

**CONTRACTING FOR EDUCATIONAL DELIVERY
REPORT TEMPLATE**

# Background

The Distance Education Accrediting Commission requires every institution seeking to contract for educational delivery of up to 50 percent of its curriculum to obtain prior approval from the Commission. Prior approval serves two main purposes: (1) It provides the institution an opportunity to critically reflect on its operations, processes, and procedures prior to contracting for educational delivery and (2) it provides the Commission with an overview of the institution, its mission, and its processes that are integral to delivering quality distance education while contracting for educational delivery.

This report informs the Commission whether the institution meets, partially meets, or does not meet each of the DEAC accreditation standards and core components when contracting for educational delivery. Approximately four to six weeks following the off-site subject specialists’ review, the report is provided to the institution for response. Both the report and the institution’s response are submitted to the Commission for review prior to final decision making.

# Instructions

It is the evaluator’s responsibility to review and assess the accuracy of the information presented in the application. The report presents an overall determination of whether the institution adequately demonstrates it meets DEAC’s accreditation standards when contracting for educational delivery by completing the following report template.

Findings guidelines:

* **Meets Standard:** The institution demonstrates compliance with the intent of the accreditation standard or core component.
* **Partially Meets Standard:** The institution was able to demonstrate compliance with some, but not all, of the elements contained in the accreditation standard or core component.
* **Does Not Meet Standard:** The institution was unable to demonstrate compliance with a majority of the elements contained in the accreditation standard or core component.

The evaluator should provide clear and concise descriptions within the “Comments” section of the report to support each determination that a standard or core component is met, partially met, or not met. If an institution meets the accreditation standard, the evaluator may want to consider highlighting within the Comments section the processes and procedures the institution followed that enabled it to demonstrate compliance. If an institution partially meets or does not meet a standard, the evaluator needs to adequately describe why the decision was reached and refer, as appropriate, to narrative sections and exhibits within the SER that support the determination.

The evaluator must also indicate the required actions necessary for the institution to demonstrate compliance with the partially met or unmet accreditation standard. Each required action must be tied back to an accreditation standard or core component.

For required actions, the education evaluator should begin each statement with, “[Insert Name of Institution]” needs to [insert the action necessary by the institution to demonstrate compliance with the accreditation standard.]”

As part of the peer review process, it is important that institutions receive suggestions for improving their educational offerings and support services. The accreditation process allows the institution to benefit from an external review and perspective. The education evaluator is encouraged to provide suggestions within the report. Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

For suggestions, the education evaluator should begin each statement with, “[Insert Name of Institution] may want to consider [insert the recommendation for improvement.]”

It is the evaluator’s responsibility to review the merits and evidence presented for each determination. It is within the evaluator’s discretion to choose a finding based on the institution’s response and evidence presented within the application.

The evaluator emails the completed report to the director of accreditation four to six weeks after completing the review. Once all information is received, DEAC notifies the evaluator to appropriately dispose of all institutional materials.

Helpful Hints

* The report should be objectively written in third person, narrative format using declarative sentences and simple verbs. The report should avoid broad generalities and speculative views.
* The report represents an accurate, concise, factual, and thorough presentation of the findings during the on-site visit.
* When making a determination whether the institution meets, partially meets, or does not meet accreditation standards, the evaluator should include evidence of documents reviewed on site or analyzed in the report that led to the finding. Include specific examples.
* The report documents attributes and deficiencies using language found in the accreditation standards and core components. All deficiencies must be documented.
* The report should not require an institution to implement a new program or procedure in order to demonstrate compliance with a partially met or unmet accreditation standard. The report states the required action necessary to provide evidence or demonstrate compliance. The institution bears responsibility for demonstrating compliance with DEAC’s accreditation standards.
* The report accurately presents comments, required actions, and suggestions using direct quotations, references, and data.
* The report does not make recommendations to the Commission concerning the overall accreditation of the institution.

DEAC Contracting for Educational Delivery Report (Confidential)

**Contracting for Educational Delivery:** Substantive change requirements for an institution that contracts with an unaccredited organization or organization not certified to participate in the Title IV HEA programs to provide more than 25% of one or more of the institution’s educational programs are applicable to:

[ ]  an accredited institution that enters into a contract with another accredited organization or unaccredited entity to provide more than 25 percent up to 50 percent of one or more of the institution’s educational programs,

[ ]  an institution certified to participate in Title IV HEA programs that enters into a contract with an institution or organization not certified to participate in Title IV programs to provide more than 25 percent up to 50 percent of one or more of the institution’s educational programs, or

[ ]  an institution seeking to improve or expand its educational offerings to students can enter into an agreement to incorporate or contract for educational delivery up to 50 percent of its curriculum with an approved AQC or Approved Quality Curriculum provider.

Name of Institution: Name of Institution

Date of Review: Date of Review

Submitted By: Evaluator Name

Date of Report: Date of Report

# Accreditation Standards Findings

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

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."

|  |  |
| --- | --- |
| **Standard III.E. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.