

COAHOMA COMMUNITY COLLEGE
Compliance Certification Team Assignments
From the Principles of Accreditation

Compliance Certification Definition: The Compliance Certification, submitted approximately fifteen months in advance of an institution's scheduled reaffirmation, is a document completed by the institution that demonstrates its judgment of the extent of its compliance with each of the Commission's Core Requirements, Comprehensive Standards, and Federal Requirements. The process is an institutional self-assessment that is thorough, honest, and forthright and is compiled in a document that is truthful, accurate, and complete.

Certification Leader: The Certification Leader is responsible for evaluating and approving the narrative, supportive documentation, and level of compliance for the assigned principles. The Certification Leader is also responsible for communicating the needs and progress of the assigned principles to Coahoma Community College's Accreditation Leadership Team and the Chair of the Compliance Certification Team.

Team Members: Team members are responsible for reporting to their Certification Leader and performing duties as assigned, reviewing Coahoma Community College's current institutional commitment as it relates to the assigned principles, generating recommendations necessary for compliance for assigned principles, gathering supporting evidence and documentation for compliance, and drafting narrative responses for the assigned principles. (to be assigned by Certification Leaders)

Timelines and Responsibilities: Certification Leaders and team members are responsible for adhering to all timelines and directives given by Dr. Presley, Accreditation Leader; Rosemary Dill, Compliance Certification Team Chairperson; and the Accreditation Leadership Team. The information that follows provides a plan and timeline for the completion of the Compliance Certification document.

Compliance Certification Assignments:

Certification Leader assignments as well as supporting documentation for each Core Requirement, Comprehensive Standard, and Federal Regulation are outlined below.

Coahoma Community College SACS Reaffirmation Plan and Timeline for Compliance Certification Document

Activity	Individual(s) Responsible	Date
Appoint Accreditation Leadership Team	President	August 2008
Appoint Compliance Certification Team	President	August 2008
Assign Compliance Principles to the Team	President	August 2008
Conduct a Compliance Documentation Audit and Identify Compliance Assessment Needs	Compliance Certification Team	August 2008 – December 2009
Meet to Plan, Discuss Compliance Documentation Audit Findings, Identify Compliance Assessment Needs, and Address Needs	Accreditation Leadership Team Compliance Certification Team	August 2008 – December 2009
Create a SACS Website with Compliance Documents, QEP information, etc.	Webmaster/Technology Dept.	October 2008
Scan and Publish Compliance Documents, QEP information, and Post to Website	Webmaster/Technology Dept.	October 2008-December 2009
Complete First Rough Draft of Compliance Certification Document	Compliance Certification Team	December 2008
Attend SACS Reaffirmation Orientation in Atlanta	Accreditation Leadership Team Representatives	January 2009
Continue to Address Compliance Assessment Needs and Revise Compliance Certification Document	Compliance Certification Team	January 2009-December 2009
Complete Second Draft of Compliance Certification Document	Compliance Certification Team	May 2009
Complete Final Compliance Certification Document	Compliance Certification Team	December 2009
Submit Compliance Certification Document to SACS	President and Accreditation Liaison	March 2010
Conduct CCC's Off-Site Review of Compliance Certification Document	SACS Off-Site Committee/Commission on Colleges	May 2010
Submit Focused Report to SACS Based on Off-Site Issues	Compliance Certification Team/President/ Accreditation Liaison	July-August 2010
Submit QEP to SACS	QEP Committee/President/Accreditation Liaison	July-August 2010
Conduct CCC's On-Site Review	SACS On-Site Committee/Commission on Colleges	September-Nov 2010
Review and Rule on CCC's Reaffirmation of Accreditation	SACS/Commission on Colleges	June 2011

CORE REQUIREMENTS					
CR #	Standard or Requirement Description	Certification Leader	Team Members	Supporting Documents	Descriptions, Explanations of the Extent of Compliance, and Evidence
2.1	<p>Degree-granting Authority The institution has degree-granting authority from the appropriate government agency or agencies.</p>	Rosemary Dill		Documentation of authority to offer specific degrees, including approvals in foreign countries if appropriate.	As appropriate, an explanation of exemptions or unusual circumstances concerning approval
2.2	<p>Governing Board The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of</p>	Rosemary Dill		Documents such as state law, articles of incorporation, bylaws, operational manuals, list of board members and officers with addresses and occupation for each, board minutes for two prior years	Description of the means by which the board ensures that financial resources are adequate to provide a sound educational program. Description of any contractual, employment, or personal or familial financial interests in the institution that involve board members

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	<p>board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.</p> <p>A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and</p>				

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	operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution.				
2.3	Chief Executive Officer The institution has a chief executive officer whose primary responsibility is to the institution and who is	Rosemary Dill		Documents such as institutional bylaws and administrative or institutional policy manual,	A description of responsibilities assumed by the chief executive officer, both within and outside the institution, with an explanation of how he/she maintains primary

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	not the presiding officer of the board.			position description	responsibility to the institution
2.4	Institutional Mission The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.	Rosemary Dill		Copy of the mission statement	A brief explanation of how the mission statement was developed and approved and how it is reviewed
2.5	Institutional Effectiveness The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals,	Rosemary Dill		Strategic, or master, plan; documents containing goals and objectives with evidence of assessment and use of assessment results	A description of the planning and assessment process with a time line revealing how and when it functions and with a list of persons and/or committees which play key roles in the process A description of how the process informs budgeting decisions

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	and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.				<p>A description of how programs and services are regularly reviewed as part of the process</p> <p>A description of how the process has resulted in improvement in services and programs at the institution. Specific examples from the various departments, divisions, and units of the institution</p> <p>A description of the system and a rationale that justifies equivalency if the institution uses a system that differs from the credit hour system of 60, 120, or 30</p>
2.6	<p>Continuous Operation The institution is in operation and has students enrolled in degree programs.</p>	<p>Anne Clark Rosetta Howard</p>		Enrollment data for each program offered by the institution	

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2.7.1	<p>Program Length The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit.</p>	<p>Anne Clark Rosetta Howard</p>		Catalog and list of degree programs with number of hours required for each	A description of the system and a rationale that justifies equivalency if the institution uses a system that differs from the credit hour system of 60, 120, or 30
2.7.2	<p>Program Content</p>	<p>Anne Clark</p>		Catalog	Rationale concerning the

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	The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education.	Rosetta Howard			appropriateness and coherence of requirements in degree programs Rationale concerning compatibility of programs with stated purpose
2.7.3	General Education In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the	Anne Clark Rosetta Howard		Catalog and list of program requirements with general education requirements for each major or concentration (if there is not a common core requirement)	Description of and rationale for the general education program A justification that demonstrates how the general education program is equivalent if the institution uses a system that differs from the credit hour system

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	<p>equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit</p>				

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	hours or its equivalent unit of general education courses.				
2.7.4	<p>Coursework for Degrees</p> <p>The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges.</p>	<p>Anne Clark Rosetta Howard</p>		<p>Copies of contracts and consortia agreements</p> <p>Description of coursework provided by other organizations or institutions</p>	<p>When applicable, request for approval of an alternative approach to providing one complete degree program at each level of accreditation. Provide a rationale based on the Commission policy statement on justifying an alternative approach. Evidence of internal control over the quality of instruction provided by another organization or institution</p>

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	In both cases, the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.")				
2.8	<p>Number of Faculty The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs.</p> <p>Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications.</p>	<p>Anne Clark Rosetta Howard</p>		Completed official Commission roster for instructional staff, listing all full-time and part-time faculty teaching credit courses during the academic term the compliance certification is submitted and for the two terms preceding that term	Evidence that faculty resources and qualifications are adequate and appropriate to ensure the quality of the academic programs offered
2.9	Learning Resources	Yvonne		Data concerning	Description of the adequacy of

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	<p>and Services The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs.</p>	Stanford		<p>physical facilities for learning resources Data concerning collections and electronic access at the institution and arrangements with other institutions or organizations Data concerning other information resources available to students at their learning locations</p>	<p>learning resources for all credit coursework and programs that the institution offers</p>
2.10	<p>Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student</p>	Greg Hudson		<p>Description and data concerning student support programs and services Student handbook</p>	<p>Explanation of how student support programs and services promote student learning and meet the needs of students</p>

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	learning and enhance the development of its students.				
2.11.1	<p>Financial Resources The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.</p> <p>The member institution provides the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a system-wide or statewide audit) and written institutional</p>	Deborah McNeal		<p>Separate institutional audit and management letter for the fiscal year ending prior to the submission of the compliance certification.</p> <p>If this audit is not available because of the timing of the certification submission date, it should be provided prior to the visit of the on-site committee.</p> <p>Previous audits may be provided as well.</p> <p>Description of the</p>	Evidence of adequate and stable financial support for all aspects of the operation of the institution

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	<p>management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. Audit</p>			<p>budget planning procedure, minutes of the board meeting documenting approval of the budget, and the schedule of changes in unrestricted net assets, excluding plant and plant related debt</p>	

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	requirements for applicant institutions may be found in the Commission policy "Accreditation Procedures for Applicant Institutions."				
2.11.2	Physical Resources The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.	Deborah McNeal		List of Physical Resources and Services and Description of Adequacy	

COMPREHENSIVE STANDARDS

CS #	Standard or Requirement Description	Certification Leader	Team Members	Supporting Documents	Descriptions, Explanations of the Extent of Compliance, and Evidence
3.1.1	<p>Mission The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.</p>	Rosemary Dill		Mission statement Board minutes	A brief explanation of how the mission statement was developed and approved, how it speaks to the scope of the institution's operations, and how it is reviewed and communicated.
3.2.1	<p>CEO Evaluation/Selection The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.</p>	Rosemary Dill		Bylaws, appropriate manuals, board minutes, evaluation documents	Description of the selection and evaluation process. Indication of how often the evaluation is conducted.
3.2.2	<p>Governing Board Control The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: 3.2.2.1 institution's mission; 3.2.2.2 fiscal stability of the institution;</p>	Rosemary Dill		Bylaws, appropriate manuals, and minutes for the governing board and corporate or foundation boards Organizational	<p>Description of the institution's relationship to its legal governing board and other boards if appropriate.</p> <p>Description of the institution's relationship to other boards and a system if appropriate. For for-profit</p>

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	<p>3.2.2.3 institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services; and</p> <p>3.2.2.4 related foundations (athletic, research, etc.) and other corporate entities whose primary purpose is to support the institution and/or its programs.</p>			<p>chart for the institution</p> <p>Mission statements for related and affiliated corporate entities</p>	<p>institutions, a description of the relationship to the parent corporation if appropriate</p>
3.2.3	<p>Board Conflict of Interest</p> <p>The board has a policy addressing conflict of interest for its members.</p>	Rosemary Dill		<p>Bylaws, appropriate manuals which contain the policy</p>	
3.2.4	<p>External Influence</p> <p>The governing board is free from undue influence from political, religious, or other external bodies and protects the institution from such influence.</p>	Rosemary Dill		<p>Bylaws, appropriate manuals, board minutes, list of board members and affiliations, policy on academic freedom</p>	<p>Evidence addressing the issue of freedom from undue influence</p>

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3.2.5	<p>Board Dismissal The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.</p>	Rosemary Dill		Bylaws, appropriate manuals, state law where applicable, board minutes	Explanation of circumstances surrounding any removals of board members
3.2.6	<p>Board/Administration Distinction There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.</p>	Rosemary Dill		Bylaws, appropriate manuals, board minutes	Evidence that practice is consistent with written policies
3.2.7	<p>Organizational Structure The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.</p>	Rosemary Dill		Organizational chart, bylaws, appropriate manuals, job descriptions	

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3.2.8	<p>Qualified Administrative/Academic Officers The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution.</p>	Rosemary Dill		Roster of administrative and academic officers and staff and their qualifications	If necessary, an explanation of the appropriateness of qualifications
3.2.9	<p>Faculty/Staff Appointment The institution defines and publishes policies regarding appointment and employment of faculty and staff.</p>	Michael Houston		Faculty and staff policy manuals	
3.2.10	<p>Administrative Staff Evaluations The institution evaluates the effectiveness of its administrators on a periodic basis.</p>	Rosemary Dill		Documents describing evaluation procedures	Evidence that administrators have been evaluated periodically
3.2.11	<p>Control of Intercollegiate Athletics The institution's chief executive</p>	Freeman Horton Deborah McNeal		Copy of position description of chief executive officer	Evidence verifying that practice is consistent with written policies

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	officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program.			Copy of organization chart depicting relationship between intercollegiate athletics and administrative officials Copy of appropriate policies and procedures manual Copy of manual for intercollegiate athletics Relevant budget documents	
3.2.12	Fund-Raising Activities The institution's chief executive officer controls the institution's fund-	Deborah McNeal		Copy of position description of	Evidence verifying that practice is consistent with written policies

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	raising activities exclusive of institution-related foundations that are independent and separately incorporated.			chief executive officer Copy of appropriate policies and procedures manual Relevant budget documents	
3.2.13	Institution-Related Foundations Any institution-related foundation not controlled by the institution has a contractual or other formal agreement that (1) accurately describes the relationship between the institution and the foundation, and (2) describes any liability associated with that relationship. In all cases, the institution ensures that the relationship is consistent with its mission.	Deborah McNeal		Bylaws of the foundation, appropriate manuals, contracts, and other formal agreements	Evidence that the activities of the foundation are consistent with mission
3.2.14	Intellectual Property Rights The institution's policies are clear	Michael Houston Deborah McNeal		Policy manuals and documents	

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	concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff.				
3.3.1	<p>Institutional Effectiveness The institution identifies expected outcomes for its educational programs (including student learning outcomes for educational program) and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.</p>	Rosemary Dill		Documents listing expected outcomes for all programs, administrative and educational support services of the institution along with assessment procedures	Evidence that outcomes for educational programs and administrative and educational support services are being achieved and that improvements are the result of assessment procedures
3.4.1	<p>Academic Program Approval The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.</p>	Anne Clark Rosetta Howard		Approval procedures for educational programs	Evidence that the faculty and administration approve educational programs

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3.4.2	<p>Continuing Education/Service Programs The institution's continuing education, outreach, and service programs are consistent with the institution's mission.</p>	<p>Anne Clark Rosetta Howard Charles White</p>		List of continuing education, outreach, and service programs	Evidence that programs are consistent with the institution's mission
3.4.3	<p>Admission Policies The institution publishes admissions policies that are consistent with its mission.</p>	<p>Wanda Holmes</p>		Copy of admissions policies	Evidence that policies are consistent with the institution's mission
3.4.4	<p>Acceptance of Academic Credit The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility</p>	<p>Anne Clark Wanda Holmes Rosetta Howard</p>		<p>Catalog and other documents describing transfer credit policies Copies of articulation or transfer agreements with other institutions or organizations</p>	<p>Description of how the institution ensures that course work and learning outcomes are at the collegiate level Demonstration of comparability to the institution's own degree programs Description of the process by which decisions are made on acceptance and awarding of credit from other institutions or organizations</p>

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	<p>for the academic quality of any course work or credit recorded on the institution's transcript. (See Commission policy "The Transfer or Transcribing of Academic Credit.")</p>				<p>Description of the process for awarding experiential credit Description of transfer arrangements, articulation agreements, contracts, consortia, study abroad programs, etc. with other institutions or organizations located in the United States or in other countries. Include only those arrangements that involve transcribing or transferring credit coursework leading to a degree. For two-year colleges, include those arrangements with senior institutions; for senior institutions those with two-year institutions.</p>

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3.4.5	<p>Academic Policies The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.</p>	<p>Anne Clark Michael Houston Rosetta Howard</p>		Catalog Manuals which contain academic policies	
3.4.6	<p>Practices for Awarding Credit The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.</p>	<p>Wanda Holmes</p>		Catalog Policies for determining amount and level of credit awarded for courses	Evidence that policies and practices for awarding credit are sound and acceptable
3.4.7	<p>Consortia Relationships/Contractual Agreements The institution ensures the quality of educational programs and courses</p>	<p>Anne Clark Rosetta Howard</p>		Copy of contracts or consortial agreements with other organizations or institutions for	Evidence that the institution monitors the quality of consortial and contractual agreements

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	offered through consortia relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortia relationship and/or agreement against the purpose of the institution.			conducting credit instruction for your institution	
3.4.8	Noncredit to Credit The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.	Anne Clark Rosetta Howard Charles White		Copy of policies concerning awarding credit for course work taken on a non-credit basis	Explanation of the process for determining that non-credit course work is equivalent to a designated credit experience
3.4.9	Academic Support Services The institution provides appropriate academic support services.	Greg Hudson		List of academic support services	Evidence that the services are appropriate and adequate to fulfill the needs of students
3.4.10	Responsibility for Curriculum The institution places primary responsibility for the content, quality,	Anne Clark Rosetta Howard		Appropriate manuals describing	

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	and effectiveness of the curriculum with its faculty.			curriculum review procedures	
3.4.11	<p>Academic Program Coordination For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.</p>	<p>Anne Clark Rosetta Howard</p>		List of persons responsible for program coordination of each degree program as well as curriculum development and review. Qualifications of each person listed. Commission rosters for instructional staff might be used for this purpose.	Justifications concerning academic qualifications as necessary
3.4.12	<p>Technology Use The institution's use of technology enhances student learning and is</p>	<p>Anne Clark Rosetta Howard</p>		Documents which contain policies and procedures for	Evidence that use of technology is appropriate and effective and that students have access and training

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	appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology.	Leandrew Presley		the use of technology to enhance student learning	
3.5.1	College-Level Competencies The institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies.	Rosetta Howard		Documents identifying college-level competencies within the general education requirements and identifying methods of assessment by the institution	Evidence of achievement of collegelevel competencies that are expected of students who complete the general education requirements.
3.5.2	Institutional Credits for a Degree At least 25 percent of the credit hours required for the degree are earned through instruction offered by the	Rosetta Howard		Catalog Other documents containing policy on	

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	institution awarding the degree. In the case of undergraduate degree programs offered through joint, cooperative, or consortia arrangements, the student earns 25 percent of the credits required for the degree through instruction offered by the participating institutions. (See Commission policy "The Transfer or Transcribing of Academic Credit.")			amount of credit which must be earned through instruction by the institution	
3.5.3	<p>Undergraduate Program Requirements</p> <p>The institution defines and publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs.</p>	<p>Anne Clark Rosetta Howard</p>			
3.7.1	<p>Faculty Competence</p> <p>The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining</p>	<p>Anne Clark Rosetta Howard</p>		Completed official Commission roster for instructional staff, listing all	Evidence and justification as appropriate and necessary to establish competency of faculty to teach the

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	acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (See Commission guidelines "Faculty Credentials.")			full-time and parttime faculty teaching credit courses during the academic term the compliance certification is submitted and for the two terms preceding that term.	courses to which they have been assigned
3.7.2	Faculty Evaluation The institution regularly evaluates the effectiveness of each faculty member	Anne Clark Rosetta Howard		Appropriate manuals	Evidence of the evaluation of faculty effectiveness

COMPREHENSIVE STANDARDS

CS #	Standard or Requirement Description	Certification Leader	Team Members	Supporting Documents	Descriptions, Explanations of the Extent of Compliance, and Evidence
	in accord with published criteria, regardless of contractual or tenured status.			or other documents describing the process for evaluation of effectiveness of faculty	
3.7.3	Faculty Development The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners.	Anne Clark Rosetta Howard		Appropriate manuals or other documents containing policies relative to ongoing professional development of faculty Data containing reports of activities of faculty, faculty files	
3.7.4	Academic Freedom The institution ensures adequate procedures for safeguarding and	Michael Houston		Appropriate manuals or other documents	Evidence that policies and procedures on academic freedom are adequate

COMPREHENSIVE STANDARDS

CS #	Standard or Requirement Description	Certification Leader	Team Members	Supporting Documents	Descriptions, Explanations of the Extent of Compliance, and Evidence
	protecting academic freedom.			containing policies regarding academic freedom	and have adequately protected academic freedom
3.7.5	Faculty Role in Governance The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.	Michael Houston		Appropriate manuals or other documents containing policies concerning responsibility and authority of faculty in academic and governance matters	
3.8.1	Learning/Information Resources The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.	Yvonne Stanford		Data concerning physical facilities of the institution devoted to learning and instructional resources List of instructional resources and services provided	Evidence that resources are appropriate and adequate

COMPREHENSIVE STANDARDS

CS #	Standard or Requirement Description	Certification Leader	Team Members	Supporting Documents	Descriptions, Explanations of the Extent of Compliance, and Evidence
				by the institution	
3.8.2	<p>Instruction of Library Use The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.</p>	Yvonne Stanford		Appropriate documents containing policies and procedures for ensuring that users are instructed in use of the library and other resources	Evidence that users are instructed in the use of the library and that the instruction is effective
3.8.3	<p>Qualified Staff The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution.</p>	Yvonne Stanford		List of professional and support staff for library and other learning resources with academic preparation and experiences noted	Evidence that the number of staff members is adequate to provide service to students and faculty
3.9.1	Student Rights	Greg Hudson		Student handbook	

COMPREHENSIVE STANDARDS

CS #	Standard or Requirement Description	Certification Leader	Team Members	Supporting Documents	Descriptions, Explanations of the Extent of Compliance, and Evidence
	The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.			and other documents and publications containing statement of student rights and responsibilities	
3.9.2	Student Records The institution protects the security, confidentiality, and integrity of student records and maintains special security measures to protect and back up data.	Wanda Holmes Greg Hudson		Student handbook; documents that contain security policies; evidence that institution adheres to FERPA	
3.9.3	Qualified Staff The institution employs qualified personnel to ensure the quality and effectiveness of its student affairs programs.	Greg Hudson		List of staff for student affairs programs Qualifications listed for student affairs staff	Evidence of the quality and effectiveness of student affairs programs

COMPREHENSIVE STANDARDS

CS #	Standard or Requirement Description	Certification Leader	Team Members	Supporting Documents	Descriptions, Explanations of the Extent of Compliance, and Evidence
3.10.1	<p>Financial Stability The institution's recent financial history demonstrates financial stability.</p>	Deborah McNeal		<p>Audits and management letters for three prior years Copies of budgets Summaries of endowment</p>	Evidence of financial stability based on audits and evidence that all programs and services are funded adequately
3.10.2	<p>Submission of Financial Statements The institution provides financial profile information on an annual basis and other measures of financial health as requested by the Commission. All information is presented accurately and appropriately and represents the total operation of the institution.</p>	Deborah McNeal		<p>Audits Budgets Other financial statements and documents requested by the Commission</p>	
3.10.3	<p>Financial Aid Audits The institution audits financial aid programs as required by federal and state regulations.</p>	Patricia Brooks Deborah McNeal		<p>Financial Aid Audits</p>	

COMPREHENSIVE STANDARDS

CS #	Standard or Requirement Description	Certification Leader	Team Members	Supporting Documents	Descriptions, Explanations of the Extent of Compliance, and Evidence
3.10.4	Control of Finances The institution exercises appropriate control over all its financial resources.	Deborah McNeal		Documents containing policies relative to control	
3.10.5	Control of Sponsored Research/External Funds The institution maintains financial control over externally funded or sponsored research and programs.	Deborah McNeal Marilyn Starks		Documents containing policies relative to control over externally funded or sponsored research and programs	
3.11.1	Control of Physical Resources The institution exercises appropriate control over all its physical resources.	Deborah McNeal		Documents containing policies relative to control	
3.11.2	Institutional Environment The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.	William Houston Greg Hudson		Documents containing policies relative to safety and security on campus	Description of adherence to various federal and state safety standards

COMPREHENSIVE STANDARDS

CS #	Standard or Requirement Description	Certification Leader	Team Members	Supporting Documents	Descriptions, Explanations of the Extent of Compliance, and Evidence
3.11.3	<p>Physical Facilities The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.</p>	Deborah McNeal		Description of physical facilities; Facilities Master Plan Maintenance procedures and records	
3.14.1	<p>Publication of Accreditation Status A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy.</p>	Rosemary Dill			

FEDERAL REQUIREMENTS

FR #	Standard or Requirement Description	Certification Leader	Team Members	Supporting Documents	Descriptions, Explanations of the Extent of Compliance, and Evidence
4.1	Student Achievement The institution evaluates success with respect to student achievement, including as appropriate, consideration of course completion, state licensing examinations, and job placement rates.	Anne Clark Rosemary Dill Rosetta Howard		Data indicating assessment of student achievement	
4.2	Program Curriculum The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates or degrees awarded.	Anne Clark Rosetta Howard		Catalog Other documents describing curriculum	
4.3	Publication of Policies The institution makes	Anne Clark Rosetta Howard		Catalog Student Handbook	

FEDERAL REQUIREMENTS

FR #	Standard or Requirement Description	Certification Leader	Team Members	Supporting Documents	Descriptions, Explanations of the Extent of Compliance, and Evidence
	available to students and the public current academic calendars, grading policies, and refund policies.	Greg Hudson Deborah McNeal		Other Documents	
4.4	Program Length Program length is appropriate for each of the institution's educational programs.	Anne Clark Rosetta Howard		Catalog List of degrees and majors offered and program length for each	Evidence that program length is appropriate for each degree
4.5	Student Complaints The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See Commission policy	Greg Hudson		Handbooks, manuals which contain procedures for addressing written student complaints List of student complaints which have been resolved following the procedures	

FEDERAL REQUIREMENTS

FR #	Standard or Requirement Description	Certification Leader	Team Members	Supporting Documents	Descriptions, Explanations of the Extent of Compliance, and Evidence
	"Complaint Procedures for the Commission or its Accredited Institutions.")				
4.6	Recruitment Materials Recruitment materials and presentations accurately represent the institution's practices and policies.	Wanda Holmes		Recruitment materials	
4.7	Title IV Program Responsibilities The institution is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Secretary of Education.)	Marilyn Starks		Document that describes compliance with Title IV	