

**Follow-Up on Program Report**

INSTRUCTIONS for SUBMISSION

**General Instructions:** This report is applicable for institutions who have received approval for the following substantive changes:

* Addition of a New Degree Program in an Unrelated Field
* Addition of a Program at a Different Degree or Credential Level

After the proposed substantive change is approved by DEAC and the new program is implemented, the institution undergoes an on-site visit within six to 12 months of implementation. The institution shall submit the Follow-Up on Program Report at least five week prior to the scheduled on-site evaluation.

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

**SECTION 2:** Provide requested responses for the standards listed below ***relevant to the requested substantive change.*** Also prepare and submit all referenced Exhibits.

**SECTION 3:** Provide requested enrollment information.

**SECTION 4:** The compliance officer certifies that all information and documentation provided is true and accurate.

Distance Education Accrediting Commission

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# 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

## Access to the Online Learning Platform

1. Provide link to the online learning platform.

Insert Link to the Online Learning Platform

1. Provide username for the online learning platform.   
     
   Insert Usernames
2. Provide password for the online learning platform.   
     
   Insert Password
3. Provide navigation instructions for the online learning platform.  
     
   Insert Navigation Instructions
4. Provide a contact name, email, and telephone number of the individual who can provide assistance if the evaluator is unable to access the online learning platform using the link, username, or password provided.   
     
   Insert Contact Name
5. Provide the institution’s catalog for review. [EXHIBIT 4: Catalog]

***Note:*** *if appropriate, provide the access, navigation and catalog information for each division of study offered (e.g., high school, postsecondary) or program of study (e.g., nursing, law).*

# SECTION 2: ACCREDITATION STANDARDS

### Standard I: Institutional Mission

Contact Person: Name and Title of Contact Person

1. **Description of the Mission:** The institution’s mission communicates its purpose and its commitment to providing quality distance educational offerings appropriate to the level of study offered. The mission establishes the institution’s identity within the educational community and guides the development of its educational offerings.
2. Present the institution’s mission statement.
3. Describe how the mission guides the development of educational offerings.
4. **Review and Publication of the Mission:** The institution’s leadership, faculty, staff, administrators, and other stakeholders regularly review the mission to assure continued institutional quality and viability. The published mission statement is readily accessible to students, faculty, staff, other stakeholders, and the public.
5. Describe the procedures followed by the leadership, faculty, staff, administrators and other stakeholders to regularly review the mission and the continued quality and viability of the institution.
6. Explain how often the mission is reviewed by leadership, faculty, staff, administrators, and other stakeholders. [EXHIBIT 5: Meeting Minutes (Leadership, Advisory Council, Faculty, and Staff)]
7. Identify who is responsible for ensuring that the mission is readily accessible to students, faculty, staff, other stakeholders, and the public.
8. Describe where the institution publishes its mission, and explain how the institution demonstrates that the mission is readily accessible to students, faculty, staff, other stakeholders, and the public.
9. **Information on Achievement of the Mission:** The institution identifies key indicators it uses to demonstrate that it is effectively carrying out its mission. The institution documents the achievement of its mission and shares appropriate information on this achievement with relevant groups (e.g., advisory councils, faculty, staff, students, and the public).
10. List the key indicators the institution uses to measure achievement of the mission.
11. Describe how the achievement of these key indicators demonstrates that the institution is effectively carrying out its mission.
12. Identify who is responsible for documenting the institution’s achievement of its mission.
13. Describe the process the institution uses to seek input from relevant groups regarding the extent to which it achieves its mission. Include the type of data the institution gathers to review relevant to the key indicators.
14. Describe how the institution shares information on the achievement of its mission with relevant groups and incorporates this information into planning for improvement.

### Standard II: Institutional Effectiveness and Strategic Planning

Contact Person: Name and Title of Contact Person

1. **Institutional Effectiveness Planning:** The institution demonstrates a commitment to its educational offerings and administrative operations through processes that monitor and improve institutional effectiveness. The institution engages in sound research practices; collects and analyzes evidence about its effectiveness; and develops action plans that are used to improve operations, educational offerings, and services.
2. Describe the institution’s efforts to monitor institutional effectiveness. Provide examples of the data collected and analyzed when monitoring institutional effectiveness. [EXHIBIT 6: Institutional Effectiveness Data and Planning Document]
3. Describe the institution’s research practices and data collection and analysis processes.
4. Describe the key indicators the institution uses to measure its effectiveness and to determine if improvements are needed.
5. Describe and provide examples of how the institution improves its educational offerings based on the data collected and analyzed from its research studies.
6. Describe and provide examples of how the institution improves its student services based on the data collected and analyzed from its research studies.
7. Describe and provide examples of how the institution improves its administrative operations based on the data collected and analyzed from its research studies.
8. Describe how institutional effectiveness studies inform the ongoing development of the institution’s curricula and services.
9. Describe how often the institutional effectiveness programs and data are reviewed to determine achievement of initiatives.
10. Describe action plans undertaken by the institution during its most recent institutional effectiveness planning cycle and how these plans are incorporated into the overall strategic plan presented in Standard II.B. below.

Standard III: Program Outcomes, Curricula, and Materials

Contact Person: Name and Title of Contact Person

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. [EXHIBIT 7: 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. [EXHIBIT 7: Curriculum Maps]
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. [EXHIBIT 7: Program Comparisons]  
   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. [EXHIBIT 8: Sample Program Reviews]
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 awarded by the institution (i.e., non-degree, undergraduate degree, graduate degree and/or doctoral degree), 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. [Exhibit 7: Advisory Council Rosters and Bios]
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. [EXHIBIT 9: Curriculum Development Manual]
3. Describe the institution’s qualifications for curriculum content developers (e.g., subject matter experts). [EXHIBIT 9: Curriculum Content Developers’ Qualifications]
4. Describe the institution’s qualifications for distance education instructional designers. [EXHIBIT 9: Instruction Designers’ Qualifications]
5. 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.
6. Describe how curriculum content developers and the curriculum development process verifies that the curricula are aligned with stated program outcomes.
7. 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).
8. 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. [EXHIBIT 9: Contracts for Third-Party Educational Delivery]

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. [EXHIBIT 10: Clock/Credit Hour Policy]

* 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. [EXHIBIT 10: Clock/Credit Hour Evaluation Chart]
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 [EXHIBIT 11: Student Integrity and Academic Honesty Policies]

For this exhibit: Insert Links to Policies

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

1. Describe the process followed by the institution for verifying student identity.  
     
   1. Non-Degree Programs

Institutions meet this requirement by using a secure login and passcode, administering proctored assessments, or by other means of secure technology.

1. Describe how the institution affirms that the student who takes the 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.   
   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 IV: Educational and Student Support Services

Contact Person: Name and Title of Contact Person

1. **Appropriate Technology:** The institution uses appropriate and readily accessible technology to optimize interaction between the institution and the student that effectively supports instructional and educational services. Students, faculty, and involved practitioners receive training and support for the technology used to deliver the educational offerings.
2. Describe how students are informed of the institution’s minimum technology requirements prior to admission.[EXHIBIT 12: Technology Requirements]

For this exhibit: Insert Link to Requirements

1. Describe how the institution uses technology or other appropriate means (e.g., correspondence) to optimize interaction between the institution and students.
2. Describe how the institution’s use of technology effectively enhances and supports instructional and educational services.
3. Describe how the institution provides appropriate training and support for students and faculty in the use of the technology used to deliver its educational offerings.
4. Describe the institution’s plans for maintaining current technology and adopting new technology.
5. **Student Inquiries and Submissions:** The institution publishes all available methods students can use to submit inquiries and assignments. The institution responds promptly and thoroughly to all student inquiries, using all of these channels.
6. Describe the various ways that students can submit inquiries and assignments.
7. Describe how the institution responds to administrative inquiries (e.g., admissions, enrollment, transcript requests, technology, etc.) and the typical response time. [EXHIBIT 13: Sample Student Administrative Inquiries]

1. Describe how the institution responds to academic inquiries (e.g., assignment submission, assessment requirements, grades, etc.) and the typical response time. [EXHIBIT 13: Sample Student Academic Inquiries]

1. Describe the process followed by faculty/instructors for reviewing, evaluating, and grading examinations and assessments and the typical response time. [EXHIBIT 13: Sample Faculty/Instructor-Graded Examinations or Assessments]
2. **Individual Differences:** Academic advising and instructional support are provided to assist students in achieving institutional and program requirements, program outcomes, course learning outcomes, and educational goals consistent with best educational practices and as required by applicable federal and state laws.
3. Describe the academic advising and instructional support provided by the institution to assist students having difficulties in meeting program requirements.
4. Describe how the academic advising and instructional support encourage students to meet program requirements, achieve program and course outcomes, and attain educational goals.
5. Describe how the institution accommodates the needs of students as required by applicable federal and state laws.
6. Describe the institution’s process for ensuring students equal access to educational offerings.
7. **Encouragement of Students:** The institution’s policies and procedures optimize interaction between the institution and students. The interaction proactively promotes student completion and success.
8. Describe the institution’s policies, procedures, and time frames for monitoring and encouraging student progress. [EXHIBIT 14: Sample Motivational Comments]
9. Describe the types of contact used to encourage students to achieve stated program outcomes.
10. Describe how efforts to encourage students are separate from efforts to collect delinquent tuition.
11. **Satisfactory Academic Progress:** The institution implements and consistently applies a satisfactory academic progress policy and discloses this policy to students. Standards for measuring satisfactory academic progress include qualitative and quantitative standards used for evaluation of student progress. The institution takes appropriate action if students fail to meet the institution’s minimum standards of progress. Students are informed of their academic progress and standing in the program at regular intervals throughout their enrollment.
12. Describe the institution’s satisfactory academic progress policy. [EXHIBIT 15: Satisfactory Academic Progress Policy]

For this exhibit: Insert Link to Policy

1. Describe the qualitative and quantitative standards used for measuring student progress.

1. Describe the actions taken by the institution if a student is unable to meet minimum standards of progress.

1. Describe who is responsible for monitoring student progress.

1. Describe how frequently student progress is verified.
2. Describe how frequently students are informed of their academic progress and standing in the program.
3. **Grading Policies:** Student academic performance is measured using published grading policies that include prompt return of accurately, fairly, and consistently graded assessments that are supervised by a qualified instructor or faculty member. The institution publishes its assignment marking system, course extension policy, and information on issuance and completion of incomplete grades and applies them with fairness and consistency.
4. Describe the institution’s approach to grading. [EXHIBIT 16: Grading Policies and Other Related Academic Policies]

For this exhibit: Insert Links to Policies

1. Describe how faculty/instructors apply the grading policy with consistency and fairness.
2. Describe who is responsible for ensuring that all grading is conducted accurately, fairly, and consistently.
3. **Student Records:** Accurate student records are securely and confidentially maintained. Policies and procedures for keeping records on students’ academic progress are in accordance with applicable federal and state laws and professional requirements. Transcripts are readily accessible and are maintained permanently in either print or digital form.
4. Describe the institution’s formal academic records requirements.
5. Describe the documents maintained in students’ records. [EXHIBIT 17: Sample Student Records]
6. Describe the process for maintaining student academic records.
7. Explain how long the institution maintains student and alumni academic records.
8. Describe how the institution maintains records of students’ examinations and assessments.
9. Describe the security, maintenance, and protection of student records and how they are readily accessible to authorized staff and faculty.
10. Describe the institution’s transcript services. [EXHIBIT 17: Sample Transcript and Diplomas/Certificates]
11. **Confidentiality and Privacy:** The institution’s policies protect student confidentiality and privacy as required by applicable federal and state laws.
12. Describe the institution’s confidentiality and privacy policy. [EXHIBIT 18: Confidentiality and Privacy Policies]

For this exhibit: Insert Links to Policies

1. Describe how the institution protects student confidentiality and privacy as required by applicable federal and state laws.
2. **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.
3. 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.
2. **Student Complaints:** The institution has policies and procedures for receiving, responding to, and addressing student complaints. The policies and procedures should embody the principles of fairness, responsiveness, respect, due process and proportionality.
   1. Institutional Complaints

DEAC requires institutions to have written complaint policies and procedures for the purposes of receiving, responding to, addressing, and resolving complaints made by students, faculty, administrators, or any party, including one who has good reason to believe that an institution is not in compliance with DEAC accreditation standards.

* 1. At a minimum, the institution’s policy instructs students how to file a complaint or grievance and the maximum time for resolution. The institution’s complaint policy and procedures are available to all students. The institution defines what it reasonably considers to be a student complaint.
  2. The institution reviews in a timely, fair, and equitable manner any complaint it receives from students. When the complaint concerns a faculty member or administrator, the institution may not complete its review and make a final decision regarding a complaint unless, and in accordance with its published procedures, it ensures that the faculty member or administrator has sufficient opportunity to provide a response to the complaint. The institution takes any follow-up action, including enforcement action if necessary, based on the results of its review.

1. Describe the institution’s policy and procedure for receiving, responding to, and addressing student complaints. [EXHIBIT 19: Complaint/Grievance Policy]

For this exhibit: Insert Link to Policy

* 1. The institution’s complaint policy states how complaints can be filed with state agencies and its accrediting organization.

1. Describe how the institution’s policy provides students with information on filing a complaint with the appropriate state licensing or authorizing authority and DEAC.
   1. The institution will retain the complete files for all complaints which may be filed against the institution, its faculty, staff, students or other associated parties for the longer of five years from the filing of the complaint or the completion of the institution’s next cycle of evaluation for reaccreditation.
2. Describe the procedures the institution follows for retaining complete files for all complaints filed against the institution, its faculty, staff, students, or other associated parties for the longer of five years from the filing of the complaint or the completion of the institution’s next cycle of evaluation for reaccreditation.
3. Provide a summary of the complaints received in the past five years and how they were resolved.

### Standard VI: Academic Leadership and Faculty Qualifications

Contact Person: Name and Title of Contact Person

1. **Academic Leadership:** The institution demonstrates appropriate academic leadership capacity and infrastructure to support the effective distance education delivery of educational offerings. Academic leaders possess the academic credentials, background, knowledge, ethics, and experience necessary to guide the instructional activities of the institution.
2. Describe how the institution’s academic leaders possess the knowledge and experience to support effective distance education delivery of educational offerings.
3. Describe how the institution’s academic infrastructure is adequate to provide effective distance education delivery of educational offerings.
4. Describe how the academic leaders possess the appropriate academic credentials, background, knowledge, ethics, and experience to guide the instructional activities of the institution. [EXHIBIT 23: Academic Leadership Résumés]
5. Describe the roles and responsibilities of the academic leadership.

1. **Chief Academic Officer (CAO) or Educational Director:** The institution designates a chief academic officer, educational 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.

Within the context of the institution’s mission:

* 1. The CAO or education director has appropriate academic administrative experience and competence necessary to lead and manage educational offerings in a distance education environment.

1. List the CAO’s or education director’s appropriate academic administrative experience and competence to lead and manage educational offerings in a distance education environment.  
     
     
   1. The CAO or education director possesses academic credentials that are appropriate for the leadership, supervision, and oversight of faculty, curriculum design, and student achievement expectations.
2. Describe the role and administrative responsibilities of the Chief Academic Officer or Educational Director or other similar oversight position. [EXHIBIT 23: Chief Academic Officer or Educational Director Résumé]
3. Describe the Chief Academic Officer or Educational Director or other similar oversight position’s role in overseeing educational, editorial, and research activities for the educational offerings, and informs marketing decisions.
4. List the CAO’s or education director’s academic credentials that support the necessary qualifications for leadership, supervision, and oversight of faculty, curriculum design, and student achievement.  
     
   1. Doctoral Degrees

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. Provide the name of the director appointed by the institution to oversee the doctoral degree programs.
2. Explain how the director possesses previous higher education administrative capacity and distance learning knowledge necessary to lead doctoral programs.
3. Provide a list of the director’s earned academic credentials and how this education is relevant to the degree program being offered.   
     
   1. 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.

1. Provide a link to the institution’s policy for selecting a doctoral committee.
2. Describe how the institution verifies that doctoral committee members possess the appropriate credentials, scholarship, experience, and practice in the field of study.
3. Describe the process students follow when nominating faculty to their doctoral committee.
4. **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.
5. Describe the institution’s faculty/instructor qualifications in relation to the subject areas taught and the credential level of the programs offered. [EXHIBIT 24: Faculty Qualifications]
6. Describe how the institution employs or contracts with a sufficient number of qualified faculty/instructors to provide individualized instructional service to each student. [EXHIBIT 24: Faculty Teaching Responsibilities]
7. Describe what documents the institution requires and maintains on file to demonstrate that instructors/faculty are appropriately qualified. [EXHIBIT 24: Faculty/Instructors Résumés]
8. Describe how faculty/instructors are screened for appointment. [EXHIBIT 25: Faculty Handbook]
9. Describe how faculty/instructors are continuously trained in institutional policies, learner needs, instructional approaches and techniques, and the use of instructional technology.
10. Describe how faculty/instructors/staff performance is regularly evaluated. [EXHIBIT 25: Faculty/Instructors/Staff Evaluations]
11. Describe how faculty/instructors are appropriately involved and engaged in the curricular and instructional aspects of the educational offerings.
12. Describe how faculty are assigned responsibilities based on their degree qualifications and/or area(s) of expertise.
13. If the institution uses external faculty/instructors, technical advisors, researchers, or subject matter specialists, describe how they are hired and monitored throughout their engagement.
14. Describe the contractual arrangements with faculty/instructors/staff and any external individuals, including method of compensation. [EXHIBIT 25: Sample Faculty Contracts]
15. Provide data and reasons for any faculty turnover in the past five years.
16. Describe the institution’s procedures for publishing, as well as its policies for preventing and resolving, faculty conflicts of interest.   
      
    1. High School

The institution provides evidence that all faculty/instructors are qualified and appropriately credentialed to teach the subject and level within the high school program offered.

1. Describe the institution’s policy on qualifications for faculty teaching high school program courses.   
     
   1. Non-Degree

Instructors teaching technically- or practice-oriented courses have practical experience in the field and possess current licenses and/or certifications, as applicable.

1. Describe the institution’s policy on qualifications for faculty teaching non-degree courses.   
     
   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.
3. **Professional Growth:** The institution demonstrates a commitment to faculty and staff professional development. The institution encourages faculty and staff to become members of professional organizations, to review and apply relevant research, to pursue continuing education or training in their respective fields, and to enhance their skills in developing and using electronically delivered, online, or other forms of distance study. The institution provides faculty and administrators with access to a collection of professional educational materials to keep abreast of current trends, developments, techniques, research, and experimentation.
4. Describe the institution’s professional development policy for faculty/instructors and staff.
5. Summarize the professional development activities of the faculty and staff in the past five years. [EXHIBIT 26: Professional Development Documents]
6. Describe how the institution provides faculty/instructors and staff with access to a collection of professional educational materials to keep informed of current trends, developments, techniques, research, and experimentation.
7. Describe any internal professional development opportunities offered by the institution.
8. Describe any external professional development opportunities offered by the institution.
9. Describe how faculty/instructor and staff professional development has informed and enhanced educational offerings and support services.

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

Contact Person: Name and Title of Contact Person

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.
2. Describe the institution’s approach to advertising and promoting its programs. [EXHIBIT 27: Sample Advertising and Promotional Materials]
3. Identify who is responsible for the institution’s marketing and advertising decisions.
4. Certify that the institution is in compliance with the DEAC website disclosures checklist and provide the completed DEAC website disclosures checklist. [EXHIBIT 27: DEAC Website Disclosures Checklist]
5. Describe how the institution verifies that all advertisements, website content, and promotional materials are truthful, accurate, clear, and readily accessible to the public; proactively state that programs are offered via distance education; and appropriately disclose occupational opportunities, as applicable.
6. Demonstrate that all catalogs, enrollment agreements, manuals, and websites list the institution’s full name and physical address by supplying links to sample documentation below.
7. Demonstrate that all print advertisements and promotional literature include the institution’s city, state, and website home page URL.
8. Demonstrate that all web-based advertisements and all institutional social media account profiles provide a link to the institution’s website home page URL.
9. Certify that the institution is in compliance with the DEAC catalog disclosures checklist and provide the completed DEAC catalog disclosures checklist. [EXHIBIT 28: DEAC Catalog 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.
10. Describe how all advertisements and promotional materials accurately reflect that educational offerings are delivered through distance education.
11. Describe how the institution ensures that the word “guarantee” is never used.
12. If the word “free” is used by the institution, provide supporting information and documentation that shows that the use of the word 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. If the institution conducts no in-residence program activities, state “Not Applicable.” If the institution conducts in-residence program activities, state “See In-Residence Program Companion Template.”
    2. The institution’s website testimonials and endorsements are truthful and less than four years old. The institution maintains signed student consent forms for each published testimonial. The institution’s website discloses all program requirements, course descriptions, tuition and related costs, program schedules, method of delivery, and its catalog prior to the collection of any personal student contact information. The institution does not use other institutions as triggers for its own sponsored links on Internet search engines.
13. Describe how the institution verifies that all testimonials and endorsements are truthful and less than four years old. [EXHIBIT 29: Sample Testimonials and Endorsements]
14. Describe the institution’s process for obtaining and maintaining signed student consent forms for each published testimonial. [EXHIBIT 29: Signed Student Consent Forms]
15. Certify that the institution does not use other institutions as triggers for its own sponsored links on Internet search engines.  
      
      
    1. The institution discloses in its catalog, website, and enrollment agreements that the acceptance of earned transfer credits is determined by the receiving institution.
16. Certify that the institution publishes appropriate transfer credit disclaimers in its catalog, website, and enrollment agreements.   
      
      
    1. The institution adheres to applicable catalog, website, and enrollment agreement disclosures checklists, based on educational offerings. The institution publishes student consumer information as required by federal and state statute and regulations.
17. Describe the information published for prospective students and the public on its Consumer Information Disclosure Form.   
      
      
    1. Any incentives offered to prospective and current students to enroll must be limited in nature to institution-branded items and in no event may such items exceed an aggregate value of $100 annually with respect to any individual.
18. Describe what, if any, incentives are offered to prospective and current students to enroll and their aggregate annual value.
19. Describe the procedures in place to ensure incentives are limited to institution-branded items that do not exceed an aggregate value of $100 with respect to any individual.   
      
      
    1. The institution permanently archives its catalogs.
20. Describe the procedures the institution follows for permanently archiving its catalogs.

1. **Institution and Course Accredited-Status Recognition:** The institution accurately reflects its accredited status and uses the official DEAC accreditation logo and/or statement of accreditation when publishing its accreditation status in advertisements and promotional materials on its website and in social media. DEAC’s name, address, telephone number, and web address are published in the institution’s catalog.

* 1. The institution publishes a statement of accreditation only as follows:
     + - Accredited by the Distance Education Accrediting Commission
       - DEAC Accredited
  2. The institution refers to DEAC’s recognition by the U.S. Department of Education only as follows: “The Distance Education Accrediting Commission is listed by the U.S. Department of Education as a recognized accrediting agency.”

1. Provide in the space below the statement below the institution uses when referencing its accredited status and DEAC’s recognition by the U.S. Department of Education. For applicants seeking initial accreditation, provide the statement below that the institution plans to use when referencing its accredited status and DEAC’s recognition by the U.S. Department of Education.  
     
   1. The institution refers to DEAC’s recognition by the Council for Higher Education Accreditation (CHEA) only as follows: “The Distance Education Accrediting Commission is recognized by the Council for Higher Education Accreditation (CHEA).”
2. Provide in the space below the statement that the institution uses when referring to DEAC’s recognition by the Council for Higher Education Accreditation (CHEA). For applicants seeking initial accreditation, provide the statement below that the institution plans to use when referring to DEAC’s recognition by the Council for Higher Education Accreditation (CHEA).  
     
   1. The accredited institution publicly corrects any misleading or inaccurate information it releases on its accreditation status, contents of its on-site team reports from accreditation-related visits, and/or actions taken by the Distance Education Accrediting Commission with respect to the institution.
3. Describe the process the institution follows to publicly correct any misleading or inaccurate information it releases on its accreditation status, content of its onsite team reports, or actions taken by DEAC.
4. Describe the time frame the institution follows for correcting any misleading or inaccurate information.

* 1. All courses and programs are approved by DEAC before the institution advertises or enrolls students in them. The institution uses the term “College” or “University” in its name only if it offers academic degree programs.

1. Describe the process the institution follows to ensure that all courses and programs are approved by DEAC before it advertises or enrolls students in them.
2. List the degree level of the academic programs offered if the institution uses the words “College” or “University” in its name.
3. **Student Recruitment:** The institution demonstrates ethical processes and procedures are followed throughout the recruitment of prospective students by any individual who is authorized by the institution to participate in the enrollment process with prospective students. Minimum ethical practices and procedures are identified below.
4. Describe the process used at the institution to enroll prospective students.
5. Describe how the institution’s recruitment processes and procedures are ethical.
6. Describe the institution’s job description for any individuals authorized to participate in the student enrollment and any individual whose job responsibilities include regular participation in the student enrollment process. [EXHIBIT 30: Student Recruitment Personnel Job Description(s)]  
     
     
   1. The institution takes full responsibility for the actions, statements, and conduct of its authorized recruitment personnel. The institution maintains appropriate records, licensures, registrations, signed employment contract, and signed DEAC Code of Ethics, as applicable for all recruitment personnel. The institution demonstrates it adequately trains its recruitment personnel and provides them with accurate information concerning employment and remuneration. All authorized recruitment personnel are provided with appropriate materials covering applicable procedures, policies, and presentations. The institution demonstrates that it routinely monitors its recruitment personnel or independent organizations that provide prospective applicants names to assure they are in compliance with all state, federal, and DEAC recruitment practices.
7. Describe how the institution supervises and monitors student recruitment personnel.
8. Describe the institution’s hiring practices for student recruitment personnel.
9. Describe the institution’s training process for student recruitment personnel. [EXHIBIT 30: Student Recruitment Policies and Procedures]
10. Provide evidence that all student recruitment personnel sign the DEAC Code of Ethics. [EXHIBIT 30: Signed DEAC Code of Ethics]
11. Describe the institution’s professional development policy for student recruitment personnel.

1. Describe how often the institution updates its materials used to enroll prospective students.
2. Describe how the institution verifies that recruitment materials are in compliance with all state, federal, and DEAC recruitment practices.
3. Describe the process and criteria used to evaluate student recruitment personnel.

* 1. All personnel involved in student recruitment, including telemarketing staff, conform to applicable federal, state, and international laws. Personnel involved in student recruitment may not be given and may not use any title that indicates special qualifications for career guidance, advising, or registration, nor may they publish advertisements without written authorization from the institution.

1. Describe how the institution verifies that student recruitment personnel conform to applicable federal, state, and international laws.
2. Describe how student recruitment personnel identify themselves to prospective students.   
     
   1. If an institution offers students nominal gifts for referring prospective students to the institution who ultimately enroll in the institution, such gifts must be limited in nature to institution-branded items and in no event may exceed an aggregate value of $100 annually with respect to any individual.
3. Describe what, if any, gifts are offered for making referrals, including the value of the gifts.
4. Describe the procedures in place to ensure gifts for referring prospective students are limited to institution-branded items that do not exceed an aggregate value of $100 with respect to any individual.

### Standard VIII: Admission Practices and Enrollment Agreements

Contact Person: Name and Title of Contact Person

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. [EXHIBIT 31: Admissions Policy and Criteria]

For this exhibit: Insert Links to Policy and Criteria

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. [EXHIBIT 32: Student Identity Verification Policy]

For this exhibit: Insert Link to Policy

1. Describe how the institution verifies that the admitted student is the same student who completes coursework and assessments and is awarded credit.
2. **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.
3. Describe how the institution obtains permission from responsible parties prior to enrolling compulsory school aged students.
4. 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.
5. **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.
6. Describe how the institution’s admissions criteria align with its mission and target student population served.
7. 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.
8. Describe how the institution consistently and fairly applies its admission requirements.
9. Describe how the institution documents that students meet established admissions criteria.
10. 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. [EXHIBIT 32: Policies and Procedures for Exceptions to Admissions Criteria, Exhibit 32: List of Students Enrolled Under Exception to Admissions Criteria Policy]

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:

1. Obtain a signed statement from the applicant attesting to a high school diploma or recognized equivalent;
2. Require applicants to provide the institution name, city, state, and year of graduation on the self-certification statement;
3. 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
4. Document that such practices are necessary to be consistent with the institution’s mission.
5. Describe how the institution documents the basis for admissions decisions for non-degree programs.
6. 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. [EXHIBIT 33: Sample Transfer Credit Evaluations]
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. [EXHIBIT 33: Sample Experiential or Prior Learning Assessment Credit Evaluations]
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. [EXHIBIT 34: Enrollment Agreement(s)]
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. [EXHIBIT 34: 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. [EXHIBIT 34: Payment Contracts or Documentation]

SECTION 3: ENROLLMENT INFORMATION

1. Provide the number of new enrollments in the new program since enrollment began.

Insert Response

1. Provide the total number of students in the new program as of the date of this application.

Insert Response

SECTION 4: CERTIFICATION

I certify that all of the information contained in 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