

ADDITION of IN-RESIDENCE PROGRAM COMPONENT

Post-Approval Report

# INSTRUCTIONS for SUBMISSION

**General Instructions:** After the proposed substantive change is approved by DEAC and the addition of the in-residence program is implemented, the institution undergoes an on-site visit within six to 12 months of implementation. The institution shall submit the following Addition of In-Residence Program Component Post-Approval Report at least five week prior to the scheduled on-site evaluation.

Complete the following Addition of In-Residence Program Component Post-Approval Report and supporting documentation following DEAC’s *Guidelines for Electronic Submission*.

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

**SECTION 2:** Provide requested responses regarding the proposed addition of an in-residence program component. Institutions should also provide responses to Standards VII, IX, and XII relevant to the substantive change.

**SECTION 3:** Provide total enrollment information for the last calendar year and the total number of students at the time of report.

**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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# ADDITION OF IN-RESIDENCE PROGRAM COMPONENT – Post-Approval Report

Check the applicable substantive change below. This substantive change applies to an institution when:

it adds a new in-residence program component to an existing approved program, or

it adds a new program with an in-residence component.

## SECTION 1: INSTITUTION INFORMATION

**Institution Name:** Insert Institution Name

**Former Names:** Insert Former Name(s)

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

**Main Telephone Number:** Main Telephone Number

**Institutional Mission Statement:** Insert Mission Statement

**Primary Contact:** Name of President/CEO

**Title:** Title

**Email:** Email

**Telephone:** Telephone Number

**Compliance Officer Contact:** Name of compliance officer

**Title:** Title

**Email:** Email

**Telephone:** Telephone Number

Note: This individual must have already completed the *Preparing for DEAC Accreditation* tutorial.

## SECTION 2: PROPOSED ADDITION OF IN-RESIDENCE PROGRAM COMPONENT

1. Provide the start date of the first in-residence cohort.  
     
   Insert Response
2. Describe whether the implementation of the in-residence program component adversely affected students’ ability to continue their programs of study.   
     
   Insert Response
3. Describe how the institution remained in compliance with DEAC accreditation standards during the implementation of the in-residence program component.   
     
   Insert Response
4. Provide a narrative describing how educational delivery was not interrupted.   
     
   Insert Response

# 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 program outcomes.
3. Describe how the institution verifies that all program outcomes are current and relevant based on research, comparison, subject matter experts, and advisory council input.
4. Describe how program outcomes guide the development of curricula content.
5. Describe how course outcomes are mapped to program outcomes.
6. Describe how the institution provides prospective students with information that helps them determine whether the program meets their educational goals based on stated program outcomes.

1. **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 level of student achievement expected that promotes critical thinking, ethical reasoning, social responsibility, global citizenship, civic engagement, or lifelong learning as applicable to the educational offerings.
2. Describe how the institution verifies that program outcomes are measurable and reasonably attainable through distance education.
3. Describe how the program outcomes communicate the expected knowledge, skills, or abilities students will gain upon completion of the educational offerings.
4. Describe how program outcomes are appropriate to the type and level of credential being awarded (e.g., non-degree, undergraduate degree, graduate degree, and/or doctoral degree).
5. 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.
6. Describe how program outcomes are comparable to the program outcomes of similar programs offered at other appropriately accredited institutions.

## Standard IV: Educational and Student Support Services

1. **Student Support Services:** The institution provides support services designed for the students enrolled, such as financial aid guidance, advising services, employment assistance, and/or alumni services. Appropriate academic support services are readily available. Any career services and/or alumni services are offered as published in the institution’s materials.
2. Describe how the institution provides support services for students enrolled based the educational offerings.

1. Describe how these support services are readily available.

1. Describe any career and alumni services offered.

## Standard VI: Academic Leadership and Faculty Qualifications

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 the institution’s faculty/instructor qualifications in relation to the subject areas taught and the credential level of the programs offered.
3. Describe how the institution employs or contracts with a sufficient number of qualified faculty/instructors to provide individualized instructional service to each student.

## Standard VII: Advertising, Promotional Literature, and Recruitment Personnel

1. **Advertising and Promotion:** The institution conforms to ethical practices in all advertising and promotion to prospective students. All advertisements, website content, and promotional literature are truthful, accurate, clear, and readily accessible to the public; proactively states that programs are offered via distance education; and appropriately discloses occupational opportunities as applicable. Catalogs, enrollment agreements, manuals, and websites list the institution’s full name and physical address. At a minimum, all print advertisements and promotional literature include the institution’s city, state, and website home page URL where, in compliance with DEAC’s Website Disclosures Checklist, the institution’s physical address is provided. All web-based advertisements provide a link to the institution’s website home page URL. All institutional social media account profiles provide a link to the institution’s website home page URL. The institution complies with the DEAC’s Catalog Disclosures Checklist and DEAC’s Website Disclosures Checklist.
   1. All advertisements and promotional materials accurately reflect the programs and services offered by the institution. The word “guarantee” is never used in advertisements. Under limited and exceptional circumstances, institutions may use the word “free” when it is appropriate to the mission and purpose of the institution.
      1. In-Residence Program Component

All required in-residence components and additional associated costs are disclosed on the institution’s websites, advertisements, and promotional materials.

1. Provide a link to information published for students to review regarding all required in-residence components and additional associated costs.  
     
   Insert Link

## Standard VIII: Admission Practices and Enrollment Agreements

1. **Admissions Disclosures:** Admissions policies and procedures are designed to assure that the institution enrolls only those students who are reasonably capable of successfully completing and benefiting from the educational offerings.
2. Describe the institution’s admissions policy.

1. Describe how the institution determined its admissions criteria.
2. Describe how the institution’s admissions policy verifies that only students who are reasonably capable of completing and benefiting from the educational offerings are enrolled.  
     
   1. The institution informs each applicant, prior to admission, of the admissions criteria, the nature of the education provided, and the demands of the educational offerings. Prior to completing the enrollment process, the institution requires students to affirm access to the catalog and other institutional documents disclosing the rights, responsibilities, and obligations of both the student and the institution.
3. Describe how the institution informs each prospective student of the admissions criteria, the nature of the education offered, and the demands of the educational offerings.
4. Describe how the institution requires students to affirm receipt of the catalog and other institutional documents that disclose the rights, responsibilities, and obligations of both the student and institution prior to completing the enrollment process.
5. If the institution offers programs that prepare students for state licensing/certification examinations required for entering a profession, how does the institution inform each prospective student of licensing examination/certification requirements?
6. If the institution offers programs that prepare students for state licensing/certification examinations required for entering a profession, how does the institution inform each prospective student whether they meet state or federal examination eligibility requirements?  
     
   1. The institution admits students regardless of race, color, national origin, disability, sex, or age. Institutions reasonably accommodate applicants and students with disabilities to the extent required by applicable laws.
7. Describe the institution’s plan for providing reasonable accommodations to students who provide appropriate disability documentation.
8. Provide examples of accommodations made for students who provided appropriate disability documentation.  
     
   1. Official transcripts, if required for admission, are received within one enrollment period, not to exceed 12 semester credit hours, or the student is withdrawn from the program.
9. Describe the process followed to verify that official transcripts are received within one enrollment period, not to exceed 12 semester credit hours.
10. Describe the process followed when student official transcripts are not received within one enrollment period.
11. **Student Identity Verification:** Student identity verification is initiated during the admissions process to verify that the admitted student who participates in and completes coursework and assessments is the same student who is awarded credit.
12. Describe the institution’s student identity verification policy and practices.
13. Describe how the institution verifies that the admitted student is the same student who completes coursework and assessments and is awarded credit.
14. **Compulsory Age Students:** An institution enrolling students under the compulsory school age obtains permission from responsible parties to assure that the pursuit of the educational offerings is not detrimental to any compulsory schooling.
15. Describe how the institution obtains permission from responsible parties prior to enrolling compulsory school aged students.
16. Describe how the institution verifies and documents that the pursuit of educational offerings by a compulsory aged student is not detrimental to any compulsory schooling.
17. **Admissions Criteria:** The institution’s admissions criteria aligns with its mission and student population served. The institution establishes qualifications that an applicant possesses 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.
18. Describe how the institution’s admissions criteria align with its mission and target student population served.
19. Describe the process followed to develop admissions criteria that verify and document that prospective students possess identified qualifications in order to complete the stated educational offerings.
20. Describe how the institution consistently and fairly applies its admission requirements.
21. Describe how the institution documents that students meet established admissions criteria.
22. If the institution enrolls students who do not meet its established admissions criteria, describe the institution’s policies and procedures for determining the basis for admittance, describe how it documents that students otherwise meet established admissions criteria, and describe how such admissions are made only under limited and exceptional circumstances.

1. Describe the institution’s reasonable measures for determining if prospective students’ physical limitations will prevent successful completion of the educational offerings.   
   1. Transcripts not in English are evaluated by an appropriate third party and translated into English or evaluated by a trained transcript evaluator fluent in the language of the transcript. Evaluators possess expertise in the educational practices of the country of origin and include an English translation of the review.
2. Describe the institution’s process for evaluating transcripts that are not in English.
3. Provide a link to the institution’s admissions requirements for foreign transcript evaluation.

For this response: Insert Link

1. Provide a list of appropriate third-party transcript evaluators approved by the institution.
2. Describe how transcript evaluators possess expertise in the educational practices of the country of origin.   
     
   1. The institution’s admissions criteria disclose procedures for verifying appropriate language proficiencies. The institution verifies English language proficiency for applicants whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction. Verification procedures align with DEAC’s guidance on English Language Proficiency Assessment.
3. Describe the institution’s admissions procedures for verifying published language proficiency requirements.
4. Provide a link to the institution’s admissions policy for verifying English or other language proficiencies.  
     
   For this response: Insert Link
5. Describe how the institution’s foreign language verification procedures align with DEAC’s guidance on English Language Proficiency Assessment [DEAC Handbook, Part Four: Appendices: Standard IX]   
     
   1. Non-Degree Programs

As appropriate for the students served and educational programs offered, the institution obtains official documentation that applicants possess a high school diploma or its recognized equivalent at the time of admission (e.g., high school diploma, general educational development tests [GED], or self-certification statement).

Institutions that implement self-certification procedures must:

* Obtain a signed statement from the applicant attesting to a high school diploma or recognized equivalent;
* Require applicants to provide the institution name, city, state, and year of graduation on the self-certification statement;
* Develop and follow procedures to evaluate the validity of high school completion, or its equivalent, if the institution has reason to believe that the documentation was not obtained from an entity that provides secondary school education (e.g., general educational development tests or GED); and
* Document that such practices are necessary to be consistent with the institution’s mission.

1. Describe how the institution documents the basis for admissions decisions for non-degree programs.
2. If the institution allows self-certification, describe the policy and process followed for verification.
   1. Undergraduate Degrees

The institution obtains official documentation that applicants possess a high school diploma or its recognized equivalent at the time of admission (e.g., high school diploma or general educational development tests [GED]). Institutions may implement self-certification in accordance with VIII.D.3.

1. Describe how the institution documents the basis for admissions decisions for undergraduate degree programs.
2. If the institution allows self-certification, describe the policy and process followed for verification.   
     
     
   1. Master’s Degrees

At the time of admission, the institution obtains official documentation that applicants possess a bachelor’s degree earned from an appropriately accredited institution.

1. Describe how the institution documents the basis for admissions decisions for master’s degree programs.
   1. First Professional Degrees

At the time of admission, the institution obtains documentation that applicants possess a bachelor’s or master’s degree earned from an appropriately accredited institution.

1. Describe how the institution documents the basis for admissions decisions for first professional degree programs.  
     
   1. Professional Doctoral Degrees

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

1. Describe how the institution documents the basis for admissions decisions for professional doctoral degree programs.
2. **Admission Acceptance and Denial:** The institution informs applicants that they have been accepted for admission. The institution communicates with the applicant and documents the basis for any denial of admission.
3. Describe the procedures followed to inform applicants they have been accepted for or denied admission.
4. List the reasons why an applicant may be denied admission.
5. **Transfer Credits 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 test-out 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 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.

1. Describe how the institution’s transfer credit policy is fair and equitable.
2. Provide a link to the institution’s transfer credit policy.   
     
   For this response: Insert Link
3. Describe the steps followed by students when requesting transfer credit.
4. Describe the institution’s process for evaluating transfer credit.
5. Explain the type of documentation the institution requires to substantiate the award of transfer credits.
6. For each program level offered, describe how transfer credit evaluation is performed by qualified individuals with experience in evaluating transcripts.
7. Describe how individuals responsible for evaluating transfer credit are trained.
8. Describe the institution’s processes for ensuring that transfer credit is awarded in adherence with published policies and procedures per Standard VIII.F.1-5.
9. Describe how the institution documents the award of transfer credit.
10. Describe the processes followed for awarding credit for experiential learning.
11. Describe the institution’s evaluation criteria for awarding credit for experiential or prior learning.
12. For each degree level offered, describe how prior learning assessment is performed by qualified individuals with experience in the evaluation of prior learning.  
      
    1. High School

The institution may award a maximum of 75 percent of the credits required for a high school program.

1. State the maximum percentage of credits that are accepted for transfer into the high school program.  
     
     
   1. Undergraduate Degrees

The institution may award a maximum of 75 percent of the credits required for a degree program or a combination of transfer credit and experiential or equivalent credit (including challenge/test-out credits). Courses accepted for transfer credit are relevant to the program of study and equivalent in both content and degree level. Credit awarded for experiential or equivalent learning cannot exceed 25 percent of the credits required for a degree.

1. State the maximum percentage of credits that are accepted for transfer into undergraduate degree programs.
2. State the maximum percentage of experiential or equivalent credits that are accepted into undergraduate degree programs.
3. If the institution allows students to seek to transfer more than the maximum allowable percentage of required credit, describe the comprehensive assessment of credits earned that the institution conducts and how it documents that credits align with its program outcomes.  
     
     
   1. Master’s Degrees

The institution may award a maximum of 50 percent of the credits required for a master’s degree program through transfer credit. Courses accepted for transfer credit are relevant to the program of study and equivalent in both content and degree level. Credit awarded for experiential or equivalent learning cannot exceed 25 percent of the credits required for a master’s degree.

1. State the maximum percentage of credits that are accepted for transfer into master’s degree programs.
2. State the maximum percentage of experiential or equivalent credits that are accepted into master’s degree programs.
3. If the institution allows students to seek to transfer more than the maximum allowable percentage of required credit, describe the comprehensive assessment of credits earned that the institution conducts and how it documents that credits align with its program outcomes.  
   1. First Professional Degrees

The institution may award a maximum of 50 percent of the credits required for a first professional degree program through transfer credit. Courses accepted for transfer credit are 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 first professional degree programs.
2. If the institution allows students to seek to transfer more than the maximum allowable percentage of required credit, describe the comprehensive assessment of credits earned that the institution conducts and how it documents that credits align with its program outcomes.  
     
     
   1. Professional Doctoral Degrees

The institution may award a maximum of 15 percent of the credits required for a professional doctoral degree program (or nine semester credit hours for a 60 semester credit hour degree program) through transfer credit. Courses accepted for transfer credit are 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 professional doctoral degree programs.
2. If the institution allows students to seek to transfer more than the maximum allowable percentage of required credit, describe the comprehensive assessment of credits earned that the institution conducts and how it documents that credits align with its program outcomes.
3. **Enrollment Agreements:** The institution’s enrollment agreements/documents clearly identify the educational offering and assure that each applicant is fully informed of the rights, responsibilities, and obligations of both the student and the institution prior to applicant signature. The institution complies with the DEAC Enrollment Agreements Disclosures Checklist.
4. Describe how the enrollment agreements or other similar contractual documents clearly identify the educational offerings.
5. Describe how the institution’s enrollment agreements or other similar contractual documents verify that each applicant is fully informed of the rights, responsibilities, and obligations of both the student and the institution prior to the applicant’s signature.
6. Certify that the institution complies with the DEAC enrollment agreement disclosures checklist.   
     
     
   1. The institution requires that, prior to accepting the enrollment agreement, students affirm and accept the tuition refund policy and the rights, responsibilities, and obligations of both the student and the institution. The terms of the tuition refund policy are published in the institution’s enrollment agreement, catalog, and website.
7. Describe how the institution requires students to affirm and accept the tuition refund policy prior to accepting the enrollment agreement.
8. Describe how the institution discloses the rights, responsibilities, and obligations of both the student and the institution prior to accepting the enrollment agreement.   
     
     
   1. An enrollment agreement is not binding until it has been submitted by the student and accepted by the institution. A copy of the accepted enrollment agreement is made available to the student within 10 days of acceptance and maintained as a part of the student’s record.
9. Describe the institution’s process for accepting and processing enrollment agreements.
10. Certify that the institution provides students with a copy of the accepted enrollment agreement within 10 days of acceptance.
11. Describe how the enrollment agreement is maintained as part of the student’s record.   
      
      
    1. The institution complies with the applicable Truth in Lending Act (TILA) requirements, including those under Regulation Z, and state requirements for retail installment agreements.
12. Describe how the institution complies with applicable Truth in Lending Act (TILA) requirements, including those under Regulation Z, and state requirements for retail installment agreements.
13. Identify the individual responsible for verifying compliance with all Truth in Lending (TILA) requirements.
14. Describe how the responsible individual remains up to date on Truth in Lending requirements.   
      
      
    1. All required state and Truth in Lending Act disclosures are included in the enrollment agreement. Requirements for type size, notice to buyer, and computation examples, as applicable, are observed.
15. Demonstrate that all required state and Truth in Lending Act disclosures are published on the enrollment agreement and provide the Truth in Lending disclosure language published on the enrollment agreement.
16. Describe how the publication of these disclosures meets requirements for type size, notice to buyer, and computation examples as applicable.

* 1. If there is a separate payment contract, the contract is incorporated in the enrollment agreement.

1. Describe how the institution ensures that any separate payment contract is incorporated in the enrollment agreement.

## Standard IX: Financial Disclosures, Cancellations, and Refund Policies

1. **Refunds:** Each institution must have and implement a fair and equitable refund policy in compliance with state requirements or, in the absence of such requirements, in accordance with DEAC’s refund policy standards below and disclosed in the enrollment agreement or similar contractual document.

Any money due a student must be refunded within 30 days of a final determination of withdrawal, regardless of whether materials have been returned.

* 1. Refund Policy for In-Residence Courses/Programs

For a course/program that includes mandatory in-residence training, the costs for the distance study portion and the costs for the in-residence portion must be separately stated in the enrollment agreement.

The distance study portion of the combination course/program must use the refund policy stated in Section IX(C)(1) or Section IX(C)(2). If the mandatory in-residence portion of the course/program is more than six weeks, the institution may use the time-based refund policy in Section IX(C)(2). If the in-residence portion is less than six weeks, the institution may use the flexible time schedule refund policy in IX(C)(1).

If a student requests cancellation after attending the first in-residence class session, the institution may retain the application fee and a one-time registration fee of no more than 20 percent of the tuition, not to exceed $200, and library service fees, plus a percentage of tuition paid by the student in accordance with the published refund schedule.

1. Describe the institution’s refund policy for in-residence program components and other related costs.
2. Provide a sample refund calculation for in-residence program components and other related costs.

## Standard XII: Facilities, Equipment, Supplies, Record Protection and Retention

1. **Facilities, Equipment, and Supplies:** The institution maintains sufficient facilities, equipment, and supplies to achieve its mission and values and support its educational offerings and future operations. A written plan outlines the maintenance and upgrade of facilities, equipment, and supplies and includes a disaster response and recovery plan. The plan states the resources that are budgeted to support its goals. Buildings, workspace, and equipment comply with local fire, building, health, and safety regulations and are appropriately equipped to handle the educational program(s) of the institution.
2. Describe how the institution’s facilities, equipment, and supplies promote the achievement of its mission and values.
3. Describe how the institution’s facilities, equipment, and supplies support its educational offerings and future operations.
4. Describe the institution’s plan for the maintenance and upgrade of its facilities, equipment, and supplies.
5. Describe the institution’s disaster response and recovery procedures based on its geographical location(s).
6. Describe how the institution verifies that there are adequate financial resources and budgets to maintain and upgrade its facilities and equipment.
7. Describe how the technical infrastructure is adequate to provide timely delivery of distance education and support services and to accommodate future student enrollment growth.
8. Describe how the institution’s building, workspace, and equipment comply with local fire, building, health, and safety regulations.
9. Describe the type of professional liability, property, and general liability insurance held by the institution, and provide a copy of the Certificate of Liability Insurance.
10. **In-Residence Program Component:** The institution provides appropriate training facilities for students participating in in-residence training and information on housing, as applicable. The facilities are in compliance with all state and federal requirements. The institution maintains adequate insurance to protect students, faculty, and staff while participating in in-residence training.
11. Describe the institution’s training facilities for students who participate in in-residence training.
12. Provide a link to the information on housing published for students to review, if applicable.   
      
    Insert Link
13. Describe how the institution verifies that the facilities are in compliance with all state and federal requirements.
14. Describe how the institution maintains adequate insurance to protect students, faculty, and staff while participating in in-residence training.
15. **Record Protection:** The institution’s financial, administrative, and student educational records are maintained in a reasonably accessible place and are adequately protected in accordance with applicable federal and state laws.
16. Describe the institution’s procedures for maintaining financial, administrative, and student records.
17. Describe how the institution takes proactive steps to protect financial, administrative, and student information from unauthorized access or threats.
18. Describe how record maintenance and protection procedures comply with applicable federal and state laws.
19. Describe how physical records are secured on site.
20. Describe how digital records are secured and backed up to minimize data loss.   
      
      
    1. If maintaining documents electronically, the institution provides audit records to verify that the images were properly created and validated.
21. Describe the institution’s process for properly creating and validating digital records.   
      
      
    1. If an institution accepts digitally signed transcripts or electronically transferred verified data from an outside source, the institution documents the outside source using a system that provides registration and verification of participants, protocols for securely sending and receiving files, logging of file transmissions, and electronic notification. The outside source complies with all applicable laws and regulations governing the activities and services provided, including FERPA and other laws concerning the privacy and confidentiality of information and records.
22. Describe the institution’s process for accepting digital signatures on electronically processed documents (e.g., official transcripts, enrollment agreements).
23. Describe how the institution ensures students that all transmitted information is adequately protected and in compliance with FERPA and other laws concerning privacy and confidentiality of student data.
24. **Record Retention:** The institution’s financial, administrative, and student educational records are retained in accordance with applicable federal and state laws. The institution implements a comprehensive document retention policy.
25. Describe the institution’s process for retaining financial, administrative, and student records in accordance with applicable federal and state laws.
26. State how long financial records are maintained.
27. State how long administrative records are maintained.
28. State how long student records are maintained.
29. Describe the institution’s comprehensive document retention policy.
30. Identify the individual responsible for ensuring the proper retention of financial, administrative, and student records.
31. Describe how often records are internally audited for compliance with all applicable federal and state laws.

## SECTION 3: ENROLLMENT INFORMATION

* 1. Provide the number of enrollments in the approved in-residence program since date of launch.

Insert Response

* 1. Provide the total number of students currently enrolled in the in-residence program component.

Insert Response

## SECTION 4: DOCUMENTATION

* Documentation of state authorization/licensure from the state of the proposed in-residence site.
* Copy of Lease/Deed for in-residence site
* Enrollment Agreement for the in-residence program component
* *DEAC Enrollment Agreement Disclosures Checklist*
* Catalog, website, promotional and marketing materials related to the in-residence program component.
* Floor Plan
* Revised Facilities, Equipment, and Supplies Maintenance Plan
* Fire, Health, and Occupancy Inspection License for in-residence site.
* Certificate of Liability Insurance for in-residence site.
* Teach-Out Commitment that reflects the in-residence component including accommodating students in finding another in-residence facility to complete their studies.

## SECTION 5: CERTIFICATION

I certify that all of the information contained on this report 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:** President/CEO Name

**Institution’s President/CEO Signature:** President/CEO Signature

**Date:** Insert Date