

**NORFOLK STATE UNIVERSITY
SACS Reaffirmation of Accreditation
Compliance Certification
COMPLIANCE READINESS AUDIT**

The purpose of compliance readiness audit is to:

- Identify areas in which the University may have compliance issues or where there is a lack of sufficient evidence to support compliance; and
- Identify ways to institutionalize activities or processes that would enable an institution to address compliance issues and continuously enhance the quality of student learning and development at NSU.

The objectives of compliance readiness audit are the following:

- Interpret Core Requirements, Comprehensive Standards, and Federal Requirements in the NSU context;
- Identify who should be involved (*potential contributors*) and what evidence needs to be collected;
- Identify areas that might not be in compliance and areas lacking documentation to provide evidence of compliance;
- Identify documents needed and develop solutions (*actions needed*) to address compliance issues;
- Develop processes, Share Point web sites, and materials to facilitate the work of Compliance Certification working teams.

The following questions might help guiding compliance readiness audit:

- What are the focal points of your assigned Requirements/Standards?
- What are the concerns of off- and on-site reviewers regarding your assigned Requirements/Standards?
- How other institutions address your assigned Requirements/Standards? Please identify best practices.
- What NSU policies and/or official procedures apply to these Requirements/Standards? Please collect copies of all relevant policies)
- What is the common practice at NSU concerning these Requirements/Standards?
- Has any recent review been conducted concerning these Requirements/Standards? Please describe the review and the changes made as a result.
- Do you have any recommendations for improvement of your review topic? If so, who should be involved?
- Are there other policies and procedures that are needed to document compliance with this topic? Please provide suggestions.
- Is there other evidence such as records, survey results, reports, etc. that are needed to document compliance with this topic? Please provide suggestions.

The Compliance Readiness Audit Report and Responsibility Matrix need to be completed by December 16, 2005.

Compliance Readiness Audit Responsibility Matrix

	<u>Core Requirements (CR), Comprehensive Standards (CS), and Federal Requirements (FR)</u>	Assigned to	Primary Reviewer	Secondary Reviewer	Potential Contributors	Action Needed
CR 2.1	The institution has degree-granting authority from the appropriate government agency or agencies. (Degree-granting Authority)	<ul style="list-style-type: none"> Team 3 Governance, Planning, Administration 				
CR 2.2	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 board members or by organizations or interests separate from it. Neither the presiding officer of the board nor the majority of other voting members of the board have contractual, employment, or personal or familial financial interest in the institution. (Governing Board)	<ul style="list-style-type: none"> Team 3 Governance, Planning, Administration 				
CR 2.3	The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (Chief Executive Officer)	<ul style="list-style-type: none"> Team 3 Governance, Planning, Administration 				
CR 2.4	The institution has a clearly defined and published mission statement: specific to the institution and appropriate to an institution of higher education, addressing teaching and learning and, where applicable, research and public service. (Institutional Mission)	<ul style="list-style-type: none"> Team 3 Governance, Planning, Administration 				
CR 2.5	The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement, and (b) demonstrates that the institution is effectively accomplishing its mission. (Institutional Effectiveness)	<ul style="list-style-type: none"> Team 3 Governance, Planning, Administration Team 6 Institutional Effectiveness 	<ul style="list-style-type: none"> Team 3 Governance, Planning, Administration 	<ul style="list-style-type: none"> Team 6 Institutional Effectiveness 		

	Core Requirements (CR), Comprehensive Standards (CS), and Federal Requirements (FR)	Assigned to	Primary Reviewer	Secondary Reviewer	Potential Contributors	Action Needed
CR 2.6	The institution is in operation and has students enrolled in degree programs. (Continuous Operation)	<ul style="list-style-type: none"> Team 3 Governance, Planning, Administration 				
CR 2.7	2.7.1 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. The institution provides a written justification and rationale for program equivalency. (Program Length)	<ul style="list-style-type: none"> Team 1 Educational Programs 				
	2.7.2 Institution offers degree programs that embody a coherent course of study that is compatible with its stated purpose and is based upon fields of study appropriate to higher education. (Program Content)	<ul style="list-style-type: none"> Team 1 Educational Programs 				
	2.7.3 Institution requires in each undergraduate degree program 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 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. The institution provides a written justification and rationale for course equivalency. (General Education)	<ul style="list-style-type: none"> Team 1 Educational Programs 				
	2.7.4 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 makes arrangements for some instruction to be provided by other	<ul style="list-style-type: none"> Team 1 Educational Programs 				

	Core Requirements (CR), Comprehensive Standards (CS), and Federal Requirements (FR)	Assigned to	Primary Reviewer	Secondary Reviewer	Potential Contributors	Action Needed
	accredited institutions or entities through contracts or consortia, or uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In all cases, the institution demonstrates that it controls all aspects of its educational program. (Contractual Agreements for Instruction)					
CR 2.8	The number of full-time faculty members is adequate to support the mission of the institution. The institution has adequate faculty resources to ensure the quality and integrity of its academic programs. In addition, upon application for candidacy, an applicant institution demonstrates that it meets Comprehensive Standard 3.7.1 for faculty qualifications. (Faculty)	<ul style="list-style-type: none"> Team 2 Faculty 				
CR 2.9	The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections as well as to other learning/information resources consistent with the degrees offered. These collections and resources are sufficient to support all its educational, research, and public service programs. (Learning Resources and Services)	<ul style="list-style-type: none"> Team 5 Library and Academic Support 				
CR 2.10	The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students. (Student Support Services)	<ul style="list-style-type: none"> Team 4 Student Affairs and Services) Team 5 Library and Academic Support 	<ul style="list-style-type: none"> Team 4 Student Affairs and Services 	<ul style="list-style-type: none"> Team 5 Library and Academic Support 		
CR 2.11	The institution has a sound financial base, demonstrated financial stability, and adequate physical resources to support the mission of the institution and the scope of its programs and services. The member institution provides the following financial statements: (a) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting	<ul style="list-style-type: none"> Team 3 Governance, Planning, Administration Team 7 Finance, Business, Facilities 	<ul style="list-style-type: none"> Team 7 Finance, Business, Facilities 	<ul style="list-style-type: none"> Team 3 Governance, Planning, Administration 		

	Core Requirements (CR), Comprehensive Standards (CS), and Federal Requirements (FR)	Assigned to	Primary Reviewer	Secondary Reviewer	Potential Contributors	Action Needed
	and Review Services issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional 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; (b) 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 (c) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. Audit requirements for applicant institutions may be found in the Commission policy entitled "Accreditation Procedures for Applicant Institutions." (Resources)*					
CR 2.12	The institution has developed an acceptable Quality Enhancement Plan and demonstrates that the plan is part of an ongoing planning and evaluation process. (Quality Enhancement Plan)	<ul style="list-style-type: none"> • QEP Committee 				
CS 3.1.1	The institution has a clear and comprehensive mission statement that guides it; is approved by the governing board; is periodically reviewed by the board; and is communicated to the institution's constituencies (Institutional Mission)	<ul style="list-style-type: none"> • Team 3 Governance, Planning, Administration 				
CS 3.2.1	The governing board of the institution is responsible for the selection and the evaluation of the chief executive officer (Governance and Administration).	<ul style="list-style-type: none"> • Team 3 Governance, Planning, Administration 				

	Core Requirements (CR), Comprehensive Standards (CS), and Federal Requirements (FR)	Assigned to	Primary Reviewer	Secondary Reviewer	Potential Contributors	Action Needed
CS 3.2.2	The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure (Governance and Administration). 3.2.2.1 institution's mission; 3.2.2.2 fiscal stability of the institution; 3.2.2.3 institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services; and 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.	<ul style="list-style-type: none"> Team 3 Governance, Planning, Administration 				
CS 3.2.3	The board has a policy addressing conflict of interest for its members (Governance and Administration).	<ul style="list-style-type: none"> Team 3 Governance, Planning, Administration 				
CS 3.2.4	The governing board is free from undue influence from political, religious, or other external bodies, and protects the institution from such influence (Governance and Administration).	<ul style="list-style-type: none"> Team 3 Governance, Planning, Administration 				
CS 3.2.5	Members of the governing board can be dismissed only for cause and by due process (Governance and Administration).	<ul style="list-style-type: none"> Team 3 Governance, Planning, Administration 				
CS 3.2.6	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 (Governance and Administration).	<ul style="list-style-type: none"> Team 3 Governance, Planning, Administration 				
CS 3.2.7	The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies (Governance and Administration).	<ul style="list-style-type: none"> Team 3 Governance, Planning, Administration 				
CS 3.2.8	The institution has qualified administrative and academic officers with the experience, competence, and capacity to	<ul style="list-style-type: none"> Team 3 Governance, 				

	Core Requirements (CR), Comprehensive Standards (CS), and Federal Requirements (FR)	Assigned to	Primary Reviewer	Secondary Reviewer	Potential Contributors	Action Needed
	lead the institution (Governance and Administration).	Planning, Administration				
CS 3.2.9	The institution defines and publishes policies regarding appointment and employment of faculty and staff (Governance and Administration).	<ul style="list-style-type: none"> • Team 2 Faculty • Team 3 Governance, Planning, Administration 	<ul style="list-style-type: none"> • Team 3 Governance, Planning, Administration 	<ul style="list-style-type: none"> • Team 2 Faculty 		
CS 3.2.10	The institution evaluates the effectiveness of its administrators, including the chief executive officer, on a periodic basis (Governance and Administration).	<ul style="list-style-type: none"> • Team 3 Governance, Planning, Administration • Team 6 Institutional Effectiveness 	<ul style="list-style-type: none"> • Team 3 Governance, Planning, Administration 	<ul style="list-style-type: none"> • Team 6 Institutional Effectiveness 		
CS 3.2.11	The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program (Governance and Administration).	<ul style="list-style-type: none"> • Team 3 Governance, Planning, Administration • Team 7 Finance, Business, Facilities 	<ul style="list-style-type: none"> • Team 3 Governance, Planning, Administration 	<ul style="list-style-type: none"> • Team 7 Finance, Business, Facilities 		
CS 3.2.12	The institution's chief executive officer has ultimate control of the institution's fund-raising activities (Governance and Administration).	<ul style="list-style-type: none"> • Team 3 Governance, Planning, Administration • Team 7 Finance, Business, Facilities 	<ul style="list-style-type: none"> • Team 3 Governance, Planning, Administration 	<ul style="list-style-type: none"> • Team 7 Finance, Business, Facilities 		
CS 3.2.13	Any institution-related foundation not controlled by the institution has a contractual or other formal agreement that (a) accurately describes the relationship between the institution and the foundation, and (b) describes any liability associated with that relationship. In all cases, the institution ensures that the relationship is consistent with its mission (Governance and Administration).	<ul style="list-style-type: none"> • Team 3 Governance, Planning, Administration • Team 7 Finance, Business, Facilities 	<ul style="list-style-type: none"> • Team 3 Governance, Planning, Administration 	<ul style="list-style-type: none"> • Team 7 Finance, Business, Facilities 		

	Core Requirements (CR), Comprehensive Standards (CS), and Federal Requirements (FR)	Assigned to	Primary Reviewer	Secondary Reviewer	Potential Contributors	Action Needed
CS 3.2.14	The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. This applies to students, faculty, and staff (Governance and Administration).	<ul style="list-style-type: none"> Team 3 Governance, Planning, Administration 				
CS 3.3.1	The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results. (Institutional Effectiveness)	<ul style="list-style-type: none"> Team 6 Institutional Effectiveness 				
CS 3.4.1	The institution demonstrates that each educational program for which academic credit is awarded (a) is approved by the faculty and the administration, and (b) establishes and evaluates program and learning outcomes (All Educational Programs).	<ul style="list-style-type: none"> Team 2 Faculty Team 6 Institutional Effectiveness 	<ul style="list-style-type: none"> Team 6 Institutional Effectiveness 	<ul style="list-style-type: none"> Team 2 Faculty 		
CS 3.4.2	The institution's continuing education, outreach, and service programs are consistent with the institution's mission (All Educational Programs).	<ul style="list-style-type: none"> Team 1 Educational Programs 				
CS 3.4.3	The institution publishes admissions policies consistent with its mission (All Educational Programs).	<ul style="list-style-type: none"> Team 1 Educational Programs 				
CS 3.4.4	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 for the academic quality of any course work or credit recorded on the institution's transcript. (<i>See Commission policy "The Transfer or Transcribing of Academic Credit."</i>) (All	<ul style="list-style-type: none"> Team 1 Educational Programs 				

	Core Requirements (CR), Comprehensive Standards (CS), and Federal Requirements (FR)	Assigned to	Primary Reviewer	Secondary Reviewer	Potential Contributors	Action Needed
	Educational Programs).					
CS 3.4.5	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 (All Educational Programs).	<ul style="list-style-type: none"> Team 1 Educational Programs 				
CS 3.4.6	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 (All Educational Programs).	<ul style="list-style-type: none"> Team 1 Educational Programs 				
CS 3.4.7	The institution ensures the quality of educational programs/courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution (All Educational Programs).	<ul style="list-style-type: none"> Team 1 Educational Programs 				
CS 3.4.8	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 (All Educational Programs).	<ul style="list-style-type: none"> Team 1 Educational Programs 				
CS 3.4.9	The institution provides appropriate academic support services (All Educational Programs).	<ul style="list-style-type: none"> Team 1 Educational Programs Team 5 Library and Academic Support 	<ul style="list-style-type: none"> Team 5 Library and Academic Support 	<ul style="list-style-type: none"> Team 1 Educational Programs 		
CS 3.4.10	The institution defines and publishes general education requirements for its undergraduate programs and major program requirements for all its programs. These requirements conform to commonly accepted standards and practices for degree programs (All	<ul style="list-style-type: none"> Team 1 Educational Programs 				

	Core Requirements (CR), Comprehensive Standards (CS), and Federal Requirements (FR)	Assigned to	Primary Reviewer	Secondary Reviewer	Potential Contributors	Action Needed
	Educational Programs).					
CS 3.4.11	The institution protects the security, confidentiality, and integrity of its student academic records and maintains special security measures to protect and back up data (All Educational Programs).	<ul style="list-style-type: none"> • Team 1 Educational Programs • Team 4 Student Affairs and Services 	<ul style="list-style-type: none"> • Team 4 Student Affairs and Services 	<ul style="list-style-type: none"> • Team 1 Educational Programs 		
CS 3.4.12	The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty (All Educational Programs).	<ul style="list-style-type: none"> • Team 1 Educational Programs • Team 2 Faculty 	<ul style="list-style-type: none"> • Team 1 Educational Programs 	<ul style="list-style-type: none"> • Team 2 Faculty 		
CS 3.4.13	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 24 degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration (All Educational Programs).	<ul style="list-style-type: none"> • Team 1 Educational Programs • Team 2 Faculty 	<ul style="list-style-type: none"> • Team 1 Educational Programs 	<ul style="list-style-type: none"> • Team 2 Faculty 		
CS 3.4.14	The institution's use of technology enhances student learning, is appropriate for meeting the objectives of its programs, and ensures that students have access to and training in the use of technology (All Educational Programs).	<ul style="list-style-type: none"> • Team 1 Educational Programs • Team 5 Library and Academic Support 	<ul style="list-style-type: none"> • Team 1 Educational Programs 	<ul style="list-style-type: none"> • Team 5 Library and Academic Support 		
CS 3.5.1	The institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies (Undergraduate Programs).	<ul style="list-style-type: none"> • Team 1 Educational Programs • Team 6 Institutional Effectiveness 	<ul style="list-style-type: none"> • Team 6 Institutional Effectiveness 	<ul style="list-style-type: none"> • Team 1 Educational Programs 		
CS 3.5.2	The institution awards degrees only to those students who have earned at least 25 percent of the credit hours required for the degree through instruction offered by that institution. (<i>See Commission policy "The Transfer or Transcribing of</i>	<ul style="list-style-type: none"> • Team 1 Educational Programs 				

	Core Requirements (CR), Comprehensive Standards (CS), and Federal Requirements (FR)	Assigned to	Primary Reviewer	Secondary Reviewer	Potential Contributors	Action Needed
	<i>Academic Credit.” (Undergraduate Programs).</i>					
CS 3.6.1	The institution’s post-baccalaureate professional degree programs, and its master’s and doctoral degree programs, are progressively more advanced in academic content than undergraduate programs (Graduate and Post-Baccalaureate Professional Programs).	<ul style="list-style-type: none"> Team 1 Educational Programs 				
CS 3.6.2	The institution ensures that its graduate instruction and resources foster independent learning, enabling the graduate to contribute to a profession or field of study (Graduate and Post-Baccalaureate Professional Programs).	<ul style="list-style-type: none"> Team 1 Educational Programs 				
CS 3.6.3	The majority of credits toward a graduate or a post-baccalaureate professional degree is earned through the institution awarding the degree. In the case of graduate and post-baccalaureate professional degree programs offered through joint, cooperative, or consortia arrangements, the student earns a majority of credits from the participating institutions. (<i>See Commission policy “The Transfer or Transcribing of Academic Credit.”</i>) (Graduate and Post-Baccalaureate Professional Programs).	<ul style="list-style-type: none"> Team 1 Educational Programs 				
CS 3.7.1	The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline in accordance with the guidelines listed below. 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	<ul style="list-style-type: none"> Team 2 Faculty 				

	Core Requirements (CR), Comprehensive Standards (CS), and Federal Requirements (FR)	Assigned to	Primary Reviewer	Secondary Reviewer	Potential Contributors	Action Needed
	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 (Faculty) .					
CS 3.7.2	The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status (Faculty) .	<ul style="list-style-type: none"> • Team 2 Faculty • Team 6 Institutional Effectiveness 	<ul style="list-style-type: none"> • Team 2 Faculty 	<ul style="list-style-type: none"> • Team 6 Institutional Effectiveness 		
CS 3.7.3	The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners (Faculty) .	<ul style="list-style-type: none"> • Team 2 Faculty 				
CS 3.7.4	The institution ensures adequate procedures for safeguarding and protecting academic freedom (Faculty) .	<ul style="list-style-type: none"> • Team 2 Faculty 				
CS 3.7.5	The institution publishes policies on the responsibility and authority of faculty in academic and governance matters (Faculty) .	<ul style="list-style-type: none"> • Team 2 Faculty • Team 3 Governance, Planning, Administration) 	<ul style="list-style-type: none"> • Team 2 Faculty 	<ul style="list-style-type: none"> • Team 3 Governance, Planning, Administration 		
CS 3.8.1	The institution provides facilities, services, and learning/information resources that are appropriate to support its teaching, research, and service mission (Library and Other Learning Resources) .	<ul style="list-style-type: none"> • Team 4 Student Affairs and Services • Team 5 Library and Academic Support 	<ul style="list-style-type: none"> • Team 5 Library and Academic Support 	<ul style="list-style-type: none"> • Team 4 Student Affairs and Services 		
CS 3.8.2	The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources (Library and Other Learning Resources) .	<ul style="list-style-type: none"> • Team 5 Library and Academic Support 				
CS 3.8.3	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 (Library and Other Learning Resources) .	<ul style="list-style-type: none"> • Team 5 Library and Academic Support 				

	Core Requirements (CR), Comprehensive Standards (CS), and Federal Requirements (FR)	Assigned to	Primary Reviewer	Secondary Reviewer	Potential Contributors	Action Needed
CS 3.9.1	The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community (Student Services).	<ul style="list-style-type: none"> Team 4 Student Affairs and Services 				
CS 3.9.2	The institution protects the security, confidentiality, and integrity of its student records (Student Services).	<ul style="list-style-type: none"> Team 1 Educational Programs Team 4 Student Affairs and Services 	<ul style="list-style-type: none"> Team 4 Student Affairs and Services 	<ul style="list-style-type: none"> Team 1 Educational Programs 		
CS 3.9.3	The institution provides services supporting its mission with qualified personnel to ensure the quality and effectiveness of its student affairs programs (Student Services).	<ul style="list-style-type: none"> Team 4 Student Affairs and Services 				
CS.3.10.1	The institution's recent financial history demonstrates financial stability (Financial and Physical Resources).	<ul style="list-style-type: none"> Team 7 Finance, Business, Facilities 				
CS.3.10.2	The institution provides financial statements and related documents, including multiple measures for determining financial health as requested by the Commission, which accurately and appropriately represent the total operation of the institution (Financial and Physical Resources).	<ul style="list-style-type: none"> Team 7 Finance, Business, Facilities 				
CS.3.10.3	The institution audits financial aid programs as required by federal and state regulations (Financial and Physical Resources).	<ul style="list-style-type: none"> Team 7 Finance, Business, Facilities 				
CS.3.10.4	The institution exercises appropriate control over all its financial and physical resources (Financial and Physical Resources).	<ul style="list-style-type: none"> Team 7 Finance, Business, Facilities 				
CS.3.10.5	The institution maintains financial control over externally funded or sponsored research and programs (Financial and Physical Resources).	<ul style="list-style-type: none"> Team 7 Finance, Business, Facilities 				
CS.3.10.6	The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the	<ul style="list-style-type: none"> Team 4 Student Affairs and 				

	Core Requirements (CR), Comprehensive Standards (CS), and Federal Requirements (FR)	Assigned to	Primary Reviewer	Secondary Reviewer	Potential Contributors	Action Needed
	campus community (Financial and Physical Resources).	<ul style="list-style-type: none"> Services Team 7 Finance, Business, Facilities 				
CS.3.10.7	The institution operates and maintains physical facilities, both on and off campus, that are adequate to serve the needs of the institution's educational programs, support services, and other mission-related activities(Financial and Physical Resources).	<ul style="list-style-type: none"> Team 1 Educational Programs Team 4 Student Affairs and Services Team 5 Library and Academic Support) Team 7 Finance, Business, Facilities 	<ul style="list-style-type: none"> Team 7 Finance, Business, Facilities 	<ul style="list-style-type: none"> Team 1 Educational Programs Team 4 Student Affairs and Services Team 5 Library and Academic Support 		
FR 4.1	When evaluating success with respect to student achievement in relation to the institution's mission, the institution includes, as appropriate, consideration of course completion, state licensing examinations, and job placement rates.	<ul style="list-style-type: none"> Team 1 Educational Programs Team 6 Institutional Effectiveness 	<ul style="list-style-type: none"> Team 6 Institutional Effectiveness 	<ul style="list-style-type: none"> Team 1 Educational Programs 		
FR 4.2	The institution maintains a curriculum that is directly related and appropriate to its purpose and goals and to diplomas, certificates, or degrees awarded.	<ul style="list-style-type: none"> Team 1 Educational Programs) 				
FR 4.3	The institution makes available to students and the public current academic calendars, grading policies, and refund policies.	<ul style="list-style-type: none"> Team 1 Educational Programs Team 4 Student Affairs and Services 	<ul style="list-style-type: none"> Team 1 Educational Programs 	<ul style="list-style-type: none"> Team 4 Student Affairs and Services 		
FR 4.4	The institution demonstrates that program length is appropriate for each of the degrees offered.	<ul style="list-style-type: none"> Team 1 Educational 				

	Core Requirements (CR), Comprehensive Standards (CS), and Federal Requirements (FR)	Assigned to	Primary Reviewer	Secondary Reviewer	Potential Contributors	Action Needed
		Programs				
FR 4.5	The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. <i>(See Commission policy "Complaint Procedures for the Commission or its Accredited Institutions.")</i>	<ul style="list-style-type: none"> • Team 1 Educational Programs • Team 4 Student Affairs and Services 	<ul style="list-style-type: none"> • Team 4 Student Affairs and Services 	<ul style="list-style-type: none"> • Team 1 Educational Programs 		
FR 4.6	Recruitment materials and presentations accurately represent the institution's practices and policies.	<ul style="list-style-type: none"> • Team 1 Educational Programs • Team 4 Student Affairs and Services 	<ul style="list-style-type: none"> • Team 4 Student Affairs and Services 	<ul style="list-style-type: none"> • Team 1 Educational Programs 		
FR 4.7	The institution publishes the name of its primary accreditor and its address and phone number. (The publication of this information is presented so that it is clear that inquiries to the Commission should relate only to the accreditation status of the institution, and not to general admission information.)	<ul style="list-style-type: none"> • Team 3 Governance, Planning, Administration 				
FR 4.8	The institution is in compliance with its program responsibilities under Title IV of the <i>1998 Higher Education Amendments</i> . (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.)	<ul style="list-style-type: none"> • Team 7 Finance, Business, Facilities 				