

NEW DIVISION

Post-Approval Report

# INSTRUCTIONS for SUBMISSION

**General Instructions:** After the proposed substantive change is approved by DEAC and the new division and program(s) are in operation, the institution undergoes an on-site visit within six to 12 months of implementation. The institution shall submit the following New Division Post-Approval Report at least five weeks prior to the scheduled on-site evaluation.

Complete the following New Division Post-Approval Report. Submit the completed report and supporting documentation following *DEAC’s Guidelines for Electronic Submission.*

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

**SECTION 2:** Provide the requested responses regarding the new division. Institutions should also provide responses for the standards below relevant to the requested substantive change.

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

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

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

Distance Education Accrediting Commission

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# NEW DIVISION – Post-Approval Report

## SECTION 1: INSTITUTION INFORMATION

**Institution Name:** Insert Institution Name

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

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

**Main Telephone Number:** Main Telephone Number

**Institutional Mission Statement:** Insert Mission Statement

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

**Title:** Title

**Email:** Email

**Telephone:** Telephone Number

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

**Title:** Title

**Email:** Email

**Telephone:** Telephone Number

## SECTION 2: NEW DIVISION

1. Provide the name of the new division.

Insert Response

1. Provide the address of the new division.

Insert Response

1. Describe any changes made to the institution’s academic infrastructure in support of the new division.

Insert Response

1. Describe the new division’s impact on the institution’s curricular offerings and operations.

Insert Response

1. List the programs offered under the new division.

Insert Response

# Accreditation Standards

Standard I: Institutional Mission

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.
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

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.
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.
11. **Strategic Planning:** The institution has a systematic process of planning for the achievement of goals that supports its mission. The institution’s planning process involves all areas of the institution’s operations (e.g., admissions, academics, technology, etc.) in identifying strategic initiatives and goals by evaluating external and internal trends as they affect the future. At a minimum, the strategic plan addresses finances, academics, technology, admissions, marketing, personnel, and institutional sustainability. The strategic plan is reviewed and updated annually using established metrics designed to measure achievement of strategic planning goals and objectives. The plan helps institutions set priorities, manage resources, and set goals for future performance.
12. Describe how the institution’s strategic planning efforts guide the pursuit of goal achievement in support of its mission.
13. Describe how the institution seeks input from internal and external stakeholders as a means to enhance the strategic planning process.

1. Describe how the input received from internal and external stakeholders is used in the strategic planning process.
2. Describe the institution’s strategic planning process in terms of identifying areas for improvement, via a SWOT Analysis (strengths, weaknesses, opportunities, and threats) or other means.
3. Describe how the strategic plan identifies proactive initiatives to achieve sustainability and protect the institution against identified weaknesses and threats.
4. Describe how the institution aligns the resources needed with its identified strategic initiatives.
5. Describe how the institution’s strategic plan addresses:
* Financial stability.
* Development of educational offerings.
* Integration of technology to enhance its educational offerings.
* Admissions processes.
* Effective and accurate marketing campaigns to promote institutional sustainability.
* Professional development of leadership, faculty, and staff.
1. Describe the metrics the institution has identified that guide the achievement of its strategic planning goals and objectives.
2. Identify key achievements from the institution’s last strategic planning cycle that resulted in improvements to the educational offerings and administrative operations.

### Standard VI: Academic Leadership and Faculty Qualifications

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.
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.
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.
6. Describe how the institution employs or contracts with a sufficient number of qualified faculty/instructors to provide individualized instructional service to each student.
7. Describe what documents the institution requires and maintains on file to demonstrate that instructors/faculty are appropriately qualified.
8. Describe how faculty/instructors are screened for appointment.
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.
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.
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.
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

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.
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.
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.

	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. 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.

1. Describe the institution’s process for obtaining and maintaining signed student consent forms for each published testimonial.
2. 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.
3. 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.
4. 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.
5. Describe what, if any, incentives are offered to prospective and current students to enroll and their aggregate annual value.
6. 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.
7. 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.

	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.
10. Provide evidence that all student recruitment personnel sign the 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

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

1. Describe how the institution determined its admissions criteria.
2. Describe how the institution’s admissions policy verifies that only students who are reasonably capable of completing and benefiting from the educational offerings are enrolled.
3. 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.
4. 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.
5. 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.
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 of licensing examination/certification requirements?
7. 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?
8. 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.
9. Describe the institution’s plan for providing reasonable accommodations to students who provide appropriate disability documentation.
10. Provide examples of accommodations made for students who provided appropriate disability documentation.
11. 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.
12. Describe the process followed to verify that official transcripts are received within one enrollment period, not to exceed 12 semester credit hours.
13. Describe the process followed when student official transcripts are not received within one enrollment period.
14. **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.
15. Describe the institution’s student identity verification policy and practices.

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.

1. Describe the institution’s reasonable measures for determining if prospective students’ physical limitations will prevent successful completion of the educational offerings.
2. 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.
3. Describe the institution’s process for evaluating transcripts that are not in English.
4. 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.
3. 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.
4. Describe the institution’s admissions procedures for verifying published language proficiency requirements.
5. Provide a link to the institution’s admissions policy for verifying English or other language proficiencies.

For this response: Insert Link
6. 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]
7. 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.
7. 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.
3. 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.
2. 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.
2. Professional Doctoral Degrees

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

1. Describe how the institution documents the basis for admissions decisions for professional doctoral degree programs.
2. **Admission Acceptance and Denial:** The institution informs applicants that they have been accepted for admission. The institution communicates with the applicant and documents the basis for any denial of admission.
3. Describe the procedures followed to inform applicants they have been accepted for or denied admission.
4. List the reasons why an applicant may be denied admission.
5. **Transfer Credits and Experiential Learning:** The institution implements a fair and equitable transfer credit policy that is published in the catalog. The steps for requesting transfer credit are clear and disclose the documentation required for review. Students are able to appeal transfer credit decisions using published procedures. Transfer credit requests are not denied based solely on the source of accreditation of the credit-granting institution.

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

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

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

1. Describe how the institution’s transfer credit policy is fair and equitable.
2. Provide a link to the institution’s transfer credit policy.

For this response: Insert Link
3. Describe the steps followed by students when requesting transfer credit.
4. Describe the institution’s process for evaluating transfer credit.
5. Explain the type of documentation the institution requires to substantiate the award of transfer credits.
6. For each program level offered, describe how transfer credit evaluation is performed by qualified individuals with experience in evaluating transcripts.
7. Describe how individuals responsible for evaluating transfer credit are trained.
8. Describe the institution’s processes for ensuring that transfer credit is awarded in adherence with published policies and procedures per Standard VIII.F.1-5.
9. Describe how the institution documents the award of transfer credit.
10. Describe the processes followed for awarding credit for experiential learning.
11. Describe the institution’s evaluation criteria for awarding credit for experiential or prior learning.
12. For each degree level offered, describe how prior learning assessment is performed by qualified individuals with experience in the evaluation of prior learning.
13. 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.
2. 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.
4. 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.
4. 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.
3. Professional Doctoral Degrees

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

1. State the maximum percentage of credits that are accepted for transfer into professional doctoral degree programs.
2. If the institution allows students to seek to transfer more than the maximum allowable percentage of required credit, describe the comprehensive assessment of credits earned that the institution conducts and how it documents that credits align with its program outcomes.
3. **Enrollment Agreements:** The institution’s enrollment agreements/documents clearly identify the educational offering and assure that each applicant is fully informed of the rights, responsibilities, and obligations of both the student and the institution prior to applicant signature. The institution complies with the DEAC Enrollment Agreements Disclosures Checklist.
4. Describe how the enrollment agreements or other similar contractual documents clearly identify the educational offerings.
5. Describe how the institution’s enrollment agreements or other similar contractual documents verify that each applicant is fully informed of the rights, responsibilities, and obligations of both the student and the institution prior to the applicant’s signature.
6. Certify that the institution complies with the DEAC enrollment agreement disclosures checklist.

	1. The institution requires that, prior to accepting the enrollment agreement, students affirm and accept the tuition refund policy and the rights, responsibilities, and obligations of both the student and the institution. The terms of the tuition refund policy are published in the institution’s enrollment agreement, catalog, and website.
7. Describe how the institution requires students to affirm and accept the tuition refund policy prior to accepting the enrollment agreement.
8. Describe how the institution discloses the rights, responsibilities, and obligations of both the student and the institution prior to accepting the enrollment agreement.

	1. An enrollment agreement is not binding until it has been submitted by the student and accepted by the institution. A copy of the accepted enrollment agreement is made available to the student within 10 days of acceptance and maintained as a part of the student’s record.
9. Describe the institution’s process for accepting and processing enrollment agreements.
10. Certify that the institution provides students with a copy of the accepted enrollment agreement within 10 days of acceptance.
11. Describe how the enrollment agreement is maintained as part of the student’s record.

	1. The institution complies with the applicable Truth in Lending Act (TILA) requirements, including those under Regulation Z, and state requirements for retail installment agreements.
12. Describe how the institution complies with applicable Truth in Lending Act (TILA) requirements, including those under Regulation Z, and state requirements for retail installment agreements.
13. Identify the individual responsible for verifying compliance with all Truth in Lending (TILA) requirements.
14. Describe how the responsible individual remains up to date on Truth in Lending requirements.

	1. All required state and Truth in Lending Act disclosures are included in the enrollment agreement. Requirements for type size, notice to buyer, and computation examples, as applicable, are observed.
15. Demonstrate that all required state and Truth in Lending Act disclosures are published on the enrollment agreement and provide the Truth in Lending disclosure language published on the enrollment agreement.
16. Describe how the publication of these disclosures meets requirements for type size, notice to buyer, and computation examples as applicable.

* 1. If there is a separate payment contract, the contract is incorporated in the enrollment agreement.
1. Describe how the institution ensures that any separate payment contract is incorporated in the enrollment agreement.

### Standard X: Institutional Governance

1. **Owners, Governing Board Members, Officials, and Administrators:** The institution’s owners, governing board members, officials, and administrators possess appropriate qualifications and experience for their positions and ability to oversee institutional operations. The owners, governing board members, officials, and administrators are knowledgeable and experienced in one or more aspects of educational administration, finance, teaching/learning, and distance study. The institution’s policies clearly delineate the duties and responsibilities of owners, governing board members, officials, and administrators. Individuals in leadership and managerial positions are qualified by education and experience.
2. Provide the following information for the owner(s), governing board members, chief executive officer, and top institution administrators using the chart below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name | Title | Length of Term  | Academic Credentials | Qualifying Professional Experience |
|  |  |  |  |  |

1. Describe how the owner(s), governing board members, chief executive officer, and top institution administrators are knowledgeable and experienced in educational administration.
2. Describe how the owner(s), governing board members, chief executive officer, and top institution administrators are knowledgeable and experienced to ensure quality regarding:
* Financial practices necessary to ensure institutional stability.
* Teaching and learning.
* Educational offerings delivered via distance education.
1. Describe the institution’s processes and policies that clearly delineate the duties and responsibilities of the owner(s), governing board members, chief executive officer, and top institution administrators.
2. Describe how the institution verifies that all individuals in leadership and managerial positions are qualified by education and experience.
3. Describe how the owner(s), governing board members, chief executive officer, and top institution administrators remain current within the disciplines offered and educational community.
4. **Reputation of Institution, Owners, Governing Board Members, Officials, and Administrators:** The institution and its owners, governing board members, officials, and administrators possess sound reputations a record of integrity and ethical conduct in their professional activities, business operations, and relations. The institution must promptly notify DEAC of any investigative, enforcement, legal or prosecutorial actions which may be initiated or which are current against the institution, its owners, governing board members, officials and administrators. Such notification shall include an explanation of the circumstances giving rise to such actions and the institution’s response to the same as well as its explanation of why such actions should not be deemed a concern with respect to the integrity of the named persons or institutions.
5. Describe how the owner(s), governing board members, chief executive officer, and top institution administrators possess sound reputations and records of integrity.
6. Describe how the owner(s), governing board members, chief executive officer, and top institution administrators practice ethical conduct in their professional activities, business operations, and business relations.
7. State whether or not any owner(s), governing board members, chief executive officer, or top institution administrators have been debarred by federal or state authorities from participating in any funding programs.
8. Certify that the institution will promptly notify DEAC of any investigative, enforcement, legal or prosecutorial actions which may be initiated against the institution, its owners, governing board members, officials and administrators and that such notification shall include an explanation of the circumstances giving rise to such actions and the institution’s response to the same as well as its explanation of why such actions should not be deemed a concern with respect to the integrity of the named persons or institutions.
9. **Succession Plan:** The institution has written plans that describe the process that it follows in the event a leadership succession is necessary. The plan identifies specific people, committees, or boards responsible to carry on the operation of the institution during the transition period. The plan includes a business continuity structure that the institution can implement immediately. The institution reviews and revises the plan on an annual basis.
10. Describe the institution’s succession plan, including what events would initiate a succession of leadership.
11. Identify the leadership, administrators, staff, committees, or boards responsible for carrying on the institution’s operations during the transition period.
12. Describe the institution’s business continuity structure that ensures that students’ education and services are not disrupted during this transition period.
13. Describe how the business continuity procedures are structured for immediate implementation, as necessary.
14. Describe how often the plan is reviewed and revised.
15. Describe the individuals involved in reviewing and revising the succession plan.

Standard XI: Financial Responsibility

1. **Financial Practices:** The institution shows it is financially responsible by providing complete, comparative financial statements covering its two most recent fiscal years and by demonstrating that it has sufficient resources to meet its financial obligations to provide quality instruction and service to its students. Financial statements are audited or reviewed and prepared in conformity with generally accepted accounting principles in the United States of America or International Financial Reporting Standards. The institution’s budgeting processes demonstrate that current and future budgeted operating results are sufficient to allow the institution to accomplish its mission and goals.
2. Describe how the institution demonstrates financial responsibility.
3. Describe how the institution maintains sufficient resources to meet its financial obligations and provide quality educational offerings and service to students.
4. Describe how and how often the institution’s financial statements are audited or reviewed.
5. Describe whether the institution’s financial statements are prepared in conformity with generally accepted accounting principles in the United States of America or International Financial Reporting Standards.
6. Describe the institution’s budgeting processes.
7. Identify the individuals involved in and responsible for the institution’s budget.
8. Describe how the budgeting process documents and verifies that current and future operating results are sufficient to allow the institution to accomplish its mission and goals.
9. Describe how the institution is profitable. For non-profits, describe how the institution has an excess of revenues over costs.
10. If the institution is not profitable, describe the institution’s strategic initiatives implemented to achieve a positive operating result sufficient to fund future operations.
11. Describe how the institution is committed to fulfilling all obligations to students in the event a teach-out is required.
12. Describe how the institution’s current assets are sufficient to meet current liabilities.
13. Describe how the institution uses cost control and analysis systems to verify that it maintains sufficient current assets to fund a teach-out of students.
14. State whether or not the institution or any owner(s) or governing board members ever declared bankruptcy.
15. If a sole proprietorship or partnership, state whether or not the owner(s), governing board members, chief executive officer, or top institution administrators have ever declared bankruptcy.
16. Describe how the institution maintains reserves for honoring future service obligations, bad debts, and refunds.
17. **Financial Management:** Individuals overseeing the fiscal and budgeting processes are qualified by education and experience. The institution employs adequate administrative staff for effective operations, and at least one person is qualified and able to prepare accurate financial reports in a timely manner. Internal auditing trails and controls are in place to assure that finances are properly managed, monitored, and protected. Adequate safeguards prevent unauthorized access to online and on-site financial information.
18. Describe how the individuals responsible for preparing the institution’s financial reports and budgets are qualified by education and experience.
19. Describe how often financial reports and budgets are prepared.
20. Describe who at the institution, whether internally or a third party, is responsible for reviewing and approving financial reports and budgets.
21. State whether or not bonding or insurance is required to insure against fraudulent conduct.
22. Describe the institution’s internal auditing and control processes to verify that finances are properly managed, monitored, and protected.
23. Describe how the institution protects online and on-site financial data from unauthorized access.
24. Describe how the institution takes proactive steps to protect student and financial information from unauthorized access or threats.
25. Describe how the accounts payable (numbers, amounts, and age) reflect sound financial responsibility and management.
26. Describe how the institution maintains adequate inventories of course or instructional materials for current and future students.
27. Describe the institution’s insurance coverage.
28. Provide a list of any significant insurance claims made in the past three to five years.
29. **Financial Stability and Sustainability:** The institution maintains adequate administrative staff and other resources to operate effectively as a going concern and is not exposed to undue or insurmountable risk. Any risk that exists is adequately monitored, manageable, and insured. In the event the financial operations of the institution are supported by a parent company or a third party, audited or reviewed financial statements are provided by the supporting entity to demonstrate that the supporting entity possesses sufficient financial resources to provide the institution continued financial sustainability, as well as the commitment to do so. If the institution’s financial performance is included within the parent corporation’s statements, a supplemental schedule for the individual institution is appended to the parent statement.
30. Describe how the institution employs administrative staff qualified by education and experience to ensure that it can operate effectively as a going concern and is not exposed to undue or insurmountable risk.
31. Describe how identified risks are monitored, managed, and insured.
32. Describe whether or not the institution is supported by a parent company or third party.
33. If the institution is supported by a parent company or third party, describe the supporting entity’s level of administrative and financial involvement.
34. Describe the parent company or third party’s commitment to supporting the entity.
35. Describe how the parent company or third party possesses sufficient financial resources and commitment to provide the institution continued financial sustainability.
36. If the institution’s financial performance is included within the parent corporation’s statements, provide a supplemental schedule disclosing the individual institution’s financial status.
37. **Financial Reporting:** Financial statements are prepared in conformity with generally accepted accounting principles in the United States of America, often referred to as “GAAP,” including the accrual method of accounting. An independent certified public accountant’s (CPA) audit or review report accompanies these statements.
38. State whether the institution’s financial statements are prepared in conformity with generally accepted accounting principles in the United States of America (i.e., GAAP).
39. State whether the institution uses the accrual method of accounting.
40. Describe the qualifications and experience of the institution’s independent auditing firm.
41. State whether the independent auditor identified any deviations while conducting the institution’s audit.
42. Describe how the institution is addressing and resolving any identified challenges, anomalies, or threats.
43. Explain how the institution would continue operations if it received a going concern or liquidity footnote opinion from the independent auditing firm.
44. If a going concern or liquidity uncertainty is resolved through continued shareholder support, explain why the independent auditing firm did not accept the support as sufficient to avoid the going concern opinion or liquidity note.

	1. The institution’s financial statements reflect sufficient liquid assets to provide for a staff and faculty.
45. Describe whether the institution’s financial statements reflect sufficient liquid assets to provide for staff and faculty.

	1. Annually, the institution has the option of submitting one of these two types of financial statements, unless the Commission directs the institution to submit audited financial statements:
* Audited comparative financial statements containing an audit opinion by an independent certified public accountant in accordance with standards established by the American Institution of Certified Public Accountants, or
* Reviewed comparative financial statements containing a review report by an independent certified public accountant in accordance with standards established by the American Institute of Certified Public Accountants.

When circumstances raise question as to the financial soundness and stability of an institution, the Commission may, in its discretion, require that the institution deliver, within a reasonable period of time as determined by the Commission, fully audited financial statements or such other financial documentation as the Commission may determine will provide probative information as to the institution’s financial health and status.

1. Certify that the institution provided either audited or reviewed comparative financial statements in accordance with the above definitions.
2. Certify that the institution understands that the Commission may, in its discretion, require that the institution deliver audited comparative financial statements or such other financial documentation as determined necessary, when circumstances raise question as to the institution’s financial soundness and stability.

	1. Financial statements submitted must include the institution’s fiscal statement for the two most recent fiscal years prepared on a comparative basis or a date specified by the Commission, the CPA’s opinion letter or review report, and a letter of financial statement validation.
3. Certify that the institution submitted its most recent fiscal year end audited or reviewed comparative financial statements, opinion letter or review report, and letter of financial statement validation.
4. **Demonstrated Operations:** In all respects, the institution documents continuous sound and ethical operations, including the necessary resources to accommodate demand and assure that all learners receive a quality educational experience. The institution’s name is free from any association with activity that could damage the reputation of the DEAC accrediting process, such as illegal actions, fraud, unethical conduct, or abuse of consumers.
5. Describe how the institution maintains continuous sound and ethical operations.
6. Describe how the institution provides the resources necessary to accommodate student demand and ensure that all learners receive a quality distance education experience.
7. State whether the institution is free from any association with activity that could damage the standing of the accrediting process (e.g., illegal actions, unethical conduct, or abuse of consumers).

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

1. **Facilities, Equipment, and Supplies:** The institution maintains sufficient facilities, equipment, and supplies to achieve its mission and values and support its educational offerings and future operations. A written plan outlines the maintenance and upgrade of facilities, equipment, and supplies and includes a disaster response and recovery plan. The plan states the resources that are budgeted to support its goals. Buildings, workspace, and equipment comply with local fire, building, health, and safety regulations and are appropriately equipped to handle the educational program(s) of the institution.
2. Describe how the institution’s facilities, equipment, and supplies promote the achievement of its mission and values.
3. Describe how the institution’s facilities, equipment, and supplies support its educational offerings and future operations.
4. Describe the institution’s plan for the maintenance and upgrade of its facilities, equipment, and supplies.
5. Describe the institution’s disaster response and recovery procedures based on its geographical location(s).
6. Describe how the institution verifies that there are adequate financial resources and budgets to maintain and upgrade its facilities and equipment.
7. Describe how the technical infrastructure is adequate to provide timely delivery of distance education and support services and to accommodate future student enrollment growth.
8. Describe how the institution’s building, workspace, and equipment comply with local fire, building, health, and safety regulations.
9. Describe the type of professional liability, property, and general liability insurance held by the institution, and provide a copy of the Certificate of Liability Insurance.
10. **Record Protection:** The institution’s financial, administrative, and student educational records are maintained in a reasonably accessible place and are adequately protected in accordance with applicable federal and state laws.
11. Describe the institution’s procedures for maintaining financial, administrative, and student records.
12. Describe how the institution takes proactive steps to protect financial, administrative, and student information from unauthorized access or threats.
13. Describe how record maintenance and protection procedures comply with applicable federal and state laws.
14. Describe how physical records are secured on site.
15. Describe how digital records are secured and backed up to minimize data loss.

	1. If maintaining documents electronically, the institution provides audit records to verify that the images were properly created and validated.
16. Describe the institution’s process for properly creating and validating digital records.

	1. If an institution accepts digitally signed transcripts or electronically transferred verified data from an outside source, the institution documents the outside source using a system that provides registration and verification of participants, protocols for securely sending and receiving files, logging of file transmissions, and electronic notification. The outside source complies with all applicable laws and regulations governing the activities and services provided, including FERPA and other laws concerning the privacy and confidentiality of information and records.
17. Describe the institution’s process for accepting digital signatures on electronically processed documents (e.g., official transcripts, enrollment agreements).
18. Describe how the institution ensures students that all transmitted information is adequately protected and in compliance with FERPA and other laws concerning privacy and confidentiality of student data.
19. **Record Retention:** The institution’s financial, administrative, and student educational records are retained in accordance with applicable federal and state laws. The institution implements a comprehensive document retention policy.
20. Describe the institution’s process for retaining financial, administrative, and student records in accordance with applicable federal and state laws.
21. State how long financial records are maintained.
22. State how long administrative records are maintained.
23. State how long student records are maintained.
24. Describe the institution’s comprehensive document retention policy.
25. Identify the individual responsible for ensuring the proper retention of financial, administrative, and student records.
26. Describe how often records are internally audited for compliance with all applicable federal and state laws.
27. **State Authorization:**
	1. The institution is properly licensed, authorized, exempted, or approved by all applicable state education institutional authorizations (or their equivalent for non-U.S. institutions).
28. Describe how the institution is properly licensed, authorized, exempted, or approved by all applicable state education institutional authorizations (or their non-U.S. institutional equivalent).
	1. Exemptions from state law are supported by state-issued documentation or in statutory language for that state.
29. Describe any exemptions from state law the institution has determined and the state-issued documentation or statutory language used to determine its exemption.

## SECTION 3: ENROLLMENT INFORMATION

1. Provide the number of new enrollments in the last calendar year.

Insert Response

1. Provide the total number of students as of the date of this report.

Insert Response

## SECTION 4: DOCUMENTATION

* Non-refundable New Division Post-Approval Report Fee (see *DEAC Accreditation Fees* document). Provide evidence of payment (scanned copy of check or similar).

Insert Date Fee was Mailed

* Timeline followed for the establishment of the new division.
* *DEAC State Authorization Form*
* Documentation of state authorization/licensure for institution’s state of domicile (where the institution maintains its primary facility, as listed in this report).
* Documentation of state authorization/licensure in any other states.
* Links to website, marketing, and promotional materials reflecting the new division
* *DEAC catalog disclosures checklist* with new division information
* *DEAC website disclosures checklist* with new division information
* Revised strategic plan, including new division activities
* Academic leadership résumés
* Chief academic officer or educational director résumé
* Faculty/instructors résumés
* Sample faculty contracts
* Signed DEAC Code of Ethics for recruitment personnel involved in recruitment for the new division
* Enrollment agreement(s) for new division program(s)
* Revised succession plan, including any new division leaders
* Audited comparative or reviewed comparative financial statements covering the two most recent fiscal years

**Note:** Financial statements are audited or reviewed and prepared in compliance with generally accepted accounting principles in the United States of America (GAAP) or International Financial Reporting Standards. The institution’s budgeting processes demonstrate that current and future budgeted operating results are sufficient to allow the institution to accomplish its mission and goals.

* Last fiscal/calendar year budget
* If applicable, supplemental schedule – institution’s financial status if financial statements are combined with a parent companies
* New division location floor plan
* New division facilities, equipment, and supplies maintenance plan
* New division facilities fire, health, and occupancy inspection licenses
* Certificate of liability insurance

## SECTION 5: CERTIFICATION

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

**Compliance Officer:** Compliance Officer Name

**Compliance Officer Signature:** Compliance Officer Signature

**Date:** Insert Date