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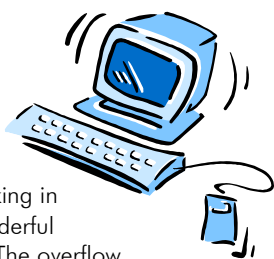
NEWSLETTER

A publication of The Accrediting Association of Bible Colleges, the leading provider of accreditation and other services for Bible colleges in the United States and Canada



From the Director's Desk

Ralph E. Enlow, Jr.
Executive Director



We are still basking in the glow of a wonderful annual meeting. The overflow crowd, the eager participation, and the enthusiastic response have been a real boost to our new Orlando office team. The weeks following the meeting have bustled with the necessary Commission on Accreditation communication tasks and final preparations for conducting Spring visits.

I want to thank the many of you who offered encouragement and affirmation to me and to our staff. It is a pleasure to serve members who are so ready to praise and eager to participate.

This issue of the *Newsletter* chronicles major Commission on Accreditation and Board of Directors decisions which will shape our association in the coming days. I hope you will also take time to digest CHEA executive director Judith Eaton's insightful article concerning quality assurance. It is clear that this subject will continue to dominate and, in some ways, revolutionize, the work of accreditation in the coming decade.

As we launch a new dialogue concerning the shape of AABC and the substance of its *Criteria* and policies, I urge your active and informed participation. Stay tuned for further information concerning specific plans and places of discussion.

May God grant you fruitfulness as you pursue the work of advancing and assuring quality Biblical higher education.

Advancing Quality Through Additional Attention to Results

**By: Judith S. Eaton, Executive Director
Council for Higher Education Accreditation**

"Quality is Job 1"

Remember the advertisement from a major automobile company that says, "quality is Job 1?" Quality here is a matter mainly of how the product performs: perhaps the car runs without incident for 50,000 miles, is fuel-efficient, and boosts a classic design. This advertisement does not invite us to consider how the company goes about producing cars; the product is offered as the ultimate test of quality. "Quality is Job 1" is based primarily on demonstrable results.

Consider a familiar alternative approach to warranting quality – an approach based on resources expended and processes used – and apply it to an automobile company. Following this approach, we would focus on how much steel and energy the plant uses to manufacture a car. We would review the size and condition of the facility and ask whether state-of-the-art machinery and manufacturing methods were being used. We would look at the number of employees and how they were compensated, and verify how many cars were produced and how many were sold.

This approach to warranting quality describes accreditation as it has traditionally been practiced in higher education. Accreditation has depended on an examination of institutional budgets and endowments, physical facilities, library and equipment resources, entrance requirements, faculty salaries and credentials, administration and staff size, and the number of students enrolled and graduated. This is still the standard approach to accreditation, although recently we have seen some changes, with more attention to assessments of institutional effectiveness.

The accreditation claim of quality that is based primarily on resources and processes has provided an important foundation for trust among higher education insiders. Educational

institutions that grant admission and academic credit for student work done at other institutions rely on one another's judgement about, for example, curricula and standards. Accreditation provides a basis for trusting that judgement.

By contrast, "Quality is Job 1" conveys a clear message to the world at large – a message about results; a message that traditional accreditation typically does not deliver. Would you buy a car from a company that based its claim of quality exclusively on the resources it expended and the processes it employed, and provided no information about the performance of its product?

We all know what is wrong with this comparison: Producing cars and educating students are not analogous activities. Educating students depends on what students do as well as what the college or university does; the same cannot be said of car manufacturing. The

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Board Adopts Key Strategies

At its October 1998 and February 1999 meetings, the board of directors devoted substantial time to strategic planning exercises. Activities included clarification and reaffirmation of AABC's mission and core values, examination of the internal and external organizational environment, and identification of key strategic issues. Following its February meeting, the board announced the adoption of the following corporate byline and five key strategic themes:

Byline: *Advancing & Assuring Quality Biblical Higher Education*

Key Strategies:

Advancing...

- Seek to grow AABC membership
- Enhance AABCs visibility and credibility

Assuring...

- Substantially increase AABC's professional development resources and services
- Undertake a comprehensive re-examination of AABC *Criteria* and policies in light of changing internal and external realities
- Expand AABC's financial base

The board will adopt specific plans in connection with each of the above strategies within the next year. The February 2000 annual meeting will afford significant opportunity for delegates to participate in refining strategies and developing plans.

NEGOTIATED RULE-MAKING UNDERWAY

Work is underway to prepare the final regulations necessary to implement the 1998 Higher Education Amendments (HEA) for publication by November 1. The new regulations are scheduled to take effect July 1, 2000.

Title IV of the amendments is the section of the law of greatest interest to AABC members because it deals with the federal programs for student financial assistance. The U.S. Department of Education has established four negotiating committees to work on the regulations dealing with Title IV. The committees average about 25 persons each, although Committee IV that includes, among its responsibilities, issues of accreditation, has 32 members. The committees operate by consensus, and the Department of Education is expected to honor language where a committee has achieved a consensus. If the department deviates from agreed upon language, it must provide a written explanation of the rationale for any changes in the preamble of its notice of proposed rule-making.

The breakdown of responsibilities is as follows: Committee I — lender and guaranty agency issues, Committee II — loan issues, Committee III — refunds, program, and student eligibility issues, Committee IV — institutional eligibility issues (including consumerism and accreditation issues). Campus crime concerns have occupied a significant amount of committee IV's attention under the general category of consumerism.

Three representatives from the accrediting community are involved directly in the negotiations through their assignment to committee IV. They are Gregory Fusco representing CHEA, Steven Crow representing the Council for Regional Accrediting Commissions, and Roger Williams representing the Council of Recognized National Accrediting Agencies. Because accreditation is regarded to be a rather technical matter, an accreditation subcommittee has been formed for the purpose of advising the negotiators on accreditation matters. The subcommittee includes the three negotiators who represent the accrediting community plus five others including AABC's Associate Director, Randall Bell.

The issues of greatest concern for accreditors include a new provision of the law that gives accrediting agencies determined to be out of compliance with the requirements for recognition just 12 months to achieve compliance. For the first time, the regulations for recognition will include significant requirements for accreditors in relation to their oversight of distance education. This has given rise to considerable discussion regarding how distance education will be defined. Another major discussion has centered around the definition of a branch campus and accreditors responsibility for quality assurance with respect to branches. The new regulations will increase the emphasis on the assessment of student achievement as a factor in granting accreditation to an institution or program. The 12 month compliance rule has triggered significant discussions regarding current department expectations relative to the demonstration of the validity of accreditation standards and reliability in their enforcement.

The Department of Education is under a directive to write its regulations in plain language. This means that all regulations must be rewritten even though there has not been a change in the legislative requirement. The subcommittee has generally responded favorably to the department's plain language drafts, but it has been vigilant to ensure that efforts to simplify language do not produce unintended consequences.

AABC institutions will want to be especially alert to regulations published regarding campus crime because they include more detailed reporting requirements. New, significant financial penalties may be assessed for failure to meet requirements. Negotiators are scheduled to meet five times (2-3 days per meeting) between February and the end of May. Two meetings have been held and the next is scheduled for early April.

CHEA RECOGNITION PROCESS APPROVED

On September 28, 1998 the Board of Directors of the Council for Higher Education Accreditation took action to approve new requirements and procedures for the recognition of accrediting organizations. In taking its action, the board established January 1999 as the date the new process would become effective.

In creating the new recognition process, there was a focused effort to build the standards for recognition around the CHEA purposes. Five standards for recognition were es-

tablished: A. Advances academic quality; B. Demonstrates accountability; C. Encourages purposeful change and needed improvement; D. Employs appropriate and fair procedures in decision-making; and E. Continually reassesses accreditation practices.

To implement the process, the CHEA Board will appoint a nine member Committee on Recognition comprised of people who will serve staggered three-year terms. The Committee

will make advisory recommendations to the CHEA Board regarding the eligibility and recognition of accrediting bodies. The board will make final determinations regarding the agencies that are reviewed.

AABC has just received notification that, as expected, it will be among the first agencies to undergo the CHEA recognition process. The staff is preparing a petition for submission in time for a CHEA recognition review in 2000.

(Advancing Quality... Cont'd)

results of educating students are not always immediately apparent and may not be apparent for years; the results of car production are measurable relatively quickly. Students are not "products."

But while we do not have a perfect analogy here, we do have an important message: The claim of quality in higher education cannot be isolated from the educational results that are produced.

Barriers to Connecting Quality and Results

What if we tried to adapt accreditation in order to tighten the connection between quality and results and to enhance the clarity of accreditation's message about quality? While some accrediting organizations have begun to address this challenge, their efforts have confronted barriers from resistance to discomfort to confusion.

Resistance emerges when the effort to pay attention to results is perceived as equating students with "consumers" and treating higher education as a "market." Although the higher education enterprise is responsive and competitive (both terms that have market connotations), this has usually been tempered by a conviction that colleges and universities must hold themselves a bit apart from the market in order to avoid becoming captive to fads and fleeting consumer interests. Academic culture has deep roots in a long tradition that views colleges and universities as, first and foremost, communities of intellectual growth and knowledge development. This tradition is not easily reconciled with an emphasis on results perceived as tied to a market mentality.

Resistance also emerges when higher education's critics fail to understand a crucial point about quality assurance through accreditation: that accreditation, as it has evolved over the years, is very much an affirmation of certain values which are central to our thinking about higher education. These values include collegiality (hence accreditation's extensive reliance on a volunteer corps of professionals who undertake peer review, not compliance review); self-improvement (hence our determination to make accreditation a means of helping colleagues to improve their institutions, rather than a means of dictating improvement); and institutional autonomy (hence our great reluctance to establish inviolate standards in the accreditation process independent of institutional purpose).

Discomfort emerges when the quality discussion turns to a particular kind of results, "outcomes." Reflective education leaders who make the case against outcomes offer several points:

- Outcomes are usually attached only to student learning. Our institutions are about more than student learning; they are also about research and service;

- Outcomes are hard to measure;
- We are already engaged in faculty development and attempting to increase our resources, leading to improvement in student learning.

Confusion about quality and results abounds in part because we frequently speak of the "quality" of our resources and processes, not taking into account that this is different from the "quality" of our results. We confuse, for example, the quality of the teaching environment (resources and processes) with the quality of student learning (a result). Both are important; they are connected; but they are not the same. This confusion is compounded by a tendency among some of us to interpret public call for information about results as a call for better public relations rather than a substantive accounting to society in return for its investment in higher education. Some believe, for example, that if people just understood our issues, everything would be fine.

Is There a Quality and Results Scenario That Works?

Yes. We can diminish the barriers of resistance, discomfort and confusion by sustaining our commitment to scrutinizing resources and processes, while adding an intensified scrutiny of results. Accreditation practice might then be viewed as an examination of three key aspects of institutional quality: resources invested, processes followed, and results achieved. A quality and results scenario, in other words, calls for additional attention to results, but not at the expense of attention to resources and processes.

Such an approach to accreditation might start with a review of resources available to an institution, including reasonable expectations of its particular student population. We would then set institutional goals that reflect the expected results of institutional efforts, given the mix of resources available. This would be followed by compiling the evidence -- confirming the progress that is being made toward those goals over time. This evaluation of progress should ideally be informed by a comparison of similar institutions.

To expand this a bit, a quality and results scenario involves:

- *Making a commitment to results.* This means adding an expanded examination of results to the scrutiny of resources and processes. We should continue to confirm the adequacy of resources and processes for our institutions, while focusing more attention on educational results. For despite one of the points about outcomes above, increased investment (in faculty development, for example) does not automatically yield enhanced results (student learning, for example); the link must be demonstrated.

- *Examining resources.* This examination should include an institution's fiscal and other resources and involve assessment of an institution's student population (academic preparation, educational goals, and socio-economic status), and is the basis for setting defensible expectations, for example, of student performance.
- *Tying results to institutional purpose.* Institutional goals describing expected results need to be appropriate to each institution's purposes.
- *Expecting results in research and service as well as student learning.* Expecting results in terms of the research and service purposes as well as the teaching purposes of our institutions will broaden the "outcomes" discussion and address the first point about outcomes described above.
- *Deciding what evidence is needed to determine results.* Institutions need to decide what constitutes evidence for results. Evidence can embrace, for example, student achievement while in school and success in future education. It can include gains in research and success in public service initiatives. This evidence, coupled with resource and process indicators, provides a comprehensive institutional profile of evidence for quality.
- *Confirming progress toward results.* Institutions then need to collect their evidence to confirm progress toward goals. While measuring progress is not easy (as those who argue against "outcomes" suggest), that is no reason not to try it; few of us entered higher education because we believe teaching and learning, research, and service are easy.
- *Comparing results.* Over time, institutions should consider benchmarking their expectations and accomplishments and moving toward community standards. Ultimately, this will make the measurement of educational results both easier and more reliable. For example, examining the accomplishments of institutions with similar student populations and resources will assist in setting expectations for results in the future.

Higher education can enhance the credibility of its quality claim if colleges and universities set their own quality expectations and indicators; if these expectations are based on institutional purposes, resources, and student profiles; if results are routinely measured and used to guide change; and if, ultimately, a benchmarking capacity is established.

Students are not cars. Colleges and universities are not automobile factories. But we are

(Advancing Quality... Cont'd)

concerned about the performance of students and cars, colleges and factories. We do not have to like the comparison to learn from it.

Our society has invested heavily in us. It is an investment, not just of money, but of faith in the value of education for individual benefit and the public good. That investment of faith places an obligation on every one of us in the higher education community. It is an obligation to be attentive to the results of our enterprise — for the well-being of society and of the enterprise itself. ■

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1999 AABC Evaluation Team Visits

Under USDE regulation 602.27(d), recognized accrediting bodies must make public the dates when an institution's accreditation or preaccreditation (candidate) status is being reviewed in order to provide opportunity for third-party comment. In view of this requirement, notice is given that the following institutions are scheduled for evaluation during calendar year 1999. Persons wishing to submit third-party comment regarding any of these institutions should direct them to the AABC office at the following address: P.O. Box 780339, Orlando, FL 32878-0339; Fax: 407-207-0840; E-mail: exdir@aacbc.org.

(IA = initial accreditation; IC = initial candidacy; 10 = 10-year reaffirmation; 5 = 5-year reaffirmation)

Bethany Bible Institute (SK)-(IA)-Mar 15-17

Calvary Bible College (MO) - (10) - (Fall Visit, Dates TBA)

Ecclesia College (AR) - (IC) - Mar 17-19

Pillsbury Baptist Bible College (MN)-(IC)-
Oct 4-6

Puget Sound Christian College (WA)-(10)-
(Fall Visit, Dates TBA)

Roanoke Bible College (NC) - (10) - (Fall Visit, Dates TBA)

San Jose Christian College (CA) - (10) -
Mar 17-19

Wesley College (MS) - (10) - Oct 4-6

Western Christian College ((MB)-(IA)-
Apr 21-23

Zion Bible Institute (RI) - (IC) - Mar 24-26

1999 Commission on Accreditation Actions

At its February 14-17, 1999 meetings, the Commission on Accreditation of the Accrediting Association of Bible Colleges took the following actions regarding the accredited status of institutions:

1. Following satisfactory completion of the institutional self-study process and an evaluation team visit, the accredited status of the following institutions was reaffirmed for 10 years:

Appalachian Bible College (WV)
Baptist Bible College (MO)
Boise Bible College (ID)
Dallas Christian College (TX)
International Bible College (AL)

Kentucky Mountain Bible College (KY)
Mid-America Bible College (OK)
Ozark Christian College (MO)
Southeastern Baptist College (MS)
Tyndale College (ON)

2. Following satisfactory completion of the institutional self-study process and an evaluation team visit, the following institution was granted candidate (pre-accredited) status:

Heritage Bible College (NC)

3. A decision to grant Candidate (pre-accredited) status to the following institution was deferred for one year:

Tri-State Bible College (OH)

4. Following the satisfactory completion of the institutional self-study process and an evaluation team visit, the following institutions were granted Accredited status:

Beulah Heights Bible College (GA)
Baptist Bible College of Indianapolis (IN)

College of Biblical Studies - Houston (TX)
Rio Grande Bible Institute (TX)

5. A decision to grant initial Accredited status to the following institution was deferred for one year:

International Bible College (TX)

6. In light of its failure to comply with AABC *Criteria for Accreditation*, failure to fulfill its responsibilities as an accredited institution, and failure to respond to a SHOW CAUSE order issued by the Commission on Accreditation in February 1998, the accreditation of the following institution was withdrawn, and the institution's request for extension of its accredited status to cover degrees granted through 1999 was denied:

Arizona Bible College (AZ)

7. The Commission on Accreditation acknowledged the voluntary withdrawal from AABC of the following institutions:

Kentucky Christian College (KY) [accredited college]
Life Christian University (CA) [applicant college]

8. The following institutions were granted approval of major substantive change:

Barclay College (KS)

Approval of three (3) additional Adult Degree Completion Program extension sites

Florida Christian College (FL)

Approval of addition of an Adult Degree Completion Program

Prairie Bible College (AB)

Approval of B.R.E. degree program reconfiguration

Newly Elected AABC Board Members

Congratulations to the following who were elected to the AABC Board and Commission on Accreditation at our 1999 Annual Meeting:



Vice President/President-Elect
(4-Year Term)
Dr. Daniel L. Anderson
Appalachian Bible College
Bradley, WV



Member-At-Large
(4-Year Term)
Dr. Larry McKinney
Providence College
Otterburne, MB CANADA



Member-At-Large
(4-Year Term)
Dr. David L. Eubanks
Johnson Bible College
Knoxville, TN

Newly Elected AABC Commission on Accreditation Members



4-Year Term
Rev. Gordon Dirks
Rocky Mountain College
Calgary, AB CANADA



4-Year Term
Mr. Charles H. Faber
Boise Bible College
Boise, ID



4-Year Term
Dr. Dwight Perry
Moody Bible Institute
Chicago, IL



3-Year Unexpired Term
Major Ray Harris
Wm. & Catherine Booth College
Winnipeg, MB CANADA



1-Year Unexpired Term
Ms. S. Elizabeth Bondurant
Roanoke Bible College
Elizabeth City, NJ

AABC Has a New Home in Orlando, Florida

Meet the Home Team



Carol Dibble – Office Manager

Prior to joining AABC, Carol served in The Christian and Missionary Alliance Southeastern District Office here in Orlando for 4 ½ years as Office Manager and secretary to the District Superintendent. Previous to her ministry with the Southeastern District, Carol worked for the Florida League of Financial Institutions (a nonprofit trade association which represented the savings and loan industry here in Florida) for 10 years as the administrative assistant to the president of the League. In addition to her broad and varied administrative and supervisory experience, Carol brings significant desktop publishing expertise to her new position.

Carol's spiritual journey started at the age of 5 when she received Christ as savior; she rededicated her life to the Lord at the age of 19. Carol grew up in a Christian home, and testifies that God has been faithful through the years to provide her with all that she needs. She has been very active in youth ministry for 13 years. She states that it is her ardent desire, and a high priority, to make every day count for ministry to her family, friends, youth she ministers to, and those she works with for the glory of God's Kingdom.

Phyllis Ellis – Receptionist/Secretary

Phyllis grew up in Tennessee with three brothers and wonderful Christian parents. She gave her heart to Jesus when she was seven years old. The Lord and His church have been a major part of her life. Many years have been invested in lay ministry in different areas of the church: teaching children's Sunday School classes, working with the youth, serving as Deaconess, as well as singing in the choir and also singing with several different trio's and ensembles. She has served previously as a church secretary and in other clerical/secretarial roles.



The Lord blessed Phyllis with a wonderful husband and three great children, who in turn have blessed her with ten grandchildren. Phyllis remarks, "...as I read recently, 'I may not be rich or famous, but I have priceless grandchildren.' They are the joy of my life. Since the Lord took my husband Home to Himself almost five years ago, after suffering from a malignant tumor, my comfort and joy have truly come from the Lord. He has blessed me with such a wonderful family and so many caring friends. I thank Him for bringing me to AABC and for the joy of serving Him in this place."



Jane Hartzler – Secretary

Jane grew up in Butler, Pennsylvania where she began following the Lord when she was five years old. She is a graduate of Columbia International University (SC) where she later served as Alumni Secretary.

Jane's ministry has included stints as a Bible teacher, youth director, and missionary. Her ministries have taken her to Alabama, Florida, Haiti, Costa Rica and Mexico. While serving with the Latin America Mission in Mexico City, she met her husband who was also a missionary. Dan and Jane have one son, Justin, who is six years old.

Member Highlights

Columbia International University - Since 1996, CIU has offered a master's program with a concentration in Muslim Studies to help prepare workers for ministry among Muslims, both in North America and abroad. CIU is taking steps to make their courses accessible through a variety of formats: on campus study, Independent Distance Learning (IDL) and intensive summer and Winterim (January) sessions. The new 1999 summer program, repackaged as COLUMBIA Institute of Muslim Studies is scheduled for July 12-August 6. Contact: Anita DuBois, administrative assistant for Muslim Studies, (800) 777-2227, ext. 3326, or e-mail: muslimstudies@ciu.edu.

Eugene Bible College - Dr. David L. Cole was inaugurated as Eugene Bible College's ninth president on June 7, 1998. He assumed his responsibilities as President on June 16, 1998. Dr. Cole brings to his position an understanding of the unique needs of the College community and the earned respect of faculty, staff and students. He received his Ph.D. in Theology from Fuller Theological Seminary. Previous education includes undergraduate work at Oral Roberts University, where he earned a BA in Biblical Literature, and graduate studies at Fuller Seminary and Oral Roberts University, where he earned an M.Div. and an M.A. in Theological and Historical Studies, respectfully.

Faith Baptist Bible College & Theological Seminary - Faith launched its "The Dream is Alive" capital campaign for campus expansion. Since the spring of 1994, our college has grown by 150 students, and is projecting a 5% enrollment growth each year for the next five years. Due to this increase, additional men's and women's dormitories will be built, and further expansion will include lecture hall and classroom additions, a bookstore addition to the gym-convocation building, additional dining space, and a seminary building.

Heritage Baptist College - On Saturday, September 26, approximately 325 people gathered to dedicate the Heritage Community Centre in the memory of Dr. Jack Scott. Dr. Scott was the founding president of Central Baptist Seminary, Toronto, one of the two schools which merged to form Heritage in 1993.

Lincoln Christian College & Seminary - Dr. Keith H. Ray, was inaugurated as the sixth president of Lincoln Christian College & Seminary on Friday, February 12, 1999.

Multnomah Bible College & Biblical Seminary - Dr. Joseph C. Aldrich has been awarded a 1999 Christian Service Award by Northwest Christian Community Foundation (NCCF). Dr. Aldrich was recognized for his role as a Christian leader in the Northwest, which has long been considered a 'spiritual wasteland' of America with the lowest church attendance in

the nation for many years. NCCF honored him for his exemplary service and humility in God's work. ❖ Multnomah Bible College has been selected to receive a grant for CREDO, Multnomah's Student Theology Venture, of \$140,000 from Indianapolis-based Lilly Endowment Inc., to participate in a national program to provide opportunities for high school-age young people to engage in theological study and inquiry.

Oak Hills Christian College - The Board of Trustees of Oak Hills fellowship is pleased to announce the appointment of Dr. Thomas J. Bower as President of Oak Hills Christian College, effective April 1, 1999. He comes to Oak Hills from Kuala Lumpur, Malaysia, where he has been serving this year as pastor at St. Andrew's Presbyterian Church. Dr. Bower received a B.A., Speech (Northwestern College); M.A., Secondary Teaching (St. Thomas University); M.Div., Pastoral Theology (Dubuque Theological Seminary), and a Ph.D., Educational Administration (University of Colorado).

Practical Bible College - Dr. George D. Miller, III was appointed as the eighth President of the college. He succeeds Dr. Dale E. Linebaugh who retired in June 1998. Dr. Miller is a graduate of Practical Bible Training School, Bryan College and earned both his master's and doctorate at Syracuse University.

Referral Service

AABC provides the referral service for individuals seeking employment at member colleges and for institutions seeking to fill vacant positions. Institutions or persons desiring a listing should contact the AABC office (P.O. Box 780339, Orlando, FL 32878-0339).

Positions Available

Academic Dean - Northwest Baptist College & Seminary - Position responsible to provide academic leadership to the undergraduate academic programs. Some teaching would be involved. Preference will be given to the Canadian applicant/permanent residents. Must be able to fully support the mission, vision, and faith and community standards of NBCS. Research doctorate from a recognized academic institution preferred; previous teaching, administrative and leadership experience in higher education; good communication and personal relational skills; awareness of and some competency in educational technology and cross-cultural experience. Position effective July 1999. Send resumes to: Dr. Larry Perkins, Vice-President, NBCS, 22606-76A Ave., P.O. Box 790, Langley, BC V3A 8B8. Phone: (604) 888-7592; Fax: (604) 513-8511; E-mail: perkins@twu.ca.

Vice-President for Academic Affairs - Practical Bible College, Binghamton, NY - Position opens July 1, 2000. Earned doctorate in an

appropriate field from a regionally accredited university or ATS accredited seminary preferred. Applicant should have college-level administrative experience and, preferably, be an ordained clergyman; expected to be in agreement with the baptistic position of the college. PBC is in the process of seeking regional accreditation; applicant should have experience and skills needed to carry this initiative forward, as well as work closely with State Dept. of Education and AABC. Contact: VP Search Committee, c/o Dr. Don Hall, P.O. Box 601, Bible School Park, NY 13737. Phone: (607) 729-1581; Fax: (607) 729-2962.

Vice-President for College Academics - Providence College & Seminary, Otterburne, Manitoba - Position responsible for the administration of all undergraduate academic programs; must support the College's mission and statements of faith and conduct & have a research doctorate from a recognized academic institution. Submit resumes to Dr. Larry J. McKinney, Providence College & Seminary, Otterburne, MB R0A 1G0; Fax: (204) 433-7158; E-Mail: lmckinney@providence.ca.mb.

Bible & Theology Professor - San Jose Christian College - Beginning fall 1999; Ph.D. or equivalent in O.T. and/or Biblical languages is required; must relate well to students of a variety of ages/ethnic groups; significant ministry experience and contributing part of a team of Christian educators who want to prepare excellent Christian leaders for service. Contact: Mike Bowman, 408-278-4300, or E-Mail: MBowman@SJChristian.edu.

Christian Education Teacher - Cincinnati Bible College & Seminary - Full-time position. Required: A Master of Arts degree with a minimum 5 years experience in the field, pre-school/child care/day care center administrative experience, member of Christian Church/Church of Christ. Preferred: Elementary Education certificate/license, doctorate or doctoral studies in progress, graduate level Human Development background. Contact: Dr. Myron D. Williams, Academic Dean, 2700 Glenway Ave., Cincinnati, OH 45204; Phone: (513) 244-8107; Fax: (513) 244-8140; E-Mail: myron.williams@cincy bible.edu

Dir. of Christian Services - Calvary Bible College & Theological Seminary - Reports to Academic Dean; responsible to give administrative direction and leadership to Christian Services Dept. Master's or doctor's degree required. Experience of at least 1-2 years of ministry and administrative background. Very "local church-minded" person; heart for evangelism. Contact: Dr. James Clark, Academic Dean, 15800 Calvary Road, Kansas City, MO 64147; Phone: (816) 322-0110, ext. 1332. Projected starting date is July 15, 1999.

English Professor - Arts & Science Division - Lancaster Bible College - This person will have

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Referral Service (Cont'd)

the opportunity to teach literature and language arts courses. A masters degree is required. A doctorate is preferred. Submit a resume to Dr. Peter W. Teague, Dean of Undergraduate Studies, 901 Eden Road, Lancaster, PA 17601.

English Instructor - Zarephath Bible Institute - Candidate will teach English writing, literature and related courses; assist in leading the development of the General Education Div.; have openness to an interdisciplinary approach; and understand the integration of faith and learning. Administrative skills and willingness to address the area of study skills with students are considered assets. Earned doctorate required. Contact: David Higle at (732) 356-4322; E-Mail: dhigle@zarephath.edu; or write P.O. Box 9035, Zarephath, NJ 08890.

Faculty Opening - Cincinnati Bible College & Seminary - Full-time in the area of sociology and missions to begin August 1999. Position involves teaching introductory sociology courses and courses in the Urban and Int'l Studies (missions) program. Significant experience in cross-cultural and/or urban ministry and an earned Masters degree in a related field are required. An earned doctorate preferred. Membership in the Independent Christian Churches/Churches of Christ required. Send cover letter and vitae to: Dr. Myron D. Williams, Academic Dean, 2700 Glenway Ave., Cincinnati, OH 45204.

Faculty Opening - Clear Creek Baptist Bible College - Full-time Bible, Theology & Ministry position for the 1999-2000 academic year. A Ph.D. in Bible or theology required. Five years full-time ministry experience in a Southern Baptist related ministry required. Publishing record and/or college level teaching experience helpful. Send credentials, statement of faith and educational philosophy to: Academic Dean, 300 Clear Creek Road, Pineville, KY 40977.

Directory of Library Services - Carver Bible College - Opening for a full-time position for the coming academic year beginning January 1999. Must have M.S.L.S. degree, with some Bible or theological background. Contact: Academic Dean, 437 Nelson Street, S.W., Atlanta, GA 30313; Phone: (404) 527-4520.

Library Dir. - SJCC Memorial Library - Academic Div. of San Jose Christian College - Dir. will be Supervised by the V.P. of Academic Affairs. Library direction experience, a minimum of a M.L.S. degree, along with the ability to work well with patrons and supervise the library staff is required. Significant experience with new information technology; ability to teach research methods is an advantage. Position opens March 1999. Contact: Mike Bowman, 790 S. 12th St., San Jose, CA 95112, Phone: 408-278-4300; E-Mail: REdrington@SJChristian.edu.

Assistant Librarian - Southeastern Bible College - Gannett-Estes Library - To supervise circulation and cataloging activities. Some exper-

tise in utilizing and managing automated systems is required. ALA accredited MLS (or master's degree related to library automation) required, or should be in the process of completing such a degree. Submit resume, statement of faith, other relevant materials to Mr. Hal M. Haller, Dir./Library Services, 3001 Highway 280 E., Birmingham, AL 25243

Music Professor - Music Dept. - Lancaster Bible College - Person would serve primarily as choral and vocal instructor, willing and able to teach Basic Fundamentals of Music and one of the church music courses. Master's degree required. Doctoral degree an advantage; proven track record of successful vocal and choral instruction and leadership; Sensitivity to student needs must also be demonstrated. Submit resume to Dr. Peter W. Teague, Dean of Undergraduate Studies, 901 Eden Road, Lancaster, PA 17601

Positions Wanted

Instructor: Applied Voice, Vocal Pedagogy, Choral, Class Voice, Theory; B.A., Music-Voice Performance (North Park College [RI]); M.M., Vocal Performance & Pedagogy (Meredith College [NC]) **S-1**

Instructor: Pastoral Theology, Bible, Church History, Greek; B.A., History (Bethel College); M.Div., Denver Seminary; D.Min. (TEDS). **S-2**

Instructor/Administrative: Systematic Theology, Biblical Studies (esp. N.T.), Hermeneutics, Pastoral/Preaching Training; AA, Pastoral Ministry (Kentucky Mountain Bible College [KY]); B.S., Pastoral Ministries (United Wesleyan College); M.A.R., Ministry, Theology, N.T. (Evangelical School of Theology). **S-3**

Administrator: President, Academic Dean, C.E. Director; Instructor; N.T. Greek, N.T. Studies, O.T. Hebrew, Christian Education, Worship, Guitar; AA, Ministerial Arts (Christian Center School of the Bible); B.S., Biblical Studies (Northwest Bible College); M.A., N.T. (Western Conservative Baptist Seminary). **S-4**

Instructor: N.T., Greek, Hermeneutics, Biblical History, Church History, Theology; Diploma, Bible/Ministry (Elim Bible Institute); M.A., Biblical Studies, Regent University). **S-5**

Administrator/Instructor: Theology, Bible, History, Math, Science; B.S., Communications (Concordia College); M.Div., Theology (Ashland Theological Seminary). **S-6**

Instructor: Bible, Homiletics, Pastoral Administration, Education, Educational Leadership, Psychology; Diploma, Pastoral Training/Greek (Moody Bible Institute); BRE & Th.B., Pre-Seminary Bible/PT (Baptist Bible College of PA); Th.M., Pastoral/Bible Exp (Dallas Theological Seminary); Ph.D., Higher Adult & Lifelong Education (Michigan State University). **S-7**

Instructor: Systematic Theology, Natural Law Theory, N.T., Patristics, Aristotle; Ph.D., Philosophy of Religion (University of Chicago); M.A., Philosophy; B.A., Philosophy, Psychology (University of Minnesota) **S-8**

Administration: Student Development, Financial Aid, Admissions, Development; B.R.E. (Grand Rapids Baptist College), M.A., Ed. Administration, College Student Personnel (Michigan State University) **S-9**

Instructor: Bible Hermeneutics, Teaching Skills; B.A., Pre-Seminary (Columbia Bible College); M.A., English (Columbia Biblical Seminary). **S-10**

Instructor: Church growth, Evangelism, Homiletics, Practical Ministry, Comparative Religion; AA, Pre-Law (Spoon River College, Canton [IL]); B.S., Religious Studies (Bradley University [IL]); M.Div., Homiletics; D.Min., Church Growth & Homiletics (University of Dubuque [IA]). **S-11**

Instructor: Choral, Theory, Piano, Music Appreciation; B.M.E., Choral (N. Central College); M.M., D.M.A. Piano (W. VA. University) **S-12**

Instructor/Administrator: O.T. & N.T. Survey, O.T. major classes, Hermeneutics, Theology Survey, Biblical Hebrew, Biblical Ethics, Individual Bible books, director level administrator; B.S., Bible (Columbia Int'l University); M.A., O.T. (Columbia Biblical Seminary) **S-13**

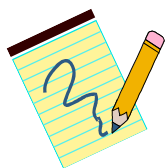
Instructor/Administration: V.P. of Administration, Academic Dean; Instructor: Pastoral Ministry, N.T.; B.A., Secondary Ed (Tabor College); M.Div., Pastoral (Western Baptist Seminary); M.A., N.T. (Denver Seminary) **S-14**

Educators - Perk Up!

Children of missionaries need good school teachers. Campus Crusade is sending educators to 18 schools worldwide, which are K-12, English instruction, and range in size from 15-600 children. Class sizes average is about 10 students. For more information, call Mark Bloom or Chris Peck at 1-888-272-4442, or e-mail: mbloom@ccci.org. You can visit their website at www.harvest2000.org/international.

New Tribes Mission Searches for a College/University Campus

New Tribes Mission operates 2 Bible Institutes, (Wisconsin/Michigan), and they are approaching full capacity in both locations. They believe the Lord would have them look for a new location. Ideally, the new location would house 600-800 students (75% singles/25% married) and 60-70 staff families. It could be located in the central 2/3 of the country, but they are willing to look at anything. It is important that they be located near a fairly large city for benefits of employment, interstate roads, air travel, bus and train service. Visit their website at www.ntm.org. Contact Rex Schaffner at 517-782-9309, ext. 321.



Notes from our Membership

Personally, and as Chairman of the Board of Trustees of Rio Grande Bible Institute, I want to thank you and your wonderful staff for the excellent Annual Meeting. Of course, the highlight for me and my associates was receiving accreditation status with AABC; however, the entire meeting was a series of outstanding presentations conducted in a most efficient manner. You and your staff are to be commended for all you have accomplished in such a short time. -- Richard Vaughn

Just a note to let you know how much I enjoyed this year's AABC convention. Crawford's messages were inspiring and motivational, the workshops I attended informational and practical, and the general overall spirit optimistic. -- Bruce Kemper, President, Grace Bible College

...I was particularly impressed with the overall positive and spiritual atmosphere of the meetings. Every workshop I attended was excellent as were the plenary session speakers. -- Peter Teague, Dean of Undergraduate Studies, Lancaster Bible College

Mark Your Calendar AABC Annual Meeting

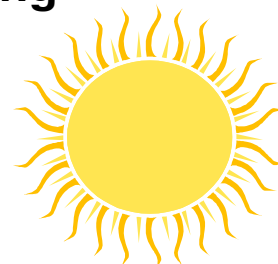
2000

February 17-19

Omni Rosen Hotel, International Drive
Orlando, Florida

Special Features:

- ❖ Joint Meeting with Evangelical Training Association (ETA)
- ❖ Special Workshop Tracks: Governance, Church/Christian Ed.
- ❖ Jack Hayford, Plenary Speaker



2001

February 15-17

Orlando, Florida

Special Features:

- ❖ Howard Hendricks, Plenary Speaker



Accrediting Association of Bible Colleges

NEWSLETTER

P.O. Box 780339
Orlando, Florida 32878-0339

Phone: 407-207-0808
Fax: 407-207-0840
E-mail: exdir@aacbc.org

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Dr. Ralph E. Enlow, Jr.
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