

**Liberia International Christian College**

# **Policy Manual**

**2010**

**Ganta City, Nimba County, Republic of Liberia**

## **Liberia International Christian College**



Now finish the work, so that your eager  
willingness to do it may be matched by your  
completion of it, according to your means  
- 2 Cor. 8:11



## Our Vision

Liberia International Christian College's vision is a learning community where members realize hope and opportunity by experiencing the transforming love of God. *Isaiah 61:1-7*

## Our Mission

Liberia International Christian College exists to ensure a Christ-centered learning community for equipping Christians through effective Biblical and higher education to do the work of Christ across nations.

## Our Core Values

**Comprehensive Biblical Education.** We are called to provide a wholistic learning experience for life, beginning with the mind and including a comprehensive discipleship that result in an effective witness for Christ. We seek to nurture students to become spiritually mature and biblically informed persons who make well-reasoned and wise intellectual and moral judgments, thereby equipping and motivating them to tackle real-world problems. *2 Timothy 3:15-17*

**Faculty and Staffing.** We seek committed Christian faculty and staff members who strive to grow continuously in their faith and Christian perspective on learning, who demonstrate effective teaching skills, who commit themselves to foster the total development of students as individuals, and who practice scholarship as a contribution to the education of a larger constituency. *1 Timothy 3:2-12, Titus 1:6-9*

**Christ-Centered Community.** We are called to model Christ-centeredness in all that we do. The way we treat people should be consistent with the morals, justice, compassion, humility, and love of our Lord. We seek to reflect the richness of his people drawn from "every tribe, tongue and nation;" and, the importance of collective efforts of believers regardless of racial or tribal affiliations in achieving results. Interaction with students should both reflect an attitude of service to them as individuals and take advantage of opportunities for mentoring and modeling and personal development. *Acts 2:44-47, 1 Corinthians 12:4-30, John 13:12-17*

**Church Connectedness.** We are called to serve the Church because we believe that the Church is God's central vehicle to accomplish his work in the world. Our vision for serving the Church is a global vision, just as God's vision for his Church is global. A particular value affecting Liberian International Christian College work is to identify and meet the educational needs of the Christian Church. *Matthew 28:19*

**Cultural engagement.** We seek to bring faith, life, and learning to bear on the issues facing our culture. Our perspective is one of engagement with culture from a Christ-centered and biblically rooted foundation. We are committed to high standards of research, scholarship, thinking, and living as a means of preparing students to engage the world and to respond honestly and earnestly to those in a multiethnic society. *Acts 17:22-31*

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# Liberia International Christian College Policy Manual

## 1 INTRODUCTION

This manual contains the policies that are applicable to the Liberia International Christian College (LICC) including the Bible College, the Secondary Education Division, and the Vocational Training Division. This manual refers to these three divisions collectively as the “School.”

### 1.1 Purpose

The policies in this manual have the following objectives:

1. Guide the School in carrying out its Mission and attain its Vision.
2. To enable the School to live out its Core Values in everything it does.
3. To communicate this aspect of the School’s strategy to the Community.

### 1.2 Audience

All faculty, staff, students, and volunteers are expected to read, understand, and comply with the policies that apply to them.

### 1.3 Format

Each policy has the following organization:

Section	Explains
Purpose	What the policy hopes to achieve.
Scope	Who and where the policy applies.
Policy Statements	Requirements that the School must meet.
Rationale	Reason why the policy exists.

## **2 GENERAL**

### **2.1 Equal Opportunity**

#### **Purpose**

To provide equal opportunity and discourage discrimination for all faculty, staff, and students in the conduct of the School's activities.

#### **Policy Statements**

- The School not discriminate against any person because of race, color, gender, sexual orientation, religion, national origin, age, marital status, religious beliefs, sexual orientation, handicap or other non-job related disability, marital status, or status as a disabled veteran or veteran of the Liberian Civil War in any of its employment practices, admissions practices, educational programs, or activities.
- The School recognizes the right of any employee or group of employees to take, or to refrain from taking, a stand on a political issue and to support or oppose any issue or candidate. Such activities, however, must be conducted on the employee's own time and off the premises of the School. The employee will exercise reasonable care to show that he/she is acting in his/her capacity as a private citizen.
- Academic or student services programs that have been designed specifically to serve a single sex or a specialized group of students shall not be considered discriminatory.

#### **Rationale**

The School intends to be in full compliance with all non-discrimination and equal opportunity laws, orders, and regulations in the locales in which it operates. Moreover, the School desires to be inclusive as understood from John 3:16 and 1 Corinthians 12:1-11.

## 2.2 Discrimination, Harassment, & Assault

### Purpose

To protect all members of the Community against actions of discrimination, harassment, and assault.

### Policy Statements

- The School prohibits the discrimination, harassment, and assault of any members of its Community, as well as any retaliatory behavior related to harassment reports.

### Rationale

Discrimination, harassment, and assault are contrary to the Vision, Mission, and Core Values of the School.

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## 2.3 Nepotism

### Purpose

To establish conditions under which members of the same family may work for the School.

### Policy Statements

- The School may employ members of the same family. However, School employees may not be in the position of hiring, supervising, directing, promoting, evaluating, advising, teaching, grading, or setting the pay for members of their immediate family.

### Rationale

The maintenance of unusually high standards of honesty, integrity, impartiality, and professional conduct by School employees is essential to ensure the proper performance of school business as well as to earn and keep public confidence in the School.

## 2.4 Conflict of Interest

### Purpose

To assure that conflicts of interest do not occur with employees acting in their official capacity with the School, or in private practice.

#### 2.4.1 Official Capacity

- No employee may solicit, accept, or receive, directly or indirectly, any gift, favor, service, entertainment, food, or drink from a person desiring to do business or who is doing business with the School under circumstances in which it can reasonably be inferred that a gift would influence the employee to give special consideration to an action in his/her official capacity.

#### 2.4.2 Private Practice

- No employee shall engage in or have a financial interest in, directly or indirectly, any activity that conflicts or raises a reasonable question of conflict with his/her School responsibilities.
- Employees shall not engage in business, private practice of their profession, the rendering of services, or the sale of goods of any type where advantage is taken of any professional relationship they may have with any student, client, or parents of such students or clients in the course of their employment with the School
- Employees shall not use the School's materials, equipment, or facilities in private practice.
- This policy shall not be interpreted as intending to discourage acts of generosity in unusual situations.

#### 2.4.3 Honoraria

- If an honorarium is offered to an employee as payment for a speech or article whose content is derived from that employee's job, the honorarium is considered as a payment for the performance of duties and is not to be accepted.
- If an honorarium is offered to the employee as payment for a speech or article whose content is based solely upon the employee's personal knowledge or expertise, the employee may accept it.

### Rationale

The maintenance of unusually high standards of honesty, integrity, impartiality, and professional conduct by School employees is essential to ensure the proper performance of school business as well as to earn and keep public confidence in the School.

## 2.5 Drugs and Alcohol

### Purpose

To state the School's position on the use of alcohol and illicit drugs.

### Policy Statement

- The unlawful possession, use, or distribution of alcohol and illicit drugs on property owned, leased, or rented by the School, or as part of any of the School's off-campus activities, is strictly prohibited.

### Rationale

The School is committed to providing an environment free of alcohol and other drugs, including prescription medication and substances causing impaired performance.

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## 2.6 Consensual Relationships

### Purpose

To those in a position of authority or power from abusing, or appearing to abuse, the authority or power with which they are entrusted.

### Policy Statement

- School faculty and staff shall not engage in consensual relationships with learners whenever an individual has a professional position of power or authority with respect to the learner where the faculty or staff member has or will have a direct or indirect supervising, mentoring, teaching, or evaluating relationship with the student

### Rationale

The integrity of the faculty/student relationship as well as the staff/student relationship is central to the School's educational mission. These relationships vest considerable trust in the faculty or staff member who, in turn, bears authority and accountability as mentor, educator, and evaluator.

The School understands that faculty and staff begin and sustain friendships with students that can last a lifetime. However, the unequal institutional power in these relationships heightens the vulnerability of the student and the potential for coercion.

## **2.7 Grievances**

### **Purpose**

To establish minimum requirements for the student complaint/grievance procedures.

### **Policy Statements**

- The School shall have a process for handling complaints/grievances from faculty, staff, and students.
- The grievance process shall be consistent with the School's mission, vision, and core values.
- Learner claims of harassment and/or discrimination are appropriate grounds for initiating a grievance.
- The School will not subject learners to unfair or retaliatory action as a result of initiating a grievance.
- Learners are encouraged to make a good faith effort to resolve the grievance with the person(s) involved before initiating formal grievance procedures.

### **Rationale**

The School supports the right of faculty, staff, and learners to a review of decisions made or actions taken that they consider unfair or an impediment to working and/or learning at the School.

## **3 ACADEMIC AFFAIRS**

### **3.1 Academic Freedom**

#### **Purpose**

To establish an environment of academic freedom for faculty and learners.

#### **Policy Statements**

##### **3.1.1 Rights**

- The faculty member is entitled to freedom in the classroom to use materials and to discuss topics, which are relevant to the subject appropriate to his/her teaching methods and conducive to the attainment of course objectives.
- The faculty member is entitled to full freedom in research and in the publication of the results subject to the adequate performance of his/her academic duties.
- The School will not refuse to provide books and other materials merely because of the race, nationality, gender, politics or religion of the author; or because of the doctrinal disapproval of the contents.

##### **3.1.2 Responsibilities**

- The faculty member is a citizen, a member of a learned profession, and an officer of an educational institution. When he/she speaks or writes as a citizen, he/she should make every effort to indicate that he/she is not a spokesperson of the School.
- His/her special position in the community imposes special obligations. As a person of learning and an educational officer, he/she should remember that the public might judge his/her profession and the School by his/her utterances. Hence he/she should at all times be accurate and show respect for the opinions of others.

#### **Rationale**

The School is committed to freedom of expression and inquiry, and strives to promote an atmosphere in which rigorous academic dialogue is maintained, while respect for collegiality, common etiquette, and diversity is embraced.

## 3.2 Academic Honesty

### Purpose

To establish a policy by which learners are the authors of their own work.

### Policy Statements

#### 3.2.1 Plagiarism

- Learners shall to be the sole authors of their work except in collaborative activities.
- Use of another's ideas must be accompanied by proper citation and reference.
- The School extends the concept of plagiarism to include issues of copyright and trademark violation.

#### 3.2.2 Fabrication

- Learners shall not inventing or falsify information. This includes, but is not limited to inventing data or making reference to sources that were not used.

#### 3.2.3 Multiple Submission

- Learners shall not submit the same or similar work for credit in more than one course

#### 3.2.4 Collaboration

- Collaboration in the completion of written assignments is prohibited unless explicitly permitted by the instructor.
- Learners must acknowledge any collaboration and its extent in all submitted course work.

#### 3.2.5 Reporting

- Students, faculty, and staff all share the responsibility to promptly report any suspected violation of academic honesty.

#### 3.2.6 Consequences

- The disciplinary consequences of plagiarism and other forms of academic dishonesty may include, but are not limited to, one or more of the following: (a) non-acceptance of work submitted (an opportunity to resubmit work may be given at the discretion of the faculty member or instructor); (b) a failing grade on the assignment; (c) a failing grade in the course; (d) written reprimands, suspension, and/or dismissal from the School.

### Rationale

The School considers academic honesty one of its highest values. Learners who receive academic credit for work that is not the product of their own effort are undermining their academic integrity and the academic integrity of other learners, their field of study, and the School.

## **3.3 Absence/Attendance**

### **Purpose**

To establish an absence/attendance policy.

### **Policy Statements**

#### **3.3.1 Attendance Expectations**

- Classroom performance shall take priority over all extracurricular activities.
- There are no "allowed cuts" or "free" absences from class sessions.
- Faculty members may drop students from their classes or take other appropriate action if absences are too frequent or too long in duration.

#### **3.3.2 Departure for Breaks**

- Faculty members are expected to hold class on the days immediately before and after breaks.
- Students will not be excused from class attendance or from taking examinations at their announced time to accommodate travel schedules.

#### **3.3.3 Special Circumstances**

- Special circumstances situations in which a student must be absent or cannot fulfill their academic responsibilities for reasons beyond their control. These include: (a) medical reasons, (b) psychological reasons, (c) personal reasons such as death or illness of a family member, (d) other exceptions as determined by the best judgment of the instructor.
- Faculty members should provide learners with written procedures for addressing absences due to special circumstances in their class. These shall include: (a) notifying the instructor, (b) arranging for possible extensions or makeup work, and (c) determining whether the learner may reasonably make up the missed work.

### **Rationale**

Regular attendance at class, laboratory and other appointments for which credit is given is expected of all learners according to the guidelines established by individual faculty members. It is the responsibility of learners and their families to make travel arrangements accordingly. The School recognizes that learners sometimes face special circumstances beyond their control, and it seeks to be flexible to the extent that learning is not compromised.

### 3.4 Academic Petitions

#### Purpose

To define a process for granting exceptions to academic policies to accommodate learners with special needs.

#### Policy Statements

- Learners may request exceptions to academic regulations such as academic policies and graduation requirements.
- The School shall have a process for drafting, submitting, reviewing petitions, granting and denying petitions, notifying learners of the outcome, and retaining the petition as a learner record.
- The petition process must balance upholding School policies in a consistent manner with making exceptions for students with special needs.

#### Rationale

The School recognizes the diversity of its learner population and acknowledges that education is not a “one size fits all” experience. Therefore, it seeks to accommodate the special needs of its learners to the extent that doing so does not detract from the quality of education delivered to the learner.

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### 3.5 Dismissal

To communicate the reasons that a learner may be dismissed from the School, and the consequences of each type of dismissal.

#### Policy Statement

- Learners may be dismissed from the School through suspension or expulsion.
- Dismissals may result from violations of School policy or for administrative reasons.
- Learners who are suspended may be eligible for readmission to the School when stated conditions have been met.
- Learners who are expelled are not eligible for readmission.

#### Rationale

Consistent with the values of mercy and forgiveness, the School seeks to avoid dismissing learners except as a last resort. Ultimately, the School acknowledges that it must sometimes dismiss certain students when their continued attendance jeopardizes the quality of the School experience for other learners, or the School’s integrity.

## 4 STUDENT AFFAIRS

### 4.1 Code of Conduct

#### Purpose

To provide a clearly defined written *code of learner conduct* that supports a safe and orderly environment that is conducive to learning.

#### Policy Statements

- Learners shall conduct themselves in a manner supportive of the educational mission of the School.
- Learners shall be subject to this code whether a violation occurs on or off University premises.
- Learners are also responsible for the behavior of their guests. Because the actions of guests also impact members of the community, Learners assume responsibility for those they host in the community.
- While it is neither possible nor necessary to specify every instance of conduct that could result in University action against a student, the following list includes examples of conduct that may subject a student to University action:
  1. Violation of, or attempting, assisting, encouraging or planning any violation of this code or any other School policy, agreement or regulation;
  2. Conduct which causes, threatens or endangers the mental health, physical health or safety of any person or persons or creates an apprehension of such harm;
  3. Disorderly conduct including, but not limited to, public intoxication; lewd, indecent or obscene behavior; destroying or damaging School property or the property of others;
  4. Unauthorized entry, use or occupation of School facilities or School living units;
  5. Unauthorized possession or use of School property or the property of another person or entity;
  6. Initiating or causing any false report, warning or threat of fire, explosion or other emergency;
  7. Forgery, alteration, misrepresentation, counterfeiting or misuse of any School or other document, instrument of identification or access device or misrepresentation of the School outside the campus;
  8. Unauthorized use, possession or storage of any weapon;
  9. Unauthorized use or possession of fireworks or incendiary, dangerous or noxious devices or materials;
  10. Misuse of, or tampering with, fire alarm systems, fire extinguishers or other safety or security equipment;
  11. Disregarding or failure to comply with the directive of a hearing body, School officials or Public Safety officials acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so;
  12. Unauthorized use of School or other computer systems or programs or the information contained therein;
  13. Failure to participate in, failure to comply with or interference with the School's judicial process;

14. Violation of any law, ordinance or regulation in the School's locale.

- Learners engaging in prohibited conduct will be subject to disciplinary action, including, but not limited to: (a) course failure, (b) probation, (c) suspension, or (d) expulsion.
- Such sanctions may lead to additional academic and financial consequences.
- The School reserves the right to immediately suspend a learner accused of violating this policy. This suspension may remain in effect until a full investigation and all disciplinary action involving the allegations has been completed. Notification of such suspension will be provided to the learner at the time the sanction is issued.
- The School shall communicate this code of conduct \ to learners, parents, faculty, and staff.

### **Rationale**

The School is committed to providing to its learners a high quality educational experience. The School's faculty and staff play a primary role in assuring a high quality educational experience, and learners play a role as well. Learners are responsible for conducting themselves in a manner guided by respect, collegiality, and honesty. Learner conduct that infringes on the quality of the educational experience is not acceptable.

## 4.2 Disciplinary Action

### Purpose

To define a process for identifying and terminating inappropriate conduct throughout the School and in School-sponsored activities outside the School.

### Policy Statements

#### 4.2.1 Disciplinary Authority

- Faculty and staff having authority over learners shall have the authority to take such means as may be necessary to control the disorderly conduct of students in all situations and in all places where such students are within the jurisdiction of this Board.

#### 4.2.2 Due Process

- Learners have the right to due process, which includes: (a) the right to be notified in a timely and adequate manner of charges or proceedings against them; (b) the right to be heard at those proceedings; (c) the right to appeal.

#### 4.2.3 Disciplinary Procedure

- The School shall develop a disciplinary process that: (a) provides due process; (b) does not discriminate among learners; (c) does not demean learners; (d) does not violate any learner's individual rights.
- The disciplinary process shall designate sanctions for infractions that shall: (a) relate in kind and degree to the infraction; (b) help the learner learn to take responsibility for his/her actions; and (c) be directed, where possible, to ameliorate any harm which may have been caused by the learner's misconduct.
- Learners engaging in prohibited conduct will be subject to disciplinary action, including, but not limited to: course failure, probation, suspension, or expulsion. Such sanctions may lead to additional academic and financial consequences.
- Data regarding suspension(s) and expulsion(s) shall be entered on a learner's permanent record.

### Rationale

The School acknowledges that conduct is closely related to learning and that an effective instructional program requires an orderly school environment, which is, in part, reflected in the behavior of learners. The School also believes that the best discipline is self-imposed and students should learn to assume responsibility for their own behavior and the consequences of their actions. Finally, the School recognizes the importance of safeguarding a learner's rights, particularly when subject to the School's disciplinary process.

## 5 ANNEX: GLOSSARY

Term	Meaning
Ability to Benefit	The use of a standardized test to determine the ability of a student to benefit from the instruction available and commensurate with the expectations of a given institution.
Academic Level	Classification for learners based on the amount of academic credit earned. Academic levels are named First-Year, Sophomore, Junior, and Senior.
Academic Probation	A formal mechanism for helping students improve when they have unacceptable academic performance.
Assault	Commission of an act with the intent to cause fear of immediate bodily harm or death, or the intentional infliction or attempt to inflict bodily harm upon another.
Assessment	Systematic analysis and review of student performance and School effectiveness.
Assets	(1) Work the School is doing to accomplish its mission: its programs, operational flow, and day-to-day workings. (2) The people that the Board of Trustees, the administrators, the faculty, and the volunteers know. (3) The facilities, equipment, and other hard assets that the School owns, or to which it has access. (4) The community assets that the School may not own outright, but to which it has access. [Gottlieb]
Assignments	Activities that include, but are not limited to, papers, quizzes, tests, or projects.
Board	Board of Trustees. Holds legal authority for the school. Accountable for the school attaining its vision, carrying out its mission, and operating according to its core values.
Capricious Grading	(1) The assignment of a grade to a particular learner on some basis other than performance in the course. (2) The assignment of a grade to a particular learner by more exacting or demanding standards than those applied to other learners in that course. (3) The assignment of a grade that is a substantial departure from the faculty member's established criteria as stated in the course syllabus.
Community	People worldwide who serve the School and whom the School serves, directly and indirectly.
Core Values Statements	Specifies the values we share universally. Tells how we will do the work of our mission. Used to guide decisions about what is important. May include statements about what matters most to us, who we will err when we make tough decisions, how we will know a decision is right, how we want the community to view the way we do our work. [Gottlieb]
Coverage	Insurance or equivalent resources to protect the school's financial stability.
Curriculum	High-level design for the courses that will satisfy Degree requirements in an Academic Program.
Degree	Formal certification awarded to a student signifying that the requirements for an Academic Program have been met. [List degrees offered at the School]
Discrimination	The segregation or separation of individuals based on race, gender, age, ethnicity, religion, national origin, disability, sexual orientation, marital status, or status with regard to public assistance.
Diversity	The affirmation of a student's identity and their unique combination of interests, talents, spiritual gifts, personal style, and demographic characteristics.
Expulsion	Permanently removing a learner from the School.
Faculty	Academic employees of the School, including Full Professors, Associate Professors, Assistant Professors, Adjunct Instructors, and Teaching Assistants.

<b>Term</b>	<b>Meaning</b>
Govern	Governing means specifying what the school will do by defining its mission, vision, core values, and policies, determining the school's organization and delegating responsibility to it, and monitoring its performance.
Harassment	Any unwanted behavior that results in a hostile environment.
Locale	Collective term referring to all the locations in which the School operates when understanding the jurisdiction of various laws, regulations, requirements, etc. May refer to one or more cities, states/provinces, or countries.
Mission Statement	Turns our vision into practice by specifying the work that we will do to make the vision become a reality. Tells what we do, for whom we do it, and where we do it. [Gottlieb]
Policy	A policy is "a guiding principle typically established by senior management that is adopted by an organization to influence and determine decisions" [CMMI].
Position	Collective term to represent full-time, part-time, or volunteer job positions held by faculty and staff.
President	Chief administrative officer of the School. Responsible leading the school and implementing its policies and procedures.
Procedure	A procedure is "a performed process that is planned and executed in accordance with policy; employs skilled people having adequate resources to produce controlled outputs; involves relevant stakeholders; is monitored, controlled, and reviewed; and is evaluated for adherence to its process description" [CMMI].
Program, Academic	A series of requirements which, when met, help to qualify the student for employment in an occupation or participation in advanced study. Generally specified in terms of a minimum number of hours or credits to be earned in a series of required and elective courses. Successful completion signified by the School awarding the student a Degree.
School	Collective term for the university as a whole: the Bible College, the Secondary Education Division, the Vocational Training Division, administrative departments, and the Board of Trustees.
Sexual Harassment	Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.
Staff	Administrative employees of the School, including the President, Vice Presidents, Deans, Directors, and Department Chairs.
Stakeholders	Members of the Community (individuals and groups) who have a vested interest in the School's outcomes.
Suspension	Temporarily removing a learner from the School until either a specified amount of time has passed or the learner meets the necessary readmission conditions.
Vision Statement	Our vision for the future we want to create for the community we want to impact. Creates a context for making the community a better place to live, and for improving the lives off the community's members. Describes what the community will be like ("a community where...") and how the community will behave ("a community that..."). Answers the question, "Why we are doing what we are doing?" [Gottlieb]

## 6 ANNEX: REFERENCES

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## 7 REVISION HISTORY

Rev	Date	Edited By	Reason
1.0	16-Nov-2007	Russell M. Schwartz	First draft
2.0	15-Feb-2009	(Unknown)	Added cover, logo, mission, vision, and core values. Published version. Only exists in PDF format.
3.0	13-Mar-2010	Russell M. Schwartz	Update with the latest mission, vision, and core values statements. Withdraw a number of policies based on findings of a sustainability and feasibility review at the conclusion of the first year of operation.