRACS. Budgetary considerations loom large in the life of the small, developing Bible College and must be a primary consideration.

The initial costs, as well as the required expenditures necessary to bring the Bible College to a level for approval by TRACS will be considered. Annual fees to TRACS must be taken into account. These costs will be compared with the parallel costs for seeking accreditation through a regional.

Once these expenses have been discovered, the benefits accreditation through TRACS brings to the institution will be considered. The outcome should reveal any direct benefits to the Bible College that have accrued due to its relationship with TRACS.

An attempt will be made to identify, isolate, and classify these advantages (benefits) that academic accreditation (specifically through TRACS) brings to:

1. The administration

How has the very process and procedure strengthened the total organization of the institution? Has the governing body been enabled? Has the administration (beginning with the president) come out of the process stronger and better equipped? Do the members of the governing board and the professionals in the administration better understand their responsibilities?
2. The faculty

Has the faculty seen and understood qualitative and quantitative improvement in support and resources? Has accreditation (either the actual achieving of it or the process of seeking it) made it easier for them to successfully carry out their tasks?

3. The students

Do the students agree that the accreditation process has enriched their educational experience? Is there a measurable growth in learning skills? Is there an outcome that suggests the profitability of the entire process from a learning standpoint? What impact, if any, has the institution's qualification for Pell Grants and other financial assistance had on the student’s educational experience?

4. The total aspect

Is the administration able to identify concrete, actual, measurable results that have accrued from this accreditation process? How has academic accreditation through TRACS affected: (1. Marketing and student recruitment?; (2. Hourly tuition fees? (That is, has government funding made it possible for the Bible College to increase tuition to the point that it more accurately reflects the cost of educating the student and if so, by what percentage?); (3. Time element?; (How long will it take for the increased tuition rates to compensate the
institution for the expenditures necessary to achieve accreditation through TRACS?)

Data necessary to answer these questions will be solicited from schools that fall into two categories: (1. Approved schools now enjoying the benefits of accreditation through TRACS; (2. Schools that are now in applicant status with TRACS. Another group of colleges are in a "correspondence" relationship with TRACS. These will not be considered as part of the survey, since their present standing offers nothing in the way of input for the purposes of this research.

As of March 1999 nineteen schools were listed in the TRACS directory as approved institutions. Of these nineteen, only ten fell into the parameters of this paper (less than 350 students). These ten institutions shall become the primary focus of this paper. There is a wide geographical representation in these ten schools, as well as a diverse denominational affiliation. They should provide a true spectrum of information.

Another thirteen Bible Colleges are listed as "applicants." Those from that group falling into the parameters of this paper will be also interviewed. Many of the institutions, both accredited and candidate fall outside the stated objective of this thesis. When the seminaries are eliminated, along with the colleges that have enrollments above the limitations of the paper, a core group will be isolated.
Information from the primary institutions will be gathered in the form of written surveys and personal interviews. The resulting information will be assorted and statistically compiled, analyzed, and reported. A pilot study of selected Bible Colleges will be undertaken before the survey instrument is shaped into its final form.

REVIEW OF THE LITERATURE

Because of the very narrow scope of this paper there are practical limitations upon the availability of literature to support it. The focus is on the benefits of academic accreditation through a specific agency, TRACS, and the implications of achieving recognition through that association.

Written material on the subject of accreditation for institutions of higher education is found, for the most part, in either the handbooks of the accrediting associations or in academic journals. The Council for Higher Education in America (CHEA) in its bibliographical listing under the subject "Assessment and Accreditation in Higher Education" tends to run much more heavily toward assessment techniques than to the subject of accreditation itself.9

In the History section of the CHEA bibliography, eleven sources are listed. Of those eleven, eight are

9 “Assessment and Accreditation in Higher Education BIBLIOGRAPHY,” 1. History. (chea@chea.org).
either journal articles or government reports. The three remaining works were published in 1960, 1969, and 1980. Their content, at its most recent, would be almost twenty years old, and relevance to the processes of education today would be questionable.

The literature for this project must derive, for the most part, from the written material of the educational agencies themselves. This would include the handbooks for both the American Association of Bible Colleges and the Transnational Association of Christian Colleges and Schools, as well as handbooks from selected regional agencies (such as WASC), and material from the regulations of the State of California (the author’s home state) for the establishment of colleges. Information may be discovered in these governmental manuals of policy and institutional directories that reveal the requirements, purposes, methods, and missions of the various agencies.

All pertinent information from the Education Department of the State of California will be studied and any information gained from these papers will be utilized as well. This will include citations from the New Postsecondary and Vocational Education and Reform Acts of January 1, 1998.

More discussion of philosophy, execution, and development is to be found in educational journals than from any other source. These writings are available in both written form and over the Internet. Such writings

Some written material is available in the form of writings on church history and the educational movements of the various churches and denominations. Early efforts in founding of Bible Colleges are reported and documented and comprise a valuable window on the past.
CHAPTER 2

GENERAL ASPECTS OF ACCREDITATION

The organization of an academic entity is a complex, involved process that is never completely accomplished. An institution of higher education is always and ever in a state of "becoming." Every legitimate college is on a never-ending quest for greater effectiveness. This inward commitment to quality is one hallmark of the successful Bible college.

Accreditation, no matter the authority underlying it, provides a broad range of assistance to the Bible college. Whether the accrediting body is regional, such as the Western Association of Colleges and Schools (WASC), or specialized for the Bible college or other religious institutions, such as the Transnational Association of Christian Colleges and Schools (TRACS), or the American Association of Bible Colleges (AABC), the expectations and results are much the same.

However, not all the impetus for continuing, progressive improvement has originated within the
institutions themselves. There is increasing pressure from the external factor of the client (pastors, students, parents, and peers) for recognized advancement and excellence in the educational programs.

In the relatively recent past, the client’s demand for demonstrable quality in education has become an issue that all institutions must acknowledge. The multiplicity of choice in today’s collegiate atmosphere offers the clients a wide range of product. The consequences of this vast availability of options have repercussions for the Bible college as well as the secular college.

For the most part, at least in the circles of fundamentalist Baptists, Bible colleges are struggling for students in the late 1990s. Demographically, there is a “ripening” in age groups and spiritually, there is the lack of a powerful moving of the Holy Spirit in the youth groups and summer camps. These have contributed to the number of empty seats in Bible college classrooms.

In order to maintain a level of subsistence, the college must either offer numerous scholarships, which leave it dependent upon the mercies of pastoral financial support, or take the step up to educational excellence that is part of the product of accreditation. Some have opted for the former, many are becoming convinced that their educational program will never enjoy true academic freedom if that is the chosen solution.
It is probable that the colleges that will survive and prosper in the future will set high goals for quality. Such "forward-looking" institutions will strive for excellence in every component of their structure.

John L. Green Jr. and Peter M. Jonas, in their exhaustive book, *Outcomes Assessment in Higher Education Linked with Strategic Planning and Budgeting*, make the case for a crusade for quality in the educational program. Green speaks from a background of considerable experience. He has served as Senior Vice President for the University of Houston System, Executive Vice President of the University of Miami, and Vice President of the University of Georgia. Dr. Jonas is an Associate Professor in the Doctoral Program for the College of Education at Cardinal Stritch University.

Throughout the 1980s and 1990s, competition for students, faculty, and financial resources intensified. At the same time, the general public, sparked by the media, began questioning the claims of quality education by colleges and universities in relation to higher tuition and increased costs of educating students. Also, students began viewing themselves more as customers than as passive recipients of the educational process. These and other factors forced institutions of higher education to find ways to demonstrate their level of educational quality. Strategists were even used to examine alternative ways to improve the quality of educational programs. It soon became evident to governing boards that successful institutions were those (1) had developed a vision of
the future for the institution and (2) had appropriate strategies to carry out that vision.\(^1\)

The Green and Jonas research reveals that today's educational market place is both an arena of competition for clients and a laboratory for advancement in programs. If their leadership is to be effective and successful, Bible college administrators must come to grips with these conditions.

Certain characteristics have been identified, again by Green and Jonas, that are necessary traits for the president and top administrators of the new millennium college. Since everything rises or falls on leadership, those who hold these offices are of supreme importance to the total success of the institution.

The president and top level administrators of an institution provide the drive behind the innovative, niche-seeking activity, which spurs growth. Some common traits needed by the president and top administrators to sustain a viable institution include:

1. They must persevere to the point of obsession.
2. They must focus on building the long-term strength of their institution rather than short-term financial results.
3. They must be dissatisfied with the status quo and mediocrity and constantly develop new program offerings and be innovative.

4. They must pay considerable attention to developing the skills of the administration and staff and to developing management systems.

5. Even after the institution is successful, it must mastermind courageous change.

6. They must take advantage of opportunities that will benefit their institution.

7. Their personal roles change from operations to leading others, and this transformation requires extraordinary personal discipline.

8. They must trust individuals within the organization.²

An ideal tool for the administration to utilize in establishing the quality of their institution and its programs is the procedure of accreditation. The accreditation process, from the very beginning, must follow certain protocols that have been acknowledged as acceptable to the educational community as normative in any legitimate institution of higher education.

Expectations are high, as they should be. The very nature and meaning of accreditation requires such.

The accreditation of an institution is an expression of confidence in the institution’s integrity, performance, and ability to improve. It means the institution has clearly defined its reason for existence and has developed institutional objectives that are educationally sound. Accreditation, therefore, signifies that the institution meets the standards of

quality which are indices of its standing within the educational community.³

Although accreditation is not required for any college in this country, it must certainly be understood to be beneficial. This is true because it has the effect of breaking down all the necessary factors inherent in the formation of an educational structure into incremental, reasonable steps, which can be carried out. The bewildering maze of the academic world is much more easily traversed with a lucid, organized guide. The accreditation process may serve as that guide.

There is a universal standard for the basic elements of accreditation in all legitimate agencies in America. These are constants and vary in slight detail, if at all, from one another. The department of education in the state, one of the regionals, or a specialized agency such as TRACS, will all agree on the institutional requirements for recognition.

A fully developed accrediting procedure for any agency includes four steps: 1) a definition of standards or criteria; 2) the development of procedures for examining the institution in order to determine whether they meet the established standards; 3) the publication of a list of institutions approved by the agency as having met these requirements; 4) the development of

procedures for periodic review of approved institutions to determine if they continue to meet them.⁴

That is not to say that every accreditation society looks at things in exactly the same way. There may be slight regional and professional differences from group to group.

The regional commissions share a common philosophy and many of their policies and procedures are similar, but there are also differences in emphasis and approach stemming from idiosyncratic characteristics of the geographic areas served.⁵

The six regional agencies, one of which is the Western Association of Schools and Colleges (WASC) (whose standards will be used for comparisons in this paper since this is that state in which the author resides), have rigidly-defined guidelines and procedures for every stage of the accreditation process. These steps are: eligibility, candidacy, and accreditation.

Because the author lives in the region over which it evaluates an institution, the requirements of WASC will be used in this thesis as benchmarks for comparing both the similarities and differences of requirements of the


regional and TRACS. The WASC homepage, in its document “Procedures for Institutional Eligibility, Candidacy, and Accreditation” lists thirteen different criteria that the applicant institution must meet to satisfy WASC’s requirements for accreditation.

These thirteen criteria are listed below. The first is the initial step toward recognition, which is institutional eligibility.

**Eligibility Criteria**

The institution must have:

1. A charter and/or formal authority to award degrees from the appropriate governmental agency in the region and operate within its authority.  

This first, and primary requirement must be met by any institution of higher education, operating in any state, and for any purpose. An institution will not be considered by either WASC or TRACS until this requirement is satisfied.

In California (one of states included in the WASC region), the authority for processing and approving applications from new institutions of higher education has been transferred from the California Department of Education to the California Department on Consumer Affairs

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6 “Procedures for Institutional Eligibility, Candidacy, and Accreditation,” Western Association of Schools and Colleges, <wascweb.org>.
(CDCA) and their Bureau for Private Postsecondary and Vocational Education. The information that the CDCA asks of an applicant institution is described in a 227 page, single-spaced document available from the Department in either printed form or on the Internet.\footnote{"Draft of Modified Application Regulations," California Bureau for Private Postsecondary and Vocational Education, <dca.bppve.reg_app>.

The exhaustive nature and the comprehensive scope of the material the state requires of an applicant college will give the aspiring institution some idea of the complexity of the process of recognition. It will also reveal the challenge of complying with the expectations of the governing authorities. However, this first vital step is not an option. Not only is it a legal requirement, it is also of marked benefit to the fledgling institution in organizing its philosophy, program, and personnel.

The remaining twelve WASC criteria are supported, to a great extent, by the material gathered, and the organizational effort needed, to complete this primary requirement of recognition by a state government. The applicant institution is further required by the California Department of Consumer Affairs to have:

2. A formally adopted statement of institutional purposes, demonstrating that the fundamental purposes of the institution are educational, appropriate to a degree-granting institution, and suited to the needs of the society it seeks to serve.
3. A governing board that operates as an independent policy-making body, and includes representation reflecting the public interest. If a separate institutional governing board is not possible or appropriate, the Commission may approve alternative means by which this criterion may be met.

4. A chief executive officer whose full-time responsibility is to the institution, and sufficient administrative staff to conduct the affairs of the institution.

5. One or more educational programs leading to the baccalaureate degree or beyond, educational objectives for each program that are clearly defined and published, as well as appropriate to higher education in level, standards, and quality, and a clear statement of the means of achieving the stated educational objectives.

6. A coherent and substantial program of general education as either a prerequisite to or an essential part of the programs offered.

7. Faculty sufficient in terms of number, background, and experience to support the programs offered, and including a core of faculty whose primary responsibility is to the institution. In addition, a clear statement of faculty responsibility must exist.

8. Evidence of adequate learning resources to support the programs offered on or off-campus. To supplement these resources beyond the core library of the institution, there may be specific long-term written arrangements for student access to readily available resources. The institution must also be able to demonstrate that library use is a fundamental part of all curricula.

9. Admissions policies and procedures consistent with the institution's stated objectives and appropriate to the degree level offered.

10. Evidence of basic planning for the development of the institution. Planning should identify and integrate plans for academic, personnel, library, and financial development, as well as procedures for program review and institutional improvement.

11. An adequate financial base of funding commitments, with sufficient financial reserves, to assure future stability. A copy of the current budget and the prior two years' audited financial statements, prepared by an
outside certified public accountant, who has no other
relationship to the institution must be submitted.

12. A published policy and procedure, in keeping with
the generally accepted practices, for refunding fees
and charges made to students who withdraw from
enrollment.

13. An accurate and current catalog or other
comparable publication available to students and the
public, setting forth purposes and objectives, entrance
requirements, full and part-time faculty and degrees
held, costs and other items relative to attending the
institution or withdrawing from it. 8

It will be seen in a subsequent chapter of this paper
(chapter 3) that the thirteen criteria required by WASC
closely parallel and compliment the sixteen requirements of
TRACS. Before discussing the distinct benefits accruing to
the Bible college that elects TRACS as its association of
choice, these thirteen requirements of the regional (WASC)
will be analyzed and their application to a Bible School
will be discussed.

INSTITUTIONAL PURPOSE

As is true with any other college, the Bible college
must be able to clearly enunciate its reason for existence.
It is imperative that it knows "why" it is.

The development of a cogent statement of purpose is
one of the first issues that must be addressed. For the
Bible college, enunciation of a mission statement is

8"Procedures for Institutional Eligibility,
Candidacy, and Accreditation," Western Association of
Schools and Colleges, <wasweb.org>.
somewhat simplified, since the true purpose of the institution is reflected in its name. However, a simple statement of “educating for ministry” is not sufficient and must be broadened and expanded upon.

A good purpose statement should be somewhat parallel to the one cited below, which is the Purpose Statement of Baptist Bible College West, Bellflower CA. It has been written to conform to the requirements of the Department of Consumer Affairs (CDCA) of the State of California.

The purpose of Baptist Bible College West is to provide higher education to equip church workers within the context of Christian values with a commitment to high academic standards, practical application, and spiritual development. The aim is to enable learners to live lives of personal fulfillment and Christian service reflected in demonstrable outcomes. An emphasis will be placed upon preparation for Christian ministry within the cultural setting of the Western United States and the Pacific Rim.9

From this statement of purpose, certain principles emerge that are necessary to understanding one’s foundational mission. It is critical that the fledgling institution be able to enunciate a rationale for being that sets it apart from others. This statement accomplishes that initial goal.

First, the purpose statement openly establishes the idea that the aim of the applicant college is to provide

9 "Application Pursuant to the New Private Postsecondary and Vocational Reform Act, Part B: Section 6.1." Baptist Bible College West Application, Part B: Section 6, p. 1.
higher education for church-centered ministry. Second, a commitment is also made to scholarship and high academic standards in keeping with the norms of the educational community at large. Third, above and beyond its primary purpose, the College has committed itself to an effort directed to educating students with a view toward ministry in a specific geographical area (the western United States and the Pacific Rim), which further delineates its reason for being.

Once the college understands "why" it is, it may then begin to come to grips with ways and means of carrying out its stated purpose. Logically, before much of anything can be accomplished, there must be an organization around which to structure the institution. The next step (requirement 3 of the CDCA) is election of both a governing board for the corporation and administrative officers for the institution.

INSTITUTIONAL ORGANIZATION

Governance Board

Usually, a legal identity is created which serves as the parent/owner of the academic institution. The corporation is made up of a group of officers who may be called either Trustees or Directors. This group is known as the Governing Board and is the final legal authority for the corporation. Again, an example is cited from the
papers of Baptist Bible College West, in this case, the College Bylaws.

The governance of Baptist Bible College West shall be vested in the Board of Directors, which holds the institution in trust. The Board of Directors shall be self-perpetuating and self-governing.\(^{10}\)

In order to comply with the requirements of the CDCA, the Directors must be independent of the administration of the College. The Board must also assume the policy-making function for the institution. Policy is made by the Board and executed by the Administration. This process may not be reversed.

The role of the governing board and their approval of the institution's quest for accreditation is key to the success of the effort. Without the strong leadership of this primary group, nothing will be accomplished.

**Administration and Instruction**

Requirements for the chief executive officer (president), and faculty are specified in the New Private Postsecondary and Vocational Reform Act of the State of California. The president must devote full-time interest to leadership, vision, and promotion of the institutional purpose.

\(^{10}\) "Baptist Bible College West Bylaws," Article 5, GOVERNANCE, p. 2. The Bylaws of Baptist Bible College West are found as appendix A on page 127.
Faculty must hold proper credentials from recognized institutions, and teach within the sphere of their specialization. It is also required that the directors and administrators write and approve a clear statement of faculty responsibilities.

A core of the faculty must be full-time instructors. They are to devote their primary attention to the College.

Once the president has been elected and a faculty has been gathered, the fourth and seventh requirements of WASC have been satisfied and attention may be focused on the organizational statements of the College. It is impossible to over-emphasize the importance of the content and philosophy of these vital documents.

Organizational Statements

In its quest for academic recognition the emerging Bible college will work in cooperation with the state department of education, the appropriate regional for the specific school, or an independent agency, such as TRACS. Each of these authorities has a set of pre-determined educational standards. It is therefore necessary that the applicant college produce and adopt philosophical statements and operational documents that conform to those of academia at large.

These written documents will most certainly be a powerful factor in the shaping and structuring of the institution. All organizational and philosophical writings
should be in clear language that will both define and explain the purpose of the institution.

Documents necessary to this process are: legally correct and adopted Bylaws, Admissions Standards, Policies and Procedures, Purpose and Objectives Statement, Statement of Conduct, Statement of Educational Policies, and General Education Policies.\(^\text{11}\) These must be clear and carefully written to accurately reflect the mission and vision of the college, because it is by these written statements and the execution of them that an evaluation concerning institutional effectiveness will be made.

The completed and appropriate organizational statements of the institution complete the fifth (clearly defined educational programs), sixth (a coherent program of general education), ninth (admissions policies), and twelfth (policies and procedures) of the WASC criteria. The remaining three of the thirteen criteria have to do with learning resources (eight), financial stability (eleven), planning (ten), and publications (thirteen).

Before accreditation will be considered for the institution, written documents must be produced and in place to demonstrate that the college is in compliance with all thirteen WASC criteria. A comparison of these thirteen WASC requirements with the sixteen TRACS requirements will be made in chapter three.

\(^{\text{11}}\) Position papers of Baptist Bible College West are found as appendix B on page 162.
It will be shown that no matter the identity of the accrediting agency with which the college is working, there are indeed commonalities between their expectations. The regionals and WASC look for much the same things. It will also be demonstrated in chapter three that while there are close parallels there are also distinct differences. It is those distinctions that make the case for TRACS accreditation for the Bible college.
The six regional agencies are readily available, currently operating, and successfully serving institutions of higher education in every state in the union. It has been shown that their requirements essentially parallel those of the Transnational Association of Christian Colleges and Schools (TRACS). What, then, is the rationale behind a Bible college's choosing to utilize TRACS rather than its regional?

There must be solid, logical reasoning behind an institution's decision to opt out of using their own particular regional and seeking rather to gain accreditation through one of the two specialized associations. The American Association of Bible Colleges (AABC) and TRACS have many things in common with the regionals. Their requirements are much the same and parallel one another in many aspects. Analysis of the expectations of the regionals and the specialized agencies reveals many such commonalities.
At the same time, there is also seen to be a marked divergence. It certainly should not be the hope of the institution that TRACS’ requirements would be more easily realized than those of the regional’s.

The idea that AABC or TRACS accreditation is the “easy way out” is a mistaken one. Integrity of recognition requires uniformity in expectations.

COMMONALITIES

Any institution of higher education must conform to certain, commonly-accepted standards in order to even be recognized as a college, seminary, university, or graduate school by the educational community. These acknowledged “norms” are the result of consensus among educators. These standards have been arrived at through experience, test, failure, and success.

Any accrediting agency will look for certain established, fixed, common criteria which impart legitimacy to the educational program of an institution. This commonality renders the identity of the association irrelevant so far as expectations are concerned.

The term “higher-education” bears particular connotations in the judgment of the academic community. Because of the assumptions of professional educators, any institution regarding itself as an institution of higher-education will be expected to meet or exceed the minimum standards of a recognized agency.
Both a regional and a specialized association such as TRACS will look for the same qualities. Every subject college must prepare a "self-study" document which sets out the response of the institution to the questions of the agency in order to demonstrate its compliance with the expectations of the accreditors.

A list of the Western Association of Colleges and Schools' thirteen requirements for accreditation of an institution of higher education were enumerated in chapter 2 of this thesis (pages 40-43). Although slight variations might emerge in different jurisdictions, any of the other five regionals would demand much the same as WASC.

Furthermore, a comparison of the thirteen policy issues of WASC with the sixteen TRACS criteria for accreditation reveals a parallel in expectations. The "Accreditation Manual" of TRACS enumerates their sixteen Institutional Eligibility Requirements on pages 6-7. They are strikingly similar to the thirteen requirements of WASC.

An institution seeking candidacy [from TRACS] must minimally meet the . . . Institutional Eligibility Requirements (IERS) and through self-study determine an acceptable level of compliance with the Standards and Criteria for consideration by the Accreditation Commission.¹

State Recognition

The regional's first requirement is that the college be recognized as a degree-granting institution by the state in which it wishes to operate. The first requirement of TRACS is exactly the same as those of WASC. This first requirement is parallel in WASC and TRACS.

1. A charter and/or formal authority from the appropriate governmental agency to operate legally and to award a certificate, diploma, or degree within the state where it is located.²

Until the institution has first gained approval to operate in the state where it wishes to pursue its educational program, nothing can be initiated in the way of the process of accreditation with either agency. Once state approval is achieved, the college may move on to other organizational matters.

The procedure of gaining permission to carry out an educational program from the state department of education requires much the same information and material as that which the college would prepare for the accrediting agency. From this first, orderly step the process may flow and mature.

Educational Policy or Institutional Purpose

WASC's second requirement is that there be a formally adopted statement of institutional purpose, which

² Ibid., p. 6.
purpose must be "educational and appropriate to a degree-granting institution of higher education." This criterion is the fourth of TRACS' Institutional Eligibility Requirements (IERs). TRACS insists that there be:

A clearly defined and published statement of mission, formally adopted by the governing board, which demonstrates that the fundamental purposes of the institution are educational, appropriate to a degree-granting institution, and appropriate to the needs of the constituencies it serves.³

An example of such a statement may be seen in the papers of the Baptist Bible College West of Bellflower, California, of which the author is the president. The institution's position is worded in a plain, concise statement which embraces those aspects of educational philosophy required by both the state and the accrediting agencies.

Educational Philosophy

Baptist Bible College West defines educational philosophy as a set of beliefs, reflectively arrived at, about education. The educational philosophy of Baptist Bible College West is rooted in biblical theism. The Bible as God's unique, inspired, and infallible revelation to man is the Christian's standard for faith and life. Likewise, the Lord Jesus Christ as the Incarnate Word is the ultimate Author of all truth.

Baptist Bible College West aims to educate the total person for the glory of God. This education is centripetal, centered in the Lord Jesus Christ, and centrifugal, radiating from Him, the Center, to encompass diverse spheres of learning. God reveals Himself in Scripture but also in creation.

³ Ibid., p. 6
Consequently, biblical and non-biblical subjects are worth studying. Acquaintance with them equips the student to understand himself, his society, other cultures, his natural environment, and the Creator of all. Such understanding carries the corresponding obligation to make an impact upon unregenerate society as its salt and light.

Integration is a key concept at Baptist Bible College West. First, the Bible is integrated with all other areas of studies. Instead of adding biblical and professional courses to a general education base, as is commonly done, Baptist Bible College West offers concurrent study of biblical, professional, and general education courses. This distinctive aim of truly integrating the Bible with other curricula is one that all faculty members endorse and strive to implement. Second, Christian service emphases integrate theory and practice. Third, Baptist Bible College West encourages the student to integrate his personal ideas and values with those presented at the college.

This spirit of personal inquiry and synthesis is reflected in the college's approach to Bible study whereby the student is guided to acquire the tools and to develop the skills to interpret the Word for himself. As he seeks to make these integrations on the personal and academic plane, the student must recognize the Holy Spirit as the ultimate Teacher and the Bible as the supreme authority. Indeed, a thorough knowledge of and a love for God's Word are prerequisites for any effective ministry. Baptist Bible College West exists to nurture these qualities in an atmosphere of faith, scholarship, and caring.4

*Governing Board*

Both WASC and TRACS insist upon an independently-operating governing board. This is third of the WASC criteria and the second requirement listed by TRACS. The independently-functioning governing board is of extreme importance in supporting the desirability of formal

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4 "Policies and Procedures." Baptist Bible College West are included in appendix B, p. 162.
accreditation. Without the backing of this core group, it will never happen.

This is not only an organizational issue, it is also a legal one. The bylaws of the Bible college must be structured to create an entirely independent, self-perpetuating governing board.

President

There is a significant difference in the requirements of the regional and TRACS concerning the chief executive officer. WASC wants to see a professional president whose full-time responsibility is to the institution. On the other hand, the president, according to the TRACS, must be either full-time or hold the leadership of the college as his "major responsibility."

This difference in the TRACS requirements would, in all probability, work to the advantage of the Bible college. Often the president of the institution is also the pastor of a church in the denomination or the movement which supports the college.

It is here that the balance begins to tilt toward TRACS. The cost-effectiveness of the TRACS requirements when compared with those of the regional begins to make itself felt, since the difference in the annual salary of a part-time and full-time chief executive officer would be considerable.
These parallels, with mostly insignificant variations, continue through the documents of both WASC and TRACS. However, there is one profound difference.

In the chart on page sixty-eight, the last page of this chapter, the philosophical, educational, organizational, and structural aspects of the requirements for accreditation by both WASC and TRACS are compared. Considered on an item by item basis, there are obvious parallels between the two.

The first column of the chart on the illustrative page attempts to list the general category of each requirement. It was necessary to adapt some terms, since the expectations of the two organizations are expressed in somewhat different language.

The second column lists the thirteen requirements of WASC. Where there is a difference between the two agencies parentheses are used to demonstrate that variation.

The third column presents the sixteen requirements of TRACS. Since there are thirteen statements in the WASC pro-forma and sixteen in those of TRACS, it was necessary to combine some of the TRACS expectations. As in column 2, any differences in the policies of the two societies are indicated by parentheses.

A study of the chart will quickly demonstrate both the similarities and the differences in the accreditation requirements of the regional and TRACS. While the
parallels are significant, the divergence is equally instructive.

More is involved than TRAC’s insistence upon inclusion of a Biblical Foundations Statement. The entire philosophy of the Bible college is built upon the truth of Scripture. For the college to indeed be a “Bible” college, all learning, in any of the three divisions of the curriculum, (whether professional studies, general education, or Biblical studies), must be Bible centered and scripturally based.

The total scope of the educational program must be Bible-based. Even the general education courses and professional studies should be as saturated with spiritual truth as those in the Bible and theology classes.

When the academic, structural, and financial policies of a regional (WASC) and a specialized association (TRACS) are laid side by side, the argument for the beneficial aspects of accreditation through TRACS or the AABC begin to emerge. Everything comes down to the philosophy of education.

The strong commitment of TRACS to Scripture works in favor of the Bible college when contrasted with the areligious approach of the regionals. One of the purposes of the original founders of TRACS was to create an association that would be founded on the Bible.

The TRACS approach is one of biblical-realism. The Bible is held to be inspired, inerrant, and infallible.
One of the requirements of TRACS is that the applicant Bible college included language in its Biblical Foundations Statement to the effect that the institution holds to the belief of a literal six-day creation.

The TRACS manual refers to this concept as "special creation"

Special Creation. Special creation of the existing time-space universe and all its basic systems and kinds of organisms in the six literal days of the creation week.  

So it is seen, despite the obvious similarities, there are issues that arise in connection with the accreditation of a Bible college that are not addressed by the regionals. The distinct biblical basis for the educational philosophy of the Christ-centered institution is not considered or even acknowledged by the regionals, nor would it be possible or even appropriate for them to do so.

That is where the difference between a regional and the specialized associations begins to clearly emerge and be keenly felt. The educational philosophies of both TRACS and AABC are founded on the truth of revelation in Holy Scripture. For the Bible college, this foundation on Scripture is non-negotiable.

It is not to be implied that the regional would demand the removal of the biblical philosophy statement as a criteria for recognition. It is suggested that the regional would not be concerned with either its inclusion or omission.

CONTRASTS

The Transnational Association of Christian Colleges and Schools (TRACS) is the newcomer in the field of recognized accrediting agencies. It was founded only twenty years ago with a distinct purpose in mind.

The only other recognized accreditor of Bible Schools (besides the regionals) is the American Association of Bible Colleges (AABC), which has been operating since 1947. This agency (AABC) was created in response to a need in the specialized field of Christian higher education in the Bible college setting.

Among the early Bible colleges, there was a lack of commonly accepted standards and very little professional association among its educators. Few colleges were recognized by state boards of education and other accrediting agencies. However, as Bible colleges lengthened their programs and began offering more general-education studies courses, the need for an accrediting agency to serve in this neglected field became increasingly apparent.


7 Ibid., p. 4.
The AABC has been a pioneer in the field of Bible college accreditation. The contribution of this society has been vast and enduring. Its history is inspiring and the names of those institutions with which it has been associated are luminaries in the church world.

Bible colleges and institutes from the United States and Canada were invited to Winona Lake, Indiana in October, 1947. At this meeting The Accrediting Association of Bible Institutes and Colleges was formed with Dr. Samuel Rutherford as the first president. With the assistance of Dr. John Dale Russell, the Assistant Commissioner of the United States Office of Education, the Association developed and made sound progress, accrediting twelve institutions in 1948. Soon thereafter, the Association was recognized by the United States Office of Education as the one accrediting agency in the field of undergraduate theological education. In 1957, the name was shortened to Accrediting Association of Bible Colleges and then to the American Association of Bible Colleges (AABC) in 1973.8

Other than the regionals, the AABC was the sole agency recognized as an accreditor of Bible colleges for almost thirty years. This ended when an impetus developed for the founding of The Transnational Association of Christian Colleges and Schools. This was produced by the sense among a group of leading Christian educators that their specific needs were not being addressed by either the regionals or AABC. Although similar to the AABC in its philosophy, TRACS embraces a more comprehensive view of

higher education. While the AABC recognizes only those institutions that define themselves as "Bible colleges," and none other, TRACS does not limit itself to that category.

A series of meetings were held, beginning in May, 1978 and continuing into November, 1978 and February, 1979, by an interested group of educators. The meetings were assembled to address the lack of an accrediting agency designed to meet the unique needs of higher education in a more diverse application, yet in the Christian sphere. These formative meetings were the genesis of TRACS.

At the [TRACS] planning meetings, a number of educators discussed the viability of forming a Christian accrediting agency, whose scope would include Bible institutes/colleges, Christian liberal arts colleges, graduate schools, and seminaries offering both traditional and non-traditional education.9

The sense of the inadequacy, and perhaps, the inability, of the existing accrediting agencies to meet their specific needs energized the leaders of certain Evangelical colleges and universities. The problems they experienced in their quest for accreditation with the resources then available is the story of many such Christ-centered institutions. The difficulties seem to rise from two problematic areas.

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First, there is a lack of communication. The regionals are often unable to understand the Christian philosophy that drives the Bible college. The second reason lies in a reluctance of regional agencies to recognize alternative delivery systems in education. Such innovations as on-line classes, extension courses, and computer classes must often be utilized by the smaller colleges.

Christian Heritage College (CA) had experienced working with an accrediting team from Western Association of Colleges and Schools (sic) that did not understand a Christian philosophy of education. Criswell College (TX) wanted to offer graduate studies, which could not be accredited by their accrediting agency, the American Association of Bible colleges, Luther Rice Seminary wanted an accrediting agency that would serve institutions with non-traditional delivery systems. Key leaders were the presidents of the institutions -- Dr. Henry Morris, Dr. Paige Patterson, and Dr. Robert Wittey.10

According to Dr. J. Gordon Henry (educator, consultant, and founding member of TRACS), problems the Christian educators had encountered with their regionals, as well as with AABC were identified in these three areas: 1) a lack of understanding of the Christian mission of the Bible college or graduate school by the members of the evaluation team from the regional, 2) the inability of AABC to grant accredited status to graduate programs, and 3) the refusal of the regionals to consider accreditation for non-traditional methods of delivering education.

10 Ibid., p. 1.
An understanding of the Christian mission of education is basic to the TRACS philosophy, so problem number one was solved. It was determined that TRACS would not only accredit the four year college program, but would also extend academic recognition to graduate-study programs, which satisfied the second perceived need. The third issue was addressed by TRACS officials when they established clear guidelines and appropriate requirements for accreditation of non-traditional methods of education delivery.

It is noteworthy to learn that some of the regionals are now looking favorably toward recognition of non-traditional delivery systems. TRACS has been a ground-breaker in this field.

The "Chronicle of Higher Education" has reported on the recognition of Jones International University and its Internet courses. The gist of this report reveals a quantum leap in philosophy of accreditation for a regional.

Jones International University has been accredited by the North Central Association of Colleges and Schools, allowing its students to participate in federal financial aid programs. The university's courses are offered strictly on the Internet.11

According to the "Chronicle", this is a first for any regional agency. This "ground-breaking decision" has

brought North Central to a policy concerning accreditation of distance learning that TRACS made two decades ago.

At the TRACS 1999 convention in Atlanta, Georgia it was announced that the Transnational Association of Christian Colleges and Schools is now in application to become a member of the Council on Higher Education in America (CHEA). CHEA represents all six regionals, as well as several specialized accrediting societies.

The leadership of TRACS is also investigating the possibility of sharing the “self-studies,” required for an institution’s accreditation with the regionals. With the ever-increasing commitment of TRACS to a closer working relationship with the regionals, it is evident a distinct possibility exists for mutual improvement.
## COMPARED ACCREDITATION REQUIREMENTS OF WASC AND TRACS

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THE DESIGN AND PURPOSE OF THE RESEARCH INSTRUMENT AND ITS RELATIONSHIP TO THE PHILOSOPHY OF ACCREDITATION

It is appropriate here to make three salient points. These are necessary to provide an understanding of the philosophy undergirding the election for accreditation as well as the employment of mechanics for its implementation.

ACCREDITATION IS NOT REQUIRED

First, no educational institution in the United States, either religious or secular, is required to be accredited in order to operate. This is an option which every college may either accept or disregard.

The same may not be said in the matter of state recognition, which is necessary and not optional. It is a prerequisite, uniform requirement, throughout the United States, that any degree-granting educational institution seek and gain approval from the state in which it operates. This step must be accomplished before a Bible college may even begin the process of seeking accreditation. Neither a
regional nor a specialized agency will consider a college that is attempting to grant degrees without approval of their state department of education.

Conversely, the choice to operate as either an accredited or a non-accredited educational organization is left entirely to the philosophy and goals of the institution. Many Bible colleges have operated without any accreditation in the past and have enjoyed some success.

ACCREDITATION IS DEMANDING

Second, the requirements for accreditation through any agency are comprehensive in scope and exhaustive in detail. They also entail an initial outlay of funds in such an amount that the "up-front" costs may deter many Bible colleges, already struggling to survive, from entering the process.

A question remains in the minds of many governing boards if the expense is justified in relationship to the outcomes. One aim of this paper it to help answer that question.

THE CHOICE LIES WITH THE INSTITUTION

Third, when it comes to the issue of accreditation itself, the choice of agencies with which to become associated is the prerogative of the individual college. The choices are not limitless. In reality, for the Bible college, there are only three that may be considered.
The institution may select 1). the regional for their geographical area, 2). the American Association of Bible Colleges (AABC), or 3). the Transnational Association of Christian Colleges and Schools (TRACS). The governing board and administration of a college seeking accreditation will make the decision of association for their school in the light of their understanding of which would best serve their specific institution.

ACCREDITATION AND TRACS

The purpose of this thesis is the attempt to ascertain if there are evident, measurable results that may be enjoyed by a Bible college, which results are directly and clearly related to its becoming accredited through the Transnational Association of Christian Colleges and Schools (TRACS). If such benefits do indeed exist, is the institution able to clearly identify them as such and to quantify their impact on every aspect of the organization?

Are the identifiable benefits exclusive to accreditation through TRACS or would the outcomes be the same had the institution chosen to utilize either the American Association of Bible Colleges (AABC) or their particular regional? What distinguishable advancement has been experienced that is unique to the TRACS affiliation?

If there is no difference in measurable outcomes, the decision to become accredited with TRACS rather than AABC or the regional must find its rationale in other factors.
Is it possible to isolate and identify these factors? Are those factors common to all Bible colleges?

The agencies that exist for the purpose of accrediting Bible colleges and their kindred institutions (AABC and TRACS) are both saturated with Christian philosophy. If the basis of choice is philosophy, is TRACS a better choice than AABC? If it is, why?

THE RESEARCH INSTRUMENT

In order to quantify the distinct impact of results that are seen to accrue to an institution because of achieving accreditation through TRACS, it was necessary to create a research instrument that could be utilized to measure and assess specific areas of profitability in an educational system. For this study, the instrument took the form of an extensive questionnaire that was submitted to all TRACS accredited institutions falling within the numerical parameters of the paper (350 students or less in enrollment).

Thirty-nine broad questions were included in the survey. Some of the thirty-nine were broken down into smaller, more detailed responses, so that the total pieces of information requested from each subject institution amounted to seventy-seven.¹

¹ The survey instrument is included as appendix C found on page 209.
The survey was also submitted to all the Bible colleges that are in the status of "candidacy" with TRACS and which fall into the category of "the small Bible college" as defined in this paper. The subject institutions, for the most part, had under 150 students in enrollment.

PILOT STUDY OF THE SURVEY INSTRUMENT

Before the research instrument was submitted to the twenty surveyed subject institutions, a pilot study was first conducted through live interviews with three college presidents and one academic dean. Two of the presidents and the dean were representatives of schools accredited by TRACS. The other president was from a candidate college.

The interviewed administrators came from a wide geographical area and from differing denominational relationships. Three of the colleges were Baptist in background, one was Church of God.²

The four colleges represented in the pilot study were located in Boston, Massachusetts; Chicago, Illinois; Joplin Missouri; and Winston-Salem, North Carolina. The pilot study institutions averaged 102 students in enrollment. The largest had 115 students in full time enrollment and the smallest had 89.

² A list of the pilot study colleges is included as appendix D found on page 222.
They were located in geographical areas that fall under the jurisdiction of three regional accrediting agencies. The regionals for these locations are New England, North Central, and Southern.

THE ORGANIZATION OF THE INSTRUMENT

The questionnaire was originally organized into five parts, but the results of the pilot study revealed the necessity for an additional category of information, and the sections were increased to six. This was because it was seen to be valuable to divide the sections questioning the affiliation of the subject institutions with their regionals into positive and negative responses.

The six sections of the final form of the survey instrument were:

Part 1 “Institutional Information;”
Part 2 “Rationale for Accreditation;”
Part 3 “Perceived Results from Accreditation;”
Part 4 “Experience in Regional Accreditation (for institutions holding dual recognition, if any);”
Part 5 “Perceived Negatives of Regional Accreditation (only for those institutions not holding dual accreditation);” and
Part 6 “Rationale for Opting for TRACS Accreditation.”

Refer to appendix C.
Each of these six sections is briefly described below. A more exhaustive treatment of the questions and the responses to them will be carried out in another part of this chapter.

Part 1 Institutional Information

In addition to basic information such as: the name, the location, and the leadership of the surveyed subject institutions, a question was asked in order to discover if there was any relationship connecting the number of years the college had been in operation to its successful achieving of accreditation. For this reason, both the date the institution was founded and the date of its approval for accreditation were requested.

It was also deemed instructive to learn if there was a "time-lag" common to all the subjects between the founding of a college and its ability to meet the requirements the accreditation society demands. The length of that differential would be assumed to be of great importance. If such a time-lag is typical, an effort should be made to discover why it exists and if any possible methods may be employed to overcome it.

Another point of interest was the possibility that some of the institutions had been able to minimize the time required between their founding and their achieving academic recognition. If an institution had been empowered to secure accreditation in a relatively short period of
time, it would be instructive to learn how it was accomplished. Those Bible colleges able to gain the status of accreditation on a "fast track" had undoubtedly done something right. Was it possible that other colleges could learn from them?

Importance was also attached to ascertaining the total enrollment of each of the subject institutions. This was an attempt to determine if a small Bible college could benefit from accreditation to the same extent that a larger one would.

A small institution faces its own set of complex and often contradictory problems. It is the solution of these unique issues that is the focus of interest to this paper.

There is one, preliminary, obvious conclusion. Though the smaller college indeed faces its own set of complexities, it appears that the primary challenge of any Bible college, small or large, is the problem of financing. Lack of adequate funding is especially critical to the smaller institution, and this is one ubiquitous factor upon which almost everything else seems to hinge.

Part 2 Rationale for Accreditation

The information in the second part of the survey was elicited to answer the question, "What were the compelling reasons that your institution decided to opt for academic accreditation for your program?" The thinking of the leadership has, in all probability, more influence on the
direction of an institution than any other single factor. However, there is also an impact upon the decision to be accredited or non-accredited that is produced from the desires of the students and faculty.

Gaining scholastic accreditation is a time-consuming, expensive, and somewhat controversial process. Many independent, and even some denominational institutions, shun formal recognition by any accrediting agency on the basis that they are already “accredited by God.”

Surprisingly, this attitude has not hampered the growth of many institutions in the past. However, such a philosophy is somewhat in question in today’s academic world. Since the church and its educational institutions must exist in the world, and are part of the world, those issues affecting the world will also affect the church. One issue common to both is that of the need for demonstrable quality in education.

The design of this section of the survey was intended to make it possible to establish the vital factors contributing to the governing board’s decision to undertake the process leading to the recognition of their institution as an accredited college. It seemed important to learn if the pressure to become accredited had its origination in the expectations of the students, their parents, the administration, the governing board, or all four.

Further, it was believed vital to know if the results of accreditation were actually measurable. Quantifying the
outcomes of TRACS accreditation would necessarily deal with concrete realities. These would be demonstrated in, among other things:

(1) Transferability of credits to other accredited institutions

(2) Recognition of the subject college’s degrees for acceptance in graduate studies in other recognized colleges and universities

(3) Collegiate interaction with similar institutions

(4) Financial benefits to the students through utilization of Title IV funds (Pell Grants and low-interest loans). These funds are available only to students enrolled in institutions of higher education accredited by those associations recognized by the United States Department of Education (which includes TRACS).

**Part 3 Perceived Results From Accreditation**

Section three turned from philosophical positions to tangible measurement. The question was asked, “In what tangible, measurable ways has accreditation (through TRACS) enabled your school to carry out its God-given task?”

Academic accreditation should empower the organization to more ably carry out its mission statement and to implement its vision. The things necessary to know are:
“Has there been a measurable impact from accreditation on the administration, the faculty, and the student?”

“What of those impacts and what improvements, if any, have been a direct result of the accreditation process?”

“Was the administration able to clearly identify progress and improvement that had come as a direct result of achieving accreditation?”

“Did accreditation have any influence on the classroom experience?”

“Was the faculty better able to identify educational goals?”

“Did the administration come to a better, more comprehensive understanding of their role?”

Part 4 Regional Accreditation

Although the focus of this paper is accreditation through TRACS, it was thought necessary to learn if any of the surveyed colleges enjoyed dual recognition through both TRACS and one of the six regionals. If this proved to be the case, an analysis of the similarities and differences in the working of the two agencies would be illuminating.

Part four was headed, “Why did your institution opt to seek accreditation from your regional as well as from TRACS?” Only one Bible college in the survey held dual accreditation, but this may become more common since TRACS is now in the process of studying the possibility of a
"joint-use" of the institution's self-study with the regional.

It was also considered important to discover if the Bible colleges sensed any bias against them in the attitude of the regionals. There was thought to be the very strong possibility that the Bible colleges would avoid the regionals, since a lingering reluctance on the part of many Bible college boards and administrators to become involved in agencies outside the church or denomination continues to this time.

Part 5 Negatives of Regional Accreditation

"Why did your institution opt to seek accreditation through TRACS rather than through your regional?" This question was the obverse of the one that formed the previous section.

If the colleges chose to become accredited through TRACS rather than through their regionals, the implications of that decision were determined to be of great interest. Discovery of their reasons and rationale for doing so had to be considered.

Although it is not certain the subject institutions encountered any difficulties with their respective regionals, this section was meant to ascertain if there was any perception of bias against the Bible college. Further, an effort was made to discover the causes of those perceptions of negativism (if indeed such an attitude was
If no bias was evident, this should also be known.

**Part 6 Rationale for Opting for TRACS Accreditation**

The concluding section of the questionnaire was intended to bring to light those specific reasons the colleges had for choosing TRACS rather than their respective regionals. "If you do not hold dual accreditation with both your regional and TRACS, what were the compelling reasons that led your Bible college to seek accreditation through TRACS rather than your regional?"

In addition, information was sought to demonstrate either the satisfaction or dissatisfaction the colleges felt toward TRACS and its personnel following the process leading to accreditation. An "after-the-fact" evaluation may tend to be more objective, and it is certainly more informed.

Not only did the range of questions deal with TRACS accreditation, but the very idea and philosophy of accreditation itself was also discussed. However, sections five and six were designed to find answers to the question of "Why was TRACS the association of choice for the surveyed Bible colleges?"

TRACS is a distinctly and clearly-defined Christian organization. If the biblical orientation of TRACS was considered to be of importance, the weight of that importance would be of interest.
While the pilot study was administered to only four institutions, the survey was submitted to twenty Bible colleges. Of the twenty subject institutions, twelve were in full recognition by TRACS and six were in "candidacy" status. Two of the schools in the survey proved to fall outside the parameters of the paper. Thus, all the colleges currently accredited or holding candidacy status with TRACS were included as part of the research.

It is necessary to understand the definition of "candidacy" to establish the rationale for including these institutions in the survey. When this classification is analyzed, it will be seen that there is validity in seeking information from those "candidate" colleges as well as the accredited schools.

Before any institution can achieve full accreditation, it must first go through a process of "candidacy." This is a step toward recognition. The Bible college is no exception to this stage of development.

Candidacy (pre-accredited) indicates that the institution basically meets the Institutional Eligibility Requirements (IERS), is in basic compliance with the Standards, has been evaluated by an on-site peer team, and in the professional judgment of the evaluation team and the Accreditation Commission, the institution provides quality instruction and student services.4

Once an institution is awarded the status of "candidacy" it becomes qualified to enjoy many benefits of full accreditation, including recognition by the United States Department of Education for inclusion in the distribution of Title IV funds (Pell Grants and other educational subsidies). For that reason, the candidate colleges were included in the survey.

The educators leading these candidate colleges are now in the process of seeking accreditation, and their impressions were invaluable. Their experiences are fresh.

The fourteen accredited colleges comprise the total number of institutions accredited by TRACS that fall under the numerical parameters of this paper. The two candidate schools are also the total number of candidate institutions falling under the numerical limitations of this paper. Two colleges in the original survey proved to fall outside the numerical limitations of the paper and two others failed to respond in time to be included in the compilation of results.

By requesting a response from every "small Bible college" (defined in this paper as less the 350) affiliated with TRACS, either in full accreditation or in candidacy, it was possible to draw a clear picture of the quality of the relationships between TRACS and their member institutions. The responses were revealing of many strengths and a few weaknesses of the TRACS system and personnel, at least in the view of those colleges with whom
they had worked and been successful in their quest for accreditation.
REPORT AND ANALYSIS OF THE RESPONSES TO THE RESEARCH INSTRUMENT

At the time of the calendar deadline necessitated by the requirements of the paper, 83 percent of the colleges included in the survey had replied. Two of the subject institutions proved to fall outside the numerical parameters of this thesis and were eliminated. Two others responded too late to be considered.

One primary aim of the thesis is to discover any antipathy in the attitude of the regional accrediting agencies toward the Bible college. From that aspect, the responding institutions present a broad geographical perspective. Of the six regionals, all but one (The Northwestern Association of Schools and Colleges) was represented in the colleges that returned the survey instrument. From the standpoint of a comprehensive view, this was a positive development.

The responses of these colleges, located in various regional authorities, should enable one to accurately
evaluate the perceptions of the Bible college leadership concerning their own, individual, regional associations. Any regional prejudices or bias would also become apparent.

There is the possibility that one regional association would be more cooperative and helpful than another. Such divergence of attitude might be a strong factor in the decision of any Bible college concerning its choice of agencies.

Another salient factor is the variation in the enrollments of the surveyed institutions. While all are considered "small" they vary in enrollment by almost 300. The smallest subject Bible college in the survey had an enrollment of 55 students and the largest reported 336 full-time students.

One college (Christian Heritage, of El Cajon, California), enjoyed an enrollment that exceeded the parameters of this paper with 655 students. However, the information from the institution was solicited because Christian Heritage holds accreditation with both the Transnational Association of Christian Colleges and Schools (TRACS) and the Western Association of Schools and Colleges (WASC). The weight given to ascertaining the perceptions of Christian Heritage toward their regional was considered in making it part of the analysis.

It should be noted that only that portion of the information Christian Heritage submitted touching on their experience with WASC will be factored into the reported
survey results. The other requested statistical data will not be considered. Also important is the fact that Christian Heritage is a liberal arts college and not a Bible college, although they are Bible-centered.

The institutions responding to the survey were:

1. Baptist Bible College East
   Harry Boyle, President
   950 Metropolitan Ave.
   Boston, MA 02136
   Enrollment: 115
   Founded: 1976
   Accredited by TRACS: 1995
   Regional: New England Association

2. Beacon College
   Robert George, President
   1622 13th Ave.
   Columbus, GA 31901
   Enrollment: 55
   Founded: 1992
   Accredited by TRACS: 1998
   Regional: Southern Association

3. California Christian College
   4881 East University Ave.
   Fresno, CA 93705-3599
   Dr. Wendell Walley, President
Enrollment: 99  
Founded: 1955  
Accredited by TRACS: 1998  
Regional: Western Association

4. Christian Heritage College  
2100 Greenfield Drive  
El Cajon CA 92019  
Dr. Vance Yoder, President  
Enrollment: 655  
Founded: 1970  
Accredited: by TRACS 1982, by WASC 1984  
Regional: Western Association

5. Christian Life College  
Harry Schmidt, President  
400 E. Gregory Street  
Mount Prospect, IL 60056  
Enrollment: 105  
Founded: 1950  
Accredited: by TRACS 1997 (candidate)  
Regional: North Central Association

6. Heritage Bible College  
William L. Ellis, President  
PO Box 1628  
Dunn, NC 28335
Enrollment: 89
Founded: 1971
Accredited: by TRACS 1998
Regional: Southern Association

7. International College and Graduate School
Harvey Ching, President
20 Dowsett Avenue
Honolulu, Hawaii 96817
Enrollment: 60
Founded: 1971
Accredited: by TRACS 1994
Regional: Western Association

8. Maple Springs Baptist Bible College and Seminary
Dr. Larry W. Jordan, President
4130 Belt Road
Capital Heights, MD 20743
Enrollment: 155
Founded: 1986
Accredited: by TRACS 1996 (candidate)
Regional: Middle States Association

9. Messenger College
James D. Gee, President
PO Box 4050
Joplin, MO 64803
Enrollment: 99  
Founded: 1987  
Accredited: by TRACS 1998  
Regional: North Central Association

10. Pacific Islands Bible College  
PO Box 22619  
Guam Main Fac. Guam 96921  
Dr. William P. Wood, President  
Enrollment: 58 full time, 25 part time  
Founded: 1976  
Accredited: by TRACS 1999  
Regional: Western Association

11. Phoenix First Pastor’s College  
Dr. Donald J. Bogue, President  
13613 Cave Creek Road  
Phoenix, AZ 85022  
Enrollment: 130  
Founded: 1996  
Accredited: by TRACS 1999  
Regional: North Central Association

12. Shasta Bible College  
David R. Nicholas, President  
2980 Hartnell Ave.  
Redding, CA 96002
Enrollment: under 100
Founded: Information not returned
Accredited: Information not returned
Regional: Western Association

13. Southern California Bible College and Seminary
Gary F. Coombs, President
2075 East Madison Ave.
El Cajon, CA 92019
Enrollment: 211
Founded: 1946
Accredited: by TRACS 1998 (candidate)
Regional: Western Association

14. Trinity Bible College
Charles Shoemaker, Executive Vice-President
800 Hammond Blvd.
Jacksonville, FL 32221
Enrollment: 336
Founded: 1974
Accredited: by TRACS 1997
Regional: Southern Association
The Clients and Accreditation

A first striking result of the survey is that there is a definite bias in the minds of both the provider and the consumer in favor of academic accreditation. This is evidenced in the information the subject colleges furnished in three areas of interest, which are:

1) The expectations of the parents of the student;
2) The expectations of the student himself; and
3) The goals of the college for its own advancement.

Today's consumer mentality, with its ever increasing clamor for choice, demands that any Bible college, if it wishes to flourish and grow, must come to terms with the issue of quality in the educational service it provides. Although accreditation is not the only means of measuring quality, it is a primary one.

Accreditation is the recognition by administration and faculty that quality must indeed be a constituent part of a successful college program. It is also a means of measuring quality in education as "quality" is defined by the academic community. And there is a demand for quality.

The late 1900's and the early 2000's are marked as an era that is definitely a "consumer society." The potential clients (in the case of education, pastors, parents and students), have become more discriminating and selective in
their spending and investing. They are intent upon receiving full value for their time and money.

Consumer vigilance is not limited to educational choices, it is a pervading attitude across all society. Research and studies point out this wide-spread trend, which had its beginning as early as the late 1970’s and has intensified into this decade.

Many demographers have tracked this trend. One of the leading exponents of this science is Faith Popcorn who has been called the "Nostradamus of marketing" by Fortune Magazine. In the Popcorn Report, this analysis of the current attitude of American consumers is given:

[The Popcorn Report] first started tracking this new consumer behavior [the "vigilante consumer"] in the late '70s and early '80s -- before it became a truly militant issue. In those days, the issue was basic product quality. We saw a change in buying behavior: to buying less, but buying better, often guided by such bibles as Consumer Reports. We started shopping more "defensively" -- learning to trade off flash and novelty for more lasting value: the buzzwords were reliability, durability, easy maintenance, ease of use.¹

According to the Popcorn Report, the issue is quality. The modern consumer finds direction for discovering "quality" in authoritative publications and one of the key words is "reliability." Popcorn continues:

Here is the future . . . Markets are becoming niches, and the niches are growing smaller. As this market miniturization occurs, consumers gain more stature, and they know it. Corporations will have to act fast . . . to set standards for themselves and to meet the standards of the consumer.²

What is true in one sector of the business world is in all probability true in every other part. The Bible college had best come to grips with the "new consumerism." This trend toward expectations of excellence is absolutely reflected in the responses of the subject institutions.

The facts are clear. Consumers (parents and students) demand excellence. They are, for the most part, detached from the idea of investing in a product which is below, or even marginal to, their standards and expectations.

Parents of Students

Parents with students planning to enter a Bible college are extremely concerned about the accreditation of the institution in which their children are considering enrolling. They care and they are not silent about their concerns.

The survey revealed that parents made their preferences evident. Almost 80 percent of the institutions reported that one major impetus propelling them toward seeking accreditation was the expectations of the parent.

These concerned fathers and mothers expressed their concerns in various ways. While there was personal contact

² Ibid., p. 76.
with college advisors concerning the issue of the Bible college's accreditation, there were also written inquiries received through the mail and questions directed to the administrators as they were out among the churches representing their institutions with recruitment teams.

One college, Pacific Islands Bible College of Guam, went so far as to make a survey of their possible clients and their expectations for the institution. They found a clear bias in favor of academic accreditation.

One president reported, "The first question the parents of a prospective student ask me is this, 'Is your college accredited?'" The issue of legitimate accreditation is paramount in the minds of the parents of the student.

Students Themselves

It is striking that almost 80 per-cent of the parents of students were concerned enough about accreditation to make it a principal criteria for enrollment. Perhaps more arresting is the finding that an even greater percentage of students themselves reflected the thinking of their fathers and mothers.

The survey results found that 86 per-cent of the students in the subject institutions made accreditation a primary issue. Almost nine out of ten said that the academic recognition of their college was of primary importance to them.
Questions touching on the accredited status of the institution were asked by prospective enrollees at significant times. According to the survey, some of these were:

1) During pre-enrollment interviews
2) At matriculation
3) In one-on-one discussions with administrators.

While it has been admitted that accreditation is not required and is undertaken completely at the option of the institution, it must also be pointed out that there are consequences born from the decision not to become accredited. Should a Bible college opt to forgo academic recognition, it statistically faces the danger of loosing the opportunity to enroll almost ninety percent of the available student population. If the results of this survey may be extrapolated into the educational community at large, this factor will certainly make and impact on the ability of a Bible college to attract clients.

In the competitive atmosphere of academia, and the increasing escalation of costs associated with higher education, corporate survival will become a key issue. Anything that contributes to institutional advancement, such as accreditation, must at least be considered.

While denominational loyalty or relational considerations may serve to soften the wary attitude of the independent and aggressive consumer toward the Bible college, that apprehension is still there and remains a
factor of great influence. Good will toward the institutions of a fellowship of denomination will carry a college only so far. Today, as their clients search for quality and recognition in the programs in which they invest their very lives, Bible colleges share the same problems common to any other institution of higher education,

Recruitment and Retention

Attracting students into the college initially (recruitment), and maintaining their enrollment for two or more years (retention), are both enhanced by accreditation, according to the survey. Seventy-one percent of the surveyed Bible colleges said that accreditation had assisted in making recruitment more successful. From another standpoint, 86 per-cent said that accreditation had assisted their marketing programs. Being able to advertise itself as "fully accredited" proved to be a valuable asset to the accredited colleges.

This response establishing the positive impact of accreditation upon them in recruitment was forthcoming from nearly three-fourths of the subject schools. Nearly nine out of ten viewed the process as a positive element in

3 Educators resist use of the term "fully accredited." It is their position that an institution is either accredited or it is not accredited. However, many outside the professional academic community persist in its usage.
marketing. It is becoming increasingly essential that a Bible college be able to advertise itself as “accredited.”

There is no doubt that the results found in the parent/student part of the survey indicate strong preference for an accredited institution. This conclusion is reinforced by what the colleges report happened following accreditation.

As important as recruitment may be to the survival of a college, retention may be even more of a determinant in its continuing success. It is true that 76 per-cent of the schools found accreditation to be a plus in recruitment, but an even larger number of subject institutions (79 per-cent) responded that accreditation had also been an important factor in student retention.

A reduction in “student turnover” allows the college to more accurately plan its budget and thus maximize its resources. If it is also true that “the best recruiter is a satisfied student,” an increase in retention bodes well for the growth of the school.

The Colleges and Accreditation

From the impact brought by, and the implications raised from, the accreditation process and procurement upon the clients, the question of the impact of this effort on the institution itself should be analyzed. Questions in the research instrument were structured to discover the
impetus for, and the results of, accreditation upon the various components of an educational system.

The Governing Board

This is the critical threshold of the typical institution of higher education. If the governing body of the college is not profoundly committed to an idea, the chances that it will find any success are minimized. If the board is a properly-functioning body, as required by law, the power to initiate substantive change lies within its prerogatives.

A lucid presentation of the powers of the governing board may be found in the board handbook produced by the American Association of Bible Colleges. Responsibilities are packaged together with authority.

It is important that you realize that you are a member of a body which is responsible to determine basic institutional policy, to appoint the president, and to conserve and develop the financial resources. Trustees are the legal custodians of the property and exercise control over major physical changes and developments. Through the school's administration the board is responsible for the maintenance of the plant, for managing investments, for authorizing the budget, for cultivating new sources of income... A further function is that of interpreting the objectives and program of the college to its public.

It is seen that the board controls the basic policies of the institution (which would certainly include a

4 The Bible College Board (Fayetteville, Arkansas: The Accrediting Association of Bible Colleges, 1968), pp. 15-16.
philosophy concerning accreditation). Another critical aspect of accreditation that demands board support is authorizing the budget. Appropriation for spending lies within the parameters of its authority and unless approval is given by the board, the issue is moot.

Accreditation is an expensive commodity and would be impossible to achieve without allocation of this necessary funding. The support of the governing board is essential.

According to the surveyed institutions, there was involvement from the board from the first of the process. In 79 per-cent of the accredited colleges the trustees or directors recognized of the importance of this achievement and brought their support to bear upon it.

The same percentage (79 per-cent), said that the board was not only behind the philosophy of accreditation, but, when it had been successfully completed, also expressed satisfaction with the process as well. Only two contrary opinions were found. One criticism came from a college that found two of the visiting TRACS accreditation team to be “negative.” (The same school characterized the remaining members of the visiting team as “excellent.”) The remaining negative evaluation was not accompanied by a reason, and speculation would be pointless.

Retrospect is instructive in any process as demanding as that of accreditation. Here again, the institutions were positive in their evaluations. According to the survey results, the same margin (79 per-cent) of college
boards that were found to be in favor of the initiation of the process were in agreement that the project for accreditation was worthwhile after the process had been completed.

Phrasing of this survey question allowed no room for evasion. "Is the board now in agreement that this (accreditation) has been a worthwhile project?" "Yes," or "No." The "no" response was not checked in any survey. This could lead to the conclusion that the actual satisfaction quotient may be even higher than it appears.

It is likely that the process will be a success if the board is instrumental in initiation of the project. The importance of solid support from this key group cannot be over-emphasized.

A board that takes its responsibilities seriously will prove to be invaluable in the crucible of accreditation. As Myron Wick points out in his handbook for the instruction of college governing boards:

Throughout this handbook stress has been laid upon the twofold responsibility of the trustee. The first of these, implied by the name of the office, is to hold in trust the properties, endowments, and the good name of the institution. The second is to help build a better educational institution.5

In building a better educational institution, the board of a Bible college could find no more powerful tool to assist their efforts than that of the accreditation process. By its very nature it produces a philosophy that is more clearly enunciated, a program that is more clearly delineated, and a plan that is more easily measurable.

The Administration

If the governing board holds the power of beginning, and faces the responsibility of guiding, the accreditation process, it is the administration of the college that has the task of carrying it out. Beginning with the president and flowing down through the deans and department heads there is a level of expected performance. These expectations are rewarding in results, but exhaustive in demands.

The President

It must be said that if the president of the Bible college is not committed to the idea of academic accreditation, the process will surely fail. The impetus for recognition might well find its roots in the philosophy of the governing board, but the board will never be able to carry out the vision. The president must be visibly, actively, and enthusiastically involved.

Any accrediting group would have much the same, if not identical, requirements for the role of the chief executive officer. There is no variation in the basic,
foundational expectations for the powers and responsibilities of this office.

In the TRACS "Accreditation Manual" a number of Institutional Eligibility Requirements (IERs) are listed. Among these, the third speaks on the authority of the president.

An institution seeking accreditation must meet the following Institutional Eligibility Requirements (IERs) and through a self study demonstrate substantial compliance. . . 3. A chief executive officer whose full-time or major responsibility is to the institution and who possesses the authority needed to manage the affairs of the institution. 6

This requirement is mirrored in the manual of the American Association of Bible Colleges (AABC). The AABC is the only other accrediting group solely dedicated to recognizing and approving the programs of the Bible college.

The college president, as chief executive officer of the institution, is responsible to the board for the execution of its policies. All administrative officers report either directly or indirectly to him. 7


Regional associations are in agreement. Such is the case in the Southern Association of Colleges and Schools.

There should be a clear differentiation between the policy making functions of the governing board and the responsibility of those in charge of administering these policies. . . Once [they] have become the policies of the governing board, the chief administrative office should be free to implement such policies.\(^8\)

With these objective, definite expectations for the function of the president, it comes as no surprise that the chief executive officers of the subject Bible colleges were very strongly involved in the entire accreditation process. Every president of every surveyed school was involved. The percentages are arresting.

It was found that 93 per-cent of the chief executive officers were "greatly involved." in the initiation of the process. Another 14 per-cent were "moderately" involved. That means that there was almost total participation and leadership by the presidents.

The one exception to this otherwise unanimous report, was a college that is operated by a single church. The pastor of the church is also the president of the college. In this one, isolated case, the work of the accrediting process was carried out by the executive vice-president.

Even then, his participation would not have been possible without the good will and permission of the pastor/president.

Not only were the presidents active in initiation of accreditation for their institutions, the responses revealed that 93 per-cent of them had much to do with the choice of the accrediting agency the college chose. Accreditation appears to be a "hands-on" project for top executives of the colleges since 71 per-cent remained active to the successful conclusion of the project.

The Deans and Department Heads

It is most interesting that as the analysis works down the chain of command of the institutions, there is a decrease in the percentages of administrators who were involved in the initiation of the process and an increase in the number of those who participated in carrying it out. Such is be expected, but not necessarily on the scale that was found to obtain.

Only 40 per-cent of deans and department heads were primary ("greatly involved) in the initiation of the process. Another 60 per-cent said they were "moderately involved, but 79 per-cent were "much involved" in the implementation of it.

The Faculty

A mere 14 per-cent of faculty had "great" input in the initial decision to seek accreditation. Another 71
per-cent had “some” input and 14 per-cent had “little” or “none.”

On the issue of the decision of which association to use, 29 per-cent of the instructors were allowed to take part but 71 per-cent were not. This may have led to the results that were produced by the subsequent question, “Did you encounter any resistance from the then-functioning faculty?” Thirty-six percent of the colleges said that they did.

Some of this resistance was based on the low comfort level that the instructors had with TRACS. This took two forms: those who were not convinced in the authenticity of TRACS, and those who feared their credentials would not be acceptable to TRACS.

Others found it difficult to harmonize the very principle of academic accreditation with their perceived goals for the institution in which they taught. And to others it was a “new idea.”

One college found resistance in its faculty on philosophical grounds. That is, the lack of a real need for accreditation for their particular mission.

The Goals and Vision of the Colleges

Stated institutional objectives for accreditation became apparent in the responses to questions eight through ten of Part 3. There was near-unanimous agreement on the underlying reasons accreditation was being sought.
Since a college is an ever-developing phenomenon, leaders with vision are constantly seeking viable ways and means to improve their institutions. This drive to do a better job was revealed in the 93 per-cent of the respondents who said their motive for seeking academic acceptance was a “desire to improve the organization.”

Coupled with this was the hard, unavoidable truth that students are looking for genuine, recognized degrees. Here again “consumerism” becomes a compelling factor. There was total agreement (100 per-cent) that the institutions realized their need to be qualified to grant transferable degrees.

The upshot of this attitude, and the burden to excel, proved to be an asset to the surveyed colleges. Certain identifiable, measurable results had ensued.

Of the colleges surveyed, 60 per-cent said that accreditation had either enabled or had “helped them” in getting their graduates admitted to graduate studies. Forty-percent said they had been successful in enrolling their graduates in graduate level studies in institutions that held regional accreditation.

The successful achievement of the process had opened some of the subject colleges to more intimate interaction with other educational institutions. This proved to be true in 57 per-cent of the Bible colleges. Another 14 per-cent said there was no noticeable increase in intercollegiate association, and 14 per-cent reported that
they were unsure whether such interaction had become more frequent or not.

Perceived Results from Accreditation

*From the Standpoint of the Financial Interests of the Client and the College*

Accreditation through an agency recognized by the United States Department of Education brings with it the right of access to Title IV funds. Pell Grants and low-interest loans become available to the students of a properly accredited Bible college.

An impact arising from this benefit on these schools was revealed through the survey. Nearly all of the subject colleges admitted to experiencing financial positives from their accreditation. Sixty percent said they had gained "much" help from recognition and another 29 percent classified the impact of the process as "some."

More than half of the surveyed colleges (57 percent) had been able to increase tuition. Another plus to the process was that some students whose financial situation would be classified as "marginal" were able to enroll. This was true of students enrolled in 86 percent of the schools in the survey.

However, when the expense of accreditation was compared with the financial benefits that accompany it, there were mixed results. Some institutions found that the benefits of Title IV had "more than compensated" for the
cost of accreditation (14 per-cent). Another 29 per-cent found the costs to be about equal to the benefits and 21 per-cent said that the grants were "not yet repaying" the costs.

One college expressed the opinion that the accreditation process had been a "financial liability" and one school was unable to measure the results at the time of the survey. While these answers appear to be somewhat contradictory, it must be remembered that they are the opinions of the colleges themselves.

From the Standpoint of Governance and Administration

The colleges professed improvement in many areas of their operations that could be traced directly to their having become accredited. Guidelines for governance and structure had been enhanced "greatly" in the opinion of 60 per-cent of the colleges and it had been improved "some" in the estimation of another 36 per-cent. That means that 96 per-cent of the surveyed schools believed themselves to be in better condition structurally because of their qualifying for accreditation.

Clarity and content of job descriptions had been improved according to 86 per-cent. There was "much" improvement in the estimation of 50 per-cent and "some" in the evaluation of 36 per-cent.

Another area of advancement was in the understanding of the Bible colleges so far as requirements for learning
resources were concerned. A great sense of need for adequate library, computers, software, etc. was impressed upon 100 per-cent of the responding colleges.

From the Standpoint of the Faculty

While there was a marked, significant improvement in the faculty's expertise in preparing syllabi, lesson plans, and presentation (90 per-cent), there was little perceived enhancement of the actual classroom event. Seventy-nine percent of the schools said there was "some" improvement but only 7 per-cent classified this change as "much," while 14 per-cent said "little." This means that the colleges are convinced of the high quality of their instructors, with or without accreditation.

From the Standpoint of the Student

The students expressed great interest in being able to work toward an accredited degree (93 per-cent). And, in contradiction to the perception of the previous quality of their work by the instructors, 71 per-cent of the people sitting in the classroom believed there was an improvement in the actual educational experience. Interpreted into the concrete, the students were not so impressed with the quality of the classroom experience prior to accreditation as the instructors and administrators were.

Once again the Title IV funds proved to be an asset when the financial aspect of the learner was taken into consideration,. A majority (60 per-cent) of the colleges
found the students were better able to manage educational costs because of the availability of these moneys.

The Regionals and Accreditation

A bare minimum of colleges (3) responded to this section of the research instrument. It seems evident that the majority of the surveyed schools did not even consider seeking accreditation through the regional, but rather focused exclusively on TRACS. This may be a result of the lack of comfort Bible colleges historically display toward influences that lie outside their own circles.

Three differing responses were given to the question concerning the amount of interest the regional demonstrated in assisting the college to achieve accreditation. One said the regional was interested in helping them, one said the regional was not interested in helping them, and the third said that their trustees “assumed an unfriendly attitude from the regional.”

Those institutions that did have interaction with the regionals found costs to be comparable with those of TRACS. They also said the expectations of TRACS and the regional were somewhat parallel. The dissimilarities between the regionals and TRACS surfaced when two of the three respondees said that their institutions were “uncomfortable” with the educational philosophy of the regional.
Underlying causes for this lack of comfort were found in the responses to section 5 of the instrument which treated on perceived negatives of regional accreditation for the Bible college. There was:

1) A fear of loss of control by the governing (35 per-cent)

2) A fear of limitations in carrying out their mission (29 per-cent)

3) An evident lack of cooperation on the part of their regional (36 per-cent)

4) An “unfriendly attitude of the regional” (14 per-cent)

In addition, the colleges said that higher costs associated with the regionals were a factor (29 per-cent), and that the budget parameters of their institutions were found to lie somewhat outside the requirements of the regional’s (40 per-cent). There was concern from 43 per-cent of the Bible colleges that the educational philosophy of the regional would be at odds with their own.

TRACS and Accreditation

It was at this point that the case began to develop for the desirability of accreditation through the Transnational Association of Christian Colleges and Schools. The colleges who answered the survey were overwhelmingly impressed with the Christian philosophy of TRACS. Eight-six percent of the respondees found a strong
reason for choosing TRACS because of what the association holds as its statement of faith.

The colleges were also confident that nothing in their association with TRACS would hinder them in carrying out their mission (91 per-cent). Not every the schools answered all the questions. Since there was no negative response, it may be assumed that in reality, all were in agreement. If they chose TRACS, they believed they would enjoy freedom in prosecuting their mission.

The surveyed colleges also found TRACS personnel to be “cooperative and helpful” (86 per-cent), and the costs of the process manageable and reasonable (86 per-cent). Almost all the institutions said they were able to meet the financial expectations of TRACS through their budgets (97 per-cent).

The Bible colleges expressed confidence in TRACS people and policies as a strong motivation for making TRACS their choice for accreditation (90 per-cent). Seventy-one percent cited acquaintance with TRACS personnel as a factor that contributed to their decision for this particular agency.

Most of the respondees expressed a high comfort level in dealing with TRACS (79 per-cent). Only 2 per-cent did not share that opinion. With the exception of one institution, there was no negative attitude on the part of the client Bible colleges toward either TRACS as an organization, or its people.
The responses to the survey instrument make it possible to answer many of the questions that were posited at the beginning of this paper. When the statistical results are applied to the queries, solid evidence becomes available to justify the thesis that there is indeed profitability to the small Bible college in achieving accreditation, and especially in doing so through the Transnational Association of Christian Colleges and Schools.
SUMMARY AND CONCLUSIONS

From the first, the announced purpose of this paper has been to discover if there is profitability to the small Bible college from achieving accreditation through the Transnational Association of Christian Colleges and Schools (TRACS). Statistics taken from the responses of the surveyed colleges undergird the thesis that there is indeed an advantage to the small school in becoming accredited specifically through TRACS.

That is not to say that accreditation in and of itself is not an asset no matter what association is used. It has been shown that there are generic accreditation benefits that accrue from an institution’s achieving academic recognition through any of the three available, recognized sources. These three are, as has been shown, the regional representing the state in which the college ministers, the American Association of Bible Colleges (AABC), and TRACS.
From one perspective, regional accreditation is very desirable, since it produces immediate acceptance in the academic community. Any institution would be strengthened through meeting the qualifications for recognition that the regionals expect. In the written criteria for accreditation there is little difference between the expectations of the specialized agencies and the regionals.

This is evident in a new step of cooperation between associations that is being studied by TRACS. Under the projected plan, which is still in infancy, the regional and TRACS would share the self-study of a subject college. This leads to the obvious conclusion that the requirements for performance in the self-study must be identical for both organizations, or nearly enough so that they may share the information.

If the institutional requirements of a regional and TRACS are so closely parallel, it is necessary to go beyond the conditions for recognition laid down by the regional agencies and discover if there are any demands by TRACS that lie outside those of the regional. This difference would be the starting point for discussion of the superiority of TRACS recognition for the small Bible college.

But first, the questions should be studied that pertain to those parts of the written requirements common to both the regional and TRACS. This is in order to
provide a well-rounded, complete analysis of the impact of accreditation upon the small school.

FIDUCIARY CONSIDERATIONS

Budgetary parameters loom large in the life of any educational institution. The hard facts of economics are part of the college equation. Capital investments and maintenance of property, salary demands for administration and faculty, investment in intellectual materials such as library and research, and advertising/recruitment must all share the all too often severely-limited resources available to the small Bible college.

When the expenses of accreditation are added to this already formidable challenge, the governing board must be convinced that there is adequate return in the accreditation process to justify its inclusion in the program of institutional advancement. The results of the research conducted in the writing of this thesis indicate that, in most cases, it has proven to be true that accreditation enables the college to recoup the required investment and more.

Costs of Accreditation

Fixed, basic financial fees are easily determined. They are not the problem. The difficulty is in evaluating the expense that the institution must bear in order to meet the non-fee requirements of TRACS.
Fixed Fees

Candidacy is the first step toward accreditation. From the beginning of this process, there is a fee schedule in place that the applicant college must meet. The "Accreditation Manual" lists all fees for all stages of the procedure.

The institution, after successfully completing the self-study, sends the following to the TRACS office: . . . The application fee, calculated according to the following schedule: (Institutions requiring additional team visits consisting of two or more persons will be required to pay the application fee prior to each visit.)

Full-time Equivalent

<table>
<thead>
<tr>
<th>Enrollment (FTE)</th>
<th>Application Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 400</td>
<td>$1,000</td>
</tr>
<tr>
<td>400-999</td>
<td>$1,600</td>
</tr>
<tr>
<td>1000 and over</td>
<td>$2,000¹</td>
</tr>
</tbody>
</table>

The institution must complete fourteen steps in the pre-accreditation process, with the payment of the above listed fee as one part. Once the fourteen steps have been accomplished to the satisfaction of TRACS, the institution may be awarded the status of "candidacy." This qualifies the Bible college to continue its progress toward full recognition.

One phase of this initial step is an on-campus visit by a team of TRACS evaluators. The applicant school is responsible for the expenses of this phase of the process.

The evaluation team will visit the institution at least three months prior to the Accreditation Commission meeting. All costs of the visit will be borne by the institution, including travel, lodging, meals, in-town transportation, and team honorarium.²

It would be impossible to accurately identify the dollar amount of this step in the application process. There are many variables that must be considered, such as: the distance the applicant school is located from the homes of the evaluators, the cost of meals and lodging in the environment of the college, and the costs of local transportation. A safe assumption is that the cost per team member per day, including an average per day splitting of air fare, would come to no less than $200.

The evaluation team is composed of at least four members and the work required demands four days.³ Total estimated cost for the visiting team would be $3,200.

Then, there is the assessed fee for "candidacy membership." The annual amount payable to TRACS by a candidate institution of under 400 is $3,000.⁴ When these fees are combined, it is seen that the application college must invest at least $7,200 in up-front payments to TRACS

² Ibid., p. 8.


⁴ Accreditation Manual" (Forest, Virginia: Transnational Association of Christian Colleges and Schools, 1999), p. 15.
to achieve "candidacy." Additional fees are required to move the school to "approved status."

The fees for the Western Association of Colleges and Schools are somewhat higher than those of TRACS. In a document transmitted from WASC, THE SENIOR COMMISSION, headed "Schedule of Dues and Fees," various costs of establishing the process of accreditation through WASC are enumerated.

WASC charges a fee for an Eligibility Application in the amount of $5,000. There are thirteen eligibility requirements that must be satisfied before the college may be given the designation of "candidate." Should the institution fall short of meeting those thirteen requirements, another $5,000 is asked if the college makes reapplication after one year.

When the criteria for eligibility are satisfied, the Bible college will become liable for a "Candidacy" fee of $3,000. In addition, there are annual dues of $3,049 for an institution with less than 100 enrollment. Should the school exceed 100 students, the fee is $3,716 annually for up to 500.

The "comprehensive visit" surcharge is $1,500 and the multi-visit surcharge is $2,000. When the time comes that all the demands of the association have been satisfied and the college is ready to move to "accredited," there is another fee of $3,000.
Taking no other costs into consideration, achieving accreditation through WASC would obligate the applicant college to a cash outlay that could reach from $14,000 up to $18,000 as compared to the less than $8,000 for TRACS.

Additional Cash Requirements

Further cash outlay will be necessary, in most cases, to bring the faculty and facilities (including library budget) up to either TRACS’ or WASC’s standards. Fixed percentages of the annual budget must be invested in instructional support. The balance of this section will focus on the expectations of TRACS.

A library committee representing the total campus community must develop policies that will ensure that the educational and services needs are met. At least an annual growth rate of two percent (2%) of the existing collection is to be maintained to develop a quality library.5

Two percent growth may translate into huge costs, if the library is a fairly large one to begin with. A 10,000 volume library would necessitate the purchase of 200 books in the first year. Another policy for library development that involves cost to the institution is one for total percent of the budget dedicated to library use.

The librarian must be responsible for developing a budget that will provide sufficient funds for services

and adequate holdings. It is suggested that the library be funded at approximately six percent (6%) of the educational and general budget of the institution.\

This cash outlay for improvement in staff and structure is a necessity that continues through the entire educational spectrum of the Bible college. TRACS has "operational standards" in which 12 divisions of the college life are identified. These are: 1) Organizational structure; 2) Publications, policies, and procedures; 3) Educational program; 4) Faculty; 5) Student Development; 6) Financial operations; 7) Institutional advancement; 8) Institutional effectiveness; 10) Instructional support; 11) Physical plant; and 12) Intercollegiate athletics.\

Each of these, without exception, produces a financial obligation for the aspiring Bible college. Quality is not inexpensive.

Yet, with all these up-front and continuing costs, the surveyed colleges reported, in their evaluations, that the organizational and financial benefits from accreditation more than compensated for their expenditures.

Recovery of Costs of Accreditation

The institutions maintained that they were able to recover the costs of accreditation by three primary results of accomplishing it: 1) Student recruitment was enhanced,

6 Ibid., p. 69.

7 Ibid., pp. ii-iii.
which increased the campus population; 2) Recruitment became more effective, which added numbers to the total enrollment; and 3) Retention was improved, which created the effect of yet more clients.

Not only were more clients enrolled in the accredited institutions, it became less of a financial burden on the students to attend college, since they were able to access Title IV funds. Along with the student’s rights to Pell Grants, came the institutions’ opportunity to increase tuition to a level that more accurately reflected the cost of operations.

It was also discovered through the survey that the total costs for accreditation through TRACS compared very favorably with the cash outlay necessary for regional accreditation. TRACS delivered a level of competence that came with a smaller cash investment.

ORGANIZATIONAL CONSIDERATIONS

Surveyed colleges were in almost unanimous agreement that accreditation had strengthened every phase of their institutional programs. Benefits from recognition were identified in several areas.
The Administration

Guidelines for organization and structuring had been enhanced. The leadership, including the governing board, came to a better understanding of their proper roles in the educational process.

The Faculty

There was slight disparity in the responses of the faculty themselves and the students they instructed. The presidents, or executives who took responsibility for answering the questions of the research instrument agreed that the improvement in the perceived level of classroom presentation was much less to the teacher than to the student.

The students agreed that actual teaching, course expectations, and quality syllabi had been one of the products of accreditation. The teachers did not sense that much change.

The Students

The students in the accredited and candidate colleges were happy with the improvements accreditation had made so far as their experiences were concerned. A financial benefit became immediately available because of their freedom to access Title IV funds.
Their classroom experience was enhanced and their overall sense of the quality of the institution was upgraded.

The Total Aspect

Marketing and recruitment was made easier. Tuition rates were increased, in some cases, to more clearly reflect the actual cost of the education that the students were receiving.

Initial fee expenses were rapidly recovered through increased enrollment and retention. It remains to be seen how long it will require most of the colleges to earn a return on their investment in accreditation that will offset the total cost. This would be dependent upon future enrollment, tuition increases, and gifts generated through the good-will of the various publics that make up the support of the individual Bible college.

THE CRITICAL CONSIDERATION

An amazing parallel is observable in the expectations of any regional and TRACS. There is one factor, however, that TRACS brings to the institution that the regional does not, could not, and should not bring. That factor is a biblical statement of purpose.

TRACS was founded as a Christian movement to assist Bible-believing colleges. This philosophy of servanthood lends supportive encouragement to the applicant Bible
college, even while it is struggling through the process of accreditation. Another factor is that of the flexibility of TRACS so far as those institutions with whom it will work is concerned.

The principal purpose of TRACS is to provide an accreditation program for postsecondary institutions, e.g., Christian liberal arts, colleges/universities, graduate schools/seminaries, and Bible colleges/institutes, which offer a certificate, diploma, or degree. . . .

Although the American Association of Bible Colleges also embraces this philosophy of biblical necessity, it is somewhat more limited in the breadth of its activities. The AABC accredits only Bible colleges. This leaves the graduate school, the seminary, and alternative methods of the delivery of education outside its purview.

TRACS, then is a well-rounded, deeply committed, organization that brings a wealth of support to the Bible college. There is benefit to accreditation through TRACS.

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8 Ibid., p. 1.
APPENDIX A

BYLAWS OF A TYPICAL BIBLE COLLEGE

BAPTIST BIBLE COLLEGE WEST INCORPORATED

BYLAWS

ARTICLE I

NAME

The name of this institution shall be BAPTIST BIBLE COLLEGE WEST, INCORPORATED

ARTICLE II

PURPOSE

The purpose of Baptist Bible College West is to provide higher education to equip church workers within the context of Christian values with emphasis on high academic standards, practical application, and spiritual development. The aim is to enable learners to live lives of personal fulfillment and Christian service reflected in
demonstrable outcomes. An emphasis will be placed upon Christian ministry within the cultural setting of the Western United States and the Pacific Rim.

The College is incorporated under the laws of the State of California as a not-for-profit, religious corporation. The operation of the College for the primary benefit of its students, and not for profit, is declared to be the essential and unalterable purpose.

ARTICLE III

LOCATION

The principal office of the corporation shall be 7661 Warner Avenue, Huntington Beach, California  92647, but may be moved at any time upon a vote of the Board of Directors.

ARTICLE IV

SEAL

The corporate seal shall be circular in form and shall read as follows:

BAPTIST BIBLE COLLEGE WEST

NON-PROFIT ORGANIZATION

CALIFORNIA

1998
ARTICLE V
GOVERNANCE

The governance of Baptist Bible College West shall be vested in the Board of Directors, which holds the institution in trust. The Board of Directors shall be self-perpetuating and self-governing.

Section 1. Qualifications.
A member of the Board shall be a person who is a born-again believer, is separated from worldliness, has a reputation and Christian character above suspicion and reproach, is in complete accord with the Christian philosophy and purpose of the College, and will annually sign an agreement of support of the doctrinal position of the College, without mental reservation.

Section 2. Number.
The Board of Directors shall consist of not fewer than five (5) and not more than twenty (20) members. The President of the college shall be an ex-officio member of the Board.

Section 3. Election.
New members shall be presented for election to the Board only on recommendation of the Nominating Committee after due consideration of their qualifications and the unanimous vote of board members present. The Nominating Committee shall be nominated by the Chairman and elected by the Board in May of each year. Information on the qualifications of a prospective board member is to be submitted to the Board in advance of the meeting at which the vote is to be taken.

Each Board member will be elected for a three-year term. The term of office will begin in August.
Election of board members to replace those members whose terms are expiring and election of officers of the Board shall be held during the August meeting.

The members of the Board are expected to attend at least sixty percent (60%) of the Board meetings over a two-year period.

In the event of a vacancy in the Board, for any reason, the remaining members shall have the power to elect a new member to fill that vacancy at any regular or called meeting of the Board. The election of a new member shall be preceded by the usual procedure in the Nominating Committee. Generally, it is to be expected that one-third of the members of the Board will be retired and replaced at each annual meeting in August. However, a member may be re-elected for one additional term, but then must retire from the Board for at least one year before being eligible to serve again.

Section 4. **Powers and Duties of the Board.**

The Board will exercise all the powers of the Corporation recited in the Articles of Incorporation, and in these bylaws, and in the provisions of the laws of the State of California.

These include, but are not necessarily limited to:

A. Safeguarding the doctrinal purity of the College by watchfulness and actions,

B. Promoting the mission of the College,

C. Holding trusteeship of the assets of the College.

D. Overseeing the financial affairs of the College, including adoption of the annual budget,

E. Providing for an annual professional audit of the financial operations of the College,

F. Taking responsibility for the physical property of the College and its sound business operations,
G. Providing proper facilities for the conduct of the academic program of the College,

H. Selecting, recruiting and electing a new president, should the office become vacant. (Election shall require a seventy-five percent (75%) vote of the members in attendance.),

I. Approving appointment of the administrative officers of the College,

J. Ratifying or annulling the appointment or dismissal of faculty members,

K. Approving and modifying academic policies and programs,

L. Approving of all candidates for degrees and certificates.

Any and all off these powers may be delegated except: Where limited by law; or by the Articles of Incorporation; or by these bylaws.

Section 5. Meetings.

Regular meetings of the Board shall be held at such time and place as may be determined by the Board. There shall be a minimum of four (4) meetings per year. Each meeting shall require ten (10) day’s written notice to the members of the Board at their registered addresses as shown upon the books of the corporation.

An annual meeting shall be held in August of each year on a day fixed by the Board in collaboration with the president.

Special meetings of the Board may be called by the President or Chairman or upon the written notice of a majority of Board members, with written notice of the special meetings being given to each member either personally or by mail at least five (5) business days prior to the meeting.

Procedure in all meetings of the Board shall be conducted in accordance with Robert’s Rules of Order.
Section 6. **Quorum.**
A majority of Board members, either in person or by telephonic attendance, shall constitute a quorum at all meetings, either regular or called.

Section 7. **Place and Time of Meetings.**
The Board shall meet regularly four (4) or more times annually. Regular meetings may be held at any place that has been designated by resolution of the Board or by written consent of members of the Board. In the absence of such designation, regular meetings shall be held at the principal office of the Corporation.

Section 8. **Special Meetings.**
Special meetings of the Board for any purpose or purposes may be called by the Chairman of the Board, the President of the College, or by a majority of the Board of Directors.

Notice of the time, place, and general nature of the business of special meetings shall be given to each Director. Special meetings may be held upon five (5) business days’ notice by first-class mail or forty-eight (48) hours’ notice if delivered personally, or by telephone, telegraph, or telefacsimile. If given other than personally, such notice shall be effective upon deposit in the mails or the telegraph or cable office, or electronic confirmation if by telefacsimile.

The transactions of any special meeting of the Board, however called or noticed, or wherever held, shall be as valid as though conducted at a meeting duly held after regular call and notice.

Section 9. **Telephonic Attendance at Meetings.**
Members of the Board may participate in any regular or special meeting through the use of conference
telephone or similar communication equipment so long as all Directors participating in such meeting can hear one another. Participation in a meeting pursuant to this paragraph constitutes presence in person at such meeting.

Section 10. Conflict of Interest.

A Director shall be considered to have a conflict of interest when: (1) The said Director has an existing or potential financial interest which might impair or appear to impair such Director’s independent, unbiased judgment; or (2) There is a member of the said Director’s family who has an existing or potential financial interest which might impair or appear to impair the said Director’s judgment; or (3) There is any organization in which said Director has a financial interest as either an officer, an employee, or a stockholder which might impair or reasonably appear to impair such Director’s unbiased judgment in the discharge of his duties.

In a case of such conflict of interest or the perception of such conflict of interest, it shall be the responsibility of said Director to recognize such conflict and to abstain from discussion of or vote upon the issue so identified.

Section 11. Committees of the Board of Directors.

A. Executive Committee.

The officers of the Board and the President of the College shall constitute the Executive Committee, which shall conduct any business on behalf of the Board between meetings and shall be vested with the authority to act for the Board in all such incidences, providing the amount of expenditure is five thousand dollars ($5,000) or less and not included in the annual budget.
B. Nominating Committee.

The President shall recommend prospective Board members to the Nominating Committee for review and acceptance. Information about the prospective Board members shall be given to the Directors before the August meeting at which a vote shall be taken. The Committee shall also prepare a slate of officers for the annual election in August.

C. Finance Committee.

The Finance Committee shall recommend specific financial policies to the Board. They shall oversee and review all financial matters including budget, audit, and investments.

Section 12. Compensation.

Directors shall not receive compensation for their services as Directors. Directors may be reimbursed for expenses as may be fixed and determined by the Board and may serve the organization in some other capacity for which compensation is paid.

Section 13. Rights of Inspection.

Every Director shall have the absolute right, at any reasonable time, to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the Corporation, for a purpose reasonably related to each person's interest as a Director.

ARTICLE VI

OFFICERS OF THE BOARD OF DIRECTORS

The officers of the Board of Directors shall be a Chairman, a Vice-Chairman, a Secretary, and a Treasurer.
They shall be elected by the Board at its annual meeting and shall serve for two (2) years or until their successors shall have been qualified and elected. One person may hold more than one office if the Board so determines with the exception of the Treasurer who, in compliance with section 9213 of the California Non-Profit Corporation Law, may not serve concurrently as Chairman of the Board. The Board may create such other offices, officers, and agents as it may deem proper.

Section 1. **Chairman.**

The Chairman of the Board is to preside at all meetings of the Board and of the executive committee and shall perform such other duties as regularly pertain to the office.

Section 2. **Vice-chairman.**

The Vice-Chairman shall perform all the duties of the Chairman in his absence, and shall also perform such other duties as the Board shall require.

Section 3. **Secretary.**

The Secretary shall maintain records of board meetings and perform official correspondence in the name of the Board of Directors. The Secretary shall see that proper notice is given of all Board meetings and shall attest to the signature of the executive officer of the Board and affix the seal of the Corporation to any instrument that requires sealing.

Section 4. **Treasurer.**

The Treasurer shall be the Chief Financial Officer of the Corporation and shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation. Any and all of the Treasurer’s duties may be
delegated on a day-to-day basis to the administrative staff of the College through the Business Manager.

Section 5. **Term of Office for Officers of the Board of Directors.**

The term of office for all officers of the Board shall be two (2) years.

**ARTICLE VII**

**INDEMNIFICATION OF AGENTS OF THE CORPORATION**

Section 1. **Definitions.**

For purposes of this Article, "agent" means any person who is or was a Director, Officer, employee or other agent of this Corporation, or is or was serving at the request of this Corporation as a Director, Officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a Director, Officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of this corporation or of another enterprise at the request of such predecessor corporation; "proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative; and "expenses" includes, without limitation, attorneys' fees and any expenses of establishing a right to indemnification under Sections 4 or 5(b) of this Article.

Section 2. **Indemnification in Actions by Third Parties.**

This Corporation shall have the power to indemnify any person who was or is a party, or is threatened to be made a party, to any proceeding (other than an action by or
in the right of this corporation to procure judgment in its favor, an action brought under Section 9243 of the California Nonprofit Corporation Law, or any action brought by the Attorney General under Section 9230 thereof) by reason of the fact that such person is or was an agent of this Corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding, if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this Corporation and, in the case of a criminal proceeding, has no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this Corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

Section 3. Indemnification in Actions by or in the Right of the Corporation.

This Corporation shall have the power to indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending or completed action by or in the right of this Corporation or brought under Section 9243 of the California Nonprofit Corporation Law, or an action brought by the Attorney General under Section 9230 thereof, to procure a judgment in its favor by reason of the fact that such person is or was an agent of this Corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of this Corporation and with such care, including
reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section 3:

A. In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this Corporation in the performance of such person's duty to this Corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all relevant circumstances, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

B. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

C. Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney general.

Section 4. Indemnification Against Expenses.
To the extent that an agent of this Corporation has been successful on the merits in defense of any proceeding referred to in Section 2 or Section 3 of this Article or in defense of any claim, issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.
Section 5. Required Indemnification.

Except as provided in Section 4 of this Article, any indemnification under this Article shall be made by this Corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Section 2 or Section 3, by:

A. A majority vote of a quorum consisting of Directors who are not parties to such proceeding; or

B. The court in which such proceeding is or was pending, upon application made by this Corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this Corporation.

Section 6. Advance of Expenses.

Expenses incurred in defending any proceeding may be advanced by this Corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in the Article.

Section 7. Other Indemnification.

No provision made by this Corporation to indemnify its or any of its subsidiaries' Directors or Officers for the defense of any proceeding, whether contained in the Articles, Bylaws, a resolution of Directors, an agreement or otherwise, shall be valid unless consistent with this Article. Nothing contained in this
Article shall affect any right to indemnification to which persons other than such Directors and Officers may be entitled by contract or otherwise.

Section 8. **Forms of Indemnification Not Permitted.**

No indemnification or advance shall be made under this Article, except as provided in Sections 4 or 5(b) in any circumstances where it appears:

A. That it would be inconsistent with a provision of the Articles of Incorporation, these Bylaws or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

B. That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 9. **Insurance.**

This Corporation shall have power to purchase and maintain insurance on behalf of any agent of the Corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether of not the Corporation would have the power to indemnify the agent against such liability under the provisions of this Article; provided, however, that this Corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the Corporation for a violation of Section 9243 of the California Nonprofit Corporation Law.
Section. 10. Nonapplicability to Fiduciaries of Employee Benefit Plans.

This Article does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the Corporation as defined in Section 1 of this Article. The corporation shall have power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by subdivision (f) of Section 207 of the California Corporations Code.

ARTICLE VIII

ADMINISTRATIVE OFFICERS

Section 1. General Provisions.

The administrative officers of the College shall be the President, the Academic Dean, the Dean of Student Affairs, the Business Manager, the Director of Development, and any other office so determined to be necessary by the Board of Directors.

The administrative officers are responsible for preparing proposals and recommendations for board action on the following matters:

A. Admission requirements.
B. The Educational program and any modifications which constitute major changes.
C. Standards of conduct for administration, faculty, students, and employees.
D. Tuition, fees, and other charges.
E. Salary schedules for all employees, with the exception of their own.
F. Other necessary regulations.
All administrative officers shall have the power to contract for, purchase, and acquire such supplies as may be desired or necessary for the operation of the College within the parameters of the budget and in keeping with the policies and procedures established by the Board.

Section 2. **Appointments.**

Administrative officers shall be appointed by the President. Appointments are open-ended. Reasonable notice shall be given if termination is determined to be necessary or desirable.

Section 3. **Administrative Offices.**

A. **President.**
   
1. Qualifications.

   The President shall be a man of Christian stature and integrity. He shall be in complete accord with the objectives of the College and with the Bible college philosophy of education. He shall be an able executive motivated by the spirit of service; and an impartial administrator who commands the respect of colleagues, benefactor, and students. He must be an active member of an operating Baptist Bible Fellowship church.

2. Duties.

   The President, as an ex-officio member of the Board and as Chief Executive Officer of the College shall have the following duties:
   
a. To be responsible to the Board for the administrative direction of the college, to be its statutory executive officer, and to be responsible for implementation of the policies established by the Board of Directors.
b. To be direct liaison between the Board and the administration, staff, faculty, student body, and alumni.

c. To be the primary spokesman for the College to its various publics.

d. To hold ultimate responsibility for leadership in maintaining and promoting spiritual, academic, social, developmental, and fiscal objectives of the College.

e. To be responsible for long-range planning of the College.

f. To recommend to the Board, and with its congruence, appoint the chief administrative officers, approve their job descriptions, set their compensations, and be responsible for their performance.

g. To approve, upon recommendation of the chief administrative officers, the appointment of subordinate administrative personnel at the levels of director and above, and the salaries of faculty and staff.

h. To recommend to the Board the appointment of teaching staff as nominated by the Academic Dean and to oversee all other matters related to their tenure including promotion, dismissal, and retirement.

i. To appoint academic area coordinators and/or departmental chairmen in consultation with the Academic Dean.

j. To be responsible for development of the annual budget, beginning at the “grass roots” level. To be
responsible, with the Business Manager, for the implementation and management of the budget once it is approved by the Board of Directors.

k. To preside over formal convocations of the College.

l. To be an *ex-officio* member of all faculty and administrative committees and to appoint other such committees as may be deemed necessary.

m. To oversee the development and implementation of the institutional effectiveness program.

B. **Academic Dean.**

1. **Powers.**

   The Academic Dean gives leadership to the entire educational training program including the curriculum, the faculty, and the students. Organizationally, this means that such officers as the librarian, department heads, and others, are responsible to him.

2. **Responsibilities.**

   It is the responsibility of the Academic Dean to constantly coordinate the duties and activities of the various educational departments. It is his duty to give professional guidance to teachers; to supervise the curriculum; to advise the President; to encourage in-service training; to arrange class schedules and teaching assignments; to bring to bring major academic problems to the attention of the President; and to make an annual comprehensive report to the President, and
to make such other reports as may be required.

C. **Registrar.**
It is the duty of the Registrar to register students, issue class lists, maintain scholastic and achievement records, issue transcripts, report academic failures and delinquencies, analyze and report registrations to the President, Academic Dean, and other officers as necessary. He is to report registrations and withdrawals to government agencies concerned, compile grade distributions for the Academic Dean, certify students to the faculty for graduation, make comprehensive and semester and annual reports to the President, conserve important records of all former students and safeguard them from fire, and other types of danger. He is directly responsible to the President.

D. **Dean of Students.**
The Dean of Students is directly responsible to the President and oversees all areas of student life and affairs, including: orientation, social activities, counseling, discipline, campus security, health services, and personnel training.

E. **Business Manager.**
The Business Manager shall be in charge of financial affairs of the institution. He shall keep an accurate and true record of all financial matters and shall have authority to expend funds on behalf of the College. He shall lead in the development of a budget, from the grass-roots level, for the annual operation of the College.
F. Librarian.
The Director of Library services works under the direction of the Academic Dean and chairs the Library Committee. Responsibilities include: maintaining the resources of the library, purchasing of supporting learning tools and materials, preparation and appropriation of the library budget, and assistance and instruction of students concerning library resources and use.

ARTICLE IX

FACULTY

Section 1. Qualifications.
The faculty shall consist of competent, mature persons of demonstrated Christian character who are able to instruct on a professional level. Every teacher shall have an intelligent appreciation for a Bible-centered curriculum. Every teacher shall hold an appreciation for the goals and processes of Bible college education. Every teacher shall have a Biblical philosophy of education in which knowledge from his field of expertise is integrated with the Christian faith.

Section 2. Responsibilities.
A. Faculty members shall be responsible to the President through the Academic Dean.
B. Faculty members shall demonstrate exemplary Christian lives, shall evidence competent scholarship in their field of instruction, and shall maintain currency in that specific field of study by keeping abreast of contemporary developments in the academic world.
C. Faculty members shall be diligent as Christian teachers with respect to both subject content and teaching methods and shall also be faithful to discharge such other duties to which they may be assigned.

Section 3. Salaries.
The salaries of faculty members shall be determined by prevailing economic conditions and in conformity to a scale of salaries approved by the Board of Directors.

Section 4. Appointment.
Faculty members shall be appointed by the Board of Directors at the recommendation of the President. They shall work in cooperation with the Academic Dean.

Section 5. Faculty Handbook.
Specific details concerning faculty responsibilities, procedures, committees, in-service training, etc. shall be set forth in the Faculty Handbook.

ARTICLE X
DEDICATION OF ASSETS

This Corporation’s assets are irrevocably dedicated to religious purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual or to any Director or officer of the Corporation.

On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be
distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively as a religious and educational institution operating in California and participating in the Baptist Bible Fellowship International and that has established its exempt status under Internal Revenue Code section 501 (c) (3).

ARTICLE XI
ADDITIONAL PROVISIONS

Section 1. Validity of Instruments Signed by Officers.
Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, or conveyance or other instrument in writing, and any assignment or endorsement thereof, executed and entered into between this Corporation and any other person, when signed by the Chairman of the Board, the President or any Vice-President, the Secretary or any Assistant Secretary, the Treasurer/Chief Financial Officer or any Assistant Treasurer of this Corporation, is not invalidated as to this Corporation by any lack of authority in the absence of the actual knowledge on the part of the person that the signing officer has no authority to execute the same.

Section 2. Authority of Officers and Agents.
The Board, except as the Bylaws otherwise provide, may authorize any Officer(s), agent(s), or employee(s) to enter into any contract or execute any instrument in the name of and behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized by the Board, and except as provided in section 1 of this Article, no Officer, agent, or employee shall have any power to bind the
Corporation by any contract or agreement, or to pledge its credit, or to render it liable for any purpose or to any amount.

Section 3. **Representation of Shares of Other Corporations.**

The President or any other Officer or Officers authorized by the Board or the President are each authorized to vote, represent and exercise on behalf of the Corporation all rights that are incident to any and all shares of any other corporation or corporations standing in the name of the Corporation. The authority herein granted may be exercised either by any such Officer in person or by any other person authorized to do so in proxy or by power of attorney duly executed by said Officer.

Section 4. **Construction and Definitions.**

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the General Provisions of the California Nonprofit Corporation Law shall govern the construction of these Bylaws.

Section 5. **Amendments.**

These Bylaws may be amended or repealed by the approval of two-thirds of the Directors.

Section 6. **Instruments in Writing.**

All checks, drafts, demands for money, and notes of the Corporation, and all written contracts of the Corporation shall be signed by such Officer(s), agent(s), or employee(s) as the Board may designate from time to time through resolution.
Section 7. **Maintenance of Articles and Bylaws.**

The Corporation shall keep at its principal office the original or a copy of the Articles of Incorporation and these Bylaws, as amended to date.

Section 8. **Maintenance and Inspection of Other Corporate Records.**

The accounting books, records, and minutes of proceedings of the Board and any committee(s) of the Board shall be kept at such place or places designated by the Board, or, in absence of such designation, at the principal executive office of the Corporation. The minutes shall be kept in written or typed form, and the accounting books and records shall be kept in written or typed form or in any other form capable of being converted into written, typed, or printed form.

Section 9. **Forum for Resolution of Disputes.**

The Bible commands Christians to make every effort to live in peace with one another and to resolve disputes in private or within the confines of the Christian Church in conformity with the biblical injunctions of Matthew 5:22-24, Matthew 18:15-20, and 1 Corinthians 6:1-8. Therefore, any claim or controversy arising out of these Bylaws shall be settled in biblically-based mediation and, if necessary, by legally binding arbitration.

**ARTICLE XII**

**BIBLICAL FOUNDATIONS STATEMENT**

I. Of the Scriptures

We believe that the Holy Bible was written by men supernaturally inspired; that it has truth without any
admixture of error for its matter; and therefore is, and shall remain to the end of the age, the only complete and final revelation of the will of God to man; the true center of Christian union and the supreme standard by which all human conduct, creeds and opinions should be tried.

1. By The Holy Bible we mean that collection of sixty-six books, from Genesis to Revelation, which as originally written does not only contain and convey the Word of God, but IS the very Word of God.

2. By inspiration we mean that the books of the Bible were written by holy men of old, as they were moved by the Holy Spirit, in such a definite way that their writings were supernaturally and verbally inspired and free from error, as no other writings have ever been or ever will be inspired.


II. Of the True God

We believe that there is one, and only one, living and true God, an infinite, intelligent Spirit, the maker and supreme ruler of heaven and earth; inexpressibly glorious in holiness and worthy of all possible honor, confidence and love; that in the unity of the Godhead there are three persons, the Father, the Son and the Holy Ghost, equal in every divine perfection, and executing distinct but harmonious offices in the great work of redemption.
III. Of the Holy Spirit

We believe that the Holy Spirit is a divine person; equal with God the Father and God the Son and of the same nature; that He was active in the creation; that in His relation to the unbelieving world He restrains the evil one until God's purpose is fulfilled; that He convicts of sin, of judgment and of righteousness; that He bears witness to the Truth of the Gospel in preaching and testimony; that He is the agent in the New Birth; that He seals, endues, guides, teaches, witnesses, sanctifies and helps the believer.


IV. Of the Devil or Satan

We believe that Satan was once holy, and enjoyed heavenly honors; but through pride and ambition to be as the Almighty, fell and drew after him a host of angels; that he is now the malignant prince of the power of the air, and the unholy god of this world. We hold him to be man's great tempter, the enemy of God and His Christ, the accuser of the saints, the author of all false religions,
the chief power back of the present apostasy; the lord of
the antichrist, and the author of all the powers of
darkness, destined however to final defeat at the hands of
God's own Son, and to the judgment of an eternal justice in
hell, a place prepared for him and his angels.

Isa. 14:12-15; Ezek. 28:14-17; Rev. 12:9; Jude 6; II
Pet. 2:4; Eph. 2:2; John 14:30; I Thess. 3:5; Matt. 4:1-3;
12:10; II Cor. 11:13-15; Mark 13:21-22; I John 4:3; II John
7; I John 2:22; Rev. 13:13-14; II Thess. 2:8-11; Rev.
19:11, 16, 20; Rev. 12:7-9; Rev. 20:1-3; Rev. 20:10; Matt.
25:41.

V. Of Creation

We believe in the Genesis account of creation, and
that it is to be accepted literally, and not allegorically
or figuratively; that man was created directly in God's own
image and after His own likeness; that man's creation was
not a matter of evolution or evolutionary change of
species, or development through interminable periods of
time from lower to higher forms; that all animal and
vegetable life was made directly, and God's established law
was that they should bring forth only after their kind. We
believe that God's creation was completed in six actual
twenty-four hour days and that the first eleven chapters
of Genesis are historical and not allegorical.

Gen. 1:1; Ex. 20:11; Acts 4:24; Col. 1:16-17; Heb.
11:3; John 1:3; Rev. 10:6; Rom. 1:20; Acts 17:23-26; Jer.
10:12; Neh. 9:6; Gen. 1:26-27; Gen. 2:21-23; Gen. 1:11;
Gen. 1:24.
VI. Of the Fall of Man

We believe that man was created in innocence under the law of his Maker, but by voluntary transgression, fell from his sinless and happy state, in consequence of which all mankind are now sinners, not by constraint, but of choice; and therefore under just condemnation without defense or excuse.

Gen. 3:1-6, 24; Rom. 5:12; Rom. 5:19; Rom. 3:10-19; Eph. 2:1, 3; Rom. 1:18; Ezek. 18:19-20; Rom 1:32; Rom. 1:20; Rom. 1:28; Gal. 3:22.

VII. Of the Virgin Birth

We believe that Jesus Christ was begotten of the Holy Ghost, in a miraculous manner; born of Mary, a virgin, as no other man was ever born or can ever be born of woman, and that He is both the Son of God, and God the Son.

Gen. 3:15; Isa. 7:14; Matt. 1:18-25; Luke 1:35; Mark 1:1; John 1:14; Psa. 2:7; Gal. 4:4; I John 5:20; I Cor. 15:47.

VIII. Of the Atonement for Sin

We believe that the salvation of sinners is wholly of grace; through the mediatiorial offices of the Son of God, who by appointment of the Father, freely took upon Him our nature, yet without sin, honored the divine law by His personal obedience, and by His death made a full and vicarious atonement for our sins; that His atonement consisted not in setting us an example by His death as a martyr, but was the voluntary substitution of Himself in the sinner’s place, the Just dying for the unjust, Christ the Lord bearing our sins in His own body on the tree;
that, having risen from the dead, He is now enthroned in heaven and uniting in His wonderful person the tenderest sympathies with divine perfection, He is every way qualified to be a suitable, a compassionate and an all-sufficient Saviour.

Eph. 2:8; Acts 15:11; Rom. 3:24; John 3:16; Matt. 18:11; Phil. 2:7; Heb. 2:14; Isa. 53:4-7; Rom. 3:25; I John 4:10; I Cor. 15:3; II Cor. 5:21; John 10:18; Phil. 2:8; Gal. 1:4; I Pet. 2:24; I Pet. 3:18; Isa. 53:11; Heb. 12:2; I Cor. 15:20; Isa. 53:12; Heb. 9:12-15; Heb. 7:25; I John 2:2.

IX. Of Grace in the New Creation

We believe that in order to be saved, sinners must be born again; that the new birth is a new creation in Christ Jesus; that it is instantaneous and not a process; that in the new birth the one dead in trespasses and in sins is made a partaker of the divine nature and receives eternal life, the free gift of God; that the new creation is brought about in a manner above our comprehension, not by culture, not by character, nor by the will of man, but wholly and solely by the power of the Holy Spirit in connection with divine truth, so as to secure our voluntary obedience to the Gospel; that its proper evidence appears in the holy fruits of repentance and faith and newness of life.

John 3:3; II Cor. 5:17; Luke 5:27; I John 5:1; John 3:6-7; Acts 2:41; II Pet. 1:4; Rom. 6:23; Eph. 2:1; II Cor. 5:19; Col. 2:13; John 1:12-13; Gal. 5:22; Eph. 5:9.
X. Of the Freeness of Salvation

We believe in God’s electing grace; that the blessings of salvation are made free to all by the Gospel; that it is the immediate duty of all to accept them by a cordial, penitent and an obedient faith; and nothing prevents the salvation of the greatest sinner on earth but his own inherent depravity and voluntary rejection of the Gospel; which rejection involves him in an aggravated condemnation.

I Thess. 1:4; Col. 3:12; I Pet. 1:2; Titus 1:1; Rom. 8:29-30; Matt. 11:28; Isa. 55:1; Rev. 22:17; Rom. 10:13; John 6:37; Isa. 55:6; Acts 2:38; Isa. 55:7; John 3:15-16; I Tim. 1:15; I Cor. 15:10; Eph. 2:4-5; John 5:40; John 3:18; John 3:36.

XI. Of Justification

We believe that the great Gospel blessing which Christ secures to such as believe in Him is justification; that justification includes the pardon of sin, and the gift of eternal life on principles of righteousness; that it is bestowed not in consideration of any works of righteousness which we have done; but solely through faith in the Redeemer’s blood, His righteousness is imputed unto us.

Acts 13:39; Isa. 53:11; Zech. 13:1; Rom. 8:1; Rom. 5:9; Rom. 5:1; Tit. 3:5-7; Rom. 1:17; Hab. 2:4; Gal. 3:11; Rom. 4:1-8; Heb. 10:38.

XII. Of Repentance and Faith

We believe that repentance and faith are solemn obligations, and also inseparable graces, wrought in our
souls by the quickening Spirit of God; thereby, being
deeply convinced of our guilt, danger and helplessness, and
of the way of salvation by Christ, we turn to God with
unfeigned contrition, confession and supplication for
mercy; at the same time heartily receiving the Lord Jesus
Christ and openly confessing Him as our only and
all-sufficient Saviour.

10:9-11.

XIII. Of the Church

We believe that a Baptist church is a congregation of
baptized believers associated by a covenant of faith and
fellowship of the Gospel, said church being understood to
be the citadel and propagator of the divine and eternal
grace; observing the ordinances of Christ; governed by His
laws; exercising the gifts, rights and privileges invested
in them by His Word; that its officers of ordination are
pastors or elders whose qualifications, claims and duties
are clearly defined in the Scriptures; we believe the true
mission of the church is found in the Great Commission:
first, to make individual disciples; second, to build up
the church; third, to teach and instruct as He has
commanded. We do not believe in the reversal of this
order; we hold that the local church has the absolute right
of self-government, free from the interference of any
hierarchy of individuals or organizations; and that the one
and only superintendent is Christ through the Holy Spirit;
that it is Scriptural for true churches to cooperate with
each other in contending for the faith and for the
furtherance of the Gospel; that every church is the sole
and only judge of the measure and method of its
cooperation; on all matters of membership, of policy, of
government, of discipline, of benevolence, the will of the local church is final.

I Cor. 16:1; Mal. 3:10; Lev. 27:32; I Cor. 16:2; I Cor. 6:1-3; I Cor. 5:11-13.

XIV. Of Baptism and the Lord's Supper

We believe that Christian baptism is the immersion in water of a believer; in the name of the Father, of the Son, and of the Holy Ghost, with the authority of the local church, to show forth in a solemn and beautiful emblem our faith in the crucified, buried and risen Saviour, with its effect in our death to sin and resurrection to a new life.

We believe that the Lord’s supper is the sacred use of bread and the fruit of the vine to commemorate together the dying love of Christ; preceded always by solemn self-examination.

Acts 8:36-39; Matt. 3:6; John 3:23; Rom. 6:4-5; Matt. 3:16; Matt. 28:19; Rom. 6:3-5; Col. 2:12; Acts 2:41-42; Matt. 28:19-20; I Cor. 11:23-28.

XV. Of the Perseverance of the Saints

We believe that such only are real believers as endure unto the end; that their persevering attachment to Christ is the grand mark which distinguishes them from superficial professors; that a special Providence watches
over their welfare; and that they are kept by the power of God through faith unto eternal salvation.


XVI. Of the Righteous and the Wicked

We believe that there is a radical and essential difference between the righteous and the wicked; that such only as through faith are justified in the name of the Lord Jesus, and sanctified by the Spirit of our God, are truly righteous in His esteem; while all such as continue in impenitence and unbelief are in His sight wicked, and under the curse, and this distinction holds among men both in and after death, in the everlasting felicity of the saved and the everlasting conscious suffering of the lost.


XVII. Of Civil Government

We believe that civil government is of Divine appointment, for the interest and good order of human society; that magistrates are to be prayed for, conscientiously honored and obeyed; except only in things opposed to the will of our Lord Jesus Christ; who is the only Lord of the conscience, and the coming Prince of the kings of the earth.
XVIII. Of the Resurrection of Christ and His Second Coming

We believe in and accept the sacred Scriptures upon these subjects at their face and full value. Of the resurrection, we believe that Christ arose bodily the third day according to the Scriptures; that He alone is our merciful and faithful high priest in things pertaining to God; that this same Jesus which is taken up from you into heaven shall so come in like manner as ye have seen Him go into heaven: bodily, personally and visibly; that the dead in Christ shall rise first, that the living saints shall all be changed in a moment, in the twinkling of an eye, at the last trump; that the Lord God shall give unto Him the throne of His Father David; and that Christ shall reign a thousand years in righteousness until He hath put all enemies under His feet.

XIX. Of Missions

We believe that the command to give the Gospel to the world is clear and unmistakable and that this Commission was given to the churches.


XX. Of the Grace of Giving

We believe that Scriptural giving is one of the fundamentals of the faith, II Cor. 8:7.

We are commanded to bring our gifts into the storehouse (common treasury of the church) upon the first day of the week, I Cor. 16:2. Under grace we give, and do not pay, the tithe. Abraham GAVE the tenth of the spoil (Hebrews 7:2) and this was four hundred years before the law, and is confirmed in the New Testament. Jesus said concerning the tithe, "These ye ought to have done," Matt. 23:23.

We are commanded to bring the tithe into the common treasury. Lev. 27:30, Mal. 3:10. In the New Testament it was the common treasury of the church.
APPENDIX B

POSITION PAPERS OF A TYPICAL BIBLE COLLEGE

ADMISSIONS POLICIES

Baptist Bible College West has established admissions policies in place that guide the institution in accepting students. These are spelled out in the catalog and other official documents. The policies are compatible with post-secondary institutions and include transfer credit. To ensure efficient operation, an Admissions/Records Operation Manual has been drafted which contains admissions procedures. The following is from the Baptist Bible College West catalog:

ADMISSIONS INFORMATION

General requirements. Admission to Baptist Bible College West is governed by policies and procedures developed by the Committee on Academic Affairs. These policies have been reviewed and approved by the faculty and the Board of Directors. A prospective student is evaluated according to academic background, moral character, and personal testimony for the Lord Jesus Christ. In considering applications, the Director of
Admissions/Records reviews: 1) the student's complete prior educational record, 2) recommendations, 3) health report, 4) plans for the future, 5) personal information, and 6) standardized test scores.

If the applicant meets the required standards, and appears to be one who can successfully complete a degree program, he is admitted to the College on a semester-to-semester basis. Applicants for admission are considered without regard to sex, race, or national origin. Questions on the application relating to these factors are for the purpose of preparing reports and have no bearing on the admission process. Applicants who are admitted must read the Baptist Bible College West Student Handbook and agree to abide by its rules and regulations. The student must sign an adherence statement that he will follow the established Standards of Conduct and a statement that he has read, understands, and will respect the Biblical Foundation Statement of the College.

Application procedure. Communications regarding admission should be addressed to the Office of Admissions/Records. The Director of Admissions/Records will screen all applicants under the guidance of the Committee on Academic Affairs.

When a student makes initial contact with Baptist Bible College West, an application packet will be provided which contains the required forms for admission. Included in the packet are the following items: the College
Catalog, Application, three recommendation forms, Student Medical Form, and Medical Treatment Authorization Release Form. Applicants are encouraged to complete the application forms as early as possible so that necessary processing may be completed prior to the opening of the semester.

Forms to be completed. Each applicant for admission to Baptist Bible College West must submit the following forms to the Office of Admissions/Records:

1. **Application for admission.** This is a form concerning general information, academic background, financial needs, extra-curricular activities, and personal data which includes space for a brief, hand-written autobiographical sketch which is to include the applicant's statement of his salvation experience.

2. **Secondary school academic record.** An official transcript of the applicant's high school record is to be mailed directly from the office of a recognized high school, certifying graduation with a minimum of 16 units. A mature individual may be admitted on any state high school equivalency diploma, subject to close academic supervision. The General Education Development Test (G.E.D.) is used for anyone who did not complete high school. Applicants submitting their scores on the G.E.D. text will be considered on an individual basis.
3. **Medical record.** An applicant must submit a health form completed by a physician. Any medical disorder diagnosed in the applicant must be accompanied by a written explanation from his physician. An applicant who withholds pertinent health information may be required to withdraw from the college.

4. **Photograph.** Each applicant is to include a recent billfold-size photograph with his application.

5. **Three recommendations.** Recommendation forms are provided in the application packet for three recommendations—one from a pastor, one from a teacher, and one general—which are to be sent directly to the Office of Admissions/Records by the one completing the form.

6. **SAT or ACT.** All freshmen or transfer students applying to Baptist Bible College West must take the Scholastic Aptitude Test (verbal and math sections) administered by the College Entrance Examination Board, or the equivalent test given by the American College Testing Program. Though there is no set minimum score for the examinations, Baptist Bible College West does expect a score that indicates ability to do satisfactory college work. The scores will be used by the student's academic advisor for academic counseling and placement. If an applicant’s grade point average is sufficiently high, he may be conditionally accepted pending receipt of his test score. Information on these tests can be obtained by contacting your local high school.
Notification. Applicants must submit all required forms before they can be officially accepted as regular students. Once the application materials are received and evaluated, notification will be sent to the student concerning acceptance or non-acceptance. When the student is accepted, pertinent information will be provided.

Fees. A non-refundable and non-transferable fee of $25.00 must accompany each application. The fee covers the processing of the application and is not counted toward other fees or tuition.

Transfer students. The transfer applicant must complete all of the forms that are listed above. In addition, an official transcript from each institution of higher education the applicant attended must be sent directly to the Office of Admissions/Records from the Registrar of the respective institution(s). A student wishing to transfer to Baptist Bible College West must meet each of the following requirements:

1. A certificate of honorable dismissal is to be presented, unless such is already indicated on the student's transcript(s).

2. Eligibility for re-admission at the last institution attended is necessary, unless all work has been
completed or the student has graduated from that institution.

3. An acceptable cumulative grade point average in a college parallel program or an Associate Degree in a college parallel program is to have been earned. The records of students who wish to transfer with a grade point average below "C" must be reviewed by the Committee on Academic Affairs before a decision is made for acceptance. Students who are accepted from another institution with an academic probationary status will be placed on academic probation for one semester and will be closely monitored by their academic advisors.

Evaluation of transfer credits. Credits will be allowed for those courses in which the student has earned a grade of "C" or better and which are equivalent to courses in the Baptist Bible College West program. Credits are generally accepted if the work transferred is not too highly specialized and satisfactorily parallels the courses offered by Baptist Bible College West. The Director of Admissions/Records evaluates the transcript(s) under the guidelines established by the Committee on Academic Affairs. No transcript will be evaluated until the applicant has been accepted. If the institution is not accredited, the Committee on Academic Affairs will judge the acceptability of credits on an individual basis.

Ability-to-benefit program. Baptist Bible College West recognizes that there are prospective students who do
not meet the established admissions criteria, but who should be given an opportunity for a college education. Consequently, policies and procedures have been established by the faculty whereby consideration will be given to accepting a limited number of applicants who demonstrate potential to profit from study at Baptist Bible College West, provided adequate support is available. The applications will be reviewed by the Committee on Academic Affairs. When a student is admitted under the ability-to-benefit program, his work will be carefully monitored to ensure that needed services are provided. The applicant must complete the application process described above which is followed by all other applicants.

Auditors. A person who is not a degree candidate and who desires to audit classes must complete an application for admission and pay the $25.00 application fee. A Request to Audit Form, available from the Office of Admissions/Records is to be completed for each class.

Family Educational Rights and Privacy Act. Baptist Bible College West adheres to the Family Educational Rights and Privacy Act of 1974 and has developed policies and procedures for the implementation of the Act. The Act provides students access to their educational records and protects their rights to privacy by limiting the disclosure of their records without their written consent. The
College has established hearing procedures, in harmony with the Act, to enable the student to request an amendment of any entries in his educational records that may be in dispute. A list of the records kept by the institution is available in the Office of Admissions/Records. Each record has a designated custodian.

Disclosure policy. Students pursuing a degree with a goal of being licensed or authorized in any profession should contact the licensing or regulatory agency or the denomination (or church) to determine whether courses or degrees from Baptist Bible College West will qualify him for licensure or authorization.

A degree from Baptist Bible College West is not an indication that the institution is recommending the student for licensing or ordination. Each ecclesiastical denominational organization has its own set of guidelines for licensing and ordaining its ministers.

Since each institution of higher education has its own policies related to transfer credit, a student must understand that work earned at Baptist Bible College West does not automatically transfer to other colleges. It is the responsibility of the student to check on the transfer policies at other institutions.
Prior experience credit. Baptist Bible College West does not presently have provision to award credit based on prior experience.

EDUCATIONAL PHILOSOPHY

Baptist Bible College West defines educational philosophy as a set of beliefs, reflectively arrived at, about education. The educational philosophy of Baptist Bible College West is rooted in biblical theism. The Bible as God's unique, inspired, and infallible revelation to man is the Christian's standard for faith and life. Likewise, the Lord Jesus Christ as the Incarnate Word is the ultimate Author of all truth.

Baptist Bible College West aims to educate the total person for the glory of God. This education is centripetal, centered in the Lord Jesus Christ, and centrifugal, radiating from Him, the Center, to encompass diverse spheres of learning. God reveals Himself in Scripture but also in creation. Consequently, biblical and non-biblical subjects are worth studying. Acquaintance with them equips the student to understand himself, his society, other cultures, his natural environment, and the Creator of all. Such understanding carries the corresponding obligation to make an impact upon unregenerate society as its salt and light.
Integration is a key concept at Baptist Bible College West. First, the Bible is integrated with all other areas of studies. Instead of adding biblical and professional courses to a general education base, as is commonly done, Baptist Bible College West offers concurrent study of biblical, professional, and general education courses. This distinctive aim of truly integrating the Bible with other curricula is one that all faculty members endorse and strive to implement. Second, Christian service emphases integrate theory and practice. Third, Baptist Bible College West encourages the student to integrate his personal ideas and values with those presented at the college.

This spirit of personal inquiry and synthesis is reflected in the college's approach to Bible study whereby the student is guided to acquire the tools and to develop the skills to interpret the Word for himself. As he seeks to make these integrations on the personal and academic plane, the student must recognize the Holy Spirit as the ultimate Teacher and the Bible as the supreme authority. Indeed, a thorough knowledge of and a love for God's Word are prerequisites for any effective ministry. Baptist Bible College West exists to nurture these qualities in an atmosphere of faith, scholarship, and caring.
The central focus of Baptist Bible College West’s educational program must be the education and academic preparation of students within a distinctly and clearly Christian context.

Baptist Bible College West offers one academic program, following the traditional Bible college pattern leading to either a bachelor’s degree or an associate degree. The program must be explicit and clearly delineated in the college catalog. The credit hours, course sequence, appropriate experiences and requisites must be professionally designed by experienced educators. Since the institution is following the traditional Bible college model, the three components of the educational program are general education, Biblical studies, and professional studies. The institution must approximate the national norm in its educational program in both scope and sequence.

Prerequisites are to be established where appropriate. In the Baptist Bible College West viewpoint, as in other Bible colleges, general education courses must be considered foundational. Biblical studies, however, are to provide the major thrust in the integration of knowledge, the development of character, and the solution to personal and social problems.

The learning experiences are to clearly relate to the institution’s purpose and objectives in keeping with its
Christian educational philosophy. The Baptist Bible College West educational program should aim for the wholeness and balance expected in a quality college. The educational program must comprehensive and is based sound scope and sequence principles as determined by the faculty.

General education

During the development of the educational program, the Academic Committee should determine what academic disciples to include in general education in order to provide students with the academic experiences to achieve the overall institutional objectives. After the areas of disciple are identified for general education, a determination then must be made as to what courses to include. During the decision-making process, the Academic Committee should chose a minimum of five institutions to use as benchmarks as to what courses to include and what the content of the course descriptions should be.

A quality institution develops specific general educational objectives based on its belief that there is a common body of knowledge needed by a truly educated person. A strong component of general education is required including a minimum of three semester hours in each of the following disciplines: communications; behavioral/social sciences; humanities/fine arts; and natural sciences/math. A full-time faculty member oversees this area. The general
education area is balanced with courses required in basic areas of learning—grammar and composition, literature, speech, math, science, history, government, psychology, and computer literacy.

Once the college develops convictions regarding general education and the general education program is developed, it must be fully described in the catalog. An explanatory statement that might be included in the catalog follows:

General Education Requirements.

Baptist Bible College West offers a program of education based on an integration of fundamental beliefs and a liberal arts tradition designed to prepare the student for life and societal responsibilities. A curriculum of required general education courses has been developed by the faculty to undergird the total program of each student. The program not only provides a foundation for later specialization that permits detailed learning in one or more academic disciples, it seeks to develop within students those skills, knowledges, and attitudes that equip them for effective personal and group living within the context of Christian service to mankind.

Baptist Bible College West must be committed to quality general education and see it as a major component, not merely a weak appendage, of the education provided. It
is important to understand that the institution should not consider general education as antithetical to the biblical orientation. Rather, general education is to be regarded as an inevitable corollary of Christian life and growth for the whole person.

A truly Christian institution holds to the concept of both general and special revelation; that truth is indivisible, comes from a variety of sources, and that the ultimate source of all truth is God. Subsequently, there are three reasons to offer substantial general education in the program.

The first reason for the inclusion of general education in the curriculum is to show that both sacred and secular are part of the same whole, and that general education is a valid part of the curriculum in its own integrity.

The second facet of the commitment to general education is found in its need as foundation for other studies. A basic knowledge of history, for example, is deemed indispensable to the interpretation of the Bible both in its own context and in terms of the contemporary scene. Consequently, the general education courses are sequenced in the first two years of the four-year program.

The third reason is the utilitarian value of general education, understood in the sense of developing skills in use of language, acquiring desirable personal attributes, accruing knowledge of social structure, and acquiring
skills in critical thinking. General education is thought of in this sense as a "tool" to use to provide for lifelong learning. Since those in Christian ministries must communicate with people who are better educated now than ever before, a breath of knowledge is essential. General education seeks to provide the needed background.

The general education program must be of equal integrity and quality with the biblical and professional components. The catalog is to clearly show the role of general education in the carrying out the educational program. General education courses must be designed to enable the institution to achieve a number of the overall institutional objectives. In addition, the faculty should develop specific objectives related to the general education component of the academic program.

Systematic study

Although the institution should be concerned about external validation of the educational program, including general education, the Baptist Bible College West faculty is expected to be qualified, by their own educational background and teaching experience in higher education, to have the required competencies to develop a credible educational program. The Academic Committee should undertake a systematic study of the general education area. The major purpose of the review is to ensure that the
general education program not only fulfills the established objectives at Baptist Bible College West, but is equivalent to what is offered in similar, recognized institutions.

To facilitate a study of each course in the present catalog, a General Education Course Evaluation Form can be developed to ensure conformity in the evaluations to determine the acceptability of each general education course. Variables that obviously are key components of a course evaluation are as follows: (1) course description, (2) course syllabus, (3) course structure, (4) course textbook, (5) course testing, (6) overall rating. A four-point scale can be used:

1. Above average college level
2. Satisfactory college level
3. College level with need of further development
4. Unsatisfactory at college level

The review will identify major weaknesses in the general education area that can then be addressed.
POLICIES AND PROCEDURES

The Board of Directors will establish policies and procedures from time to time to guide the development and the operation of the institution in an efficient and competent manner. As appropriate, the Board will include both policies and procedures in a given area. Otherwise, it is understood that the procedure to carry out the policy will be the responsibility of the college administration.

PART ONE. BOARD.

The following policies and procedures have been developed to guide the Board in carrying out its responsibilities in a coherent and timely fashion. They, along with any other future items, will be collected in the Policies and Procedures Manual: Board Handbook.

A. ORIENTATION

1. Policy. Orientation will be provided for all members, both new and old, in an ongoing manner to ensure the role of the board is properly understood and carried out.

2. Procedure. The chairman of the board will arrange for initial orientation for all new board members
to be provided the evening before their first board meeting in an academic year. He will also schedule adequate time for orientation of the full Board in the first Board meeting of every academic year. The orientation will be described in the official minutes in enough detail that a history of orientation will be established.

B. BOARD MANUAL

1. Policy. The board will develop a comprehensive board manual which will include the Bylaws, pertinent organizational information, and all current policies and procedures which have been approved.

2. Procedure. Board members will be assigned responsibility for the development of the handbook working with the administration in its printing and dissemination. The Executive Committee of the Board will be responsible for seeing that the handbook is kept current.

C. CONCEPT MINUTES

1. Policy. Minutes will be taken at each meeting of the board or board committees following the concept minutes format and will be preserved in a secure manner. The minutes will be properly coded with the year, meeting number, an item number, and a brief title description to enable minutes to be indexed to enhance retrieval of actions taken and items discussed, e.g., BRD96-3 20.
President's Report—which is the twentieth item in the third board meeting for 1996. A copy of background materials submitted to the Board to support an agenda item will be filed with the official minutes.

2. Procedure. A recording secretary will be appointed who will develop and maintain the minutes. A copy of the minutes will be made available to the board members in a timely fashion and will become an agenda item for action at the next board meeting.

D. EXECUTIVE COMMITTEE

1. Policy. In accordance with the Bylaws, an Executive Committee will function on behalf of the Board of Directors between meetings and will disseminate minutes from each meeting in a timely manner to enable the full Board to be apprised of actions taken.

2. Procedure. The Executive Committee will meet following a schedule agreed upon by the members and will be on call to provide for emergencies. Minutes will be kept for each meeting and a copy of the minutes will be submitted to the Board of Directors within fifteen days of the meeting.
E. AGENDA

1. Policy. An agenda shall be prepared and disseminated, allowing adequate time for review prior to a set meeting, approved to guide the meeting, and followed in the course of the meeting. Only items appearing on the agenda will be considered during the meeting unless there is unanimous agreement that a non-agenda item must be considered. A copy of the approved agenda is to be attached to official minutes, along with any supporting materials for items.

2. Procedure. The Board Chairman, in concert with the President, will be responsible for preparing a proposed agenda to present to the board members, along with any required background materials, allowing adequate review time prior to a meeting. The approved agenda, with necessary supporting materials, will be filed with the board minutes.

F. CONFLICT OF INTEREST

1. Policy. Board members must be free of any conflict of interest in their relationship with the institution. If matters arise in which a board member discerns there is an appearance of a conflict of interest, he must inform the Board and withdraw from involvement in the matter. Minutes will record any action taken related
to conflict of interest to ensure that in the future the matter can be properly understood.

2. Procedure. Board members will not be involved with a business or other enterprise which does business with the institution unless at least three (3) bids are taken by the institution for the proposed work.

G. BOARD MEMBERSHIP

1. Policy. No more than one (1) voting board member may be an employee of the institution. No member of the immediate family or an in-law family member of the Board Chairman or the President can serve on the Board.

2. Procedure. During the first meeting of the academic year, the Board will determine if the institution is in compliance with the board membership policy and will attest such by attaching to the official minutes certification of compliance.

H. BOARD EVALUATION

1. Policy. The Board will undergo annual evaluation of their work as a part of its desire to develop quality in their work.

2. Procedure. The Board will design, approve, and utilize an evaluation process related to the manner in
which the Board carries out its business. The evaluation will take place at the last meeting of an academic year and will be carried out by an ad hoc committee of three members to be named by the Board Chairman. Results will be tabulated, reported to the Board for review and action, and recorded in the official board minutes, along with a copy of the evaluation instrument.

I. BOARD ORGANIZATION.

1. Policy. Chairmen of the Board and all Board committees must come from Board membership. The President cannot serve as chairman of the Board, the Executive Committee, or the Nominating Committee.

2. Procedure. The Board organization, including officers, will be recorded in the minutes of the first meeting conducted in an academic year.

J. DOCTRINAL STATEMENT

1. Policy. Each member of the Board must sign an annual Statement of Commitment agreeing with the institution's Biblical Foundations Statement, without mental reservation.

2. Procedure. During the first meeting of the academic year, signing the Statement of Commitment will be an agenda item. A form will be prepared by the Office of
the President on which board members will affix their signatures. Board minutes will reflect the action and a copy of the signed forms will be kept in an official Board file.

K. STANDARDS OF CONDUCT

1. Policy. Board members must sign an annual Statement of Commitment agreeing to adhere to the Standards of Conduct.

2. Procedure. During the first meeting of the academic year, an agenda item will be signing a Statement of Commitment prepared by the administration to signify adherence to the Standards of Conduct. Board minutes will reflect the action and a copy of the form will be kept in an official Board file. Any member who is absent from the meeting will be required to submit a signed Statement of Commitment to be placed in the Board file.

L. POLICIES RELATED TO ACCREDITATION STANDARDS

1. Policy. The Board will draft, approve, and implement any policies needed to bring the institution into compliance with accreditation standards, provided they are in keeping with the fundamental beliefs of the institution.
2. Procedure. The board members, college administrator and/or faculty are to present in writing any policies required by the accreditation process. The Board will draft, approve, and implement the policies either at a regular meeting or through the mail.

PART TWO. ADMINISTRATION.

As needed, the Board will establish policies and procedures to guide the work of the administration.

A. DOCTRINAL STATEMENT

1. Policy. Each member of the Administration must sign an annual statement of agreement, without mental reservation, with the institution's Biblical Foundations Statement.

2. Procedure. Prior to the first Board meeting of the academic year, the President will provide an opportunity for each member of the administration to sign a statement of agreement, without mental reservation, with the institution's doctrinal statement, place the signed copy in the administrator's personnel folder, and include a statement of compliance in his report to the Board.
B. STANDARDS OF CONDUCT

1. Policy. Administrators must sign an annual statement of adherence to the Standards of Conduct.

2. Procedure. Prior to the first Board meeting of the academic year, the President will provide an opportunity for each member of the administration to sign a statement of agreement, without mental reservation, with the institution's Standards of Conduct Statement, place the signed copy in the administrator's personnel folder, and include a statement of compliance in his report to the Board.

C. EVALUATION OF THE PRESIDENT

1. Policy. Each year the Board will evaluate the work of the President with the purpose of strengthening his skills and overall performance.

2. Procedure. An evaluation instrument will be developed by an ad hoc committee appointed by the Board Chairman working with the President, which will be reviewed, and approved by the Board. During the last Board meeting during the academic year, the Board Chairman will include Evaluation of the President as an agenda item. A summary of the data will be compiled by the Board Chairman and discussed with the President in a confidential meeting.
The President will be responsible for considering and implementing any pertinent findings.

D. PRESIDENT'S REPORT

1. Policy. The President will prepare a formal report prior to each Board meeting citing the status of the College in Academic Affairs, Business Affairs, Student Affairs, Development and Public Relations, and other pertinent areas. As deemed appropriate, the President will communicate with the Board members in writing at such level so as to keep them updated on College affairs.

2. Procedure. A written President's Report will be included in the packet of materials sent to the Board prior to each meeting. The Annual Report, which will be shared with the supporting churches of the College, according to their procedures, will be forwarded to the Board members. The President, working with the Board Chairman, will establish a system to keep the Board updated between Board meetings.

E. ADMINISTRATIVE CABINET

1. Policy. The Administrative Cabinet, through the President, will be responsible for keeping the Board updated in their respective areas.
2. Procedure. Each Administrator will prepare a periodic Report to the President reporting on their work and the status of their assigned areas. The President will either include a summary of the reports, or the reports themselves, in his President's Report to the Board. Administrators, on an as-needed basis, will be invited to appear before the Board, from time to time, upon a request from the President or the Board Chairman.

F. APPOINTMENT OF ADMINISTRATIVE OFFICERS

1. Policy. The President will identify and recommend to the Board administrative officers for their approval.

2. Procedure. Upon recommendation of the President, the Board will vote to approve all administrative officers when positions need to be filled. The President will provide a full resume including spiritual, academic, and professional qualifications for each proposed appointee.

G. JOB DESCRIPTIONS

1. Policy. Formal job descriptions will be developed for each administrative and staff position appearing on the organizational chart to ensure that the work of the College runs smoothly and efficiently.
2. Procedure. The President will be responsible to see that job descriptions are created, following a process of development which will include review by an incumbent, if any, holding the position at the time of development. Upon approval at the administrative level, the job descriptions will be placed in the policies and procedures manual. The President will be responsible for periodic reviews of job descriptions to ensure accuracy and feasibility.

H. POLICIES AND PROCEDURES MANUAL: STAFF HANDBOOK

1. Policy. A Policies and Procedures Manual: Staff Handbook for the administrative area will be developed, reviewed, approved, and kept current by the Board.

2. Procedure. The President, working with the Administrative Cabinet and other college personnel, will develop a Policies and Procedures Manual: Staff Handbook to use in the administrative area. After the Board initially approves the Policies and Procedures Handbook, new policies and procedures will be presented for Board action prior to their inclusion in the handbook.

PART THREE. FACULTY.

As needed, the Board will establish policies and procedures to guide the work of the faculty.
A. DOCTRINAL STATEMENT

1. Policy. Each faculty member must sign an annual statement of agreement, without mental reservation, with the institution's Biblical Foundations Statement.

2. Procedure. The faculty member will sign an annual statement of agreement, without mental reservation, with the institution's Biblical Foundations Statement. The agreement will be part of the faculty contract.

B. STANDARDS OF CONDUCT

1. Policy. Each faculty member must sign an annual statement of adherence to the Standards of Conduct.

2. Procedure. The faculty member will sign a statement of adherence to standards of conduct in his annual contract.

C. POLICIES AND PROCEDURES MANUAL: FACULTY HANDBOOK

1. Policy. A Policies and Procedures Manual: Faculty Handbook will be developed for the academic area, to be reviewed, and approved by the Board on an ongoing basis.

2. Procedure. The Academic Dean, working with the Academic Committee and other faculty, will develop a Policies and Procedures Manual: Faculty Handbook to use in
the academic area. Once the Board initially approves the policies and procedures manual, any new policies and procedures will be presented for Board action prior to their inclusion in the manual.

D. FACULTY ORGANIZATION

1. Policy. A formal faculty organization will be developed which will serve as a guide for the faculty to assist their overseeing the development and management of the educational program.

2. Procedure. A faculty organization document will be prepared by the faculty which will serve as operating bylaws for their role in overseeing the development and management of the educational program. Once the initial document is reviewed and approved by the Board, any substantive change must be presented to the Board for action prior to implementation.

E. ACADEMIC FREEDOM

1. Policy. Each year, the administration shall review the academic freedom statement of the college.

2. Procedure. The Board shall consider and take action on any recommendations brought by the administration during their last meeting of the academic year.
F. FACULTY STAFFING

1. Policy. The institution's faculty staffing plan must include provision that only faculty with acceptable academic qualifications will be employed with the only exception being a faculty member whose professional competence can be justified due to exceptional performance. Official transcripts (certified by the granting institution's official seal and signature) must be presented prior to employment.

2. Procedure. The Board will review faculty appointments to ensure that proper credentials are in order. Official transcripts will be placed in the faculty files. A written justification for exceptional professional competency will be developed by the Academic Dean, in collaboration with the Academic Committee, and signed by the prospective teacher and placed in the faculty file with any documentation required to validate the justification.

PART FOUR. STUDENTS.

As needed, the Board will establish policies and procedures related to students.
A. DOCTRINAL STATEMENT

1. Policy. Each student must sign a statement each semester that he has read, understands, and will respect the institution's Biblical Foundations Statement.

2. Procedure. The student signs a statement on the Student Registration Card that he has read, understands, and respects the institution's Biblical Foundation Statement.

B. STANDARDS OF CONDUCT

1. Policy. Students must sign a statement of adherence to the Standards of Conduct each semester.

2. Procedure. The student signs a statement of adherence to the Standards of Conduct which is a part of the Student Registration Card.

C. POLICIES AND PROCEDURES MANUAL: STUDENT HANDBOOK

1. Policy. A Policies and Procedures Manual: Student Handbook will be developed for the student affairs area, reviewed, and approved by the Board on an ongoing basis.

2. Procedure. The Dean of Students, working with the Student Affairs Committee and other faculty, will
develop a Policies and Procedures Manual: Student Handbook to use in the student development area. Once the Board initially approves the policies and procedures manual, any new policies and procedures will be presented for Board action prior to their inclusion in the manual.

D. STUDENT DEVELOPMENT SERVICES

1. Policy. Student development services will be approved by the Board.

2. Procedure. Working with the faculty, the administration will be responsible for establishing a comprehensive Student Development Program to present to the Board for review and action. Any substantive changes, either in adding, modifying, or dropping services must be approved by the Board.

E. STUDENT GOVERNMENT

1. Policy. A student government organization must be provided as a part of the Student Development Program.

2. Procedure. Under the leadership of the Dean of Students and the faculty Student Affairs Committee, a student government program will be developed and implemented following a written set of bylaws reviewed by the Board. The Dean of Students will include a report on student government activities in his periodic Report to the
President, who will in turn keep the Board updated in this area.

F. STUDENT RECORDS

1. Policy. Student records will be retained for five (5) years beyond the student's final term of enrollment, with the exception of transcripts and academic records which shall be retained and preserved for fifty (50) years.

2. Procedure. Academic records will be preserved in both hard copy and on computer disc. Information on either format will be held in confidence and will be available only to recognized authorities or to the student himself. The hard copy records will be protected in a locked file, the key to which shall remain in the custody of either the Academic Dean or the Registrar. Computerized information will be protected by a password system, and a back-up disk will be stored in a secure, off-site location.

PART FIVE. GENERAL.

Policies and procedures to guide the overall development and management of the College will be developed as needed.
A. COLLEGE PROTOCOL

1. Policy. Administrators, faculty, staff, students, and alumni must follow College Protocol at all times related to the Board of Directors. Only the President of the institution will take matters of business to the Board of Directors in both official and unofficial contacts. Faculty/staff may discuss concerns with their immediate supervisors at any time. Staff can then appeal to the Business Manager and ultimately to the President as necessary. Faculty may appeal to their coordinators, then to the Academic Dean, and ultimately to the President respectively. An individual may contact the Board of Directors only with the approval of the President. Scripturally, the chain of command is to be followed in College Protocol. Conversely, it is expected that contacts of a business/official nature by the Board of Directors to any employee, student, or alumnus must be made only with the approval of the President.

2. Procedure. The Protocol statement will be disseminated through the proper handbooks, and in the policies and procedures manual, and will be reviewed by the Board as needed to ensure that the needs of the institution are being met.
B. PLANNING

1. Policy. The Board will develop a planning process to ensure systematic and orderly growth. Following the established process, the institution will annually develop and update a long-range, five-year plan to guide the growth and development of the college in all areas including facilities, curriculum, degree programs, financial resources, faculty, library, and enrollment.

2. Procedure. The President, assisted by the Administrative Cabinet and any other personnel he identifies, will develop a five-year plan which will include proper input from all relevant sources (alumni, students, faculty, staff, administration, board members, and other interested parties). The institution will use surveys, questionnaires, faculty meetings, student council meetings, board meetings, and such to acquire input. The long-range plan will address every area of the institution and will include sufficient detail, such as resources needed, milestones, and a timetable for implementation. The long-range plan will be reviewed by the Board during the second meeting of the academic year.
C. OFFICIAL STATEMENTS: PURPOSE AND OBJECTIVES, PHILOSOPHY

1. Policy. The Board will approve official statements such as the Purpose and Objectives Statement, the Philosophy Statement, and the Standards of Conduct Statement. Following initial approval, the institution shall review key, official statements to ensure that they are accurate and relevant.

2. Procedure. After the Board approves key statements initially, each year it will consider and take appropriate action on any recommendations which are forthcoming from the institutional review.

D. BUDGET

1. Policy. As the final authority in the budget process, the Board must approve and monitor the annual budget.

2. Procedure. The administration, in collaboration with grass-roots personnel, will prepare the annual budget which will include a salary schedule and benefit package. The Board will then review the proposed budget and take appropriate action at the second Board meeting during an academic year. Full financial reports will be submitted monthly to the Executive Committee for review and action.
A financial report will be provided for the Board's review and action during each Board meeting.

E. FINANCIAL AND INVESTMENT POLICIES

1. Policy. The Board will establish appropriate financial and investment policies and will closely monitor all financial matters, including the progress of investments.

2. Procedure. Working with the Finance Committee, the Board will adopt financial policies, including an investment policy guideline, and will take whatever action is necessary to implement the policy which it adopts. The policies will be reviewed periodically to ensure that they remain current.

Note: Under the guidance of the Finance Committee, the Board of Directors adopted the following financial and investment policies:

a. Statement of Financial Integrity

   It is the policy of the Board to strive to operate within the limits of its income to maintain financial integrity and an excellent credit rating. To insure financial integrity, the institution is required to operate in accordance with the stated policies.
Recording of Funds

Funds received are first recorded by the secretary/receptionist. Then they are receipted and recording by matching the receipts with the previously recorded amounts. Bank statements are reconciled monthly.

Signing of Checks

Signing of checks may not include the bookkeeper or recording secretary. Only those authorized by the Board may sign checks.

Bond

All persons handling funds will be fully bonded.

Designated Funds

All designated funds must be held in restrictive accounts for the restricted purpose.

Audit

An external certified audit is to be conducted by someone not affiliated with the institution in any way and is to be completed before the August annual meeting of the Board.

b. Contingency Plan for Emergencies

A contingency reserve fund will be established, with portions of it to be used only in case of an emergency
as directed by the President and with the approval of the Executive Committee. These funds are to be used as reciprocal resource, meaning that the funds used are to be replaced.

In the event there is an emergency, a portion of designated funds may be borrowed from designated funds and handled as a loan with payable interest provided there is approval from the Board or the Executive Committee prior to its use.

c. Developing Means for Raising Funds

The most stable base of support is through the churches of the Baptist Bible Fellowship International. A program of contact with each local church has been devised by which each Board Member is assigned a definite number of churches to contact for the purpose of public relations and fund-raising. This plan is devised to increase the giving of the local church. A minimum goal is established of 10% increase overall from churches and individuals per year.

Estate Planning

A program of Estate Planning will be conducted annually through the Office of the College President. Utilization will be made of Board members, other personnel, brochures and personal contacts. Such estate planning shall include wills, annuities, trusts, and endowments. This program will begin at the discretion of the Board and President.
Additional fund-raising will be done through solicitation of businesses, foundations, and associations.

Raising Funds for Additional Buildings
Building fund drives will be made for the projected five-year development plan using all the above stated means of raising funds.

d. Investments
Investments will be made consistent with biblical, moral, and ethical standards. In respect to our purpose, programs, and Biblical principles, investments must conform with our doctrinal statement and promote the purpose and programs of the College.

Management of Investments
Investments in stocks, bonds, and interest-bearing accounts not FDIC insured must have the approval of the Board of Directors or the Executive Committee.

Financial statements must be made to the Board annually at its August meeting which would include the amount invested in stocks and bonds and their annual performance, along with their present market value.
Establishment of Investments Committee

The Finance Committee has the duty and responsibility of informing the Board of the status of investments and recommending any changes needed in present investments. The Committee has the responsibility of recommending future investments and is also charged with the responsibility of the evaluation of investments and recommending to the Board needed changes.

At such time, in the opinion of this committee, an investment advisor is needed, this committee has the responsibility of making recommendations to the Board.

Conflict of Interest Concerning Investment

No investments will be made in a company in which a Board member is an officer or member of the Board of Directors.

F. INSTITUTIONAL DEVELOPMENT: FUND RAISING, PUBLIC RELATIONS, AND RECRUITMENT.

1. Policy. The Board will develop and monitor the implementation of institutional development programs in fund raising, public relations, and recruitment.

2. Procedure. Appropriate administrators will prepare development programs in fund raising, public
relations, and recruitment to present to the Board for review and action. Institutional development will be an agenda item for each meeting of the Board of Directors to ensure that progress is made in each area.

G. POLICIES AND PROCEDURES MANUAL: GENERAL OPERATIONS HANDBOOK

1. Policy. A Policies and Procedures Manual: General Operations Handbook will be developed for operational areas, reviewed, approved, and kept current by the Board.

2. Procedure. The President, working with the Administrative Cabinet and other college personnel, will develop a Policies and Procedures Manual: General Operations Handbook for use in operational areas. After the Board initially approves the policies and procedures handbook, any new policies and procedures will be presented for Board action prior to their inclusion in the handbook.
STANDARDS OF CONDUCT

In this day of disappearing moral absolutes, it is imperative that all Christians be reminded that the Bible, as the revelation of God's truth, must determine not only our doctrinal beliefs but also our lifestyle. In a changing world, the Christian has an unchanging standard, the Word of God. Baptist Bible College West's STANDARDS OF CONDUCT are based on the teachings and principles of Scripture, seeking to develop personal holiness and discipline exemplified in a lifestyle glorifying to God.

Baptist Bible College West offers education with a distinctive purpose. Included in that purpose is a student's total growth and development in preparation for Christian life and service. We are interested not only in imparting knowledge, but also in teaching Biblical values and a lifestyle which promotes the tradition of conservative, evangelical, local churches.

The Board of Directors, administration, and faculty have committed Baptist Bible College West to the highest standards of Christian conduct required to fulfill our stated purpose. In order to do this, clearly defined standards and regulations are necessary. Although the following abbreviated STANDARDS OF CONDUCT are intended to guide students who matriculate here, it is expected that
board members, administrators, faculty and staff members serve as EXEMPLARS in modeling the lifestyle set forth. A Biblical rationale with more detail is given in the student handbook. Each student signs annually at the time of registration his pledge to follow the STANDARDS OF CONDUCT.

Statement to be Pledged

I understand that my preparation for Christian work requires my personal commitment to the Lord Jesus Christ and separation from sin. I further realize that as a Baptist Bible College West student, I represent the Lord Jesus Christ as well as the College. I am aware that the Scripture prohibits certain sins (such as stealing, lying, gossiping, backbiting, profane language, drunkenness, sexual immorality, occult practices, cheating and attitudes such as pride, lust, bitterness, harmful discrimination, jealousy, and an unforgiving spirit) which are to be avoided. In addition, I understand that certain types of activities are questionable and will avoid these activities as determined by the College for testimony's sake. As a member of the Baptist Bible College West family, I pledge myself to the following commitments:

1. To strive for excellence as a student and in all that I do;
2. To submit to the authority of the Scriptures in matters of faith and conduct and to the control of the Holy Spirit;

3. To cooperate respectfully with this in authority.

4. To participate actively in promoting the cause of Christ including witnessing to my faith in order to win others to faith in Him;

5. To respect the character of Baptist Bible College West by refraining from propagating potentially divisive doctrines;

6. To refrain from behavior that will reflect discredit upon my Lord and will offend a weaker brother, such as immodest or inappropriate dress, intemperate language, or questionable actions;

7. To use wisdom in selection of media (radio, television, recordings, various forms of literature and films) recognizing that many performances and publications are not edifying;

8. To avoid the use of alcoholic beverages, tobacco, and non-medicinal narcotic or hallucinogenic drugs.

I understand that the STANDARDS OF CONDUCT are the guide to my behavior on and off campus for the time I am enrolled in Baptist Bible College West. While it is recognized that personal preferences differ and that every member of the College community might not agree with every detail of these standards, I must honorably adhere to them.
Such an attitude on my part is a way I can develop Christian discipline, exhibit Christian maturity and demonstrate the love of Christ in concern both for the integrity of the College itself, and for the personal welfare of other believers. Further, I understand that failure to cooperate in maintaining the Standards will lead to appropriate disciplinary action and/or possible dismissal.
APPENDIX C

THE SURVEY INSTRUMENT FOR THIS STUDY

PART 1: INSTITUTIONAL INFORMATION

Institution

Address    City    State    Zip

President

Date of founding    Date of accreditation

Enrollment for 1999-2000
PART 2: YOUR RATIONALE FOR ACCREDITATION

What were the compelling reasons that your institution decided to opt for academic accreditation for your programs? Which of the following applied to your particular institution and were a matter of importance in your decision to seek accreditation?

1. Expectations of parents of students for an accredited institution

   _____ Yes _____ No (If "yes" please answer 1a-1b)

   1a. How did the parent communicate this wish?

       ________________________________

   1b. Has accreditation assisted in making recruitment more successful? _____ Yes _____ No _____ Not sure

2. Expectation of students for an accredited degree

   _____ None _____ Some _____ Much (If the answer is much, please fill in parts 2a - 2c.)

   2a. How did the student communicate this wish?

       ________________________________

   2b. Has accreditation been a factor in increased retention?

       _____ Yes _____ No

   c. Has accreditation been beneficial in marketing? _____

       Yes _____ No _____ Uncertain

3. Recognition of the governing board of the importance of accreditation

   _____ None _____ Some _____ Much
3a. What is the satisfaction level of the board with the accreditation process? _____ High  _____ Low
_________ Other (use reverse for comments).
3b. Is the board now in agreement that this has been a worthwhile project?
_____ Yes  _____ No

4. Participation of President. To what extent was the President involved?
   4a. Initiation of process? _____ Greatly _____ Moderately
       _____ Little
   4b. Decision of choice of accrediting agency? _____ Yes
       _____ No
   4c. Implementing process of accreditation? _____ A leader
       _____ A participant

5. Participation of Deans and Department heads?
   5a. Initiation of the process? _____ Greatly involved
       _____ Moderately involved _____ minimum involvement.
   5a. Implementation of the process? _____ Much involvement
       _____ Some involvement _____ Little involvement

6. Participation of faculty. To what extent was faculty involved?
   6a. Initial decision to seek accreditation? _____ Greatly
       _____ Some _____ Little
6b. Decision on which accrediting agency to use? _____ Yes _____ No

6c. Did you encounter any resistance from then-functioning faculty? _____ Yes _____ No (If "yes" please answer 6d - 6f.)

6d. Was this resistance based upon the choice of TRACS rather than your regional? _____ Yes _____ No

6e. Was some of this resistance produced by reservations based on the concern that the credentials of then-current faculty would prove to be unacceptable to TRACS? _____ Yes _____ No

6f. Please briefly mention any other resistance factors on the reverse of this page.

7. Pressure from administration (president, deans, department heads)
This was an important factor in seeking accreditation.
_____ Agree _____ Disagree

8. Desire to improve organization
_____ Agree _____ Disagree

9. Ability to award transferable degrees
_____ Agree _____ Disagree
9a. Has accreditation through TRACS enabled your graduates to enter graduate study programs in recognized institutions?  
_____ Yes  _____ No

9b. Has accreditation through TRACS enabled your graduates to be accepted into graduate programs of institutions that are accredited through their regionals?  ____ Yes  
_____ No  _____ Progress is being made.

9c. Has accreditation through TRACS brought with it any noticeable increase in collegiate interaction with other institutions.  _____ Yes  _____ No

10. Impact of Title IV and the accompanying benefits of Pell Grants and low-interest loans

_____ Much?  _____ Some?  _____ Little?  _____ None?

10a. How has accreditation affected tuition rates?
_____ Higher  _____ Same  _____ Lower

10b. Has accreditation and the accompanying benefits of Title IV enabled students with formerly-marginal financial means to enroll?  _____ Yes  _____ No

10c. How has the increased enrollment and higher tuition attributed to title IV income balanced the costs of the accreditation process?

_____ More than compensated  _____ About even  _____
Not yet repaying  _____ A financial liability
PART 3: PERCEIVED RESULTS FROM ACCREDITATION

In what tangible, measurable ways has accreditation enabled your school to carry out its mission?

11. For the administration? How has accreditation through TRACS improved:
   11a. Guidelines for governance and structure _____ Greatly _____ Some _____ No noticeable difference
   11b. Clarity and content of job descriptions _____ Much _____ Some _____ None
   11c. Understanding of requirements for faculty and quantity of learning resources (library, computers, software, etc.) _____ Greatly _____ Some _____ None

12. For the faculty? How has accreditation enabled the faculty to improve in:
   12a. Preparation of syllabi, lesson plans, and presentation _____ Significantly _____ Some _____ Little
   12b. Delivery of the actual learning experience in the lecture room _____ Much _____ Some _____ Little
   12c. Expectations of student performance and measurements of outcomes of learning _____ Much _____ Some _____ Little _____ None
13. For the student? Has this successful process affected the student positively in:

13a. Being able to work toward an accredited degree
   ______ Yes ______ No

13b. An improvement in the actual classroom experience
   ______ Yes ______ No

13c. Clearer understanding of expectations and norms for a specific degree program
   ______ Yes ______ No

13d. Managing educational costs through use of Title IV funds
   ______ Yes ______ No
PART 4: REGIONAL ACCREDITATION

(OONLY FOR INSTITUTIONS HOLDING DUAL ACCREDITATION)

Why did your institution opt to seek accreditation from your Regional as well as TRACS?

14. Comfort of governing board with the regional.
   _____ Critical _____ A consideration _____ Not a factor

15. Complete confidence in freedom to carry out mission and achieve regional accreditation without conflict.
   _____ Yes _____ No _____ Other.

16. The regional demonstrated interest in assisting our institution in achieving accreditation.
   _____ True _____ False _____ Other (Please elaborate on reverse.)

17. The costs of accreditation with the regional were favorable in comparison with the costs required for TRACS accreditation.
   _____ Agree _____ Disagree

18. The institution was comfortable with the educational philosophy of the regional.
   _____ Agree _____ Disagree
19. Requirements and expectations were considered to be on a par with TRACS

_____ Agree _____ Disagree
PART 5: PERCEIVED NEGATIVES OF REGIONAL ACCREDITATION

(ONLY FOR THOSE INSTITUTIONS THAT DO NOT HOLD DUAL ACCREDITATION THROUGH THEIR REGIONAL AND TRACS)

Why did your institution opt to seek accreditation from TRACS rather than from your regional? (If your college was never in contact with your regional, some of the questions in this section may not apply.)

20. Fear of loss of control by the governing board
   _____ Critical _____ A consideration _____ Not a factor

21. Fear of limitation of freedom to carry out mission
   _____ Critical _____ Some consideration _____ Not a factor

22. Lack of cooperation (interest) on the part of the regional
   _____ Yes _____ No

23. Unfriendly attitude of the regional
   _____ Yes _____ No (If “yes” please answer 23a-23b).
   23a. Would you characterize the attitude of your regional toward you institution as
       _____ Aloof _____ Disinterested _____ Uncooperative
       _____ Antagonistic
       _____ Somewhat cooperative _____ Cooperative _____ Very cooperative
   23b. Was the attitude of the regional expressed _____
       Verbally _____ In writing
24. Higher costs associated with the regional
    _____ A factor _____ Some consideration _____ No consequence
    (If "a factor" please answer 24a-24b)
    24a. Were the costs approximately _____ %100 more _____ %50 more _____ %25 more _____ other
    24b. Was the necessary initial cash outlay with the regional
        significantly higher than that required by TRACS?
        _____ Yes _____ No

25. Incompatibility of budget parameters (Did the regional
    require investments that you felt would be more valuable in
    another area?)
    _____ Yes _____ No

26. Incompatible philosophy of education
    _____ Definitely _____ Some concern _____ Not a factor

27. Complexity of required paperwork in comparison to that
    required by TRACS
    _____ Much more complex _____ Somewhat more complex
        _____ About the same

28. Uncertainty of additional future requirements from a regional
    _____ Definitely a factor _____ Some concern
        _____ Not a factor
PART 6: RATIONALE FOR OPTING FOR TRACS ACCREDITATION

If you do not hold dual accreditation with both your regional and TRACS, what were the compelling reasons that led your Bible College to seek accreditation through TRACS rather than your regional?

29. TRACS Christian philosophy
   _____ Strong _____ Some _____ None _____ Other (please identify on reverse of this page)

30. Freedom to carry out mission
   _____ Strong _____ Some _____ None

31. Cooperation and assistance by TRACS personnel
   _____ Strong _____ Some _____ None

32. Costs were manageable and payable on a reasonable schedule
   _____ Yes _____ No

33. Ability of institutional budget to meet requirements of TRACS
   _____ Strong _____ A factor _____ No importance

34. Ease of completing required application materials
   _____ Yes _____ About the same _____ More complex than the regional
35. Confidence in the people and policies of TRACS
   _____ Great consideration _____ Some consideration _____ Not a factor

36. Referral from sister institutions
   _____ Yes _____ No

37. Personal acquaintance with TRACS administration
   _____ Yes _____ No

38. High comfort level in dealing with TRACS
   _____ Yes _____ No

39. Other
APPENDIX D

COLLEGES INCLUDED IN THE PILOT STUDY

Baptist Bible College East
Boston, MA
Founded, 1976
Accredited, 1995
Enrollment, 115

Christian Life College
Mt. Prospect, IL (Chicago)
Founded, 1950
Candidate, 1997
Enrollment, 105

Heritage Bible College
Dunn NC
Founded, 1971
Accredited, 1998
Enrollment, 89

Messenger College
Joplin, MO
Founded, 1987
Accredited, 1998
Enrollment, 99
WORKS CITED


"Baptist Bible College West Bylaws." Article V, GOVERNANCE, p. 2.


Counsel for Higher Education in America, <chea@chea.org>.

"Draft of Modified Application Regulations." California Bureau for Private Postsecondary and Vocational Education, <dca.bppve.reg_app>.


“Procedures for Institutional Eligibility, Candidacy, and Accreditation.” Western Association of Schools and Colleges, <wascweb.org>.


