

EDUCATIONAL OFFERINGS REPORT (EOR): DEGREE PROGRAMS

# INSTRUCTIONS for SUBMISSION

**General Instructions:** After DEAC reviews the Change in Educational Offerings Application and selects the courses required for submission, the institution submits the completed report and supporting documentation for off-site subject specialist review, following the requirements below:

1. Complete the following Educational Offerings Report (EOR) 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 60 days of the Change in Educational Offerings Application (if applicable) or as specified by DEAC. Late fees apply.
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. Complete only the sections corresponding to the level of the program undergoing review. Sections that are not applicable should be marked “N/A.”

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

**SECTION 5:** The compliance officer certifies that all information and documentation provided is true and accurate.

Distance Education Accrediting Commission

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# EDUCATIONAL OFFERINGS REPORT: DEGREE PROGRAMS

## SECTION 1: INSTITUTION INFORMATION

**Institution Name:** Insert Institution Name

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

**Institutional Mission Statement:** Insert Mission Statement

## SECTION 2: 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 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.

	1. Degree Programs

All required academic or professional activities, such as program outcomes, course learning outcomes, research projects, supervised clinical practice, field work, applied research exercises, theses, and dissertations, are clearly stated.

* 1. Provide links to all required academic or professional activities, demonstrating that they are clearly stated.
	2. Capstone projects, if required, are consistent with academic and professional standards based on commonly accepted higher education practices and those of any applicable relevant professional organizations. Capstone project learning outcomes are clearly stated.
1. Describe requirements for capstone or similar culminating projects, if required.
2. Describe how the capstone or similar culminating projects are consistent with academic and professional standards based on commonly accepted higher education practices.
3. Provide a link to capstone or culminating project learning outcomes, demonstrating that they are clearly stated.

* 1. Doctoral Degrees

The outcomes of doctoral degree programs are advanced, focused, and scholarly, providing the breadth and depth of learning indicative of advanced degrees.

1. Describe how the institution verifies that doctoral degree program outcomes are advanced, focused, and scholarly.
2. Describe how doctoral degree program outcomes provide the breadth and depth of learning that is indicative of advanced degrees.

	* 1. Professional doctoral degrees prepare scholars to become leaders in their field of study through the pursuit of and contribution to contemporary research that is applied, practical, or project-oriented and is focused on the application of knowledge to a profession.
3. Describe how the professional doctoral degree offered prepares scholars to become leaders in their field of study through applied, practical, or project-oriented research that is focused on the application of knowledge to a profession.

	* 1. The learning activities of doctoral degree programs include, as appropriate, seminars, professional meetings, in-residence requirements, discussions with colleagues, participation in sustained synchronous or asynchronous online conferences at predetermined points throughout the program, access to library services, and access to online chat rooms with fellow students, faculty, and relevant professionals.
4. Describe how learning activities (e.g., practica, seminars, in-residence requirements, research activities, capstone or similar culminating experience, dissertation, etc.) are assimilated to support the program outcomes.
5. Explain how learning activity requirements are clearly disclosed to students. As needed to demonstrate compliance with Section III.B.1-3, expand the narrative to describe how:
* Capstone or similar culminating projects are consistent with commonly accepted higher education practices;
* Professional doctoral degrees include access to appropriate learning activities and research resources;
* Professional doctoral degrees include a dissertation/research project supervised by an appropriately qualified committee.
1. Describe how the institution determines the placement of required learning activities throughout the program.

	* 1. The professional doctoral degree program requires students to work with a supervisory dissertation/research project committee that is knowledgeable in graduate-level study and research methods in the discipline. Doctoral degree program curricula include the history and development of the field of study and its foundational theoretical principles.
2. Describe how the professional doctoral degree program requires students to work with a supervisory dissertation/research project committee.
3. Describe how the supervisory dissertation/research project committee is comprised of individuals knowledgeable in graduate-level study and research methods in the discipline.
4. Describe how doctoral degree program curricula include the history and development of the field of study and its foundational theoretical principles.
5. **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.
6. Describe how all curricula and instructional materials are appropriately designed to promote effective distance education study.
7. Describe the technology implemented to effectively deliver all curricula and instructional materials.
8. Describe the institution’s process for maintaining up-to-date technology and ensuring its reliability.
9. **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.
10. Describe the institution’s principles of learning used throughout the curriculum development process.
11. Describe how the institution’s curriculum organization and content are grounded in distance education instructional design principles and supported by sound research.
12. Describe how the institution provides appropriate study instructions for students.
13. Describe how the institution provides appropriate instructions for accessing and using instructional materials.
14. Describe the process followed by the institution to verify that all curricula and instructional materials are up-to-date and reflect current knowledge and practice.
15. Describe the institution’s curriculum review schedule.
16. Describe the process used to identify and correct any content errors in curricula and instructional materials between regularly scheduled program reviews.
17. For each level of credential associated with the program being reviewed, describe how the institution determines the following:
	* + - The curricula and instructional materials are sufficiently comprehensive for students to achieve the stated program outcomes.
			- The curricula’s organization and content are supported by reliable research and practice.
			- The curriculum reflects current knowledge and industry practice.
18. **Degree Programs:** Describe how degree programs are recognized and generally accepted by higher education and/or relevant professional communities.

	1. The institution maintains an advisory council for each major group of programs or major subject matter discipline 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
		1. meet at least annually;
		2. provide advice on the current level of skills, knowledge, and abilities individuals need for entry into the occupation; and
		3. provide the institution with recommendations on the adequacy of educational program outcomes, curricula, and course materials.
19. Describe how the institution utilizes an advisory council or other means to obtain external/industry feedback on the institution’s educational activities.
20. **Degree Programs:** Describe how the institution maintains an advisory council for each major group of degree programs or major subject matter disciplines it offers.

	1. 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.
21. Describe how the institution determines whether courses in a program require prerequisites.
22. Describe how the institution determines whether courses are offered in a prescribed sequence to maximize student achievement of program outcomes.

	1. General Education for Degree Granting

General education courses convey broad knowledge and intellectual concepts to students and develop skills and attitudes that contribute to civic engagement, academic achievement, and professional attainment. General education courses address content not associated with a particular field of study. General education courses encompass written and oral communication; quantitative principles, natural and physical sciences; social and behavioral sciences; and humanities and fine arts and are designed to develop essential academic skills for enhanced and continued learning.

1. Describe how general education courses convey broad knowledge and intellectual concepts to students and develop skills and attitudes that contribute to civic engagement, academic achievement, and professional attainment.
2. Describe how general education courses encompass written and oral communication; quantitative principles, natural and physical sciences; social and behavioral sciences; and humanities and fine arts.

	1. Associate Degree

Associate degrees are awarded in academic or professional subjects for terminal career or technical programs. Institutions design and offer programs in a way that appropriately balances distinct types of education and training and includes a comprehensive curriculum with appropriate coursework to achieve the program outcomes. Associate degree programs consist of a minimum of 60 semester credit hours or 90 quarter credit hours. General education courses account for a minimum of 25 percent of the credits required for successful completion of associate degree programs.

1. Describe how the institution’s associate degree programs are designed and offered in a way that balances distinct types of education and training.
2. Describe how the institution’s associate degree programs include comprehensive curricula with appropriate coursework to achieve the program outcomes.
3. Provide the number of semester credit hours or quarter credit hours required for the successful completion of the institution’s associate degree(s).
4. Provide the percentage of credits that make up the general education courses required for successful completion of the institution’s associate degree(s).

	1. Bachelor’s Degree

Bachelor’s degree programs are designed and offered in a way that appropriately balances distinct types and levels of education and must include a comprehensive curriculum with appropriate coursework to achieve the program outcomes. Bachelor’s degree programs consist of a minimum of 120 semester credit hours or 180 quarter credit hours. General education courses represent a minimum of 25 percent of the credits required for successful completion of a bachelor’s degree program.

1. Describe how the institution’s bachelor’s degree programs are designed and offered in a way that balances distinct types and levels of education.
2. Describe how the institution’s bachelor’s degree programs include comprehensive curricula with appropriate coursework to achieve the program outcomes. Explain how the bachelor’s degree programs prepare students for academic success through developing foundational knowledge and skills, developing connections between concepts within their field, and expanding on ideas central to the discipline.

1. Provide the number of semester credit hours or quarter credit hours required for the successful completion of the institution’s bachelor’s degree(s).
2. Provide the percentage of credits that make up the general education courses required for successful completion of the institution’s bachelor’s degree(s).

	1. Master’s Degree

Master’s degree programs are designed and offered in a way that provides for a distinct level of education and fosters independent learning and an understanding of research methods appropriate to the academic discipline. Graduate-level courses are based on appropriate prerequisites, learning outcomes, and assessments. Institutions establish whether graduate courses are completed in a prescribed sequence to facilitate student achievement of program outcomes. Master’s degree programs are a minimum of 30 semester credit hours or 45 quarter credit hours.

1. Describe how the institution’s master’s degree programs are designed and offered in a way that provides a distinct level of academic rigor that is commensurate with graduate-level study and fosters independent learning.
2. Describe how the institution’s master’s degree programs provide students with an understanding of research methods appropriate to the academic discipline.
3. Describe how the curricula expose students to specialized concepts and techniques central to the academic discipline.
4. Describe how the institution’s graduate-level courses are based on appropriate prerequisites, learning outcomes, and assessments that require students to synthesize advanced knowledge and master skills in the academic discipline.

1. Describe whether the institution requires students to complete graduate courses in a prescribed sequence to facilitate student achievement of program outcomes.

1. Provide the number of semester credit hours or quarter credit hours required for the successful completion of the institution’s master’s degree(s).

	1. First Professional Degree

First professional degree programs are designed to offer a required academic credential leading to entry into a specific profession. The graduate degree program identifies competencies required for successful practice in the discipline. First professional degree programs require prior undergraduate preparation appropriate to the degree offered. Graduates of the first professional degree program demonstrate competencies that enable them to evaluate theories and engage in research relevant to the field of study. Demonstrated learning outcomes are comparable to those achieved during a minimum of 50 semester credit hours, 75 quarter credit hours, or their equivalent beyond the bachelor’s degree.

1. Describe how the institution’s first professional degree program identifies and teaches competencies and establishes the academic rigor required for successful practice in the discipline.
2. Describe the prior undergraduate education that is required for admission to the first professional degree program.
3. Describe how the institution measures students’ achievement of competencies that enable them to synthesize advanced scholarly knowledge, evaluate theoretical concepts, and engage in research relevant to the field of study.
4. Provide the number of semester credit hours or quarter credit hours required for the successful completion of the institution’s first professional degree.

* 1. Professional Doctoral Degree

Professional doctoral degree programs are designed to offer practice-oriented content leading to an advanced academic credential. Professional doctoral degree programs identify and teach competencies that support advancements in the field of study. Graduates of professional doctoral degree programs demonstrate the ability to conduct, interpret, and apply the results of appropriate research. Adequate oversight and advising are provided through all phases of the doctoral program, including clinical practice or fieldwork required by the field of study.

1. Describe how the professional doctoral degree program identifies and teaches the competencies that support advancements in the field of study.
2. Explain how the professional doctoral degree program establishes a distinct level of academic rigor requiring students to engage, synthesize, and master advanced specialized knowledge and theoretical concepts.
3. Describe how the institution measures graduates’ ability to conduct, interpret, and apply the results of appropriate research.

1. Describe the oversight and advising provided through all phases of the professional doctoral program, including clinical practice or fieldwork required by the field of study.

	* 1. Unless otherwise specified for a particular field of study (e.g. nursing, engineering), the program of study requires 60 graduate-level semester credit hours, 90 graduate-level quarter credit hours, or their equivalent beyond the master’s degree, with a maximum of 15 semester credit hours or 22.5 quarter credit hours for the dissertation or final research project. Professional doctoral degree programs are completed in no fewer than two years and no more than 10 years from the date of initial enrollment. A first professional degree in the same discipline may reduce the program requirements when the institution requires a minimum of 90 total graduate semester credit hours or 135 quarter credit hours after the bachelor’s degree.
2. Provide the number of semester credit hours or quarter credit hours required beyond the master’s degree for the successful completion of the institution’s professional doctoral degree.
3. Provide the number of credit hours or quarter hours assigned to the dissertation or final research project.
4. Describe the minimum and maximum amount of time students have to complete the program from the date of initial enrollment.

	* 1. Professional doctoral degrees require dissertations or capstone projects involving original contributions to the field of study using applied research methods. An appropriately credentialed doctoral committee approves dissertation and capstone project topics. A dissertation or capstone project manual is provided that includes guidelines on identifying, researching, writing on, and presenting the selected topic. Dissertations or capstone projects are appropriately defended by doctoral candidates before a doctoral committee via distance or in person. Professional doctoral degrees are awarded upon final approval by a majority of the doctoral committee.
5. Describe the professional doctoral degree program’s dissertation, capstone, or culminating project requirements.

1. Describe whether the dissertation or capstone/culminating project requires students to make original contributions to the field of study using applied research methods.
2. Describe the process followed by the doctoral committee when approving dissertation, capstone, or culminating project topics.
3. Describe the institution’s dissertation, capstone, or culminating project manual and how it guides students in identifying, researching, writing on, and presenting the selected topic.

1. Describe the process that doctoral candidates follow to defend their dissertations, capstone, or culminating project before a doctoral committee via distance or in person.

1. Describe the dissertation, capstone, or culminating project approval process.

1. **Curricula Development and Delivery:**
	1. Qualified persons competent in distance education instructional design practices work with experts in their subjects or fields to develop the content of all curricula and prepare instructional materials.
	2. The institution describes its model for distance education delivery, such as correspondence, online, or hybrid.
	3. 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.
2. Provide the institution’s curriculum development manual.
3. Describe the institution’s qualifications for curriculum content developers (e.g., subject matter experts).
4. Describe the institution’s qualifications for distance education instructional designers.

1. Describe how the institution verifies that curriculum content developers are competent in distance education instructional practices, or describe how curriculum content developers work with qualified instructional designers.
2. Describe how curriculum content developers and the curriculum development process verifies that the curricula are aligned with stated program outcomes.
3. Describe how the institution defines its model for distance education delivery (e.g., correspondence, online, or hybrid – a combination of online learning with in-residence components).
4. List and describe any third-party educational delivery contracting the institution conducts, and list what percentage of the institution’s educational program(s) is delivered by third party.

1. **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. Describe the institution’s policy for determining and assigning academic units of measurement.

* 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 process the institution uses to measure and document the amount of time it takes the average student to achieve learning outcomes (as a means for assigning academic units of measurement).
2. Describe how the institution verifies and documents that appropriate academic units of measurement are assigned based on the level of educational offering.
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.
5. Describe how student learning resources are available and appropriate to the level and scope of educational offerings.
6. Describe how faculty learning resources are available and appropriate to the level and scope of educational offerings.
7. Describe how program designers, curriculum developers, and faculty integrate appropriate teaching aids, learning resources, educational media, and supplemental instructional aids when creating educational offerings.
8. Describe how learning resources support students’ achievement of program learning outcomes.

1. Describe how learning resources are regularly reviewed and updated to continue to meet student and faculty needs.
2. Describe how the qualifications of the institution’s librarian are appropriate to the level and scope of program offerings.

* 1. Undergraduate Degrees

Learning resources are systematically and regularly evaluated to assure that they meet student needs and support the institution’s programs and mission. A variety of educational materials are selected, acquired, organized, and maintained to fulfill the institution’s mission and support all educational offerings. Faculty are involved in the selection of learning resources.

* 1. Describe how often learning resources are evaluated and the process used to determine that resources continue to meet undergraduate student needs and support the institution’s programs and mission.
	2. Describe the process the institution follows when selecting, acquiring, organizing, and maintaining educational materials to support all undergraduate educational offerings.

* 1. Describe how faculty are involved in the process of evaluating and selecting undergraduate learning resources.

* 1. Graduate Degrees

In addition to the requirements for undergraduate degrees, graduate students are provided with access to library and other learning resources that are sufficient for research at the graduate level. The institution provides and encourages the use of library services and, if required, research and laboratory facilities at a distance or through arrangements with local institutions.

1. Describe how often learning resources are evaluated and the process used to determine that resources continue to meet graduate student needs and support the institution’s programs and mission.

1. Describe the process the institution follows when selecting, acquiring, organizing, and maintaining educational materials to support all graduate educational offerings.

1. Describe how faculty are involved in the process of evaluating and selecting graduate-level learning resources.

1. Describe how graduate students have access to library and other learning resources that are sufficient for graduate-level research.
2. Describe how the institution encourages the use of library services, and if required, research and laboratory facilities.
3. **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.
4. Describe the types of examinations and assessments used throughout the curricula and the frequency of the examination and assessment activities.
5. Describe how examinations and assessments are used to measure student achievement of stated program outcomes.

	1. Undergraduate Degrees

The institution assesses student achievement through multiple means of evaluation (e.g., student presentations, group projects, essays, research papers, participation in threaded discussions, supervised practica, or externships).

* 1. Describe how the institution assesses and evaluates student achievement.
	2. Describe how examinations and assessments are designed to measure student mastery of identified knowledge, skills, and abilities applicable to the undergraduate degrees offered.
	3. Describe the institution’s procedures for verifying that degree candidates have met all graduation requirements.
	4. Master’s Degrees

The institution assesses student achievement through multiple means of evaluation, including a culminating experience required for program completion (e.g., capstone experience, comprehensive examination, research project, or master’s thesis).

1. Describe how the institution assesses and evaluates student achievement.
2. Describe the culminating experience required for successful completion of the master’s program(s).
3. Describe how examinations and assessments are designed to measure student mastery of advanced scholarship, theoretical concepts, and the skills and abilities applicable to the master’s degrees offered.
4. Describe the institution’s procedures for verifying that degree candidates have met all graduation requirements.

	1. First Professional and Doctoral Degrees

The institution assesses student achievement through multiple means of evaluation that includes a doctoral dissertation or final research project as well as other forms of assessments such as qualifying examinations, comprehensive examinations, or other assessments that demonstrate student mastery of the stated program learning outcomes. The institution requires students to successfully complete all coursework and a doctoral dissertation or final research project to graduate from the program.

1. Describe the means of evaluation used to evaluate students’ mastery of advanced scholarly knowledge, key theoretical concepts, or specialized content areas specific to the discipline.
2. If applicable, describe the process that students follow for successfully completing qualifying examinations.
3. If applicable, describe the process students follow for successfully completing comprehensive examinations.
4. Describe the process students follow for completing a dissertation or final research project.
5. Describe the institution’s procedures for verifying that degree candidates have met all graduation requirements.
6. **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.
7. Describe how the institution applies its student integrity and academic honesty policies.

1. Describe how the institution enforces these policies. Provide examples.

1. Describe the process followed by the institution for verifying student identity.

	1. Degree Programs

In addition to the requirements for non-degree programs above, degree-granting institutions meet this requirement by administering proctored assessments at intervals throughout the program of study and provide a clear rationale for placement of the proctored assessments within the program. Proctors use valid government-issued photo identification or other means to confirm student identity.

1. Describe the process followed by the institution to administer proctored assessments to students enrolled in degree programs.
2. Describe how the institution determines the placement of proctored assessments at appropriate intervals within the program of study.
3. Describe how proctors confirm students’ identity.
4. **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 final research project or 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. **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.
4. Describe what documents the institution requires and maintains on file to demonstrate that instructors/faculty are appropriately qualified.
5. Describe how faculty/instructors are screened for appointment.
6. Describe how faculty/instructors are continuously trained in institutional policies, learner needs, instructional approaches and techniques, and the use of instructional technology.
7. Describe how faculty/instructors/staff performance is regularly evaluated.
8. Describe how faculty/instructors are appropriately involved and engaged in the curricular and instructional aspects of the educational offerings.
9. Describe how faculty are assigned responsibilities based on their degree qualifications and/or area(s) of expertise.
	1. Occupational/Technical Associate Degree

Faculty possess earned credentials awarded by appropriately accredited institutions and/or have practical experience in the field and possess current licenses and/or certifications if applicable. The institution must demonstrate the academic preparation and practical experience of each faculty member consistent with accepted postsecondary education practices.

1. Describe how the institution verifies that faculty possess earned credentials awarded by appropriately accredited institutions and/or practical experience in the field and possess current licenses and/or certifications if applicable.
2. Describe how the institution determines that academic preparation and practical experience requirements for faculty members are consistent with postsecondary education practices.

	1. Undergraduate Degrees

Faculty teaching undergraduate degree program courses possess, at a minimum, a degree at least one level above that of the program they are teaching and demonstrate expertise in the subject field of the discipline. Faculty teaching general education courses at the undergraduate level, including occupational/technical associate degrees, must possess a master’s degree in the assigned general education subject field or have a master’s degree and 18 semester credit hours in the general education subject field.

1. Describe the institution’s policy on qualifications for faculty teaching undergraduate degree program courses.

	1. Master’s Degrees

Faculty teaching graduate-level courses in a master’s degree program must possess, at a minimum, a doctoral/terminal degree earned at an appropriately accredited institution in the subject field of the discipline and demonstrate familiarity with practical applications of the field.

1. Describe the institution’s policy on qualifications for faculty teaching master’s degree program courses.

	1. Faculty Qualification Equivalency

In limited and exceptional cases, institutions may demonstrate that faculty are qualified to teach at the undergraduate and master’s levels through faculty qualification equivalency. Such equivalency is demonstrated by evidence of substantial breadth and depth of experiences and knowledge that are relevant to the discipline in which the faculty member is teaching. An institution that intends to substitute faculty qualification equivalency for the degree qualifications set forth in Standards VI.C.4. and VI.C.5. must have:

* + 1. well-defined policies, procedures and documentation that demonstrate how experience and knowledge are sufficient to determine that the faculty member has the expertise necessary to teach students in that discipline; and
		2. procedures that ensure that adequate oversight of teaching and learning is provided by individuals who possess degree qualifications in accordance with Standards VI.C.4. and VI.C.5.
	1. Describe the institution’s policy for faculty qualification equivalency.
	2. Describe how the institution’s policy ensures that faculty qualification equivalency is only considered in limited and exceptional cases.
	3. Describe what documentation is required to determine that a faculty member has sufficient experience, knowledge, and expertise necessary to substitute faculty qualification equivalency for the degree qualifications set forth in Standards VI.C.4. and VI.C.5.
	4. Describe how the institution ensures that adequate oversight of teaching and learning is provided by individuals who possess the appropriate degree qualifications as set forth in Standards VI.C.4. and VI.C.5.
	5. First Professional Degrees

All teaching faculty and involved practitioners possess a first professional or higher degree earned at an appropriately accredited institution in a related subject field and possess specialized knowledge and skills in the subject area, consistent with educational practices of other similar programs.

1. Describe the institution’s policy on qualifications for faculty teaching first professional degree program courses.

	1. Professional Doctoral Degrees

All teaching faculty possess terminal degrees (e.g., professional doctoral degree or Ph.D.) earned at an appropriately accredited institution in a related subject field. Prior to enrolling students, the institution has in place a dedicated dean, director, or other academic officer with credentials appropriate to the degree(s) being offered.

1. Describe the institution’s policy on qualifications for faculty teaching professional doctoral degree program courses.
2. Identify who the institution appointed as the dedicated dean, director, or other academic officer to oversee the professional doctoral degree offered.

## SECTION 4: DOCUMENTATION

* *DEAC* *Educational Offerings Information Sheet* (complete for individual program only)
* Curriculum map for the program
* Curriculum development manual
* All curriculum developers’ résumés/qualifications
* Program comparison
* An advisory council roster of members with brief biographical statements (Name, Title, Institution/Company Name, etc.)
* Evidence of advisory council meetings and feedback received
* Examples of how advisory council feedback was used to improve the educational offering
* Credit hour policy
* Credit hour evaluation chart
* Current catalog
* Student integrity and academic honesty policies
* Sample examinations and answer keys for each representative course
* Grading policies
* Grading rubrics
* All faculty résumés/qualifications and corresponding list of courses taught
* IRB Training evidence/documentation (if applicable)
* Textbooks for the program. Provide access and navigation instructions for e-textbooks or related electronic course materials where indicated in Section 2 above).

## 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.

**Compliance Officer:** Compliance Officer Name

**Compliance Officer Signature:** Compliance Officer Signature

**Date:** Insert Date