

Clayton College & State University



*Commission on Colleges
Southern Association of Colleges and Schools
Compliance Report*

TECHNICAL PREFACE

Throughout this report, supporting documentation is provided in the form of hyperlinks, which are highlighted (usually in blue) and underlined. The hyperlinks connect the user to three types of documentation: (1) web sites, (2) other documents included on the CD and referred to as “attachments,” and (3) locations within the report. To view the supporting documentation, simply click on the hyperlink. In most cases, a single “click” will take the user directly to the document of interest. For some of the web site hyperlinks, instructions are provided within the report to allow the user to easily find the relevant document when more than one “click” is required. Then, depending on the type of hyperlink involved, the user can return to the compliance report from the supporting documentation (hyperlink site) using the following procedures:

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- (2) Attachments included on the CD: Close the document by clicking on “X” in the upper right corner of the screen or by selecting “Close” from the File menu;
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Also, please be aware that, depending on the speed of your connection to the Internet, delays of up to a minute or more may occur when downloading information located on web sites.

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CORE REQUIREMENTS

CORE REQUIREMENT 1: DEGREE-GRANTING AUTHORITY

The institution has degree-granting authority from the appropriate government agency or agencies.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

Detailed information about the University's governance and history is available in the *2003-2004 Academic Catalog* and online at <http://about.clayton.edu/history.htm>. The Institution has formal authority from the Board of Regents of the University System of Georgia to award baccalaureate and associate degrees.

The government, control, and management of the University System of Georgia and each of its institutions are vested by the people of Georgia exclusively with the Board of Regents of the University System of Georgia.

Board of Regents By-Laws Section I.2

<http://www.usg.edu/admin/humres/bylaws/bylaws.html#/>

Additionally, the Institution receives funding from the Georgia Department of Technical and Adult Education to award academic certificates and applied science degrees. Information about Georgia's technical schools and the Georgia Department of Technical and Adult Education can be found at <http://www.dtae.org/>.

CORE REQUIREMENT 2: 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 board members or by organizations or interests separate from it. Neither the presiding officer of the board, nor the majority of voting members of the board, have contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board in which neither the presiding officer nor a majority of the other members are civilian employees of the military or active/retired military. The board has broad and significant influence upon the institution's programs and 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. Neither the presiding officer of the board, nor the majority of other voting board members, have contractual, employment, or personal or familial financial interest in the institution.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The governing board of Clayton College & State University is the 18-member Board of Regents of the University System of Georgia. The board's authority is defined and granted in the state's Constitution.

"The board of regents shall have the exclusive authority to create new public colleges, junior colleges, and universities in the State of Georgia, subject to approval by majority vote in the House of Representatives and the Senate. Such vote shall not be required to change the status of a college, institution or university existing on the effective date of this Constitution. The government, control, and management of the University System of Georgia and all of the institutions in said system shall be vested in the Board of Regents of the University System of Georgia."

State Constitution, Article VIII, Section IV, Part (b)
<http://www.cviog.uga.edu/Projects/gainfo/conart8.htm>
(Scroll down to Section IV, Part (b))

The Board's responsibility for the Institution's resources is specified in the *By-Laws of the Board of Regents*, Section 700:

The Board of Regents shall be the only medium through which formal requests shall be made for appropriations from the General Assembly and the Governor of the State of Georgia.

The Board shall make the allocation of funds to the several institutions at the April meeting or the next regular meeting following the approval of the Appropriations Act or as soon thereafter as may be practicable in each year and shall approve the budgets of

the institutions and of the office of the Board of Regents at the regular June meeting in each year or as soon thereafter as may be practicable.

<http://www.usg.edu/admin/policy/700.phtml>

The Board of Regents' members are representative of the state: one from each congressional district and five from the state at large. Members are nominated by the Governor of the State of Georgia, confirmed by the Senate, and appointed for a seven-year term. Biographies of current Board members can be found at <http://www.usg.edu/admin/regents/index.html>. (Click on the link to "Biographies of the Regents.") No member of the Board has any contractual, employment, or personal or familial financial interest in the University.

Lists of recent actions taken by the Board of Regents that demonstrate the Board's authority over the University can be found at the following web site: <http://www.usg.edu/admin/regents/action/>. (For example, see June 2003, Committee on Real Estate and Facilities.)

CORE REQUIREMENT 3: CHIEF EXECUTIVE OFFICER

The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The Institution has a chief executive office, Dr. Thomas Harden, whose primary responsibility is to the Institution. Dr. Harden, appointed by the Board of Regents (BOR) of the University System of Georgia, has served as President of the University since June 1, 2000. The President reports directly to the Chancellor of the University System of Georgia. Board of Regents' action regarding Dr. Harden's appointment is available in the April 19, 2000 Minutes of the Meeting of the Board of Regents of the University System of Georgia, which are available at the following web site: <http://www.usg.edu/admin/regents/minutes/2000/apr00.html>. (Select "Unfinished, New Business" in the Quick Finder, click "Go" and see "Unfinished Business.")

The Board of Regents Policy Manual, Section 204 includes the following statement regarding the President's role at System institutions:

The president of each institution in the University System shall be the executive head of the institution and of all its departments, and shall exercise such supervision and direction as will promote the efficient operation of the institution. The president shall be responsible to the Chancellor for the operation and management of the institution and for the execution of all directives of the Board and the Chancellor. The president shall be the ex officio chair of the faculty and may preside at meetings of the faculty. At those institutions which have a council, senate, assembly or any such body, the president or the president's designee may chair such body and preside at its meetings. The president shall be the official medium of communication between the faculty and the Chancellor, and between the council, senate, assembly, or any such body and the Chancellor.

BOR Minutes, 1993-94, p. 239

<http://www.usg.edu/admin/policy/200.phtml>

(Scroll down to Section 204)

CORE REQUIREMENT 4: MISSION STATEMENT

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.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The University Mission for Clayton College & State University was approved and adopted by the Board of Regents of the University System of Georgia on July 9, 1996. It is available online at <http://about.clayton.edu/mission.htm> and in the *2003-2004 Academic Catalog* (Chapter 1, page 3).

The core mission of the University addresses teaching, learning, service: "...provide superior career-oriented studies that will prepare students to succeed in the world of work in the 21st Century and to provide services and continuing education that will assist the Southern Crescent and the state in improving the quality of life for residents." The mission also identifies the five common elements of all programs and services, and the Institution's implementation of the elements common to all University System of Georgia institutions.

During 2003-2004, Clayton College & State University will be reviewing its mission in light of the Institution's recent dramatic growth and within the context new system initiatives.

CORE REQUIREMENT 5: INSTITUTIONAL PLANNING

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.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The University formulates its strategic plan within a planning and budgeting process that complies with policies established by the Board of Regents of the University System of Georgia:

Board of Regents Policy 205: Institutional Effectiveness, Planning and Assessment: *Each institution shall have a strategic planning process that maintains a current strategic plan in which institutional priorities are defined and through which the institution's mission is carried out in accordance with the strategic directions and guiding principles established by the Board of Regents. The faculty and staff of each institution shall be involved in developing the planning process and shall be included in the structure by which the plan is implemented.*

In addition, each institution shall have a formal process by which systematic assessment of institutional effectiveness is conducted and the results of assessments are used to achieve institutional improvement. Assessment processes may differ from institution to institution, but each institution shall assess basic academic skills at entry, general education, degree programs, and academic and administrative support programs and/or functions. The faculty and staff of each institution shall be involved in developing assessment processes and included in the structure by which those processes are implemented and used for improvement...

<http://www.usg.edu/admin/policy/200.phtml>

(Scroll down to Section 205)

These policies are implemented through a process that begins with the development of planning themes by the Planning and Budget Council, a standing institutional committee charged with the responsibility to “rank, combine, eliminate, and/or evaluate the proposed strategic planning themes” consistent with the broad University strategic plan (major goals and initiatives) and the University Mission. The Planning and Budget Council considers modifications to the planning themes during the Fall Semester of each year. Throughout the remainder of the year, all members of the Institution’s campus community are involved in developing division and department strategic plans that are based on the planning themes. These plans are developed in conjunction with Board of Regents-mandated program reviews and form the basis for the Institution-wide strategic plan. The faculty have input into the Institution’s strategic plan via the Faculty Council which is represented on the Planning and Budget Council. (See <http://adminsives.clayton.edu/provost/Faculty/FacByLaws.htm>; scroll down to “Scope and Role of the Faculty Council.”) The latest version of the [Clayton College & State University Strategic Plan](#) is provided as an attachment to this document.

The most recent annual report of the Planning and Budget Council is included as an attachment to this document, entitled [Annual Report of Institutional Progress: 2001-2002](#).

CORE REQUIREMENT 6: STUDENTS ENROLLED IN DEGREE PROGRAMS

The institution is in operation and has students enrolled in degree programs.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

Clayton College & State University opened in 1969 as Clayton Junior College and received baccalaureate status in 1986, becoming Clayton State College. The Board of Regents of the University System of Georgia assigned the current name in 1996. More details regarding the history of the institution are available online at <http://about.clayton.edu/history.htm>. The Institution has experienced continuous enrollment since 1969. In Spring 2003 5,579 students were enrolled in associate and baccalaureate degree programs and in academic certificate programs. We are anticipating 5700-6000 students for Fall 2003, as Clayton College & State University has been growing substantially each semester since 2002.

The Institution's degree programs are listed in the *2003-2004 Academic Catalog*, Chapter 5, page 75 and at <http://adminservices.clayton.edu/admissions/academicprograms.htm>. Enrollment in different degree programs is documented at <http://adminservices.clayton.edu/irp/>.

CORE REQUIREMENT 7a: CREDIT HOURS FOR DEGREE PROGRAMS

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. The institution provides a written justification and rationale for program equivalency.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The Institution offers associate of arts (A.A.), associate of science (A.S.) and associate of applied science degrees (A.A.S.) degrees. These degrees require successful completion of at least 60 credit hours, as documented in the *2003-2004 Academic Catalog*, Chapter 5, page 67. (Online version is available at <http://publications.clayton.edu/2003-2004Catalog/chap05.htm>. Click "General Degree Requirements;" see number 3)

Clayton College & State University offers the Bachelor of Applied Science, Bachelor of Arts, Bachelor of Business Administration, Bachelor of Information Technology, Bachelor of Music, Bachelor of Science, Bachelor of Science in Nursing, and Bachelor of Science in Dental Hygiene. All Bachelors degree programs require at least 120 semester hours for completion. This general credit requirement is documented in the *2003-2004 Academic Catalog*, Chapter 5 and online at <http://publications.clayton.edu/2003-2004Catalog/chap05.htm>. (Click "General Degree Requirements;" see number 3)

The Institution does not consider or award credit equivalency.

CORE REQUIREMENT 7b: COHERENT DEGREE PROGRAMS

The 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.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

Each degree program embodies a coherent course of study that incorporates general education requirements, major-specific requirements, and appropriate electives. Individual academic units as well as the Curriculum and Academic Policy Council regularly review requirements and electives for their relevance to the program of study and their level of appropriateness for higher education and the stated purpose of the Institution. The Institution's academic unit program review process is set out in the *Academic Affairs Handbook of the Board of Regents*, which is available online at <http://www.usg.edu/admin/acadaff/handbook/section2/2.03/2.03.05.phtml>. The program review and other activities of the Curriculum and Academic Council are documented at <http://adminsivices.clayton.edu/provost/CurriculumCouncil/curricul.htm>.

The Institution's Mission Statement clearly articulates the University's purpose of providing "superior career-oriented studies that will prepare students to succeed in the world of work in the 21st century." Degrees in business, health care management, dental hygiene, information technology, business management (administrative and information systems), nursing, and teacher education are examples of career-oriented studies. In addition, all of the degrees offered through the School of Arts & Sciences emphasize connections to careers, as articulated in the *2003-2004 Academic Catalog*, Chapter 6. (See <http://publications.clayton.edu/2003-2004Catalog/chap06.htm>: click on each degree)

CORE REQUIREMENT 7c: GENERAL EDUCATION

The institution offers a general education program at the collegiate level that is (1) 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.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The general education core curriculum at Clayton College & State University has been developed following guidelines established by the University System of Georgia in order to ensure a solid general education foundation for all graduates. Courses taken within the core curriculum are guaranteed to transfer within the University System in accordance with Board Of Regents guidelines. General education throughout the System is organized into areas that encompass a breadth of knowledge: Area A: Composition and Mathematics; Area C: Humanities; Area D: Natural Sciences and Mathematics; Area E: Social Sciences. Clayton College & State University's general education curriculum also addresses skills, techniques and procedures needed by students in all academic areas through the Institution-specific component (Area B). Details of the core curriculum for the University System are available online at <http://www.usg.edu/admin/acadaff/handbook/section2/2.04/2.04.phtml> and for the Institution at <http://a-s.clayton.edu/corecurriculum/overview.htm> and in the *2003-2004 Academic Catalog*, Chapter 6, page 133.

Students earning A.A., A.S., or baccalaureate degrees must complete at least 42 hours in general education, including courses from each of the five areas. The general education courses are designed to provide a liberal-arts foundation without any applied focus such as performance or professional techniques. All A.A.S. degree programs require a minimum of 18 semester hours in general education.

Rationale and justification for policies regarding course equivalency through examination, experience, correspondence, and transient credit are described in detail in the *2003-2004 Academic Catalog*, Chapter 4, page 59. (See online at <http://publications.clayton.edu/2003-2004Catalog/chap04.htm>. Click on "Other Academic Policies" and scroll down to "Credit by Examination or Experience.") Policies regarding acceptable credit for transfer credit are published in the *Academic Catalog*, Chapter 2, page 22. (See online at <http://publications.clayton.edu/2003-2004Catalog/chap02.htm>. Click on "Transfer Students" and scroll down to number 2 under "General Policies on Transfer Students.")

CORE REQUIREMENT 7d: CONTRACTS AND CONSORTIA

The institution makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia, where appropriate. The institution itself, however, provides instruction for all course work required for at least one degree program at each level at which it awards degrees, or provides an alternative approach to meeting this requirement. The alternative approach is approved by the Commission on Colleges. In all cases, the institution demonstrates that it controls all aspects of its educational program.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

Clayton College & State University provides instruction for all degrees and academic certificates offered at the Institution. The Institution is also a member of two consortia through which students can earn credit for degrees. Students who choose to take transient credit courses at other institutions must have advance approval from the dean of the college or school offering the major and from the Office of the Registrar. The approval is granted or denied based on the appropriateness of the course(s) in the student's program of study. (Detailed information is available in Chapter 4, page 60 of the *2003-2004 Academic Catalog*, online at <http://publications.clayton.edu/2003-2004Catalog/chap04.htm>: click on "Other Academic Policies" and scroll down to "Transient Credit for CCSU Students".)

Clayton College & State University is a member of the Atlanta Regional Consortium for Higher Education (ARCHE), a non-profit association of twenty public and private institutions of higher learning in metropolitan Atlanta. Students may take courses from member institutions on a cross-registration basis and earn transfer credit while paying fees to the University for the course(s). (Information is available in Chapter 4, page 60 of the *2003-2004 Academic Catalog* and online at <http://publications.clayton.edu/2003-2004Catalog/chap04.htm>: click on "Registering for Courses" and scroll down to "Cross-Registration in the Atlanta Regional Consortium for Higher Education.") Further information about the ARCHE cross-registration program is available online at <http://www.atlantahighered.org/memberservices/crossregistration.asp>.

In response to the Institution's commitment to "recognizing and responding to the increasingly global context of contemporary life" (see University Mission Statement), Clayton College & State University has developed a relationship with the European Council of the University System. Clayton College & State University students may attend the University of Northumbria in Newcastle, UK, paying room and board at Northumbria while paying tuition and fees at the home institution. Students from Northumbria may take advantage in a reciprocal agreement (<http://studyabroad.clayton.edu/details.htm>).

CORE REQUIREMENT 8: NUMBER OF FULL-TIME FACULTY

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 the comprehensive standard for faculty qualifications.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The Institution has employed 169 full-time faculty members for Fall Semester 2003, and currently has an additional five vacant full-time faculty lines. These faculty will be responsible for ensuring quality delivery of the Institution's instructional program to approximately 3500 FTE students. This yields a (FTE) student to full-time faculty ratio of approximately 20.2. The standard teaching load for full-time faculty, excluding lecturers and department heads, is twelve semester hours during fall and spring semesters. This emphasis on teaching is consistent with Clayton College & State University's historical and continuing role as a teaching institution and supports the University mission of providing "superior career-oriented studies."

Faculty qualifications and justifications are discussed in detail in [Programs Comprehensive Standard 20](#).

CORE REQUIREMENT 9: LIBRARY COLLECTIONS

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.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The Clayton College & State University library (<http://adminservices.clayton.edu/library/>) provides adequate library collections for its patrons through a combination of owned, shared, and licensed resources. The library purchases and maintains a collection of materials designed to meet the information needs of faculty and students and employs a variety of methods for identifying these needs, including suggestions, specific orders, and collaboration with key personnel involved in developing new degree programs. Proposals for all new academic programs are required by the University System of Georgia Board of Regents to include evidence that adequate library resources are available. (See the Board of Regents *Academic Affairs Handbook* at <http://www.usg.edu/admin/acadaff/handbook/section2/2.03/2.03.02.phtml>: scroll down past Section IV to Number 7 under “Format for New Program Proposal.”)

The library has 77,400 reference and circulating volumes and 20,435 bound periodical volumes. The library also has access to a number of shared resources. Through membership in SOLINET, a regional library cooperative in the Southeastern United States, Clayton College & State University has access to Interlibrary Loan services with most academic and public libraries in the nation.

GALILEO (Georgia Library Learning Online: <http://www.galileo.usg.edu/>) is the state’s online library. Initiated in 1997, GALILEO provides access to over 100 databases, including several with full-text content. Two in particular, EBSCO and ProQuest, provide access to several thousand full-text journals. In addition to the electronic databases, GALILEO provides access to a collection of electronic books called Netlibrary and provides financial support for delivery of Interlibrary Loan items between University System of Georgia institutions.

GIL (Galileo Interconnected Libraries: <http://gil.clayton.edu/>) is the statewide online catalog of library materials owned by all 34 campuses in the University System of Georgia. While each institution maintains a separate materials catalog as a part of GIL, patrons may also use GIL to search any of the other campus libraries as well. GIL allows Clayton College & State University students and faculty “walk up” circulation privileges at all other System campuses.

Through the Library Council of the Atlanta Regional Consortium for Higher Education (ARCHE) Clayton College & State University students have access to an Interlibrary Use Card that permits borrowing from other member institutions, including a number of private institutions that are not members of the University System of Georgia (see Core Requirement 7d). ARCHE also sponsors a truck mail service that provides daily deliveries of Interlibrary Loan materials between member libraries.

In addition to the databases provided by GALILEO, the library directly licenses several databases that support specific academic programs. *ABC-CLIO Databases of America: History and Life* and *Historical Abstracts* were added in anticipation of the newly approved history major. *MERGENT Online* supports business programs as a full-text database with Standard & Poors materials. *JSTOR* provides access to academic journals in a number of fields, including liberal arts areas, business, science, and the social sciences.

CORE REQUIREMENT 10: STUDENT SUPPORT PROGRAMS

The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The Institution provides a variety of student support programs, services, and activities to promote student learning and enhance student development. Academic support is centralized in the Center for Academic Assistance (<http://adminservices.clayton.edu/caa/>). Services available through the Center include staff and peer tutoring and multimedia instruction, online instructional resources, workshops, courses, and external labs teaching interdisciplinary academic skills. In addition, standardized tests are offered through the Testing Center.

Students admitted to the University as non-traditional students or under “limited admission status” are required to take entry placement examinations. Students whose scores indicate the need for remediation receive college preparatory instruction in communication, mathematics, reading, and study skills. The Center for Academic Assistance also collaborates with the Center for Continuing Education to offer an individualized study experience for adults who anticipate applying for college.

Student Software Support Services (SSSS), a component of the University technical support center, offers workshops and individualized assistance to promote students’ effective use of technology. Resources such as CD burner and scanner are also available in the SSSS (<http://thehub.clayton.edu/services.php>).

Additional programs are provided by the Division of Campus Life. Each semester the Office of Counseling and Career Services offers a Student Success Seminar Series designed to assist students in their academic development and promote their learning (<http://adminservices.clayton.edu/ccs/series.htm>). Consistent with the University Mission of preparing students to “succeed in the world of work,” this office also provides professional and personal development workshops for students. The Office of Diversity Services sponsors the Minority Advising Program (MAP). The academic component of MAP includes a mentoring and referral system. The student services component involves tracking student class performance in targeted developmental courses and offering motivation and direction to students, connecting them with the needed support services to enhance their success, and promoting leadership among students via club and organization participation and cultural activities.

The University offers an array of student activities to enhance student development, including organizations with service, academic, religious, or cultural focuses. The various activities are consistent with the portions of the University Mission that emphasize education of “the whole person” and “a commitment to a teaching/learning environment, both inside and outside the classroom.” Information about student life is available online at <http://adminservices.clayton.edu/studentlife/> and includes links to clubs and organizations and events and activities that contribute to student development.

CORE REQUIREMENT 11: FINANCIAL BASE AND STABILITY

The institution has a sound financial base and demonstrated financial stability, and adequate physical resources to support the mission of the institution and the scope of its programs and services. The institution provides the following financial statements: (a) an institutional audit (as distinct from a system wide or statewide audit) and management letter for the most recent fiscal year prepared by an independent certified public accountant or an appropriate auditing agency employing the appropriate audit guide; (b) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board; and (c) a schedule of changes in unrestricted net assets, excluding plant and plant related-debt (short and long-term debt attached to physical assets).

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

Throughout its history, Clayton College & State University, a unit of the University System of Georgia, has maintained a sound financial base and demonstrated financial stability. State appropriations and receipts from tuition, fees, and other sources provide funding required to maintain adequate physical resources in support of the institutional mission. Audits conducted annually by the Georgia Department of Audits (<http://www.audits.state.ga.us/internet/>), an independent agency of the state of Georgia, ensure that the University complies with applicable policy and law. University personnel prepare annual financial reports indicating changes to net assets excluding plant and plant-related debt. During fiscal year 2002, the University converted its financial records to PeopleSoft financial systems as part of a University System of Georgia initiative (<http://www.usg.edu/gafirst/>). Financial information is reported in compliance with Statements 34 and 35 of the Governmental Accounting Standards Board.

The University formulates an annual budget within a strategic planning process and in compliance with policy established by the Board of Regents of the University System of Georgia. The Planning and Budget Council is a standing institutional committee charged with the responsibility to “rank, combine, eliminate, and/or evaluate the proposed strategic planning themes” consistent with the broad University strategic plan (major goals and initiatives) and the University Mission. Within the process, the Council holds budget hearings (see the attached [Campus Review, February 2003](#); scroll down to page 2) and formulates a recommended budget. The budget document provides summary documentation of anticipated revenue and planned expenditures for the next year and includes a line item listing of salaries, benefits, and non-personal services by department. The Board of Regents approves each fiscal year budget prior to the effective date of July 1. The most recent annual report of the Planning and Budget Council is included as an attachment to this document, entitled [Annual Report of Institutional Progress: 2001-2002](#).

The Institution’s Fiscal Year 2002-2003 Resident Instruction Budget, in the amount of \$40,849,528, was approved by the Board of Regents in June 2002. Additional funding generated during the year from increased enrollment, grants, and other sources brought the total budgeted resident instruction funds available during the year to \$45,448,384. Of that amount, \$17,317,101 was from state appropriations. The Institution’s official [2002-2003 budget](#) is included as an attachment to this report.

CORE REQUIREMENT 12: QUALITY ENHANCEMENT PLAN

The institution has developed an acceptable Quality Enhancement Plan and demonstrates the plan is part of an ongoing planning and evaluation process.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The University's Quality Enhancement Plan is under development and will be submitted to the Commission on Colleges in January 2004. The title of the plan is "A Plan to Improve Student Academic Success at Clayton College & State University."

The focus of the Quality Enhancement Plan is the improvement of student academic performance through the enhancement of faculty/staff awareness and development. This focus comes in part from the mission of the University. Since its inception, the Institution's mission has been to facilitate "continuous education and growth as a result of ongoing assessment of learning." Specifically, the Mission statement declares the Institution's "commitment to a teaching/learning environment that sustains instructional excellence, serves a diverse and college-prepared student body, promotes high levels of student achievement, (and) offers academic assistance."

The exact focus of the plan came from a process that involved input from the entire campus community, including students, faculty and staff. This process revealed the widely-held perception that student retention is not at a level that is appropriate for the nature and mission of the Institution. An analysis of institutional data indicated several contributing factors, not the least of which is a paucity of baccalaureate degree programs (an area that is being aggressively addressed). It was decided that the Institution can most effectively improve student retention by focusing on student success through improvement of: (1) communication across campus; (2) faculty, staff, and student support; and (3) classroom practices. Based on these results, the Quality Enhancement Plan will seek to facilitate creation of faculty/staff awareness and development efforts that address student engagement in the classroom, methods of academic intervention to support student performance, and academic advisement and mentoring. The plan will empower faculty and staff with the attitudes and tools necessary to improve student engagement. It will call for the establishment of intervention plans and improved mentoring and advisement for students.

COMPREHENSIVE STANDARDS: INSTITUTIONAL MISSION, GOVERNANCE, AND EFFECTIVENESS

COMPREHENSIVE STANDARD:

INSTITUTIONAL MISSION, GOVERNANCE, AND EFFECTIVENESS 1: MISSION

The institution is guided by a clear and comprehensive mission statement and the mission statement is approved by the governing board, is periodically reviewed by the board, and is communicated to the institution's constituencies.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The complete Mission of the University is published in the *2003-2004 Academic Catalog* (<http://publications.clayton.edu/2003-2004Catalog/chap01.htm>) and on the University website (<http://about.clayton.edu/mission.htm>). This Mission was approved and adopted by the Board of Regents of the University System of Georgia on July 9, 1996. The Board's policy regarding mission statements is archived online at <http://www.usg.edu/admin/oc/directives/mission.html>. The Institution reviews the mission periodically, and any recommended changes must be approved by the Board. During 2003-2004, Clayton College & State University will be reviewing its mission in light of the Institution's recent dramatic growth and within the context new system initiatives.

The University's mission includes five elements that guide its operations. The elements and examples of their application (italicized) are as follows:

- 1) developing effective communication including broad and technologically sophisticated access to information: *The University's Information Technology Project* (<http://itpchoice.clayton.edu/>), for example, is designed to facilitate timely access to accurate and relevant information by the students, faculty and staff of the institution.
- 2) recognizing and responding to the increasingly global context of contemporary life: *The University's International Studies Program*, for example, provides students with on-campus exposure to global perspectives as well as study abroad opportunities.
- 3) promoting community-based, experiential learning to create durable and meaningful connections between education and all other aspects of life: *The Center for Experiential Learning* (http://adminservices.clayton.edu/experiential_learning/) was established to provide students with meaningful opportunities to relate their academic studies to real-world situations and experiences.
- 4) focusing on continuous education and growth as a result of ongoing assessment of learning: *All academic programs are evaluated on a regular basis, and the results of these evaluations are used to improve the learning environment of the University.*
- 5) understanding and developing a facility with the power and limitations of modern technology: *The University has advanced instructional computing facilities and was one of the first "Laptop Universities" in the nation.*

The Mission Statement also articulates the Institution's implementation of the elements common to all University System of Georgia Institutions (<http://www.usg.edu/inst/mission/usg.html>):

- 1) a supportive campus climate, leadership and development opportunities, and necessary services and facilities to meet the needs of students, faculty, and staff;

- 2) cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society;
- 3) technology to advance educational purposes, including instructional technology, student support services, and distance education;
- 4) a commitment to sharing physical, human, information, and other resources in collaboration with other System institutions, the public libraries, state agencies, local schools, and technical colleges to expand and enhance programs and services available to the citizens of Georgia.

The academic programs of all System Institutions are evaluated regularly in part to ensure consistency with these elements. (See <http://www.usg.edu/admin/policy/200.phtml>: scroll down to Section 205.01 Comprehensive Program Review.)

**COMPREHENSIVE STANDARD:
INSTITUTIONAL MISSION, GOVERNANCE, AND EFFECTIVENESS 2: GOVERNING
BOARD**

The governing board of the institution is responsible for the selection and the evaluation of the chief executive officer.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The Board of Regents of the University System of Georgia is responsible for the selection and the evaluation of the Institution's chief executive officer, the President. President Harden was selected by the Board of Regetns and has been evaluated by Chancellor Meredith in accordance with Board of Regents policies. Section 201 of the *Board of Regents Policy Manual* states the following: "The Board shall elect the presidents of institutions at the April monthly meeting. Presidents shall not hold tenure at the institution but may hold, retain, or receive academic rank." Section 202 of the *Policy Manual* (<http://www.usg.edu/admin/policy/200.phtml>) delineates the procedure for selecting a president.

The President of the Institution is responsible to the Chancellor and the Board of Regents "for the operation and management of the institution and for the execution of all directives of the Board and the Chancellor" (Policy Manual, Section 204) Furthermore, the Chancellor and the Board evaluate the President on an annual basis. As stated in Section 201, number 1, "[The presidents] shall be elected each year for a term of one year. The Chancellor shall notify them of their appointment but such presidents shall not be entitled to a written employment contract. All such appointments will be made expressly subject to the Policies of the Board of Regents."

**COMPREHENSIVE STANDARD:
INSTITUTIONAL MISSION, GOVERNANCE, AND EFFECTIVENESS 3: LEGAL AUTHORITY**

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

- the institution's mission;*
- the fiscal stability of the institution;*
- institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services;*
- related foundations (athletic, research, etc.) and other corporate entities whose primary purpose is to support the institution and/or its programs.*

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The Board of Regents of the University System of Georgia defines the legal authority and operating control for the Institution.

Mission Statement

Strategic Planning Policy Directives of the Board of Regents clarifies the Board's authority to approve the Institution's mission statement (<http://www.usg.edu/admin/oc/directives/mission.html>).

*"The University System of Georgia...
...Shall insure that each of its institutions has a clear, substantive, distinctive mission that supports the mission and vision of the System as a whole; a commensurate array of academic programs; and adequate resources concentrated to emphasize its distinctive strengths. The University System shall also encourage program collaboration and otherwise minimize unnecessary program duplication among its institutions, particularly in costly programs."*

The Directives also specify the Institution's responsibility in developing the mission statement:

*"The Board of Regents therefore directs that...
...**Every institution** engage in broad consultations for the purpose of developing and presenting a brief (200-500 word) mission statement of its central responsibilities
By-Laws of the Board of Regents."*

Fiscal Stability of the Institution

The President of the Institution along with the Board of Regents holds responsibility for the Institution's fiscal well-being. These responsibilities are addressed in the *Board of Regents Policy Manual*, Section 700 (<http://www.usg.edu/admin/policy/700.phtml>).

Section 701 General Policy

"The Board shall make the allocation of funds to the institutions at the April meeting or the next regular meeting following the approval of the Appropriations Act or as soon thereafter as may be practicable in each year and shall approve the budgets of the institutions and of the office of the Board of Regents at the regular June meeting in each year, or as soon thereafter as may be practicable."

Section 702.02 Operating Budgets

“Each institution of the System shall prepare an operating budget for educational and general activities and an operating budget for auxiliary enterprises of the institution for the fiscal year within the limit of funds allocated plus estimated internal income of the institution. Operating budgets of separately incorporated athletic organizations are specifically excluded from this process, although the transfer of student fees to those separately incorporated organizations must be reflected as a single item in the budget submitted to the Chancellor (BR Minutes, 1946-47, pp. 214-15).”

703.02 Deficits

“When any situation develops which would create a deficit at an institution, the president shall take the appropriate corrective action. If the president determines that he/she cannot take adequate corrective action to eliminate the deficit, he/she shall inform the Chancellor and/or the Vice Chancellor for Fiscal Affairs and Treasurer immediately.”

710.02 Internal Audits

“The Board of Regents shall establish and support an internal audit function to assist the Board, the Chancellor and institutional presidents in the effective discharge of their responsibilities.”

Institutional Policy

Section 302.06 of the *Board of Regents Policy Manual* assigns responsibility for academic institutional policies to the faculty and President of each institution in the System (<http://www.usg.edu/admin/policy/300.phtml>).

“The faculty, or the council, senate, assembly, or such other comparable body, shall make, subject to the approval of the president of the institution, statutes, rules and regulations for its governance and for that of the students; provide such committees as may be required; prescribe regulations regarding admission, suspension, expulsion, classes, courses of study, and requirements for graduation; and make such regulations as may be necessary or proper for the maintenance of high educational standards. A copy of the statutes, rules and regulations made by the faculty shall be filed with the Chancellor. The faculty shall also have primary responsibility for those aspects of student life which relate to the educational process, subject to the approval of the president of the institution. (BR Minutes, 1986- 87, p. 333).

Policies related to Auxiliary Services are addressed in Section 702.0102 of the *Board of Regents Policy Manual*. (See <http://www.usg.edu/admin/policy/700.phtml>: scroll down to Section 702.0102.)

Related Foundations

The legal authority and operating control of foundations are addressed in the *Board of Regents Policy Manual* under the heading “Cooperative Organizations.” (See <http://www.usg.edu/admin/policy/1900.phtml>: scroll down to Section 1905.) This section provides a definition of a cooperative organization and mandates (in part) that the relationship between the Institution and the organization be in the best interest of the institution; that the organization have adequate financial resources and make financial records available to the Institution; and that the two entities maintain a written general agreement or memorandum of understanding describing each party's responsibilities so that it is clear to third parties dealing with the cooperative organization that the organization is acting as a legal entity separate from University System of Georgia. Section 701.01 of the *Policy Manual* states:

“Private donations to separately incorporated cooperative organizations established pursuant to Section 1905 of The Policy Manual shall not be subject to control by the Board of Regents or the college or university administration except as provided in Section 1905 or by the memoranda of agreement established between institutions and their cooperative organizations.”

Section 200 of the *Board of Regents Policy Manual*

(<http://www.usg.edu/admin/policy/200.phtml>: scroll down to Section 204) assigns authority to the presidents of institutions to “execute, accept, or deliver on behalf of the Board” specific agreements.

**COMPREHENSIVE STANDARD:
INSTITUTIONAL MISSION, GOVERNANCE, AND EFFECTIVENESS 4: CONFLICT OF
INTEREST**

The board has a policy addressing conflict of interest.

- Compliance
 Partial Compliance
 Non-Compliance

NARRATIVE

The Board of Regents' policy regarding conflict of interest is addressed in the *By-Laws*, *The Board of Regents Policy Manual*, and the *Business Procedures Manual*.

By-Laws of the Board of Regents (<http://www.usg.edu/admin/humex/bylaws/bylaws.html#l>)

Section V.2 Communication with the Board of Regents

"Except as permitted in these Bylaws or The Policy Manual of the Board, a member of the Board of Regents shall not recommend any person for employment in any position in the University System."

Section I. 3 Membership

"The Board of Regents shall consist of one member from each congressional district in the state and five additional members from the state at large appointed by the Governor and confirmed by the Senate. The Governor shall not be a member of said Board."

Board of Regents Policy Manual (<http://www.usg.edu/admin/policy/>)

Section 705.01 Banking

"The chief business officer of each institution of the University System of Georgia and any other officer or employee who participates in the selection of the institution's depository (bank) is prohibited from serving on the governing boards of banks and other financial institutions if such banks or other financial institutions have or seek a commercial relationship with that institution (BR Minutes; 1996)."

Section 802.14 B. Appearances of Conflicts of Interest

"An employee shall make every reasonable effort to avoid even the appearance of a conflict of interest. An appearance of conflict exists when a reasonable person will conclude from the circumstances that the employee's ability to protect the public interest, or perform public duties, are compromised by personal interest. An appearance of conflict can exist even in the absence of a legal conflict of interest. Employees are referred to State Conflict of Interest Statutes O.C.G.A. §45-10-20 through §45-10-70 and Board of Regents Policies 802.16 through 802.1603 and institutional policies governing professional and outside activities."

Section 802.16 Outside Activities

"An employee of the University System of Georgia should avoid actual or apparent conflict of interests between his or her college or university obligations and his or her outside activities."

802.1602 Consulting

"Recognizing that teaching, research, and public service are the primary responsibilities of faculty members in the University System of Georgia, it shall be considered

reasonable and desirable for faculty members to engage in consulting activities, which are defined for purposes of this policy as any additional activity beyond duties assigned by the institution, professional in nature and based in the appropriate discipline for which the individual receives additional compensation during the contract year. Each institution of the University System shall adopt guidelines governing consulting activities of faculty members which shall include the following:

A plan for reimbursing the institution for use of the institution's personnel, facilities, equipment and/or materials consistent with rates charged outside groups or persons; A procedure for obtaining prior approval of the president or his/her designee; A procedure for defining and prohibiting conflicts of interest.”

802.1603 Political

“As responsible and interested citizens in a democratic society, employees of the University System are encouraged to fulfill their civic obligations and otherwise engage in the normal political processes of society. Nevertheless, it is inappropriate for System personnel to manage or enter political campaigns while on duty to perform services for the System or to hold elective political office at the state or federal level while employed by the System. Therefore, the following policies governing political activities are hereby adopted:

Employees may not manage or take an active part in a political campaign which interferes with the performance of duties or services for which he or she receives compensation from the System.

Employees may not hold elective political office at the state or federal level. A candidate for or holder of an elective political office at the state or federal level may not be employed or hold a faculty, staff, or other position at an institution of the System, with or without compensation.

Employees seeking elective political office at the state or federal level must first request a leave of absence without pay beginning prior to qualification as a candidate in a primary or general election and ending after the general or final election. If elected to state or federal office such person must resign prior to assuming office.

Employees may seek and hold elective office at other than the state or federal level, or appointive office, when such candidacy for or holding of the office does not conflict or interfere with the employee's duties and responsibilities to the institution or the System.”

Section 1901 Political Interference

“The Board of Regents is unalterably opposed to political interference or domination of any kind or character in the affairs of any institution in the University System of Georgia (BR Minutes, 1941-42, p. 88).”

Business Procedures Manual, Volume 3A Classified Personnel

<http://www.usg.edu/admin/humres/busproman/personpol/>

Section III T

“An employee of the University System of Georgia should avoid actual or apparent conflict of interest between his or her college or university obligations and his or her outside activities.”

**COMPREHENSIVE STANDARD:
INSTITUTIONAL MISSION, GOVERNANCE, AND EFFECTIVENESS 5: BOARD INFLUENCE**

The governing board is free from undue influence from political, religious, or other external bodies, and protects the institution from such influence.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The Board of Regents Policy Manual and the Board of Regents By-Laws provide specific guidelines safeguarding the Board from undue influence from external bodies. Section I.2 of the By-Laws (<http://www.usg.edu/admin/humex/bylaws/bylaws.html#I.2>) references the State Constitution, where the University System of Georgia is granted exclusive (free from influence) government, control, and management.

“The government, control, and management of the University System of Georgia and each of its institutions are vested by the people of Georgia exclusively with the Board of Regents of the University System of Georgia. The Board of Regents possesses such other authority as is granted by the Constitution of the State of Georgia and by acts of the General Assembly. “

Section 1901 (<http://www.usg.edu/admin/policy/1900.phtml>) of the *Policy Manual* states:

“The Board of Regents is unalterably opposed to political interference or domination of any kind or character in the affairs of any institution in the University System of Georgia (BR Minutes, 1941-42, p. 88).”

**COMPREHENSIVE STANDARD:
INSTITUTIONAL MISSION, GOVERNANCE, AND EFFECTIVENESS 6: BOARD DISMISSAL**

Members of the governing board can be dismissed only for cause and by due process.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The Board of Regents policy regarding the dismissal of board members is defined in the *By-Laws of the Board of Regents*, Section I.4 Attendance

(<http://www.usg.edu/admin/humex/bylaws/bylaws.html#l>):

“It shall be the duty of the members of the Board of Regents to attend the meetings of the Board so as to take part in its deliberations. The office of any member of the Board shall be vacated if such member neglects to furnish an excuse in writing to the Board for absence from two consecutive meetings of the Board. If any member fails to attend three successive meetings of the Board without good and valid cause or excuse or without leave of absence from the Chair or, if the Chair for any cause cannot act, from the Vice Chair of the Board, that member’s office shall be declared vacant by the Board, and the Secretary to the Board shall notify the Governor of a vacancy on the Board, and the Governor shall fill the same.

The Executive and Compensation Committee of the Board shall meet and confer with any member of the Board who fails to attend meetings of the Board, regular or special, and to participate in a substantial way in the activities of the Board. If the Board member continues thereafter to absent himself or herself from Board meetings and from participating substantially in Board activities, the Chair shall so advise the Governor, in writing, and request that appropriate action be taken.”

**COMPREHENSIVE STANDARD:
INSTITUTIONAL MISSION, GOVERNANCE, AND EFFECTIVENESS 7: POLICY-MAKING
AUTHORITY**

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.

- Compliance
 Partial Compliance
 Non-Compliance

NARRATIVE

The Board of Regents of the University System of Georgia presents lucid documentation regarding the distinctions between its policy-making functions and the Institution's administrative functions. Section VI of the *Board of Regents By-Laws* (<http://www.usg.edu/admin/humex/bylaws/bylaws.html#VI>) identifies the role of the Institution's President:

"The president of each institution in the University System shall be the executive head of the institution and of all its departments and shall exercise such supervision and direction as will promote the effective and efficient operation of the institution. He or she shall be responsible to the Chancellor for the operation and management of the institution and for the execution of all directives of the Board and the Chancellor."

Section 301, Academic Affairs General Policy, of the *Board of Regents Policy Manual* (<http://www.usg.edu/admin/policy/300.phtml>) describes the distinction between the function of the Board and the functions of the Institution:

"The Board of Regents shall rely on the Chancellor, the presidents of the several institutions in the System, and their deans and faculties to develop, adapt, and administer the academic methods and procedures deemed by them to be most effective in promoting efficiency of operations and most appropriate to the advancement of learning.

Without limiting the generality of the preceding paragraph, it is recognized that the following are proper functions of the academic authorities rather than of the Board:

- A. To prescribe the teaching load to be carried by each member of the faculty;*
- B. To determine the maximum and minimum number of students permitted in a class; and*
- C. To define the nature and form of records, if any, to be kept of the members of the faculties and of activities of administrative personnel."*

The implementation role of the institution is addressed in Section 205 of the *Policy Manual* (<http://www.usg.edu/admin/policy/200.phtml>; scroll down to Section 205):

"Each institution shall have a strategic planning process that maintains a current strategic plan in which institutional priorities are defined and through which the institution's mission is carried out in accordance with the strategic directions and guiding principles established by the Board of Regents. The faculty and staff of each institution shall be involved in developing the planning process and shall be included in the structure by which the plan is implemented.

In addition, each institution shall have a formal process by which systematic assessment of institutional effectiveness is conducted and the results of assessments are used to achieve institutional improvement. Assessment processes may differ from institution to institution, but each institution shall assess basic academic skills at entry, general education, degree programs, and academic and administrative support programs and/or functions. The faculty and staff of each institution shall be involved in developing assessment processes and included in the structure by which those processes are implemented and used for improvement.”

The Institution abides by the directives of the Board of Regents. In addition the By-Laws of the Clayton College & State University Faculty address the functions of the faculty (<http://adminsivices.clayton.edu/provost/Faculty/FacByLaws.htm>):

IV. Responsibilities of the Faculty

A. The Faculty shall exercise responsibility, within limits established by the policies of the Board of Regents of the University System of Georgia, to promote the best interest of Clayton College & State University. The faculty shall concern itself with the consideration, formulation, review, and recommendation of policies and procedures designed to promote quality and foster the proper growth and development of Clayton College & State University. [See BOR Policy 302.06.]

B. The Faculty exercises its responsibility through the Faculty Council and the Curriculum and Academic Policy Council except when action by Faculty Meeting is specified by these By-laws, CCSU policies, or BOR Policy.

Details about the function of the Faculty Council and the Curriculum and Academic Policy Council (CAPC) are available online at <http://adminsivices.clayton.edu/provost/Faculty/FacByLaws.htm>. (Scroll down to V. Faculty Council and Curriculum and Academic Policy Council.)

**COMPREHENSIVE STANDARD:
INSTITUTIONAL MISSION, GOVERNANCE, AND EFFECTIVENESS 8: ORGANIZATION**

The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The attached document entitled [Clayton College & State University Organizational Structure](#) identifies administrative positions and the persons who fill the positions. The organizational structure is communicated to faculty, staff, students, vendors, and other parties in order to ensure that all stakeholders are aware of the level of responsibility in the organization and where to direct requests for support and assistance. The University website is the primary medium of communication (see, in particular, http://www.clayton.edu/offices_departments.htm).

All divisions listed below report to the President, who holds the final authority for the administration of institutional policies. The responsibilities of the heads of these divisions are clearly set out in a document entitled [Role and Job Descriptions for the President's Leadership Team](#), which is included as an attachment to this report.

Provost/Vice President for Academic Affairs

Academic Policy Administration:

<http://adminservices.clayton.edu/provost/>

Faculty Policy Administration:

<http://adminservices.clayton.edu/provost/Faculty/tableofcontents.htm>

Operations, Planning, & Budgeting

<http://www.clayton.edu/cabinet/opb.htm>

(including Auxiliary Services, Budgets, Business Services, Human Resources, Physical Plant, Public Safety, and Purchasing)

Office of Information Technology & Services

<http://www.clayton.edu/cabinet/oits.htm>

(Computer and network usage policies, including the management of media resources)

External Relations

<http://www.clayton.edu/cabinet/externalRelations.htm>

(including Alumni Relations and Development, Office of University Image and Communications, University Relations)

Continuing Education and Community Outreach

<http://conted.clayton.edu/>

Campus Life, including

Counseling and Career Services

<http://adminservices.clayton.edu/ccs/default.htm>

Diversity and Disability Services

<http://admins-services.clayton.edu/disabilityservices/policies.htm>

Student Life

<http://admins-services.clayton.edu/studentlife/>

Athletics Policies

www.ncaa.org

(including eligibility of student athletes under the NCAA Division II guidelines)

**COMPREHENSIVE STANDARD:
INSTITUTIONAL MISSION, GOVERNANCE, AND EFFECTIVENESS 9: ADMINISTRATIVE
OFFICERS**

The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

Administrative and academic officers have been recruited, selected, and hired based on human resources policies (http://adminservices.clayton.edu/ohr/ohrs_policy_switchboard.htm) of the Institution. These policies include the following:

Clayton College & State University (CCSU) is an Equal Opportunity and Affirmative Action employer. As a unit of the University System of Georgia, CCSU commits to fair, equitable, and consistent treatment without regard to race, religion, national origin, color, sex, age, veteran or disability status. This covers all aspects of employment activity including recruitment, advertising, screening, selection, training and placement.

The policy of Clayton College & State University (CCSU) is to seek and hire qualified candidates for all positions. CCSU is committed to compliance with all provisions of state and federal regulations governing equal employment opportunity.

It is the policy of Clayton College & State University (CCSU) to maintain a recruitment, selection and hiring program that supports the university's commitment to fair, equitable and consistent treatment without regard to race, religion, national origin, color, sex, age, veteran or disability status.

Operating within these policies and those of the University System of Georgia (see *Board of Regents Policy Manual*, Section 800 at <http://www.usg.edu/admin/policy/800.phtml>) the Board of Regents and the University have hired administrative and academic officers with exemplary levels of experience, competence, and leadership ability. The Institution's current leadership team was built through national searches that were conducted in such a manner as to identify and attract the most qualified individuals available in the country.

The President possesses not only a strong background in increasing levels of responsibility in academia, but also a stellar academic record. Likewise, the Provost brings a breadth of experience and education in health sciences, psychology, and business. Members of the President's Cabinet hold academic degrees commensurate with their areas of responsibility. Biosketches for the lead administrative and academic officers of the Institution are included in an [attachment](#) to this report.

**COMPREHENSIVE STANDARD:
INSTITUTIONAL MISSION, GOVERNANCE, AND EFFECTIVENESS 10: APPOINTMENT
POLICIES**

The institution defines and publishes policies regarding appointment and employment of faculty and staff.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

Faculty and staff are recruited, selected, appointed, and employed according to policies of the University System of Georgia Board of Regents (<http://www.usg.edu/admin/policy/800.phtml>). Further policies are documented in Section 201 of the *Clayton College & State University Faculty Manual* (<http://adminsivices.clayton.edu/provost/Faculty/201.htm#201AppointmentofFaculty>).

**COMPREHENSIVE STANDARD:
INSTITUTIONAL MISSION, GOVERNANCE, AND EFFECTIVENESS 11: ADMINISTRATOR
EVALUATION**

The institution periodically evaluates the effectiveness of its administrators, including the chief executive officer.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

Non-academic administrators are evaluated annually through a performance review process. Administrators first complete the [self-evaluation form](#) that is included as an attachment to this report. They then complete the attached [accomplishments form](#). These and other supporting documents are then submitted to the appropriate supervisor. Supervisors complete the attached [performance appraisal form](#) for each employee and conduct an appraisal interview, during which all written documents are reviewed.

Academic administrators are also evaluated on an annual basis. Faculty members evaluate department heads, deans, and the Provost based upon the role descriptions for these positions. In addition, each academic supervisor meets with the department head/dean at the beginning of each year to discuss goals and the expected outcomes. These goals are evaluated along with the input from faculty. The deans evaluate department heads, the Provost evaluates deans, and the President evaluates the Provost. The President of the Institution is evaluated by the Chancellor of the University System of Georgia and by members of his cabinet.

Evaluative instruments for academic administrators were developed using the role descriptions approved by the group(s) being evaluated. Hard copies of evaluations for past years are available upon request. Modifications of the evaluation instruments are being implemented for the next academic year based on feedback from faculty regarding the academic administrator evaluation process. Drafts of revised evaluation instruments for the academic deans and department heads are included in an [attachment](#) to this report.

**COMPREHENSIVE STANDARD:
INSTITUTIONAL MISSION, GOVERNANCE, AND EFFECTIVENESS 12: INTERCOLLEGIATE
ATHLETICS**

The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

Under the Policies of the Board of Regents, the president is the “executive head of the institution and of all its departments” (*Board of Regents Policy Manual* Section 204), including the athletic department. In order to ensure that the President has all of the information needed to make informed decisions about the intercollegiate athletics program, the Institution has been organized so that the Athletic Director reports directly to the President. The President must approve all budget decisions.

Furthermore, the Athletics Program at the University adheres completely to the rules, regulations, policies, and procedures of NCAA Division II, including the principle of institutional control specified in item 6.1.1 of the *NCAA Division II Constitution* (http://www.ncaa.org/library/membership/division_ii_manual/2002-03/index.html).

“A member’s chief executive Officer has ultimate responsibility and final authority for the conduct of the intercollegiate athletics program and the actions of any board in control of that program.”

**COMPREHENSIVE STANDARD:
INSTITUTIONAL MISSION, GOVERNANCE, AND EFFECTIVENESS 13: FUND-RAISING**

The institution's chief executive officer has ultimate control of the institution's fund-raising activities.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The University maintains a Memorandum of Agreement with three external cooperative organizations: Clayton College & State University Foundation, Clayton College & State University Athletics Associates, Inc., and Clayton College & State University Learning Alliance. Each Agreement authorizes the Cooperative Organization “to solicit gifts, donations, and grants for the purpose of supporting and enhancing the University programs” (# 1 in the Agreement). However, the Agreement also includes the following statement, which clearly consigns ultimate control over fund-raising to the President:

“No solicitation of gifts in the form of funds or property shall be made by anyone in the name of, or for the benefit of the University without the prior approval of the President or his designee.”

**COMPREHENSIVE STANDARD:
INSTITUTIONAL MISSION, GOVERNANCE, AND EFFECTIVENESS 14: FOUNDATIONS**

An 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.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The Institution has Memoranda of Agreement with three entities that meet the University System of Georgia specifications for a “Cooperative Organization”(see Section 1905 of the *Board of Regents Policy Manual* at <http://www.usg.edu/admin/policy/1900.phtml>): Clayton College & State University Foundation of the Board of Trustees, Clayton College & State University Athletic Associates, Inc., and Clayton College & State University Learning Alliance. These memoranda articulate the relationship between the University and each Organization, including liability issues. “Neither the Cooperative Organization nor the University shall have any liability for the obligations, actions, or omissions of the other party” (Number 3). Each organization “was created for the express purpose of serving the interests of the University in carrying out its programs and activities.” Finally, the Board of Regents policy ensures that the Institution’s relationship with the organizations is consistent with the Institution’s mission, through the following statement (Section 1905.II.A of the *Policy Manual*):

“A relationship, whether formal or informal, between a System institution and a cooperative organization may be maintained only if the relationship between the cooperative organization and the System institution is in the best interest of the System institution as determined by the president of the System institution or the president’s designee.”

**COMPREHENSIVE STANDARD:
INSTITUTIONAL MISSION, GOVERNANCE, AND EFFECTIVENESS 15: INTELLECTUAL
PROPERTY**

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.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The Institution's policies related to ownership of materials, compensation, and copyright issues are framed by those of the University System of Georgia, as published in the *Board of Regents Policy Manual* (<http://www.usg.edu/admin/policy/600.phtml>; scroll down to Section 603) and the *Regents Guide to Understanding Copyright & Educational Fair Use*:

"The purpose of this guide is to provide faculty, employees, and students of the University System of Georgia with a basic understanding of copyright and fair use."

The Institution's policies related to intellectual property are documented in Section 602 of the *Clayton College & State University Faculty Manual* (<http://adminsivices.clayton.edu/provost/Faculty/602.htm#602%20PRODUCTION%20OF%20COPYRIGHTABLE%20MATERIALS>). Copyright issues relevant to all sectors of the campus community are also included within the University's policies for computer and network usage (see <http://adminsivices.clayton.edu/cts/policies/compusage.htm>).

**COMPREHENSIVE STANDARD:
INSTITUTIONAL MISSION, GOVERNANCE, AND EFFECTIVENESS 16: OUTCOMES
ASSESSMENT**

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.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

All units that in the division of academic affairs, including administrative and educational support services, identify and analyze unit and student outcomes as a part of the institution's strategic planning process. (See the [Clayton College & State University Strategic Plan](#), which is provided as an attachment to this document.) In addition, as a part of the strategic planning process, the units responsible for academic programs are required to identify and assess the outcomes of the programs. The units make improvements in their programs based on the results of the analyses. The academic program outcome analyses are recorded in an [Academic Assessment Initiative](#) document, which is updated at the beginning of each academic year. The latest version of the document is provided as an attachment to this report.

COMPREHENSIVE STANDARDS: PROGRAMS

COMPREHENSIVE STANDARD:

PROGRAMS 1: EDUCATIONAL PROGRAM APPROVAL/EVALUATION

The institution demonstrates that each educational program for which academic credit is awarded is (a) is approved by the faculty and the administration, and (b) establishes and evaluates program and learning outcomes.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The faculty and administration of Clayton College & State University approve all academic programs. The approval process begins within the school or college with review by a curriculum advisory committee or curriculum development team. Following approval in the academic unit, proposals are submitted to the Curriculum and Academic Policy Council (CAPC), a permanent, standing sub-council of Faculty Council. All matters related to instruction, curriculum, and academic standards are considered by CAPC. CAPC recommendations for routine revisions, updates, and modifications to existing programs and policy are sent directly to the Provost and Vice President for Academic Affairs. Recommendations concerning new programs or program phase-outs are referred to the Faculty Council for further review. The Faculty Council makes its proposals to the Provost and other administrative officers as described in Section V of the Faculty By-Laws (<http://adminsivices.clayton.edu/provost/Faculty/FacByLaws.htm>).

All programs of study have program and learning outcomes. These outcomes are published in the *2003-2004 Academic Catalog* along with degree requirements for each program. All outcomes are evaluated as indicated in the attached [Academic Assessment Initiative](#) document.

**COMPREHENSIVE STANDARD:
PROGRAMS 2: CONTINUING EDUCATION/OUTREACH**

The institution's continuing education, outreach, and service programs are consistent with the institution's mission.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The Division of Continuing Education and Community Outreach supports the University's mission of demonstrating "commitment of service to its community and region—particularly the Southern Crescent of metropolitan Atlanta. Bringing educational opportunities to the citizens and businesses of the Southern Crescent to contribute to the region's future development is central to the University's mission and aspirations." The Division offers over 1,600 non-credit courses to more than 7,800 students resulting in 28,899 Continuing Education Units (CEUs) awarded to participants annually. Courses and programs offered include career and professional development; leisure and personal development; academic skills; healthcare careers; human resources management; real estate pre-licensing; small business development; building codes enforcement; computer training; and apprenticeship training.

In addition to these continuing education opportunities for citizens, the Division serves more than fifty businesses annually through on-site contract training for employees and operates the University's "mobile classroom on wheels" that delivers training to businesses in the service area. The Small Business Development Center (SBDC) counsels and trains small business owners and managers in financial management, marketing, and other operational business problems, and assists in developing feasibility studies, business plans, cash flows, financials statements, and similar business aids.

Educational opportunities for citizens in the Southern Crescent are offered off-campus at four high schools in Henry County, a newly opened Center for Higher Education in Fayette County, and two high schools in south Fulton County. Citizens in the greater metropolitan Atlanta area are served through a partnership with the Fulton County Schools providing educational opportunities and training for citizens at the Fulton and Roswell Center and seven high schools in north Fulton County.

Outreach is advanced through the services of the Career Center, made possible through collaboration with state and county agencies. In the first six months of FY03, the Career Center assisted over 11,000 clients with job searches, workshops, resume writing, assessments and career advisement and placed 80% of these clients in jobs. SmartStart, a national program for assisting new military veterans, recruits and trains enlisted service members leaving the military and their spouses, and moves them into well-paying civilian careers.

**COMPREHENSIVE STANDARD:
PROGRAMS 3: ADMISSIONS POLICIES**

The institution publishes admissions policies consistent with its mission.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

Admission requirements to Clayton College & State University are communicated via the University's website and the *Academic Catalog*. Information regarding admission is available online at <http://www.clayton.edu/futurestudents.htm>. The *2003-2004 Academic Catalog* (Chapter 2) is the official source of information for admission standards and requirements (<http://publications.clayton.edu/2003-2004Catalog/chap02.htm>). Students with disabilities may request information in alternative formats from the Office of Disability Services.

Admission requirements vary depending on an applicant's admission category. Requirements for the various categories are available in Chapter 2 of the *2003-2004 Academic Catalog*: <http://publications.clayton.edu/2003-2004Catalog/chap02.htm>.

The Institution's admissions standards are evaluated as a part of periodic reviews of its mission. The current Mission Statement specifically addresses the relationship between the Institution's admission standards and its mission:

"As a community-based institution, Clayton State is committed to serving young learners and life-long learners alike. Flexible hours, multiple instructional sites, and distance learning promote access within the context of admission standards that promote excellence."

**COMPREHENSIVE STANDARD:
PROGRAMS 4: NON-COURSEWORK 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 for the academic quality of any course work or credit recorded on the institution's transcript.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

Policies for evaluating, awarding, and accepting credit are published in the 2003-2004 *Academic Catalog*, Chapters 2 and 4. (See <http://publications.clayton.edu/2003-2004Catalog/chap02.htm>: click on "Transfer Students" and scroll down to Number 2 under "General Policies for Transfer Students." See <http://publications.clayton.edu/2003-2004Catalog/chap04.htm>: click on "Other Academic Policies" and scroll down to "Credit by Examination or Experience.")

Clayton College & State University normally and routinely accepts credit for all college-level work earned with acceptable grades (as defined in the *Academic Catalog*) at regionally accredited colleges and universities, provided the courses are comparable to those offered at the University or otherwise appropriate for application to the curriculum. Due to variations in curricula in specific majors, courses completed at another institution may not always apply to a Clayton State major.

Acknowledging "that learning can take place in a variety of settings other than the traditional classroom," the Institution awards some credit for recognized standardized tests, certain military training, and selected professional certifications. Policies related to credit by examination or experience are elaborated in Chapter 4 of the 2003-2004 *Academic Catalog* (See <http://publications.clayton.edu/2003-2004Catalog/chap04.htm>: click on "Other Academic Policies" and scroll down to "Credit by Examination or Experience.") and are included in the *Clayton College & State University Faculty Manual* (<http://adminservices.clayton.edu/provost/Faculty/412.htm#412%20CREDIT%20BY%20EXAMINATION%20OR%20EXPERIENCE>).

Experiential Learning, as one of the five common elements of the University's Mission Statement, is incorporated into each program of study as either a required or an elective course. Students earn experiential learning credit by participating in work experiences related to their fields of study and fulfilling additional academic requirements. Faculty members approve student-learning objectives, evaluate their success in achieving the objectives, and assign student grades. Clayton College & State University does not award credit based on generalized life experience.

The Institution's responsibility for the quality of courses offered at Clayton College & State University is managed through the curricular development and revision process, including approval from faculty and academic administrators (see [Programs Comprehensive Standard 1](#)). All students pursuing a certificate or degree submit an Application for Graduation which is evaluated by the Registrar's Office to validate that appropriate credit has been earned and awarded.

**COMPREHENSIVE STANDARD:
PROGRAMS 5: 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.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The academic policies of the Institution are based on the guidelines of the University System of Georgia and on the expertise of faculty and leadership who embrace good educational practice. Academic policies are incorporated or revised only after being reviewed by faculty curriculum committees or teams, endorsed by the Curriculum and Academic Policy Council (CAPC), and approved by the administration. The process reinforces the Institution's commitment to good educational practice.

Academic policies are communicated in the print and online versions of the *2003-2004 Academic Catalog*, especially in Chapter 4 (<http://publications.clayton.edu/2003-2004Catalog/chap04.htm>).

Guidelines in the *Clayton College & State University Faculty Manual* address not only academic issues, but also faculty-specific policy issues that ensure consistency throughout the Institution. Publications and the University website are expected to follow the standards established in the University's official communications guide and stylebook (<http://adminservices.clayton.edu/imagebook/default.htm>). The Communications Coordinator monitors print and electronic information for accuracy, currency and consistency.

**COMPREHENSIVE STANDARD:
PROGRAMS 6: AMOUNT AND LEVEL OF 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.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The faculty of the Institution, working within the Faculty Council and the Curriculum and Academic Policy Council (CAPC), determine the amount and level of credit awarded for courses, including on-campus and online courses, telecourses, and combination courses. The issues are addressed initially at the departmental or school level during the curriculum development phase. Consideration of the amount and level of credit for courses is incorporated at all levels of the process of reviewing, evaluating, and approving new courses and new degree programs, including the Board of Regents (see <http://www.usg.edu/admin/accaff/handbook/section2/2.03/2.03.05.phtml> and <http://www.usg.edu/admin/comm/procedures.phtml>).

**COMPREHENSIVE STANDARD:
PROGRAMS 7: QUALITY IN CONSORTIAL RELATIONSHIPS**

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 agreement against the purpose of the institution.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

Clayton College & State University is a member of two educational consortia: The Atlanta Regional Consortium for Higher Education (ARCHE) and The European Council of the University System of Georgia (ECUSG).

All member institutions of the Atlanta Regional Consortium for Higher Education (<http://www.atlantahighered.org>) are fully accredited by the Southern Association of Colleges and Schools. The University evaluates the association's relevance to the Institution Mission at the time of annual membership renewal.

The European Council of the University System of Georgia (<http://www.usg.edu/oie/committees/councils.phtml#European>) provides an avenue for the University to respond to the "global context of life." The Council regularly evaluates the quality of courses offered to ensure compliance with the comprehensive requirements.

**COMPREHENSIVE STANDARD:
PROGRAMS 8: NONCREDIT COURSE WORK**

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.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

Clayton College & State University awards academic credit for course work completed on a non-credit basis only in rare situations and with verifiable documentation. As a Servicemembers Opportunity College, Clayton College & State University considers credit recommendations from the American Council on Education regarding Armed Forces training (see the *Clayton College & State University Faculty Manual*: <http://adminsivices.clayton.edu/provost/Faculty/412.htm>; scroll down to Section 412.03.6.). Students must provide documentation that the training was comparable to a University credit course. Students may demonstrate college-level competency by passing a subject exam through the College Level Examination Program (CLEP) and other national standardized examinations. While these competencies may have been acquired through participation in a noncredit setting, the credit is awarded based on exam scoring (see [Programs Comprehensive Standard 4](#)).

**COMPREHENSIVE STANDARD:
PROGRAMS 9: ACADEMIC SUPPORT SERVICES**

The institution provides appropriate academic support services.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

A variety of academic support services are provided to meet student and faculty needs. The Center for Academic Assistance (<http://adminsivices.clayton.edu/caa/>) provides Learning Support services and Individualized Assistance for students. The Learning Support program offers college-preparatory courses in English, reading, and mathematics for students who, according to entrance scores, are not sufficiently prepared for college-level courses in these fields. Learning Support classes in mathematics are also offered to any student who needs math review prior to enrolling in college-level math. The Learning Support program also provides required remediation classes for Clayton College & State University students who have failed one or both parts of the University System of Georgia's Regents' Test of writing and reading. The Individualized Assistance program provides one-on-one guided help to currently enrolled students. Most of the assistance is provided by certified, trained peer tutors working under the supervision of staff professionals (<http://adminsivices.clayton.edu/caa/tutoring/index.htm>). The Center maintains print and computerized materials to support the tutors and professionals.

The Testing Center (<http://adminsivices.clayton.edu/caa/Testing%20Center/cleas.htm>) administers the following kinds of examinations: Institutional SAT and ACT; COMPASS entrance and exit examinations; Accu-Placer mathematics placement test; credit by examination such as CLEP; certain standardized course tests; and scheduled make-ups.

The Center for Instructional Development (<http://ctl.clayton.edu/cid/>) provides advanced instructional technology training and support to faculty members through workshops, seminars, individualized training, online training, and project development teams. The Center also manages student modules (CCSU 1010 and 1011) providing an orientation to online courses.

The Office of Experiential Learning (http://adminsivices.clayton.edu/experiential_learning/) provides students with opportunities to gain community-based experience related to their fields of study. The Director works with the academic departments and with local businesses and organizations to facilitate students' efforts to obtain meaningful learning sites. The office maintains a resource room of position announcements, organization information, and intern-search material. The office also serves as the University's contact point for distance learning/online instruction with the University System of Georgia and other external bodies such as Georgia Public TV.

The Office of Counseling and Career Services offers workshops (<http://adminsivices.clayton.edu/ccs/series.htm>) designed to enhance students' success at the University: Counseling services are available for students whose academic and personal problems are linked and for those who seek assistance making career decisions. In addition, Counseling and Career Services coordinates CCSU 1000, the student success seminar for Freshmen, and works closely with faculty and staff in Academic Affairs to identify and assist students who would benefit from the services offered.

COMPREHENSIVE STANDARD:

PROGRAMS 10: GENERAL EDUCATION AND MAJOR REQUIREMENTS

The institution defines and publishes general education and major program requirements for all its programs. These requirements conform to commonly accepted standards and practices for undergraduate programs as well as graduate and post-baccalaureate professional degree programs.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

Clayton College & State University clearly defines and publishes general education and major program requirements for all programs. General education core curriculum requirements have been developed within the policies of the University System of Georgia (<http://www.usg.edu/admin/acadaff/newcore/>). They are published online at <http://a-s.clayton.edu/corecurriculum/default.htm> and are available in Chapter 6 of the 2003-2004 *Academic Catalog*. (See <http://publications.clayton.edu/2003-2004Catalog/chap06.htm>: click on "General Education Core Curriculum Courses.") The Core Curriculum conforms to commonly accepted standard and practice of requiring students to experience a broad-based general education, including composition and mathematics, humanities, natural sciences and mathematics, and social sciences.

Major program requirements are also published in the print and online versions of the 2003-2004 *Academic Catalog*. Requirements based on standards of national or state accrediting bodies are implemented as appropriate (for example, teacher education and nursing). Major requirements for information technology and career associate degrees conform to educational standards expected in the specific career fields. All major program requirements, which must be approved by the Board of Regents, are consistent with national higher education practices.

**COMPREHENSIVE STANDARD:
PROGRAMS 11: STUDENT ACADEMIC RECORDS**

The institution protects the security, confidentiality, and integrity of its student academic records and maintains special security measures to protect and back up data.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

Clayton College & State University, as noted in the “Important Notices” portion of the *2003-2004 Academic Catalog* (page v in the Preface or click on <http://publications.clayton.edu/2003-2004Catalog/TableofContents.htm> and select “Important Notices” from the menu), is covered by the Family Education Rights and Privacy Act of 1974 (FERPA), which is designed to protect student rights with regard to educational records maintained by the institution. Records retention is directed by the records management policies of the University System of Georgia (<http://www.usg.edu/usgweb/busserv/quidelines/>).

Student academic records are maintained and administered electronically through the BANNER system, which incorporates a security scheme. In addition, the University has HTTPS protocol in place for the BANNER website. Access to BANNER pages is controlled by the administrator and includes encrypted passwords. The University’s network backup includes web-server, email, and BANNER. A full set of tapes remains in the system at all times and records any new information. A full backup is completed weekly and stored in a safe on campus. Once a month the full backup and the BANNER backup are relocated to a bank safe deposit box (<http://adminsivices.clayton.edu/cts/policies/securitypolicy.htm>). Hard copy permanent files for students who matriculated under the previous records system are stored in a warehouse and have been copied multiple times onto CDs. The CDs are stored in various secure locations.

Students and faculty use an ID and PIN to access class and grade information in the Digital University Campus Kiosk records and registration system (<http://duck.clayton.edu/>). Each student record has a confidentiality indicator which when activated blocks the information from queries.

The University System of Georgia is engaged in a multi-institutional project to modify the Georgia version of the Banner student record system so that the social security number (SSN) will no longer be used as the student identification number (see the attached [memorandum](#) from the Chancellor of the University System of Georgia). The University has organized a Data Security Committee to implement the initiative. (See also [Programs Comprehensive Standard 29.](#))

Experiential Learning records are maintained as permanent hard copy files with electronic backup. The records remain stored in locked cabinets in the Office of Experiential Learning for the five-year period directed by University System of Georgia records management guidelines.

**COMPREHENSIVE STANDARD:
PROGRAMS 12: FACULTY RESPONSIBILITY FOR THE CURRICULUM**

The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The faculty of Clayton College & State University has primary responsibility for the content, quality, and effectiveness of its curriculum. The University System of Georgia establishes this principal in the *Board of Regents Policy Manual*, Section 302.6

The faculty, or the council, senate, assembly, or such other comparable body, shall make, subject to the approval of the president of the institution, statutes, rules and regulations for its governance and for that of the students; provide such committees as may be required; prescribe regulations regarding admission, suspension, expulsion, classes, courses of study, and requirements for graduation; and make such regulations as may be necessary or proper for the maintenance of high educational standards. A copy of the statutes, rules and regulations made by the faculty shall be filed with the Chancellor. The faculty shall also have primary responsibility for those aspects of student life which relate to the educational process, subject to the approval of the president of the institution. (BR Minutes, 1986- 87, p. 333).

<http://www.usg.edu/admin/policy/300.phtml>

(Scroll down to Section 302.6)

The faculty exercises this responsibility through the Institution's academic units, the Faculty Council, and the Curriculum and Academic Policy Council (CAPC). Within each school or college a curriculum committee or curriculum advisement team regularly reviews existing curricula as well as proposed changes. Proposals for additions, deletions, and revisions are submitted to CAPC.

Scope and Role of the Curriculum and Academic Policy Council

1. *The Curriculum and Academic Policy Council will be a permanent, standing sub-council of Faculty Council.*
2. *Matters relating to instruction, curriculum, and academic standards (new courses, admission standards, graduation requirements, etc.) will be first considered by Curriculum and Academic Policy Council.*
3. *Recommendations from Curriculum and Academic Policy Council regarding routine revision, update, and modifications of existing programs and policy in the Academic Catalog will be advisory to the Provost and Vice President for Academic Affairs and are not normally considered by the Faculty Council.*
4. *Recommendations from Curriculum and Academic Policy Council concerning strategic matters (new programs, program phase-out, etc.) will be referred to the Faculty Council.*

CAPC follows the above guidelines in considering all matters related to instruction, curriculum, and academic standards and in making subsequent recommendations. Minutes of recent CAPC meetings are available at

<http://adminsives.clayton.edu/provost/CurriculumCouncil/curricul.htm>.

The faculty identify appropriate course learning outcomes (see, for example <http://a-s.clayton.edu/campbell/Outcomes/OutcomesandAssessmentsforArtsandSciencesDegreeProgramsA.htm>). Faculty are responsible for assessing the outcomes and making modifications that enhance the quality and effectiveness of individual courses as well as the curriculum.

**COMPREHENSIVE STANDARD:
PROGRAMS 13: 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.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

Deans, associate deans, department heads, and program coordinators are responsible for academic program development, review, and administration. These academic administrators receive significant input from faculty through the curriculum review process (see [Programs Comprehensive Standard 12](#)). The deans of each unit work with the responsible persons to assure that the curriculum meets University standards and is consistent with the overall functioning of Academic Affairs.

	Person with Responsibility	Position	Qualifications
School of Arts & Sciences (B.A. and B.S.)	Ray Wallace	Dean	D.A. English
Biology	John Campbell	Department Head, Natural Sciences	Ph.D. Medical Health Physics
Communication & Media Studies	Steve Spence	Program Coordinator	Ph.D. English
History	Gene Hatfield	Department Head Social Sciences	Ph.D. History
Integrative Studies	Tom Barnett	Program Coordinator	Ph.D. English
Music Music Composition Music Performance	Douglas Wheeler	Department Head, Music	D. A. Arts
Psychology & Human Services	Donna McCarty	Program Coordinator	Ph.D. Educational Psychology
Teacher Education	Larnell Flannagan	Coordinator, Middle Level Education	Ed.D.. Curriculum Planning
School of Business (BBA)	Ernest Miller	Dean	MBA
Accounting General Business Management Marketing	* Jacob Chacko	Associate Dean	DBA Business Administration
College of Information & Mathematical Sciences	Catherine Aust	Dean	Ph.D. Mathematics
Information Technology	Larry Booth	Department Head, IT	MS Computer Science Education
Mathematics	Anthony Giovannitti	Department Head, Mathematics	Ph.D. Mathematics

School of Health Sciences	Judith Plawecki	Dean	Ph.D. Educational Administration
Allied Health Administration	Peter Fitzpatrick	Department Head, Health Care Mgt.	Ed.D. Higher Education; BS Pharmacy
Dental Hygiene	Susan Duley	Department Head, Dental Hygiene	Ed.D. Educational Leadership
Health Care Management	Peter Fitzpatrick	Department Head, Health Care Mgt.	Ed.D. Higher Education; BS Pharmacy
Nursing	Lydia McAllister	Associate Dean for Nursing	Ph. D. Nursing
School of Technology	Arthur Rosser	Dean	Ph.D. Industrial Technology
Aviation Maintenance	Jack Moore	Department Head, Aviation Maintenance	BS Liberal Studies MS pending 12/03
Career Associate Degrees Computer Networking Drafting & Design Electronics Marketing & Merchandising Medical Assisting Office Related Paralegal	** Ginny Bass	Department Head, Technical Studies	Ed.S. Administration & Supervision
Bachelor of Applied Science	Benita Moore	Associate Dean	Ph.D. Business Education

* Because the School of Business does not have a departmental structure, the Associate Dean, Jacob Chacko, coordinates all programs with significant input from faculty.

** The School of Technology is organized with only two departments. The Head of the Department of Technical Studies coordinates the listed AAS degrees and the related certificate programs with significant input from faculty who teach in the area. (See [Programs Comprehensive Standard 20](#) for details.)

**COMPREHENSIVE STANDARD:
PROGRAMS 14: TECHNOLOGY**

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

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

In 1998 Clayton College & State University launched the Information Technology Project (ITP), providing laptop computers and unlimited Internet access to faculty and students. Consistent with the Institution's Mission Statement, the goals of ITP included career readiness and enhanced learning. The notebook computer policy is available in Chapter 4, page 40 of the 2003-2004 Academic Catalog (<http://publications.clayton.edu/2003-2004Catalog/chap04.htm>) and online at <http://itpchoice.clayton.edu>. The Institution's Computer and Network Acceptable Usage policy is also online at <http://adminsivices.clayton.edu/cts/policies/compusage.htm>.

From the inception of the technology focus for Clayton College & State University, faculty and administration have focused on the goal of enhancing student learning. The summary of results of a 1998-1999 qualitative study, *The Chronicle of Change Project*, emphasizes this goal:

While the desire to promote a facility with information technology to prepare students for careers in the year 2000 and beyond has been part of the purpose of ITP, concern that the project have a positive impact on the faculty's pedagogy and the quality of student learning has been paramount. In particular, the faculty and administration wanted to be sure that ITP served as an enhancement (and at least not as a detriment) to the University-wide Outcomes of Communication and Critical Thinking.

The Chronicles of Change Project: A Qualitative Study, page 1

The Institutional studies conducted to-date have shown that the ITP has had a significant positive effect on student learning (<http://adminsivices.clayton.edu/provost/aceffect.htm>).

While all programs of study reflect the University Mission theme of "technology to advance educational purposes," each academic unit determines the most appropriate implementation of technology to meet its objectives. These unit differences are reflected in the computer requirements described at <http://itpchoice.clayton.edu/bylevel.htm>.

Through Student Support Software Services, SSSS (<http://thehub.clayton.edu/services.php>), students have Microsoft Office software (Microsoft Office 2000 Professional, Microsoft FrontPage 2000, Microsoft Visual Studio, and F-Secure Antivirus Program) installed on their computers. SSSS also provides training through workshops and individual appointments. Students also have access to CCSU 1010 and CCSU 1011, interactive online modules designed by faculty who teach online courses. These modules (http://ctl.clayton.edu/cid/student_orientation/default.html) provide training in skills needed to successfully participate in an online course.

**COMPREHENSIVE STANDARD:
PROGRAMS 15: GENERAL EDUCATION COMPETENCIES**

The institution identifies competencies within the general education core and provides evidence that graduates have attained those college-level competencies.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

Clayton College & State University's Mission incorporates a commitment to "a solid liberal arts foundation." General education core curriculum requirements, developed within the policies of the University System of Georgia (<http://www.usg.edu/admin/acadaff/newcore/>), require students to experience a broad-based general education, including composition and mathematics, humanities, natural sciences, and social sciences. Information about the core curriculum is available in the 2003-2004 *Academic Catalog* and online at <http://a-s.clayton.edu/corecurriculum/overview.htm>. After completing general education courses at Clayton College & State University, students are expected to have acquired Board of Regents mandated outcomes (<http://www.usg.edu/admin/acadaff/newcore/outcomes.html>). In addition, students are expected to be able to exhibit effective performance in communication and critical thinking, the learning outcomes that the faculty have identified as the essential elements of a superior general education:

The Communication Outcome

Communication is much more than setting forth information: it involves an interchange of ideas or thoughts between a sender and a recipient. Whether the communication takes the form of a written paper or report, a letter, an oral presentation, or a problem-solving discussion in a small group, the ultimate goal is a clear, meaningful exchange of ideas between the sender(s) and recipient(s). Regardless of its purpose or its form, communication is characterized by the following five components:

- *Knowledge Base*
- *Awareness of Recipient*
- *Organization*
- *Mechanics/Delivery*
- *Style*

The Critical Thinking Outcome

Critical Thinking is a systematic process used to find the answers to questions as well as to solve problems or reach informed decisions. The purpose of critical thought can be to reach a judgment based on careful reflection (e.g., reacting to a work of art or a poem) or to fulfill a very specific goal (deciding whether or not to administer a particular drug to a patient). It is important for each of us to develop the ability to think critically as well as to evaluate the quality of the critical thinking of others. No matter what the purpose for critical thought, it is characterized by the following four components:

- *Question/Issue*
- *Method*
- *Evidence*
- *Conclusion*

A detailed description of the outcomes and the assessment is available online at <http://a-s.clayton.edu/campbell/Outcomes/CoreCurriculumOutcomesIndex.htm>.

The general education curriculum is evaluated regularly as part of the University System of Georgia comprehensive review process (see <http://www.usg.edu/admin/acadaff/handbook/section2/2.03/2.03.05.phtml>). This review includes a detailed analysis of program outcomes, including student competencies. The most recent [general education review](#) is included as an attachment to this document.

Another key part of the assessment of the effectiveness of general education at Clayton College & State University is the Regents Testing Program, which is mandated by the University System of Georgia. The Regents Testing Program is designed to help ensure that students receiving degrees from the institution possess certain minimum reading and writing competencies. The testing program includes an examination, which students must take in the semester after completing 30 semester credit hours if they have not taken it previously and they have not fulfilled the requirement by achieving specified scores on other approved standardized tests. The examination has two parts: a Reading Test and an Essay Test. Students who have earned 45 semester credit hours and have not passed both parts of the examination must enroll in developmental courses until they pass both parts. The Clayton College & State University Testing Center administers the examination and the Center for Academic Assistance offers Regents Testing Program remediation classes, as needed.

**COMPREHENSIVE STANDARD:
PROGRAMS 16: ON-CAMPUS DEGREE CREDITS**

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.

- Compliance
 Partial Compliance
 Non-Compliance

NARRATIVE

The Institution requires a minimum of 60 hours for an associate degree and a minimum of 120 hours for a baccalaureate degree. Degrees are awarded only to those students who have earned at least 25 percent of the required credit hours through instruction at Clayton College & State University.

Residency requirements are provided in Chapter 5, page 68 of the *2003-2004 Academic Catalog* (See <http://publications.clayton.edu/2003-2004Catalog/chap05.htm>: click on "General Degree Requirements" and scroll down to Number 7.):

Associate degree – a minimum of 21 semester credit hours in residence is required. (A minimum of 35 percent of the total hours required)

Baccalaureate degree – a minimum of 30 semester credit hours in residence. At least 21 of the 30 hours must be upper division hours counted toward program requirements other than free electives. (A minimum of 25 percent of the total hours required)

* *The Integrative Studies B.A./B.S. program has special provisions for counting some cross-registration courses as in residence.*

** *In exceptional cases, credit by exam designed and administered by CCSU may be counted toward residency if the credit is awarded as part of a designed plan approved in advance by the dean of the school of the student's major.*

2003-2004 Academic Catalog, Page 68

The Registrar's Office reviews the transcripts of all applicants for graduation to verify graduation eligibility, including compliance with the residency requirement.

Standards Specific to Graduate and Post-Baccalaureate Professional Programs
COMPREHENSIVE STANDARD: PROGRAMS 17 – 19: *NOT APPLICABLE*

**COMPREHENSIVE STANDARD:
PROGRAMS 20: QUALIFIED FACULTY**

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 accord with the guidelines listed. 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 all its faculty. (See “Credential Guidelines” in Principles for Accreditation.)

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The Institution employs competent faculty who are qualified to accomplish the University’s mission and goals. The [qualifications and justifications for all full-time faculty](#) are presented in one attachment to this document and the [qualifications and justifications for all part-time faculty](#) are in a second attachment.

**COMPREHENSIVE STANDARD:
PROGRAMS 21: FACULTY EVALUATION**

The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

Faculty are evaluated annually following the procedures outlined in Section 202 of the *Clayton College & State University Faculty Manual* (<http://adminservices.clayton.edu/provost/Faculty/202.htm>):

202.02.1 Annual Evaluation Portfolio

The annual faculty evaluation at Clayton College & State University requires that the faculty member submit a portfolio to the department head/associate dean at a specified date in January. (Department heads and associate deans submit their portfolios to the dean of the school.) Annual faculty evaluation covers the period from January 1 to December 31. The portfolio for promotion and/or tenure, pre-tenure review, or post-tenure review will constitute the individual's annual evaluation. However, the individual must submit to the department head/associate dean an updated Summary of Professional Activities Form in January to document activities during Fall Semester for purposes of annual evaluation.

202.02.2 Student Evaluation of Faculty Performance

Students shall be given the opportunity on a regular basis to confidentially rate faculty performance. The purpose of this process is to improve instruction through student feedback. The information derived from the student ratings may be used by the faculty member for self-evaluation and by the administration as part of the faculty evaluation process. The form and procedure of the student rating of faculty shall be established by the Provost and Vice President of Academic Affairs with the advice of the Curriculum and Academic Policy Committee.

Evaluation criteria are determined by the Board of Regents and are published in the *Clayton College & State University Faculty Manual* (<http://adminservices.clayton.edu/provost/Faculty/202.htm>).

**COMPREHENSIVE STANDARD:
PROGRAMS 22: FACULTY DEVELOPMENT**

The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The faculty of the Institution can participate in faculty development opportunities provided by the University System of Georgia (see http://www.usg.edu/admin/acadaff/fac_dev/). In addition, the Institution sustains a variety of faculty development support mechanisms and activities. The Center for Instructional Development (<http://ctl.clayton.edu/cid/>) provides advanced instructional training and support to faculty members through workshops, seminars, individualized training, online training, and project development teams. Other ongoing efforts include the [Fall Presidential Faculty Development Program](#), which provided \$50,000 for a wide range of faculty development programs, and the [Spring Presidential Faculty Development Program](#), which provided an additional \$50,000 to support faculty participation in off-campus development opportunities. In addition, faculty travel funds were available in each college/school.

The Institution's faculty development support and efforts have led to numerous scholarly works and educational innovations on the part of the faculty. For example, relevant faculty achievements for the 2002-2003 academic year are listed in the [Faculty Accomplishments](#) attachment to this report.

**COMPREHENSIVE STANDARD:
PROGRAMS 23: ACADEMIC FREEDOM**

The institution ensures adequate procedures for the safeguard and protection of academic freedom.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The Institution abides by the guidelines of the American Association of University Professors. The commitment of the Institution to the protection and safeguarding of academic freedom is clearly articulated in Section 211 of the *Clayton College & State University Faculty Manual* (<http://adminservices.clayton.edu/provost/Faculty/academicfreedom.htm#211%20ACADEMIC%20FREEDOM%20AND%20RESPONSIBILITY>).

**COMPREHENSIVE STANDARD:
PROGRAMS 24: ACADEMIC AND GOVERNANCE FREEDOM**

The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The Institution publishes policies on the responsibility and authority of faculty as specified by the Board of Regents of the University System of Georgia:

Board of Regents Policy 302.06 Faculty Rules and Regulations: *The faculty, or the council, senate, assembly, or such other comparable body, shall make, subject to the approval of the president of the institution, the Chancellor and the Board, statutes, rules and regulations for its governance and for that of the students; provide such committees as may be required; prescribe regulations regarding admission, suspension, expulsion, classes, courses of study, and requirements for graduation; and make such regulations as may be necessary or proper for the maintenance of high educational standards. A copy of the statutes, rules and regulations made by the faculty shall be filed with the Chancellor. The faculty shall also have primary responsibility for those aspects of student life which relate to the educational process, subject to the approval of the president of the institution.*

<http://www.usg.edu/admin/policy/300.phtml>

(Scroll down to Section 302.6)

Section IV of the *Faculty By-Laws* articulate faculty responsibilities:

Responsibilities of the Faculty.

A *The Faculty shall exercise responsibility, within limits established by the policies of the Board of Regents of the University System of Georgia, to promote the best interest of Clayton College & State University. The faculty shall concern itself with the consideration, formulation, review, and recommendation of policies and procedures designed to promote quality and foster the proper growth and development of Clayton College & State University. [See Board of Regents Policy 302.06.]*

B. *The Faculty exercises its responsibility through the Faculty Council and the Curriculum and Academic Policy Council except when action by Faculty Meeting is specified by these By-laws, Clayton College & State University policies, or Board of Regents Policy.*

<http://adminsivices.clayton.edu/provost/Faculty/FacByLaws.htm>

(Scroll down to Section IV)

**COMPREHENSIVE STANDARD:
PROGRAMS 25: FACILITIES/SERVICES**

The institution provides facilities, services, and other learning/information resources that are appropriate to support its teaching, research, and service mission.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The University's library facility of 28,000 square feet is appropriate for supporting the Institution's mission. In addition to traditional printed materials, the library provides 11 computer stations through which visitors can access all online library services (see [Core Requirement 9](#)). Audio-visual equipment and computer data ports are available for student use.

The University's library provides the full array of services expected for an institution of this size, including circulation, reserves, interlibrary loan, materials ordering, library instruction, reference, and a fully integrated online library system (<http://adminsivices.clayton.edu/library/>).

Other facilities, services, and resources are provided in support of the University's commitment to technologically enhanced teaching and learning. Current facilities include 23 classrooms that are wired to provide faculty access to the Internet as well and to incorporate network access and electrical outlets at each student seat. The new University Center, opening in Fall 2003, will provide an additional 2,000 computer ports.

The HUB, including technical support, software support, and training, (<http://thehub.clayton.edu/>) provides services that ensure members of the campus community ongoing access to information. Faculty members receive technological and instructional assistance through the Center for Instructional Development (<http://ctl.clayton.edu/cid/>).

**COMPREHENSIVE STANDARD:
PROGRAMS 26: INSTRUCTION IN 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.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The Clayton College & State University library provides a variety of opportunities for students and faculty to receive instruction in the use of the library. Several of the courses are available online at <http://adminservices.clayton.edu/library/InstructionPage.htm>. From the link at <http://adminservices.clayton.edu/library/FacultyServices.html> faculty members can schedule individualized presentations to their classes. Members of the library staff are available throughout the semester to provide the requested instruction.

The HUB, the Institution's technical support center, instructs students in the use of computers and software through both individualized assistance and workshops (<http://thehub.clayton.edu/services.php>). Faculty receive regular and timely instruction on other resources through the Center for Instructional Development (<http://ctl.clayton.edu/cid/>). These include workshops scheduled throughout the semester, online training, individual appointments, and course-development assistance through the Project Team program.

**COMPREHENSIVE STANDARD:
PROGRAMS 27: QUALIFIED STAFF**

The institution provides a sufficient number of qualified staff--with appropriate education or experiences both in library or other learning/information resources--to accomplish the mission of the institution.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The University employs five full-time librarians with master's degrees in library science. The librarians, their positions, and their highest earned degrees are as follows:

Robert Fox, Director of Library Services, M.S.L.S.
Gwen Bell, Librarian/Head of Public Services, M.S.L.S.
Cathy Jeffrey, Catalog Librarian, M.L.S.
Alice McCanless, Public Services Librarian, M.L.S.
Debbie Meyer, Librarian/Head of Technical Services, M.L.S.

Mr. Robert Fox has served as the Director of Library Services since 1995. He holds Bachelors and Masters of Business Administration (Finance) degrees from the University of Georgia and a Master of Science degree in Library Science from Clark Atlanta University. Prior to his current appointment, Mr. Fox was the Reference and Bibliographic Instruction Librarian at Clayton College & State University (1991-1994) and the Reference Librarian at the Atlanta University Center's Woodruff Library (1990-1991).

The staff of the library includes eight full-time staff members; one holds a master's degree in education, and six have earned baccalaureate degrees:

Heidi Benford, B.A.
Rhonda Boozer, B.B.A.
Barbara Dantzler, B.A.
Darrin Graves, B.S.
Laura Herndon, M.Ed.
Kara Mullen, B.A.
Carolyn Taffar
Heather Walls, B.A.

The staff members have appropriate experience working with the variety of resources available to the University community.

**COMPREHENSIVE STANDARD:
PROGRAMS 28: STUDENT RIGHTS AND RESPONSIBILITIES**

The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

Student rights and responsibilities are addressed in the *Student Handbook* and the *2003-2004 Academic Catalog*. Both are disseminated to the campus community through the Institution's website. The current print version of *the Academic Catalog* is distributed to new students and is available to all other students as well as faculty and staff.

The "Student Code of Conduct" contained within the *Student Handbook* (<http://adminservices.clayton.edu/studentlife/Student%20Handbook/handbkcode.htm>) outlines student rights and responsibilities and judicial and appeal procedures and includes this statement:

The acceptance of these rights and responsibilities is a prerequisite for enrollment at Clayton College & State University. It is the responsibility of each student to know and understand established rules of conduct.

Specific student rights and responsibilities are addressed throughout the 2003-2004 Academic Catalog (<http://publications.clayton.edu/2003-2004Catalog/TableofContents.htm>):

Student responsibilities related to graduation requirements – Preface, Page iv
<http://publications.clayton.edu/2003-2004Catalog/TableofContents.htm>

(Click on "Important Notices.")

Student rights to privacy - Preface, page v

<http://publications.clayton.edu/2003-2004Catalog/TableofContents.htm>

(Click on "Important Notices" and scroll down to "Notice of Rights and Privacy.")

Student responsibilities related to computer access and computer skills - Chapter 4, page 40

<http://publications.clayton.edu/2003-2004Catalog/chap04.htm>

(Click on "Notebook Computers at Clayton State.")

Student right to academic appeals – Chapter 4, page 51

<http://publications.clayton.edu/2003-2004Catalog/chap04.htm>

(Click on "Grading System" and scroll down to "Grade and Academic Appeals.")

Student responsibilities to be fully aware of curricular requirements – Chapter 11, page 305

<http://publications.clayton.edu/2003-2004Catalog/chapt11.htm>

(see "Important Notice").

**COMPREHENSIVE STANDARD:
PROGRAMS 29: SECURITY OF STUDENT RECORDS**

The institution protects the security, confidentiality, and integrity of its student records.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The University functions within the Family Education Rights and Privacy Act of 1974 (FERPA) and adheres to records management directives of the University System of Georgia, available online at <http://www.usg.edu/usgweb/busserv/guidelines/>.

Counseling & Career Services maintains advising, counseling, and career services records. Advising records are maintained and access is controlled in accordance with FERPA. Counseling records are maintained according to the current state legal standards, specifically the “Confidentiality” guidelines as set forth in the Code of Ethics (135-7-.03) of the Rules of Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists (<http://www.ganet.org/rules/index.cgi?base=135/7/03>). The rules apply to conversations and consultations, electronic recordings, records, and research. The Office of Counseling & Career Services utilizes the online services of MonsterTrak.com for all student/graduate job search assistance registration. The registration profile information and the resume are protected with a username and password created by the student/graduate. In order to register for job search assistance, students/graduates must agree to the release terms and conditions found at <http://www.monstertrak.com/seekers/terms.html>. The MonsterTrak privacy policy is published at <http://www.monstertrak.com/seekers/privacy.html>. Employers have access to the résumés after filing a password request form with of the University System of Georgia. Forms and résumés used prior to online services are secured in a locked fireproof file.

Experiential Learning records are maintained as permanent hard copy files with electronic backup. The records remain stored in locked cabinets in the Office of Experiential Learning for the five-year period directed by University System of Georgia records management guidelines.

Student judicial records are created and maintained in the Office of Student Life. Hard copy files are located in a secure cabinet and may only be accessed by authorized staff personnel. Information from judicial records is also maintained in a computer database. Access to the information is protected by a database password and is only accessible to authorized staff. Student judicial records are stored indefinitely.

The University System of Georgia is engaged in a multi-institutional project to modify the Georgia version of the Banner student record system so that the social security number (SSN) will no longer be used as the student identification number (see the attached [memorandum](#) from the Chancellor of the University System of Georgia). The University has organized a Data Security Committee to implement the initiative. (See also [Programs Comprehensive Standard 11.](#))

**COMPREHENSIVE STANDARD:
PROGRAMS 30: STUDENT AFFAIRS PERSONNEL**

The institution provides services supporting its mission with qualified personnel to ensure the quality and effectiveness of its student affairs programs.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

All support services of the University are provided by personnel qualified in their specific areas of service.

Counseling and Career Services (<http://adminservices.clayton.edu/ccs/default.htm>) provides a range of programs, services, and activities to promote student learning and to enhance student development, including academic advising, counseling (career, academic, and personal), and job search assistance. Curricular activities include new student seminars (CCSU 1000) and career planning classes (CAPL 1000), as well as class presentations and class projects. Programs include various seminar series on academic success, career exploration, career and personal development, as well as career transition. Job search services include information on employment opportunities, registration and use of an on-line job search and resume database, on-campus interviewing/recruiting, as well as seminars and resume critique services.

The Director of Counseling and Career Services is Mr. Bates Canon, a Licensed Professional Counselor (LPC). In addition, the Office is staffed by an LPC-eligible counselor and two additional full-time employees with a total of 21 years of experience in Counseling and Career Services.

The Office of Disability Services (<http://adminservices.clayton.edu/ses/disserv.htm>) facilitates the full inclusion of students with disabilities into all aspects of the college experience at Clayton College & State University. Under the leadership of a Director with a Master's degree in counseling or special education, the Office's goal is to ensure an equal and fair opportunity for students with disabilities to achieve success, as defined by their particular and individual goals, and to participate fully in University programs and activities, as dictated by their aspirations, restricted only by obvious limitations and/or circumstances that pose potential for harm.

The Office of Diversity Programs (http://learningcenter.clayton.edu/cid/FacultyGuide/Student_Services/diversity_programs.htm) works to assist students in expanding their knowledge of and appreciation for different cultures through programs that promote and encourage celebration of diversity. The Director of Diversity Programs is Ms. Deborah Greer. Ms. Greer, who holds a master's degree and has 22 years of experience in higher education, coordinates campus implementation of the University System's Minority Advisement Program, an advising/mentoring and student service support mechanism for minority students.

The Office of Student Life & Orientation (<http://adminservices.clayton.edu/studentlife/>) directs and coordinates student activities, organizations, and programs that involve and engage students in both planning and participation and encourage students to seek out leadership, governance, and volunteer experiences. Social and recreational programs are offered for the University community as an avenue for interaction between students, faculty, and staff. Mr. Jeff

Jacobs, the Director of Student Life & Orientation, and Ms. Angela Avery, the Assistant Director of Student Life & Orientation, are both qualified through education (master's degrees) and experience to implement the Office's mission of complementing the student-learning environment with a range of social, intellectual, cultural, and recreational opportunities.

COMPREHENSIVE STANDARDS: RESOURCES

COMPREHENSIVE STANDARD: RESOURCES 1: FINANCIAL STABILITY

The institution's recent financial history demonstrates financial stability.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

Clayton College & State University, as a unit of the University System of Georgia, receives more than two thirds of its Education and General Budget from state appropriations. State allocations for fiscal year 2001 are representative of the University's recent financial history and can be viewed online at http://www.usg.edu/pubs/annual_fin_rep/2001/08_supporting_04.phtml. Anchored by tax dollars, the Institution's financial resources are stable and are enhanced by tuition resources from increasing student enrollments. In compliance with Georgia law, the Institution continually maintains a balanced budget.

The Institution's official [2002-2003 budget](#) is included as an attachment to this report.

**COMPREHENSIVE STANDARD:
RESOURCES 2: FINANCIAL STATEMENTS**

The institution provides financial statements and related documents, including multiple measures for determining financial health as requested by the Commission, that accurately and appropriately represent the total operation of the institution.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

University personnel prepare annual financial reports indicating changes to net assets, excluding plant and plant-related debt. Financial statements comply with Generally Accepted Accounting Procedures and Governmental Accounting Standards Board requirements.

These documents are provided on an accompanying CD.

**COMPREHENSIVE STANDARD:
RESOURCES 3: FINANCIAL AID AUDITS**

The institution audits financial aid programs as required by federal and state regulations

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

Financial aid programs administered by the university are audited annually according to applicable federal and state regulations by the Georgia Department of Audits (<http://www.audits.state.ga.us/internet/>). Each year the State of Georgia elects to satisfy the requirements of the Single Audit Act Amendments of 1996 and the Office of Management and Budget's (OMB) Circular A-133 by performing a statewide single audit. A single audit has two main objectives: (a) an audit of the entity's financial statements and the reporting on the schedule of expenditures of federal awards in relation to those financial statements and (b) a compliance audit of federal awards expended during the fiscal year. Details related to the Single Audit Act Amendment are available on line at http://www2.state.ga.us/Departments/AUDIT/ppd/sngl_adt.html.

The Institution's latest report from the state auditor is provided on an accompanying CD.

**COMPREHENSIVE STANDARD:
RESOURCES 4: CONTROL OF FINANCIAL AND PHYSICAL RESOURCES**

The institution exercises appropriate control over all its financial and physical resources.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

Clayton College & State University exercises appropriate control of resources in compliance with the policies of the University System of Georgia (<http://www.usg.edu/admin/humres/busproman/>). Policies are published in the University's *Fiscal Affairs Policies and Procedures Manual*. Appropriateness of control and adherence to policy and procedures are evaluated annually by the Georgia Department of Audits (<http://www.audits.state.ga.us/internet/>) and every three to five years by the University System of Georgia Internal Audit staff.

**COMPREHENSIVE STANDARD:
RESOURCES 5: EXTERNALLY FUNDED PROGRAMS**

The institution maintains financial control over externally funded or sponsored research and programs.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The University maintains control of externally funded grants and contracts in compliance with applicable federal and state regulations, policy, and law, and in compliance with the provisions of each individual grant/contract. The Georgia Department of Audits (<http://www.audits.state.ga.us/internet/>) reviews compliance and control of grants annually.

**COMPREHENSIVE STANDARD:
RESOURCES 6: SECURE ENVIRONMENT**

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The University's Department of Public Safety is responsible for providing a healthy, safe, and secure environment for the campus community. The Environmental Health & Safety function of Public Safety (<http://adminservices.clayton.edu/ps/envhealth.htm>) coordinates and maintains records of hazardous materials, including removal and storage procedures, and maintains Material Safety Data Sheets library for all University hazardous materials. The Director of Public Safety is designated the Environmental Health and Safety Coordinator and serves as a liaison between the University, Environmental Protection Division, Environmental Protection Agency, Board of Regents, and other regulatory agencies.

Twenty-four hour safety and security is provided by a police force of 13 officers. All officers in the Department of Public Safety are graduates of the Police Academy and are certified by the Peace Officer Standards and Training Council (POST Certified). In addition to functioning in traditional law enforcement roles such as patrolling and responding to criminal activities, the Department provides additional services including assistance and investigation of injuries or illnesses, safety escorts, and training. Recent training programs have included Rape Prevention, Anti-Stalking, Cyber Stalking, Fire Safety, and Theft Prevention.

The University's Plant Operations Department contributes to campus safety through regular inspections of fire exit identification lights; emergency lighting; fire extinguishers; elevators; heating, ventilation, and cooling systems; grounds; and other safety-critical campus features. Plant Operations also promotes campus health, safety, and securing by monitoring and maintaining all grounds and facilities.

**COMPREHENSIVE STANDARD:
RESOURCES 7: PHYSICAL FACILITIES**

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 mission-related activities.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The main campus of Clayton College & State University (<http://www.clayton.edu/homefiles/maps.htm>) is located on approximately 163 acres in Morrow, Georgia. The twelve occupied buildings on the main campus provide 600,000 square feet of space, including 58 classrooms, 18 labs, and 18 music practice rooms. The opening of the University Center in Fall 2003 will add an additional 131,000 square feet, including 17 classrooms, a large lecture hall, and six seminar rooms.

Facilities on the main campus are specifically designed to meet the Institution's needs. In addition to traditional classrooms, offices, labs, and meeting spaces, the facilities incorporate program-specific resources, such as equipment needed for technology-related courses, practice and performance space for music instruction, and an on-site clinic for the dental hygiene program. The accommodations assist the University in meeting its core mission of providing "superior career-oriented studies that will prepare students to succeed in the world of work in the 21st Century."

The University's mission of "understanding and developing a facility with the power and limitations of modern technology" is reflected in the new University Center as well as in the existing classrooms that have been remodeled with network and electrical access for students and a wired podium with Internet access, electrical connections, and projection capabilities for faculty. The facilities conform to the University System of Georgia [Facilities Guidelines for Instructional Technology](#), which is provided as an attachment to this report. The Department of Plant Operations is responsible for the ongoing operation and maintenance of Clayton College & State University facilities.

Support services for educational programs are provided in two main locations: the Student Center and the Library. A main support feature of the Information Technology Project (ITP) and ITP Choice has been the HUB, the frontline technical support center, conveniently located in the food court area of the Student Center.

The Harry S. Downs Center for Continuing Education addresses the University's Mission to provide "continuing education that will assist the Southern Crescent and the state in improving the quality of life for residents." Spivey Hall is a world-renowned concert venue that embraces the University's commitment to programs that teach "the global context of contemporary life," as it attracts international performers and audiences.

Academic courses are currently taught at one site other than the main campus. The Aviation Maintenance building in Jonesboro, Georgia houses a shop area and six classrooms area that are equipped with the technology and resources to teach the specialized curriculum required

by the FAA. The facility receives regular inspection and maintenance from the University's maintenance staff.

In addition to services and programs offered on campus, the Division of Continuing Education operates in three off-campus locations. The Fulton and Roswell Center for Business and Professional Development leases space from the Fulton County School System. The Fayette Center operates in the Peachtree Tennis Center as guests of the Peachtree City municipality. When Continuing Education courses are offered in Henry County Schools, the University pays a facility usage fee. In all three cases, the owners of the facilities are responsible for operations and maintenance.

FEDERAL MANDATES

FEDERAL MANDATES 1: STUDENT ACHIEVEMENT

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.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

Each School or College of the University identifies and publicizes the outcomes associated with its programs of study. Student success in achieving the outcomes is measured through a variety of means, including course completion. Details of assessment measures for each program are provided in [Institutional Mission, Governance, and Effectiveness Comprehensive Standard 16](#).

The University programs associated with licensure, incorporate student performance on licensing exams into evaluations of student achievement. These programs include:

- | | |
|-------------------------|---|
| Aviation Maintenance | FAA Technician Certification |
| Dental Hygiene | National Board Examination |
| Middle Grades Education | Praxis II content exam required for certification |
| Nursing | NCLEX-RN |

The School of Technology, in affiliation with the Georgia Department of Technical and Adult Education, meets performance criteria mandated for receipt of Carl Perkins funds. During FY 02 99.51% of School of Technology graduates were employed, surpassing the required benchmark of 97.18%.

FEDERAL MANDATES 2: CURRICULUM

The institution maintains a curriculum that is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates or degrees awarded.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The purpose and goals of the Institution are specified in the University Mission Statement (<http://about.clayton.edu/mission.htm>). The curriculum is consistent with the University's commitment to "prepare students to succeed in the world of work in the 21st Century." Degrees in business, dental hygiene, information technology, management, nursing, and teacher education are examples of career-oriented studies. The degrees offered through the School of Arts & Sciences also emphasize connections to careers as articulated in the *2003-2004 Academic Catalog*, Chapter 6 (see <http://publications.clayton.edu/2003-2004Catalog/chap06.htm>). The essential skills that are valued in the work place are addressed throughout the curriculum.

The University Mission Statement further emphasizes advanced applications of technology and experiential learning. Because all students are required to have unlimited access to a notebook computer (<http://itpchoice.clayton.edu/>), the use of technology permeates the curriculum. In addition, all programs of study that have been added to the curriculum since adoption of the current Mission Statement have incorporated required experiential learning. Many majors also offer experiential learning courses as electives.

FEDERAL MANDATES 3: INFORMATION AVAILABILITY

The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

Academic calendars, grading policies, and refund policies are available in the print and online versions of the *2003-2004 Academic Catalog*: <http://publications.clayton.edu/2003-2004Catalog/TableofContents.htm>.

Calendars – Preface

<http://publications.clayton.edu/2003-2004Catalog/TableofContents.htm>

(Click on “Academic Calendars.”)

Grading Policies – Chapter 4

<http://publications.clayton.edu/2003-2004Catalog/chap04.htm>

(Click on “Grading System.”)

Refund Policies – Chapter 3

<http://publications.clayton.edu/2003-2004Catalog/chap03.htm>

(Click on “Refund Policy.”)

FEDERAL MANDATES 4: DEGREE PROGRAM LENGTH

The institution demonstrates that program length is appropriate for each of the degrees offered.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

All programs of study are listed online at <http://adminservices.clayton.edu/admissions/academicprograms.htm>. Each degree incorporates general education and major-specific requirements consistent with accepted educational practice and in compliance with SACS Commission on Colleges standards (see [Core Requirement 7a](#) and [Core Requirement 7c](#)).

The Associate of Arts and Associate of Science degrees require successful completion of the general education core curriculum in six areas, with a total of at least 60 credit hours, including 18 semester hours of major-related courses. The Associate of Applied Science career associate degrees require students to complete a combination of general education courses and career courses totaling at least 61 credit hours. The University offers the Bachelor of Applied Science, Bachelor of Arts, Bachelor of Business Administration, Bachelor of Information Technology, Bachelor of Music, Bachelor of Science, Bachelor of Science in Nursing, and Bachelor of Science in Dental Hygiene. Each of these degrees requires at least 120 semester hours for completion, including general education and major-specific courses.

FEDERAL MANDATES 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 "The Review of Complaints Involving the Commission or its Accredited Institutions.")

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The University has established Grievance Procedures that are outlined in the *Student Handbook*, available online at

<http://admisservices.clayton.edu/studentlife/Student%20Handbook/policygrieve.htm>.

An excerpt from these procedures states:

"It is the policy of Clayton College & State University to provide equal opportunity and fair treatment to all students and applicants for admission without regard to race, creed, color, sex, sexual orientation, national origin, religion, age, veteran status, or disability. In addition, the University is concerned with the prompt and fair resolution of the concerns of students. The procedures below have been formulated to ensure fairness and consistency in the University's relations with its students. No person's status with CCSU shall be adversely affected in any way as a result of using these procedures, nor shall any retaliatory actions be taken against a person using these procedures."

Since the Procedures' implementation in 1996, all grievances have been resolved satisfactorily as described in Steps 1 and 2 of the process and all records have been destroyed.

Student complaints concerning the behavior or conduct of another student or students may, upon investigation by the University Judicial Officer, be handled through the student judicial process. The judicial process and hearing procedures are outlined in the Student Code of Conduct under "Disciplinary Procedures"

(<http://admisservices.clayton.edu/studentlife/Student%20Handbook/codediscip.htm>).

The *2003-2004 Academic Catalog*, Chapter 4, provides student information for appealing grades or other academic issues (<http://publications.clayton.edu/2003-2004Catalog/chap04.htm>: click on "Grading System" and scroll down to "Grade and Academic Appeals."). Records of student appeals and responses to the appeals are maintained in the office of the department or dean involved. These records are available upon request.

An Alternative Dispute Resolution Committee has developed recommendations for methods to deal with complaints within the campus community before needing official grievance procedures. The recommendations will be extended to students in Spring 2004, offering options to resolve disputes and possibly avert the need for written complaints.

FEDERAL MANDATES 6: RECRUITMENT MATERIALS

Recruitment materials and presentations accurately represent the institution's practices and policies.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The University creates and disseminates a variety of brochures to attract and inform prospective students. Three pieces comprise the basic package of recruitment materials: a direct mailer, an introductory brochure (table piece used at college fairs), and a sixteen-page view book. Peripheral recruitment pieces include brochures for the Honors Program, Study Abroad Program, Tips for Non-Traditional Students, Transfer Tips, and promotional brochures for the various academic programs. The University's web home page (<http://www.clayton.edu/>) serves recruitment purposes with a link for Future Students. The link provides information about the admissions process, financial aid, and other student services.

The objective of the University's recruitment materials is to present the University in a positive and accurate way in order to attract prospective students who have the ability to succeed and will persist at Clayton College & State University until their educational objective is met. All current recruitment materials and the University web site are approved by the University Communications Coordinator and reflect this standard of accuracy. Clayton College & State University representatives who make recruitment presentations subscribe to the Principles of Good Practice as outlined by the National Association of College Admission Counselors (NACAC).

FEDERAL MANDATES 7: ACCREDITOR INFORMATION

The institution publishes the name of its primary accreditor and its address and phone number.

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The Clayton College & State University web site (see <http://about.clayton.edu/fastfacts.htm>) and *2003-2004 Academic Catalog* (see <http://publications.clayton.edu/2003-2004Catalog/chap01.htm>: click on "Accreditation and Approvals") provide information designating the Southern Association of Colleges and Schools as the primary accreditor.

FEDERAL MANDATES 8: TITLE IV

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 Secretary of Education.) (Applies only to those institutions receiving Title IV funding).

- Compliance
- Partial Compliance
- Non-Compliance

NARRATIVE

The attached [approval letter from the U.S. Department of Education](#) shows that the Institution is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. The Institution receives Title IV funding, and all documentation is forwarded to the Secretary of Education.