

EDUCATIONAL OFFERINGS REPORT (EOR): PhD Pilot Program

# INSTRUCTIONS for SUBMISSION

**General Instructions:** After DEAC accepts the Application for PhD Pilot and selects the courses required for submission, the institution submits the completed Educational Offerings Report (EOR) and supporting documentation for off-site subject specialist review, following the requirements below:

1. Complete the following Educational Offerings Report and submit completed courses and supporting documentation following DEAC’s *Guidelines for Electronic Submission.*
2. One EOR is required per program undergoing review.
3. Do not delete any sections of the EOR.
4. The EOR and supporting documentation are due within 30 days from the date of the DEAC PhD Pilot Study acceptance letter.
5. The institution will be invoiced upon receipt of the EOR.

Note: All fees are due within 30 days of invoice unless otherwise specified.

**SECTION 1:** Provide requested institution information.

**SECTION 2:** Provide requested program information.

**SECTION 3:** Provide requested responses for each accreditation standard.

**SECTION 4:** Provide the identified supporting documentation following DEAC’s *Guidelines for Electronic Submission*.

**SECTION 5:** The President/CEO certifies that all information and documentation provided is true and accurate.

Distance Education Accrediting Commission

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# EDUCATIONAL OFFERINGS REPORT: PhD Pilot Program

# SECTION 1: INSTITUTION INFORMATION

**Institution Name:** Insert Institution Name

**Website(s):** Insert Website Link(s)

**Institutional Mission Statement:** Insert Mission Statement

**Describe how the addition of a PhD program supports the institutional mission**:

Insert Response

# SECTION 2: PROPOSED PhD PROGRAM INFORMATION

1. Provide the program name.

Insert Response

1. List the program’s outcomes.

Insert Response

1. State the total number of program clock/credit hours.

Insert Response

1. State the program length (in weeks, months, or years).

Insert Response

1. Provide the program method of delivery (correspondence, online, or hybrid).

Insert Response

1. Provide the language the program is offered in (e.g., English, Spanish, Vietnamese).

Insert Response

1. Describe the institution’s target student population for the educational offering.

Insert Response

1. Does the educational offering result in students being eligible for specific licensure or certification examinations?

Yes  No

If yes, provide information on any related professional licensure or certification examinations.    
   
Insert Response

Access to the Online Learning Platform

1. Provide link to the online learning platform   
     
   Insert Link to the Online Learning Platform
2. Provide username for the online learning platform   
     
   Insert Username
3. Provide password for the online learning platform   
     
   Insert Password
4. Provide navigation instructions for the online learning platform.  
     
   Insert Navigation Instructions
5. If applicable, provide access and navigation instructions for any e-textbooks or related electronic course materials not available within the online learning platform. Disable any security features or provide passwords as necessary.

Insert Navigation Instructions

## SECTION 3: ACCREDITATION STANDARDS

## Standard III: Program Outcomes, Curricula, and Materials

1. **Description of Program Outcomes:** Program outcomes are clearly defined, simply stated, and indicate the benefits for students who are reasonably capable of completing the educational offering. Course learning outcomes are linked to program outcomes as identified by the institution and are consistent with the curricula offered.
2. Describe how the institution develops PhD program outcomes.
3. Describe how the institution ensures the PhD program outcomes are current and relevant based on research, comparison, subject matter experts, and Advisory Council input.
4. Describe how the PhD program outcomes guide the development of curricula content.
5. Describe how course outcomes are mapped to program outcomes.
6. Describe how the institution would provide prospective students with information that helps them determine whether the PhD program meets their educational goals based on stated program outcomes.
7. **Appropriate Program Outcomes:** The program outcomes are measurable and reasonably attainable through distance education. Appropriate program outcomes clearly communicate the knowledge, skills, and abilities students will obtain upon completion of the educational offering. Program outcomes reflect the expected level of student achievement that promotes critical thinking, ethical reasoning, social responsibility, global citizenship, civic engagement, or lifelong learning, as applicable to the educational offerings.

* The PhD is a research-oriented doctoral program designed to prepare students to conduct scholarly work that contributes new knowledge to their chosen field of study. The PhD emphasizes the attainment, organization, utilization, and dissemination of knowledge. A PhD program affords the student the opportunity for substantial mastery of the subject matter, theory, literature, and research methodologies that include both the qualitative and the quantitative. The curriculum must encompass a sequential development of research skills that lead to the capability to conduct independent research. PhD dissertations require original research that contribute new knowledge to the chosen field of study.

1. Describe how the institution ensures that PhD program outcomes are measurable and attainable through distance education.
2. Describe how the program outcomes afford the student the opportunity for substantial mastery of the subject matter, theory, literature, and research methodologies that include both the qualitative and quantitative.
3. Describe how the program is designed to be a research-oriented doctoral program that prepares students to conduct scholarly work that contributes new knowledge to their chosen field of study.
4. Describe how the program outcomes promote the development of critical thinking, ethical reasoning, social responsibility, global citizenship, civic engagement, or lifelong learning as applicable to the educational offerings.
5. Describe how the PhD program outcomes are comparable to the PhD program outcomes of similar degreeprograms offered at other appropriately accredited institutions.
6. Explain how the curriculum encompasses a sequential development of appropriate research methodologies (qualitative and quantitative) that lead to the capability to conduct independent research.
7. **Curricula Delivery:** All curricula and instructional materials are appropriately designed and presented for distance education. Online materials sufficiently support the curriculum and are delivered using readily available, reliable technology.
8. Describe how all curricula and instructional materials for the PhD program are appropriately designed to promote effective distance education study.

1. Describe the technology implemented to effectively deliver all PhD curricula and instructional materials.
2. **Comprehensive Curricula and Instructional Materials:** Curricula and instructional materials are sufficiently comprehensive for students to achieve the stated program outcomes. Their organization and content are supported by reliable research and practice. The organization and presentation of the curricula and instructional materials reflect sound principles of learning and are grounded in distance education instructional design principles. The curricula and instructional materials reflect current knowledge and practice. Curricula and instructional materials are kept up to date, and reviews are conducted and documented on a periodic basis. Instructions and suggestions on how to study and how to use the instructional materials are made available to assist students to learn effectively and efficiently.

* PhD programs are designed to prepare students to contribute new knowledge, concepts, and/or theories to the chosen field of study. The PhD emphasizes the attainment, organization, utilization, and dissemination of knowledge. Adequate oversight and advising are provided through all phases of the PhD program by appropriately credentialled and qualified faculty and advisors, including clinical practice or fieldwork required by the field of study.

1. Describe the curriculum design process for the PhD program.
2. Describe the process followed by the institution to ensure that all curricula and instructional materials are up-to-date and reflect current knowledge.
3. Describe how the PhD emphasizes the attainment, organization, utilization and dissemination of knowledge in the specified field of study.
4. Describe how the institution will ensure that adequate oversight and advising are provided through all phases of the PhD program.

* The PhD requires 60 graduate-level semester credit hours or their equivalent beyond the master’s degree with a maximum of 15 total semester credit hours for the dissertation process. A minimum of 9 semester credits are devoted to advanced coursework in qualitative and quantitative research methodology. PhD programs are completed in no fewer than three years and no more than 10 years from the date of initial enrollment. PhD students who complete the coursework and a comprehensive examination are deemed PhD candidates.

1. Describe the process followed by the institution to ensure that students are engaged in both qualitative and quantitative research methods.
2. Describe how research methodology courses are differentiated from the proposal and dissertation courses.

* The PhD requires a dissertation that demonstrates the candidate’s ability to produce original research that contributes new knowledge to the chosen field of study. An appropriately credentialed PhD committee with scholarly experience in the field of study reviews and approves the dissertation proposal. A dissertation manual is provided that includes guidelines on identifying, researching, writing, and presenting the selected topic. Dissertations are appropriately defended by PhD candidates before a dissertation committee via distance or in person. The PhD is awarded upon final approval by a majority of the doctoral committee.

1. Describe how the PhD degree program will require students to work with an appropriately credentialed supervisory PhD dissertation committee.
2. Describe the process students follow to complete a PhD dissertation.

* If an institution has a corresponding professional/applied doctoral degree program in a similar field, the dissertation manual must address the distinctions between the research components of both programs (e.g., Ed.D and PhD in education related fields).
  1. If applicable, describe the distinctions between the research components of similar field programs.
* The institution maintains an Advisory Council for each major group of programs or major subject matter disciplines it offers. The Advisory Council includes members not otherwise employed or contracted at the institution, consisting of practitioners and employers in the field for which the program prepares students. Advisory Councils
  + meet at least annually;
  + provide advice on the current level of skills, knowledge, and abilities individuals need for entry into the occupation; and
  + provide the institution with recommendations on the adequacy of educational program outcomes, curricula, and course materials.

Describe how the institution involved its Advisory Council in the review of the PhD program and how it took into consideration any recommendations by the Advisory Council.

* The institution determines whether courses in a program require any prerequisites. The institution also determines whether courses are offered in a prescribed sequence to maximize student achievement of program outcomes.

1. Describe how the institution determines prerequisites for the PhD program.

1. **Curricula Development and Delivery:** Qualified persons competent in distance education instructional practices and experts in their subjects or fields develop the content of curricula and prepare instructional materials.

* Qualified persons competent in distance education instructional design practices work with experts in subjects or fields to develop the content of all curricula and prepare instructional materials.
* The institution describes its model for distance education delivery such as: correspondence, online, or hybrid.
* Any contracting with a third party for educational delivery is conducted in accordance with DEAC Processes and Procedures, Part Two, Section XIX F.4. and F.5., Changes in Educational Offerings.

1. Describe the qualifications of the curriculum developers for the PhD program.
2. Describe how the institution ensures that individuals who are competent in distance education instructional practices are involved with developing the PhD curriculum.
3. Describe how curriculum content developers and the curriculum development process verifies that the curricula are aligned with stated program outcomes.
4. Describe the model for distance education and demonstrate how the proposed PhD program is predominately distance education (fifty-one percent or more).
5. If the institution intends to contract with a third party for educational delivery, describe how this will be done in accordance with DEAC processes and procedures.
6. **Academic Units of Measurement:** The institution documents policies and procedures used to define the chosen academic unit of measurement. Academic units are measured by either clock hours or credit hours.
   1. Clock Hours

The institution documents its implementation and application of policies and procedures for determining clock hours awarded for its courses and programs. A clock hour is one instructional hour. One instructional hour is defined as 50 minutes of instruction in a 60-minute period.

* 1. Credit Hours

The institution documents its implementation and application of policies and procedures for determining credit hours awarded for its courses and programs. The assignment of credit hours must conform to commonly accepted practices in higher education. A credit hour is defined as an amount of work represented by intended learning outcomes and verified through evidence of student achievement in academic activities.

* 1. Credit Hour Definition

Semester and quarter hours are equivalent to the commonly accepted and traditionally defined units of academic measurement. Academic degree or academic credit-bearing distance education courses are measured by the learning outcomes normally achieved through 45 hours of student work for one semester credit1 or 30 hours of student work for one quarter credit.2

1*One credit/semester hour is 15 hours of academic engagement and 30 hours of preparation.*

*2One quarter hour credit is 10 hours of academic engagement and 20 hours of preparation.*

* 1. Documenting Credit Hours

The institution demonstrates that each course and program requires the appropriate amount of work needed for students to achieve the level of competency defined by institutionally established course/program outcomes. The institution measures and documents the amount of time it takes the average student to achieve learning outcomes and specifies the academic engagement and preparation time.

All student work is documented in the curricula materials and syllabi, including a reasonable approximation of time required for students to complete the assignments. Evaluation of student work is identified as a grading criterion and weighted appropriately in the determination of a final course grade.

1. Describe the institution’s policy for determining and assigning academic units of measurement for the PhD program.
2. Describe the process the institution uses to measure and document the amount of time it takes the average student to achieve the learning outcomes as a means for assigning academic units of measurement.
3. **Educational Media and Learning Resources:** Learning resources for faculty and students are available and appropriate to the level and scope of program offerings. Program designers, faculty, and instructors effectively use appropriate teaching aids and learning resources, including educational media and supplemental instructional aids, when creating programs and teaching students. The institution provides faculty and students with access to learning resources, libraries, or resource-related services that are appropriate for the achievement of program learning outcomes.
4. Describe the learning resources designed to support the educational offerings for the PhD program.
5. Describe how student learning resources are available and appropriate to support the research components of the PhD program.
6. Describe how faculty learning resources are available and appropriate to the level and scope of educational offerings.
7. Describe how the learning resources support students’ achievement of stated PhD program outcomes.
8. Describe how the qualifications of the institution’s librarian are appropriate to the PhD program.

1. **Examinations and Other Assessments:** Examinations and other assessment techniques provide adequate evidence of the achievement of stated learning outcomes. The institution establishes and enforces grading criteria that it uses to evaluate and document student attainment of learning outcomes.

* PhD Programs

The institution assesses student achievement through multiple means of evaluation to include a comprehensive examination, and a dissertation. The institution requires students to successfully complete a comprehensive examination when all coursework is completed and prior to commencing work on the dissertation.

* 1. Describe the types of examinations and assessments used throughout the PhD program curriculum and the frequency of the examination and assessment activities.
  2. Describe how the institution’s assessments demonstrate student mastery of the stated program learning outcomes.
  3. Describe the process students follow for completing the comprehensive examination.

* 1. Describe the institution’s procedures for verifying degree candidates have met all graduation requirements.

1. **Student Integrity and Academic Honesty:** The institution publishes clear, specific policies related to student integrity and academic honesty. The institution affirms that the student who takes an assessment is the same person who enrolled in the program and that the examination results will reflect the student’s own knowledge and competence in accordance with stated learning outcomes.
2. Describe how the institution applies its student integrity and academic honesty policies.
3. Describe the process to be followed by the institution to administer proctored assessments to students enrolled in the PhD program.
4. Describe how the institution determines the placement of proctored assessments at appropriate intervals within the program of study.

1. **Institutional Review Board**: For any final research project, master’s thesis, or dissertation that involves human research, the institution must require prior formal review and approval for all such research involving human subjects through an institutional review board (IRB), which has been designated to approve, monitor, and review all research involving human subjects. The IRB should ensure that the subjects are not placed at undue risk, that they have voluntarily agreed to participate, and that they have given appropriate informed consent. The IRB must meet all federal regulations, and the institution must be able to demonstrate that it is in compliance, including providing evidence that all IRB members have had appropriate training. (Title 45 Code of Federal Regulations Part 46)
   1. Describe the institution’s policy and procedures that students follow if their dissertation involves human research.
   2. Describe the training that faculty and students receive prior to engaging in research projects involving human subjects.

## Standard VI: Academic Leadership and Faculty Qualifications

1. **Chief Academic Officer (CAO) or Education Director**: The institution designates a chief academic officer, education director, or other similar oversight position. This individual is responsible for overall administration of the educational program(s); for the educational, editorial, and research activities within departmental subject fields; and for faculty/instructors. The individual also informs marketing decisions.
   * The institution appoints a director for doctoral degree programs. The director possesses previous higher education administrative capacity and distance learning knowledge to lead doctoral programs. The director possesses the appropriate terminal degree earned from an appropriately accredited institution in a subject area relevant to the degree program being offered.
   1. Identify who the institution appointed as the dedicated dean, director, or other academic officer to oversee the PhD program and provide their credentials.

* + DISSERTATION SUPERVISORY COMMITTEE: A doctoral committee of at least three faculty members is assigned for each student. Doctoral committee members possess appropriate credentials, scholarship, experience, and practice in the field of study. At least one member of the doctoral committee is a member of the awarding institution’s faculty. At least two members of the doctoral committee have earned doctoral degrees from appropriately accredited institutions other than from the awarding institution. All committee members are qualified in the subject area of the dissertation or research project topic. The institution has final approval for students who nominate faculty to the doctoral committee.

Describe the composition and credentials of the PhD dissertation supervisory committee.

1. **Instructors, Faculty, and Staff:** Faculty/instructors are qualified and appropriately credentialed to teach the subject at the assigned level. The institution employs a sufficient number of qualified faculty/instructors to provide individualized instructional service to each student. The institution maintains faculty/instructor résumés, official transcripts, and copies of applicable licenses or credentials on file. Faculty/instructors are carefully screened for appointment and are properly and continuously trained on institutional policies, learner needs, instructional approaches and techniques, and the use of instructional technology. The institution regularly evaluates faculty and administrator performance using clear, consistent procedures. The institution assures that faculty are appropriately involved and engaged in the curricular and instructional aspects of the educational offerings. Faculty are assigned responsibilities based on their degree qualifications and/or area(s) of expertise.
2. Describe how the institution employs or contracts with a sufficient number of qualified faculty/instructors to provide individualized instructional, advisory, and committee service to each PhD student.
3. Describe how faculty/instructors are appropriately involved and engaged in the curriculum and instructional aspects of the PhD program.

* PhD Programs

All teaching faculty possess a terminal degree earned at an appropriately accredited institution in a related subject field. Faculty serving in advisory/supervision roles must also demonstrate current knowledge in the theory, literature, research methodology, and pedagogy associated with the field of study. Prior to enrolling students, the institution has in place a dedicated dean, director, or other academic officer with appropriate credentials and relevant academic experience to lead the program.

1. Describe the institution’s policy on qualifications for faculty teaching PhD program courses.
2. Describe the institution’s policy on qualifications for faculty serving in expanded advisory/supervision/committee roles.

## Standard VIII: Admission Practices and Enrollment Agreements

1. ADMISSIONS CRITERIA – The institution’s admissions criteria align with its mission and student population served. The institution establishes qualifications that an applicant must possess prior to enrollment in order to successfully complete the stated educational offerings. The institution consistently and fairly applies its admission requirements. If an institution enrolls a student who does not meet the admissions criteria, the institution documents the reason(s) for the exception to the admissions criteria.

* PhD Programs

At the time of admission, the institution obtains documentation that applicants possess a master’s degree earned from an appropriately accredited institution and have relevant academic experience. At a minimum, the institution verifies applicants have completed 30 graduate-level credit hours relevant to the PhD field of study prior to admission.

* 1. Describe the basis for admissions decisions for the PhD program.
  2. Describe how the institution documents the basis for admissions decisions for the PhD program.

1. TRANSFER OF CREDIT AND EXPERIENTIAL LEARNING: The institution implements a fair and equitable transfer credit policy that is published in the catalog. The steps for requesting transfer credit are clear and disclose the documentation required for review. Students are able to appeal transfer credit decisions using published procedures. Transfer credit requests are not denied based solely on the source of accreditation of the credit-granting institution.

Credit awarded for experiential or equivalent learning, including challenge and testout credits, cannot exceed 25 percent of the credits required for an undergraduate degree. Institutions maintain official documentation of the bases for decisions to award credit for experiential or equivalent learning.

An institution seeking to offer credit for prior learning assessment publishes and follows evaluation standards consistent with CAEL’s Ten Standards for Assessing Learning. Prior learning assessment is performed by qualified individuals with experience in the evaluation of prior learning.

In instances where a student seeks to transfer more than the maximum allowable percentage of required credit hours specified in the relevant degree category listed in subsection F.2. through F.5. below, the institution must conduct a comprehensive assessment of the student’s credits earned and document how the credits align with its program outcomes. In such cases, transfer credit allowances may not exceed the lesser of any applicable state requirements or 90 percent of the credits required for undergraduate degrees, 75 percent of the credits required for master's degrees or first professional degrees, or 40 percent of the credits required for professional doctoral degrees.

* PhD Programs

The institution may award a maximum of 15 percent of the credits required for a PhD program (or nine semester credit hours for a 60-semester credit hour degree program) through transfer credit. Courses accepted for transfer credit are earned from appropriately accredited institution, relevant to the program of study, and equivalent in both content and degree level.

1. State the maximum percentage of credits that are accepted for transfer into the PhD program.

1. Describe the institution’s process for evaluating transfer credit for the PhD program.

# SECTION 4: DOCUMENTATION

* Curriculum Development Manual
* PhD Program Curriculum Developers’ Resumes
* Curriculum map for the PhD program
* Dissertation Manual
* List and information on advisory council members (Name, Title, Institution/Company Name, Bio, etc.,) for the PhD program
* Evidence of advisory council meetings and feedback received on PhD Program
* Examples of how advisory council feedback was used to design the educational offering
* Degree Program Comparisons
* Credit Hour Policy
* Credit Hour Evaluation Chart
* Current Institution Catalog
* Draft catalog entry for PhD program
* Grading Policies
* Student Integrity and Academic Honesty Policies
* Sample Assessments for Each Representative Course
* Grading Rubrics
* PhD Program Director Resume and/or detailed job description
* All Faculty Resumes and/or detailed job description for the proposed PhD program and corresponding list of courses to be taught
* IRB Training Evidence/Documentation (if applicable)

# SECTION 5: CERTIFICATION

I certify that all of the information contained on this application and in the submitted documentation is true and correct, and I understand that, by electronically typing my name in this document, it is considered to have the same legally binding effect as signing my signature using pen and paper.

**Institution’s President/CEO:** Name of President/CEO

**Institution’s President/CEO Signature:** Print Name or Insert Digital Signature

**Date:** Insert Date