

**DEAC EDUCATION EVALUATOR’S
COMPLIANCE ASSESSMENT FORM**

Instructions

The Distance Education Accrediting Commission requires all institutions to complete a Self-Evaluation Report when seeking accreditation. The process of self-evaluation serves two main purposes: (1) It provides the institution an opportunity to critically reflect on its operations, processes, and procedures at regular intervals and (2) it provides the onsite team with a comprehensive review of the institution, its mission, and its processes that are integral to delivering quality distance education.

The Self-Evaluation Report tells a story about the institution, beginning with its history and mission and then focusing on its evolution and future. Institutions have the opportunity to present their passion for serving students and providing educational options that will shape future generations. Institutions craft their story using the Self-Evaluation Report template as a guide while demonstrating how their policies and procedures meet DEAC accreditation standards.

The questions on this Compliance Assessment Form are designed to assist on-site team evaluators in determining whether institutions meet the intent of DEAC accreditation standards. Evaluators are not limited to the questions on this rating form. This rating form is for the evaluator’s use only. Evaluators do not need to send this rating form to DEAC.

DEAC evaluators determine whether institutions meet, partially meet, or do not meet accreditation standards. For any rating of “partially meets” or “does not meet,” the evaluator must provide a “required action” that instructs the institution on what it needs to provide in order to demonstrate compliance with the identified standard. Evaluators should be careful to review institutions based only on the accreditation standards. Any recommendations beyond the scope of the accreditation standards should be provided under suggestions.

The education evaluator is responsible for reviewing institutions against Accreditation Standards I, II.A., III, IV, V, VI, VIII.A.-F.

Evaluators should refer to the *DEAC Accreditation Handbook and Guide for Self-Evaluation* for any further clarification on institutional requirements.

# Accreditation

[ ]  Initial [ ]  Renewal [ ]  Special Visit

Institution Name: Insert institution name

Date of Visit: Date of on-site visit

Name of Evaluator: Evaluator name

Position on Team: Position on team

On-site Team Chair: Name of on-site team chair

Date Report Due to Chair: Date report Is due

# 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution present its mission statement?  |[ ] [ ] [ ]
| Did the institution describe how its mission guides the development of educational offerings?  |[ ] [ ] [ ]
| Does the mission communicate the institution’s purpose and its commitment to providing quality distance educational offerings?  |[ ] [ ] [ ]
| Is the institution’s mission appropriate to the level of study offered?  |[ ] [ ] [ ]
| Does the mission establish the institution’s identity within the educational community?  |[ ] [ ] [ ]
| **Standard I.A. – 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.

1. **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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution describe the procedures followed by leadership, faculty, staff, administrators, and other stakeholders to regularly review the mission and the continued quality and viability of the institution?  |[ ] [ ] [ ]
| Did the institution explain how often the mission is reviewed by leadership, faculty, staff, administrators, and other stakeholders?  |[ ] [ ] [ ]
| Did the institution provide meeting minutes or other documentation that provided supporting evidence that the mission is regularly reviewed?  |[ ] [ ] [ ]
| Did the institution identify who is responsible for ensuring that the mission is readily accessible to students, faculty, staff, other stakeholders, and the public?  |[ ] [ ] [ ]
| Did the institution describe where the mission is published to demonstrate that it is readily accessible to students, faculty, staff, other stakeholders, and the public?  |[ ] [ ] [ ]
| **Standard I.B. – 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.

1. **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).

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution provide the key indicators it uses to measure the achievement of its mission?  |[ ] [ ] [ ]
| Did the institution adequately describe how the achievement of these key indicators demonstrates that it is effectively carrying out its mission?  |[ ] [ ] [ ]
| Did the institution identify who is responsible for documenting the institution’s achievement of its mission?  |[ ] [ ] [ ]
| Did the institution describe processes used to seek input from relevant groups regarding the extent to which it achieves its mission?  |[ ] [ ] [ ]
| Did the institution provide samples of the type of data collected for review that is relevant to the key indicators?  |[ ] [ ] [ ]
| Did the institution describe how it shares information on the achievement of its mission with relevant groups?  |[ ] [ ] [ ]
| Did the institution describe how the information received from relevant groups is incorporated into improvement planning? |[ ] [ ] [ ]
| **Standard I.C. – 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.

## 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution describe its efforts to monitor institutional effectiveness?  |[ ] [ ] [ ]
| Did the institution provide examples of the data collected and analyzed for monitoring institutional effectiveness?  |[ ] [ ] [ ]
| Did the institution describe its research practices and data collection and analysis processes?  |[ ] [ ] [ ]
| Did the institution provide the key indicators that it uses to measure its effectiveness and to determine if improvements are needed?  |[ ] [ ] [ ]
| Are the institution’s key indicators and the data collected, adequate to measure effectiveness and inform necessary improvements?  |[ ] [ ] [ ]
| Did the institution describe and provide examples of improvements to its educational offerings based on the data collected and analyzed from its research?  |[ ] [ ] [ ]
| Did the institution describe and provide examples of how it improves its student services based on the data collected and analyzed from its research? |[ ] [ ] [ ]
| Did the institution describe and provide examples of how it improves its administrative operations based on the data collected and analyzed from its research?  |[ ] [ ] [ ]
| Did the institution describe how institutional effectiveness studies inform the ongoing development of its curricula and services?  |[ ] [ ] [ ]
| Did the institution describe how often its institutional effectiveness programs and data are reviewed to determine achievement of initiatives?  |[ ] [ ] [ ]
| Did the institution describe the action plans undertaken during its most recent institutional effectiveness planning cycle?  |[ ] [ ] [ ]
| **Standard II.A. – 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.

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

1. **Description of Program Outcomes:** Program outcomes are clearly defined, simply stated, and indicate the benefits for students who are reasonably capable of completing the educational offering. Course learning outcomes are linked to program outcomes as identified by the institution and are consistent with the curricula offered.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution describe how it develops program outcomes?  |[ ] [ ] [ ]
| Did the institution provide its program outcomes for each educational offering?  |[ ] [ ] [ ]
| Did the institution describe how it ensures that all program outcomes are current and relevant based on research, comparison, subject matter experts, and advisory council input?  |[ ] [ ] [ ]
| Did the institution describe how the program outcomes guide the development of curricula content?  |[ ] [ ] [ ]
| Did the institution describe how course outcomes are mapped to program outcomes?  |[ ] [ ] [ ]
| Did the institution provide its curriculum maps for all educational offerings?  |[ ] [ ] [ ]
| Did the institution describe how it provides prospective students with information that helps them determine whether the program meets their educational goals based on stated program outcomes?  |[ ] [ ] [ ]
| **Standard III.A. – 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.

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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution describe how it ensures that program outcomes are measurable and reasonably attainable through distance education?  |[ ] [ ] [ ]
| Are the institution’s program outcomes measurable and reasonably attainable through distance education?  |[ ] [ ] [ ]
| Did the institution describe how the program outcomes communicate the expected knowledge, skills, or abilities that students will gain upon completion of the educational offerings?  |[ ] [ ] [ ]
| Did the institution describe how the 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)?  |[ ] [ ] [ ]
| Did the institution 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?  |[ ] [ ] [ ]
| Did the institution describe how program outcomes are comparable to the program outcomes of similar programs offered at appropriately accredited institutions?  |[ ] [ ] [ ]
| Are the institution’s program outcomes comparable to the program outcomes of similar programs offered at appropriately accredited institutions?  |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution provide links or documents that indicate where it publishes all required academic or professional activities?  |[ ] [ ] [ ]

**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 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.

* 1. Capstone projects, if required, are consistent with academic and professional standards based on commonly accepted higher education practices and any applicable relevant professional organizations. Capstone project learning outcomes are clearly stated.

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| **Questions** | **Yes** | **No** | **N/A** |
| If the institution requires capstone or similar culminating projects, did it adequately describe and publish all capstone/culminating project requirements?  |[ ] [ ] [ ]
| Did the institution describe how the capstone or similar culminating projects are consistent with academic and professional standards based on commonly accepted higher education practices?  |[ ] [ ] [ ]
| Are the institution’s capstone or similar culminating project requirements consistent with academic and professional standards based on commonly accepted higher education practices?  |[ ] [ ] [ ]
| Did the institution provide a link or document where the capstone or culminating project learning outcomes are clearly stated?  |[ ] [ ] [ ]

 **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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution describe how it ensures that doctoral degree program outcomes are advanced, focused, and scholarly?  |[ ] [ ] [ ]
| Are the institution’s doctoral degree program outcomes advanced, focused, and scholarly?  |[ ] [ ] [ ]
| Did the institution describe how doctoral degree program outcomes provide the breadth and depth of learning that is indicative of advanced degrees?  |[ ] [ ] [ ]
| Do the institution’s doctoral degree program outcomes provide the breadth and depth of learning that is indicative of advanced degrees?  |[ ] [ ] [ ]

**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.

* + 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution 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?  |[ ] [ ] [ ]
| Does the institution’s professional doctoral degree prepare 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?  |[ ] [ ] [ ]

**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.

* + 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution describe how the learning activities (e.g., practica, seminars, in-residence requirements, research activities, capstone or similar culminating experience, dissertation) are assimilated to support the program outcomes?  |[ ] [ ] [ ]
| Do the institution’s learning activities (e.g., practica, seminars, in-residence requirements, research activities, capstone or similar culminating experience, dissertation) support the program outcomes?  |[ ] [ ] [ ]
| Are these required learning activities clearly disclosed to students?  |[ ] [ ] [ ]
| Are capstone or similar culminating projects consistent with commonly accepted higher education practices?  |[ ] [ ] [ ]
| Does the professional doctoral degree include access to appropriate learning activities and research resources?  |[ ] [ ] [ ]
| Does the professional doctoral degree include a dissertation/research project supervised by an appropriately qualified committee?  |[ ] [ ] [ ]
| Is the institution’s sequencing of required learning activities throughout the program adequate?  |[ ] [ ] [ ]

**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.

* + 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution’s professional doctoral degree program require students to work with a supervisory dissertation/research project committee?  |[ ] [ ] [ ]
| Does the institution require a supervisory dissertation/research project committee comprised of individuals knowledgeable in graduate-level study and research methods in the discipline?  |[ ] [ ] [ ]
| Does the institution’s doctoral degree program curricula include the history and development of the field of study and its foundational theoretical principles?  |[ ] [ ] [ ]

**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.

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

1. **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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Are the institution’s curricula and instructional materials appropriately designed to promote effective distance education study?  |[ ] [ ] [ ]
| Does the institution use adequate technology to effectively deliver all curricula and instructional materials?  |[ ] [ ] [ ]
| Does the institution have an adequate process for maintaining up-to-date technology and ensuring its reliability?  |[ ] [ ] [ ]
| **Standard III.C. – 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.

1. **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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution describe the principles of learning it follows throughout the curriculum development process?  |[ ] [ ] [ ]
| Is the institution’s curriculum organization and content grounded in distance education instructional design principles and supported by sound research?  |[ ] [ ] [ ]
| Does the institution provide appropriate study instructions for students?  |[ ] [ ] [ ]
| Does the institution provide appropriate instructions for accessing and using instructional materials?  |[ ] [ ] [ ]
| Does the institution follow a consistent process for ensuring that all curricula and instructional materials are up to date and reflect current knowledge and practice?  |[ ] [ ] [ ]
| Does the institution follow a curriculum review schedule?  |[ ] [ ] [ ]
| Does the institution follow a consistent process for ensuring that content errors are corrected in curricula and instructional materials between regularly scheduled program reviews?  |[ ] [ ] [ ]
| Does the institution follow a consistent process for ensuring that curricula and instructional materials are sufficiently comprehensive for students to achieve the stated program outcomes? |[ ] [ ] [ ]
| Are the organization and content of the institution’s curricula supported by reliable research and practice?  |[ ] [ ] [ ]
| Does the institution’s curriculum reflect current knowledge and industry practice?  |[ ] [ ] [ ]
| **Degree Programs:** Are the institution’s degree programs recognized and generally accepted by higher education and/or relevant professional communities?  |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution use an advisory council or other means to obtain external/industry feedback on its educational activities?  |[ ] [ ] [ ]
| Did the institution provide evidence of advisory council meetings and feedback received?  |[ ] [ ] [ ]
| **Degree Programs:** Does the institution maintain an advisory council for each major group of degree programs or major subject matter discipline it offers?  |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution use a consistent process for determining whether courses in a program require prerequisites?  |[ ] [ ] [ ]
| Does the institution use an adequate process for determining whether courses should be offered in a prescribed sequence to maximize student achievement of program outcomes?  |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution offer general education courses?  |[ ] [ ] [ ]
| Do the institution’s general education courses convey broad knowledge and intellectual concepts to students similar to general education courses offered at appropriately accredited institutions?  |[ ] [ ] [ ]
| Do the institution’s general education courses develop skills and attitudes that contribute to civic engagement, academic achievement, and professional attainment similar to other general education courses offered at appropriately accredited institutions?  |[ ] [ ] [ ]
| Does the general education curriculum encompass the subject areas identified in Standard III.D.3? |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution offer associate degree programs?  |[ ] [ ] [ ]
| Are the institution’s associate degree programs designed and offered in a way that balances distinct types of education and training?  |[ ] [ ] [ ]
| Do the institution’s associate degree programs include comprehensive curricula with appropriate coursework to achieve stated program outcomes?  |[ ] [ ] [ ]
| Did the institution state the number of semester credit hours or quarter credit hours required for successful completion of its associate degree programs, and does that number meet DEAC minimum requirements?  |[ ] [ ] [ ]
| Does the percentage of credits allocated to the general education courses for program completion meet DEAC minimum requirements?  |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution offer bachelor’s degree programs?  |[ ] [ ] [ ]
| Are the institution’s bachelor’s degree programs designed and offered in a way that balances distinct types and levels of education?  |[ ] [ ] [ ]
| Do the institution’s bachelor’s degree programs include comprehensive curricula with appropriate coursework to achieve program outcomes?  |[ ] [ ] [ ]
| Did the institution 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? |[ ] [ ] [ ]
| Did the institution state the number of semester credit hours or quarter credit hours required for successful completion of its bachelor’s degree programs, and does that number meet DEAC minimum requirements?  |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution offer master’s degree programs?  |[ ] [ ] [ ]
| Are the institution’s master’s degree programs 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?  |[ ] [ ] [ ]
| Do the institution’s master’s degree programs provide students with an understanding of research methods appropriate to the academic discipline?  |[ ] [ ] [ ]
| Did the institution describe how the curricula expose students to specialized concepts and techniques central to the academic discipline? |[ ] [ ] [ ]
| Are the institution’s graduate-level courses based on appropriate prerequisites, learning outcomes, and assessments that require students to synthesize advanced knowledge and master skills in the academic discipline?  |[ ] [ ] [ ]
| Does the institution require students to complete graduate courses in a prescribed sequence to facilitate student achievement of program outcomes?  |[ ] [ ] [ ]
| Did the institution state the number of semester credit hours or quarter credit hours required for successful completion of its master’s degree programs, and does that number meet DEAC minimum requirements? |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution offer first professional degree programs?  |[ ] [ ] [ ]
| Do the institution’s first professional degree programs identify and teach competencies and establish the academic rigor required for successful practice in the discipline? |[ ] [ ] [ ]
| Does the institution require prior undergraduate education for admission to the first professional degree program, and is it consistent with other similar programs offered at appropriately accredited institutions?  |[ ] [ ] [ ]
| Does the institution adequately measure 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?  |[ ] [ ] [ ]
| Did the institution state the number of semester credit hours or quarter credit hours required for successful completion of its first professional degree programs, and does that number meet DEAC minimum requirements? |[ ] [ ] [ ]

**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.

* 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 program demonstrates 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution offer professional doctoral degree programs?  |[ ] [ ] [ ]
| Do the institution’s professional doctoral degree programs identify and teach the competencies that support advancements in the field of study?  |[ ] [ ] [ ]
| Do the institution’s professional doctoral degree programs establish a distinct level of academic rigor requiring students to engage, synthesize, and master advanced specialized knowledge and theoretical concepts? |[ ] [ ] [ ]
| Does the institution measure graduates’ ability to conduct, interpret, and apply the results of appropriate research, and are the measures in place adequate?  |[ ] [ ] [ ]
| Does the institution provide adequate oversight and advising throughout all phases of the professional doctoral degree program, including clinical practice or fieldwork required by the field of study?  |[ ] [ ] [ ]

**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.

* + 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution state the number of semester credit hours or quarter credit hours required for successful completion of its professional doctoral degree programs, and does that number meet DEAC minimum requirements? |[ ] [ ] [ ]
| Does the number of semester credit hours or quarter credit hours assigned to the dissertation or final research project meet DEAC minimum requirements?  |[ ] [ ] [ ]
| Are the minimum and maximum amount of time students have to complete the program, from the date of initial enrollment appropriate, based on commonly accepted practices?  |[ ] [ ] [ ]

**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.

* + 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Do the institution’s professional doctoral degree dissertation, capstone, or culminating project requirements involve students making original contributions to the field of study and integrate appropriate applied research methods?  |[ ] [ ] [ ]
| Is the doctoral committee’s process for approving dissertation, capstone, or culminating project topics appropriate?  |[ ] [ ] [ ]
| Does the institution’s dissertation, capstone, or culminating project manual offer adequate guidance to students in identifying, researching, writing on, and presenting the selected topic?  |[ ] [ ] [ ]
| Is the process followed by doctoral candidates to defend their dissertations, capstone, or culminating projects before a doctoral committee via distance or in-person adequate and consistent with similar doctoral requirements of other appropriately accredited programs?  |[ ] [ ] [ ]
| Is the approval process for dissertations, capstone, or culminating projects adequate and consistent with similar doctoral requirements of other appropriately accredited programs? |[ ] [ ] [ ]

**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.

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

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 XIII F.4 and F.5, Changes in Educational Offerings."

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution provide a copy of its curriculum development manual?  |[ ] [ ] [ ]
| Are the institution’s curriculum content developers (e.g., subject matter experts) appropriately qualified?  |[ ] [ ] [ ]
| Did the institution provide evidence of curriculum content developers’ qualifications? |[ ] [ ] [ ]
| Are the institution’s distance education instructional designers appropriately qualified?  |[ ] [ ] [ ]
| Did the institution provide evidence of instructional designers’ qualifications? |[ ] [ ] [ ]
| Does the institution follow adequate processes for verifying that all curriculum content developers are competent in distance education instructional practices, or does the institution follow adequate processes for coordinating the work of curriculum content developers with qualified instructional designers?  | [ ]  | [ ]  | [ ]  |
| Are both the institution’s curriculum content developers and the curriculum development process adequate for ensuring that the curricula are aligned with stated program outcomes? |[ ] [ ] [ ]
| Are the institution’s curricula appropriately aligned with stated program outcomes?  |[ ] [ ] [ ]
| Did the institution appropriately define its model for distance education delivery as either correspondence, online, or hybrid (e.g., a combination of online learning with in-residence components)? |[ ] [ ] [ ]
| Does the institution contract with any third parties for education delivery? |[ ] [ ] [ ]
| Does the institution adequately describe any third-party educational delivery contracting it conducts? |[ ] [ ] [ ]
| Did the institution provide copies of its contracts for third-party educational delivery? |[ ] [ ] [ ]
| Does the percentage(s) of education delivered by third parties comply with DEAC Processes and Procedures, Part Two, Section XIII. 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.

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. 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution provide its policy for determining and assigning academic units of measurement?  |[ ] [ ] [ ]
| Is the institution’s process for measuring and documenting the amount of time it takes the average student to achieve the learning outcomes (as a means of assigning academic units of measurement) adequate, based on accepted best practices?  |[ ] [ ] [ ]
| Does the institution follow adequate processes for ensuring that all academic units of measurement are assigned based on the level of educational offering?  |[ ] [ ] [ ]
| Are all assigned academic units of measurement appropriate, based on the level of educational offering?  |[ ] [ ] [ ]
| **Standard III.F. – 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.

1. **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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution offer learning resources that are designed to adequately support the educational offerings? |[ ] [ ] [ ]
| Are all student learning resources appropriate to the level and scope of the educational offerings?  |[ ] [ ] [ ]
| Are all faculty learning resources appropriate to the level and scope of the educational offerings?  |[ ] [ ] [ ]
| Do program designers, curriculum developers, and faculty appropriately integrate teaching aids, learning resources, educational media, and supplemental instructional aids when creating educational offerings?  |[ ] [ ] [ ]
| Are learning resources, libraries, and resource-related services adequate to support students’ achievement of program learning outcomes?  |[ ] [ ] [ ]
| Are learning resources regularly reviewed to ensure that they meet student and faculty needs?  |[ ] [ ] [ ]
| Does the institution employ or contract with an appropriately qualified librarian, based on the level and scope of educational offerings?  |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Are learning resources regularly evaluated to ensure that they meet undergraduate student needs and support the institution’s undergraduate programs and mission?  |[ ] [ ] [ ]
| Are the institution’s processes adequate for selecting, acquiring, organizing, and maintaining educational materials to support all undergraduate educational offerings? |[ ] [ ] [ ]
| Are faculty appropriately involved in evaluating and selecting undergraduate learning resources?  |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Are learning resources regularly evaluated to ensure that they meet graduate student needs and support the institution’s graduate programs and mission?  |[ ] [ ] [ ]
| Are the institution’s processes adequate for selecting, acquiring, organizing, and maintaining educational materials to support all graduate educational offerings? |[ ] [ ] [ ]
| Are faculty appropriately involved in evaluating and selecting graduate-level learning resources?  |[ ] [ ] [ ]
| Does the institution provide graduate students access to library and other learning resources that are sufficient for graduate-level research?  |[ ] [ ] [ ]
| Does the institution adequately encourage the use of library services, and if required, research and laboratory facilities?  |[ ] [ ] [ ]

**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.

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

1. **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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution use appropriate examinations and assessments throughout the curricula? |[ ] [ ] [ ]
| Are the examinations and assessments adequate to measure student achievement of stated program outcomes?  |[ ] [ ] [ ]
| Does the institution adequately monitor and measure results of examinations and assessments to ensure that students are achieving the stated program outcomes?  |[ ] [ ] [ ]

**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.

* 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).

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution adequately assess and evaluate undergraduate student achievement?  |[ ] [ ] [ ]
| Are the institution’s examinations and assessments designed to measure student mastery of identified knowledge, skills, and abilities applicable to the undergraduate degrees offered?  |[ ] [ ] [ ]
| Does the institution follow adequate procedures for verifying that degree candidates have met all graduation requirements?  |[ ] [ ] [ ]

**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.

* 1. 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).

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution adequately assess and evaluate graduate student achievement?  |[ ] [ ] [ ]
| Does the institution require a culminating experience for successful completion of its master’s program(s)?  |[ ] [ ] [ ]
| Is the required culminating experience appropriate, based on accepted best practices of other similar master’s degree programs?  |[ ] [ ] [ ]
| Does the required culminating experience adequately measure students’ achievement of program outcomes?  |[ ] [ ] [ ]
| Are the institution’s examinations and assessments designed to measure student mastery of advanced scholarship, theoretical concepts, and the skills and abilities applicable to the master’s degrees offered?  |[ ] [ ] [ ]
| Does the institution follow adequate procedures for verifying that degree candidates have met all graduation requirements?  |[ ] [ ] [ ]

**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.

* 1. First Professional and Doctoral Degrees

The institution assesses student achievement through multiple means of evaluation, including qualifying examinations, comprehensive examinations, and dissertation or final research project. The institution requires students to successfully complete a comprehensive examination when all coursework is completed and prior to commencing work on the dissertation or final research project.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution adequately assess and evaluate student achievement?  |[ ] [ ] [ ]
| Does the institution’s use of qualifying and comprehensive examinations, as well as dissertations or final research projects, adequately measure student achievement, including mastery of advanced scholarly knowledge, theoretical concepts, or specialized content areas specific to the discipline?  |[ ] [ ] [ ]
| Are the institution’s requirements for completing qualifying examinations adequate? |[ ] [ ] [ ]
| Are the institution’s requirements for completing comprehensive examinations adequate?  |[ ] [ ] [ ]
| Does the institution publish an adequate process for students to follow for completing a dissertation or final research project? |[ ] [ ] [ ]
| Does the institution follow adequate procedures for verifying that degree candidates have met all graduation requirements?  |[ ] [ ] [ ]

**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.

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

1. **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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Are the institution’s student integrity and academic honesty policies adequate?  |[ ] [ ] [ ]
| Does the institution consistently enforce its student integrity and academic honesty policies?  |[ ] [ ] [ ]
| Are the institution’s procedures for verifying student identity effective?  |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Are the institution’s procedures adequate for determining (1) that the student who takes the assessment is the same person who enrolled in the program and (2) that the assessment results reflect the student’s own knowledge and competence in accordance with stated learning outcomes?  |[ ] [ ] [ ]
| Did the institution describe how it meets the requirement for student identity by using a secure login and passcode, administering proctored assessments, or by employing other means of secure technology?  |[ ] [ ] [ ]

**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.

* 1. Degree Programs

In addition to the requirements for non-degree programs above, degree-granting institutions meet this requirement by administering proctored assessments at appropriate 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Are the institution’s procedures for administering proctored assessments to students enrolled in degree programs adequate for verifying student identity?  |[ ] [ ] [ ]
| Is the institution’s process for determining the placement of proctored assessments at intervals throughout the program of study adequate to ensure verification of students’ identity?  |[ ] [ ] [ ]
| Are the processes followed by proctors adequate to confirm students’ identity?  |[ ] [ ] [ ]

**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.

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

1. **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)

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have adequate policies and procedures in place for students to follow when human research is involved in their final research project or dissertation?  |[ ] [ ] [ ]
| Does the institution require prior formal review and approval by an institutional review board (IRB) of all research involving human subjects?  |[ ] [ ] [ ]
| Does the institution have appropriate processes in place to ensure that human subjects are not placed at undue risk and that they have voluntarily agreed to participate and have signed a consent form?  |[ ] [ ] [ ]
| Does the institution’s institutional review board (IRB) meet all federal regulations?  |[ ] [ ] [ ]
| Did the institution provide evidence that all institutional review board (IRB) members have received appropriate training?  |[ ] [ ] [ ]
| Did the institution provide evidence that all students receive appropriate training prior to engaging in research projects involving human subjects? |[ ] [ ] [ ]
| **Standard III.J. – 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.

## Standard IV: Educational and Student Support Services

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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Are students adequately informed of the institution’s minimum technology requirements prior to admission? |[ ] [ ] [ ]
| Does the institution adequately use technology or other appropriate means (e.g. correspondence) to optimize interaction between the institution and students?  |[ ] [ ] [ ]
| Does the institution’s use of technology effectively enhance and support instructional and educational services?  |[ ] [ ] [ ]
| Does the institution offer adequate training and support for students and faculty in the use of the technology used to deliver its educational offerings?  |[ ] [ ] [ ]
| Are the institution’s plans for maintaining current technology and adopting new technology adequate, based on its educational offerings?  |[ ] [ ] [ ]
| **Standard IV.A. – 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.

1. **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 these channels.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution offer various ways for students to submit inquiries and assignments?  |[ ] [ ] [ ]
| Does the institution adequately respond to administrative inquiries (e.g., admissions, enrollment, transcript requests, technology)?  |[ ] [ ] [ ]
| Does the institution adequately respond to academic inquiries (e.g., assignment submission, assessment requirements, grades)?  |[ ] [ ] [ ]
| Are the procedures followed by faculty/instructors for reviewing, evaluating, and grading examinations and assessments adequate?  |[ ] [ ] [ ]
| **Standard IV.B. – 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.

1. **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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution offer adequate academic advising and instructional support to assist students having difficulties in meeting program requirements?  |[ ] [ ] [ ]
| Does the institution’s academic advising and instructional support encourage students to meet program requirements, achieve program and course outcomes, and attain educational goals?  |[ ] [ ] [ ]
| Does the institution adequately accommodate the needs of students, as required by applicable federal and state laws?  |[ ] [ ] [ ]
| Are the institution’s procedures for ensuring students equal access to educational offerings adequate?  |[ ] [ ] [ ]
| **Standard IV.C. – 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.

1. **Encouragement of Students:** The institution’s policies and procedures optimize interaction between the institution and students. The interaction proactively promotes student completion and success.

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| **Questions** | **Yes** | **No** | **N/A** |
| Are the institution’s policies, procedures, and time frames for monitoring and encouraging student progress adequate?  |[ ] [ ] [ ]
| Are the various types of contact used by the institution adequate to encourage students to achieve stated program outcomes?  |[ ] [ ] [ ]
| Are the institution’s efforts to encourage students separate from efforts to collect delinquent tuition?  |[ ] [ ] [ ]
| **Standard IV.D. – 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.

1. **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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Is the institution’s satisfactory academic progress policy adequate, based on its educational offerings and mission?  |[ ] [ ] [ ]
| Does the institution have appropriate qualitative and quantitative standards that adequately measure student progress?  |[ ] [ ] [ ]
| Does the institution consistently enforce its satisfactory academic progress policy if the student is unable to meet minimum standards of progress?  |[ ] [ ] [ ]
| Did the institution identify who is responsible for monitoring student progress?  |[ ] [ ] [ ]
| Does the institution regularly monitor and verify student progress based on its satisfactory academic progress policy?  |[ ] [ ] [ ]
| Does the institution inform students of their academic progress and standing in the program at appropriate intervals?  |[ ] [ ] [ ]
| **Standard IV.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.

1. **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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Is the institution’s approach to grading adequate and consistent with accepted best practices?  |[ ] [ ] [ ]
| Does the institution have procedures in place to ensure that faculty/instructors apply the grading policy with consistency and fairness?  |[ ] [ ] [ ]
| Did the institution identify who is responsible for ensuring that all grading is conducted accurately, fairly, and consistently?  |[ ] [ ] [ ]
| Did the institution provide a link to its published grading policies and other related academic policies?  |[ ] [ ] [ ]
| **Standard IV.F. – 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.

1. **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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution require students to submit appropriate academic records based on its educational offerings?  |[ ] [ ] [ ]
| Does the institution maintain appropriate documents in students’ records based on its educational offerings?  |[ ] [ ] [ ]
| Is the institution’s process for maintaining student academic records adequate?  |[ ] [ ] [ ]
| Does the institution maintain academic records for a sufficient period of time, based on federal, state, and professional requirements?  |[ ] [ ] [ ]
| Does the institution follow appropriate procedures for maintaining records of students’ examinations and assessments? |[ ] [ ] [ ]
| Are the institution’s procedures for securing, maintaining, and protecting student records adequate?  |[ ] [ ] [ ]
| Are student records readily accessible to authorized staff and faculty?  |[ ] [ ] [ ]
| Does the institution offer adequate transcript services for current students and alumni?  |[ ] [ ] [ ]
| **Standard IV.G. – 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.

1. **Confidentiality and Privacy:** The institution’s policies protect student confidentiality and privacy as required by applicable federal and state laws.

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| **Questions** | **Yes** | **No** | **N/A** |
| Are the institution’s confidentiality and privacy policies adequate and consistent with applicable federal and state laws?  |[ ] [ ] [ ]
| Do the institution procedures adequately protect student confidentiality and privacy as required by applicable federal and state laws?  |[ ] [ ] [ ]
| **Standard IV.H. – 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.

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

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution provide adequate support services for students enrolled, based on its educational offerings?  |[ ] [ ] [ ]
| Are these support services readily available to students?  |[ ] [ ] [ ]
| Does the institution offer career and alumni services?  |[ ] [ ] [ ]
| If so, are the career and alumni services offered adequate, based on its educational offerings and consistent with the institution’s mission?  |[ ] [ ] [ ]
| **Standard IV.I. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. **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.

1. **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.
	3. The institution’s complaint policy states how complaints can be filed with state agencies and its accrediting organization.
	4. 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Is the institution’s complaint policy adequate, and is it appropriately published?  |[ ] [ ] [ ]
| Does the institution follow adequate procedures for receiving, responding to, and addressing student complaints? |[ ] [ ] [ ]
| Did the institution resolve adequately and in a timely manner any complaints received in the past five years?  |[ ] [ ] [ ]
| Does the institution’s complaint policy provide students with information on filing a complaint with the appropriate state licensing or authorizing authority and DEAC?  |[ ] [ ] [ ]
| Does the institution retain complete files for all complaints filed against the institution, its faculty, staff, students, or other associated parties for an appropriate length of time, as defined by Standard VI.J.5? |[ ] [ ] [ ]
| **Standard IV.J. – 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.

## Standard V: Student Achievement and Satisfaction

1. **Student Achievement:** The institution evaluates student achievement using indicators that it determines are appropriate relative to its mission and educational offerings. The institution evaluates student achievement by collecting data from outcomes assessment activities using direct and indirect measures. The institution maintains systematic and ongoing processes for assessing student learning and achievement, analyzes data, and documents that the results meet both internal and external benchmarks, including those comparable to courses or programs offered at peer DEAC-accredited institutions. The institution demonstrates and documents how the evaluation of student achievement drives quality improvement of educational offerings and support services.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution provide its outcomes assessment plan?  |[ ] [ ] [ ]
| Is the institution’s outcomes assessment plan comprehensive? |[ ] [ ] [ ]
| Does the institution have systematic procedures for collecting outcomes assessment data?  |[ ] [ ] [ ]
| Does the institution identify direct measures (e.g., assignment, examination, or assessment) that provide the necessary information it uses to measure and determine if students are achieving program and course outcomes?  |[ ] [ ] [ ]
| Did the institution identify benchmarks or standards it uses to measure whether students are achieving the stated program and course outcomes?  |[ ] [ ] [ ]
| Does the institution use data collected from direct measures as a result of its outcomes assessment plan to improve and enhance its educational offerings and support services?  |[ ] [ ] [ ]
| Did the institution provide adequate evidence that it meets DEAC’s most recently published benchmarked standards for graduation and completion rates?  |[ ] [ ] [ ]
| Does the institution use consistent processes to monitor student persistence and retention?  |[ ] [ ] [ ]
| Does the institution use consistent processes to monitor student graduation rates?  |[ ] [ ] [ ]
| Does the institution adequately monitor the employment status of graduates of programs that indicate a specific career as an outcome for the program?  |[ ] [ ] [ ]
| For programs that indicate a specific career or other benefit as an outcome or prepare students for state licensure/certification examination required for entering a profession, does the institution use consistent processes for collecting data on student achievement of that outcome(s)?  |[ ] [ ] [ ]
| For programs that indicate job placement, did the institution provide evidence of employer acceptance of graduates? |[ ] [ ] [ ]
| For programs that indicate a specific career or other benefit as an outcome, does the institution gather and use information from employers about future employment prospects for graduates of these programs?  |[ ] [ ] [ ]
| Does the institution adequately disclose information to the public on the achievement of its students?  |[ ] [ ] [ ]
| **Standard V.A. – 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.

1. **Student Satisfaction:** The institution systematically seeks student and alumni opinions as one basis for evaluating and improving curricula, instructional materials, method of delivery, and student services. The institution regularly collects evidence that students are satisfied with the administrative, educational, and support services provided.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution provide evidence that it systematically seeks student and alumni opinions as one basis for evaluating and improving curricula, instructional materials, method of delivery, and student services?  |[ ] [ ] [ ]
| Does the institution identify indirect measures that it uses to measure student satisfaction?  |[ ] [ ] [ ]
| Did the institution identify benchmarks or standards that it uses to measure student satisfaction?  |[ ] [ ] [ ]
| Does the institution use data collected from indirect measures as a result of its outcomes assessment plan to improve and enhance its educational offerings and support services?  |[ ] [ ] [ ]
| **Standard V.B. – 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.

1. **Performance Disclosures:** The institution routinely discloses on its website reliable, current, and accurate information on its performance, including student achievement, as determined by the institution.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution disclose outcomes assessment performance measures on its website?  |[ ] [ ] [ ]
| Is the information disclosed sufficiently current and accurate data on its student achievement?  |[ ] [ ] [ ]
| **Standard V.C. – 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.

## 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Do the institution’s academic leaders possess the knowledge and experience to support effective distance education delivery of educational offerings?  |[ ] [ ] [ ]
| Is the institution’s academic infrastructure adequate to provide effective distance education delivery of educational offerings?  |[ ] [ ] [ ]
| Do the institution’s academic leaders possess the appropriate academic credentials, background, knowledge, ethics, and experience to guide instructional activities?  |[ ] [ ] [ ]
| Are the institution’s academic leaders assigned appropriate responsibilities based on their identified roles within the organization?  |[ ] [ ] [ ]
| **Standard VI.A. – 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.

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 administrative 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution’s CAO or education director possess appropriate academic administrative experience and competence to lead and manage educational offerings in a distance education environment? |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution’s chief academic officer, education director, or other individual in a similar oversight position possess the appropriate academic credentials, background, knowledge, and experience to oversee the educational offerings?  |[ ] [ ] [ ]
| Are the role and administrative responsibilities of the CAO or education director appropriate for the position?  |[ ] [ ] [ ]
| Does the CAO or education director oversee educational, editorial, and research activities for the educational offerings and inform marketing decisions?  |[ ] [ ] [ ]
| Does the institution’s CAO or education director possess academic credentials that support the responsibilities for leadership, supervision, and oversight of faculty, curriculum design, and student achievement?  |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution identify the director responsible for overseeing the doctoral programs?  |[ ] [ ] [ ]
| Does the doctoral program director possess previous higher education administrative experience and distance learning knowledge necessary to lead doctoral programs?  |[ ] [ ] [ ]
| Does the doctoral program director possess earned academic credentials that are relevant to the degree program being offered?  |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Is the institution’s policy for selecting a doctoral committee adequate and consistent with accepted best practices?  |[ ] [ ] [ ]
| Does the institution follow consistent procedures for ensuring that doctoral committee members have the appropriate credentials, scholarship, experience, and practice in the field of study?  |[ ] [ ] [ ]
| Does the institution provide students with an adequate process for nominating faculty to their doctoral committee?  |[ ] [ ] [ ]

**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.

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| **Standard VI.B. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

1. **Instructors, Faculty, and Staff:** Faculty/instructors are qualified and appropriately credentialed to teach the subject at the assigned level. The institution employs a sufficient number of qualified faculty/instructors to provide individualized instructional service to each student. The institution maintains faculty/instructor résumés, official transcripts, and copies of applicable licenses or credentials on file. Faculty/instructors are carefully screened for appointment and are properly and continuously trained on institutional policies, learner needs, instructional approaches and techniques, and the use of instructional technology. The institution regularly evaluates faculty and administrator performance using clear, consistent procedures. The institution assures that faculty are appropriately involved and engaged in the curricular and instructional aspects of the educational offerings. Faculty are assigned responsibilities based on their degree qualifications and/or area(s) of expertise.

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| **Questions** | **Yes** | **No** | **N/A** |
| Are the institution’s faculty/instructor qualifications appropriate for the subject areas taught and the credential level of programs offered?  |[ ] [ ] [ ]
| Does the institution employ or contract with a sufficient number of qualified faculty/instructors to provide individualized instructional service to students?  |[ ] [ ] [ ]
| Does the institution maintain adequate documentation to demonstrate that faculty/instructors are appropriately qualified? |[ ] [ ] [ ]
| Does the institution follow consistent processes for screening faculty/instructors for appointment?  |[ ] [ ] [ ]
| Are faculty/instructors continuously trained in institutional policies, learner needs, instructional approaches and techniques, and the use of instructional technology?  |[ ] [ ] [ ]
| Does the institution regularly evaluate faculty/instructor and staff performance? |[ ] [ ] [ ]
| Are faculty/instructors appropriately involved and engaged in the curricular and instructional aspects of the educational offerings?  |[ ] [ ] [ ]
| Are faculty assigned responsibilities based on their degree qualifications and/or area(s) of expertise? |[ ] [ ] [ ]
| If the institution uses external faculty/instructors, technical advisors, researchers, or subject matter specialists, are they hired in accordance with institutional policies and appropriately monitored throughout their engagement? |[ ] [ ] [ ]
| Does the institution describe its contractual arrangements, including the method of compensation, for any faculty/instructor/staff and external individuals? |[ ] [ ] [ ]
| Did the institution provide data on and reasons for any faculty turnover in the past five years? |[ ] [ ] [ ]
| Does the institution have appropriate procedures in place for publishing, as well as policies in place for preventing and resolving faculty conflicts of interest?  |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have adequate policies on required qualifications for faculty teaching high school program courses?  |[ ] [ ] [ ]
| Are the qualifications for faculty teaching high school program courses consistent with accepted best practices?  |[ ] [ ] [ ]
| Does the institution make any exceptions to qualifications for faculty teaching high program courses? If so, are they appropriate?  |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have adequate policies on required qualifications for faculty teaching non-degree courses?  |[ ] [ ] [ ]
| Are the qualifications for faculty teaching non-degree courses consistent with accepted best practices?  |[ ] [ ] [ ]
| Does the institution make any exceptions to qualifications for faculty teaching non-degree courses? If so, are they appropriate?  |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have adequate policies to ensure that faculty possess earned credentials awarded by appropriately accredited institutions and/or practical experience in the field, as well as current licenses and/or certifications if applicable?  |[ ] [ ] [ ]
| Are the institution’s academic preparation and practical experience requirements for faculty teaching in occupational/technical associate degree programs consistent with accepted best practices?  |[ ] [ ] [ ]
| Does the institution have appropriate procedures in place for ensuring that faculty possess adequate academic preparation and practical experience?  |[ ] [ ] [ ]
| Does the institution have adequate policies to ensure that faculty possess earned credentials awarded by appropriately accredited institutions and/or practical experience in the field, as well as current licenses and/or certifications if applicable?  |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have adequate policies on required qualifications for faculty teaching at the undergraduate level?  |[ ] [ ] [ ]
| Are the qualifications for faculty teaching at the undergraduate level consistent with accepted best practices?  |[ ] [ ] [ ]
| Does the institution have appropriate procedures in place for ensuring that faculty are properly qualified and possess the necessary academic preparation and experience? |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have adequate policies on required qualifications for faculty teaching at the master’s degree level?  |[ ] [ ] [ ]
| Are the qualifications for faculty teaching at the master’s degree level consistent with accepted best practices?  |[ ] [ ] [ ]
| Does the institution have appropriate procedures in place for ensuring that faculty are properly qualified and possess the necessary academic preparation and experience? |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have adequate policies for faculty qualification equivalency? |[ ] [ ] [ ]
| Do the institution’s policies ensure that faculty qualification equivalency is only considered in limited and exceptional cases? |[ ] [ ] [ ]
| Does the institution require appropriate documentation 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.?  |[ ] [ ] [ ]
| Does the institution have adequate procedures in place to ensure that adequate oversight of teaching and learning is provided by individuals who possess appropriate degree qualifications as set forth in Standards VI.C.4 and VI.C.5? |[ ] [ ] [ ]

**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.

* 1. 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have adequate policies on required qualifications for faculty teaching at the first professional degree level?  |[ ] [ ] [ ]
| Are the qualifications for faculty teaching at the first professional degree level consistent with accepted best practices?  |[ ] [ ] [ ]
| Does the institution have appropriate procedures in place for ensuring that faculty are properly qualified and possess the academic preparation and experience consistent with accepted higher education practices?  |[ ] [ ] [ ]
| Does the institution make any exceptions to qualifications for faculty teaching first professional degree level courses? If so, are they appropriate?  |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have adequate policies on required qualifications for faculty teaching at the professional doctoral degree level?  |[ ] [ ] [ ]
| Are the qualifications for faculty teaching at the professional doctoral degree level consistent with accepted best practices?  |[ ] [ ] [ ]
| Does the institution have appropriate procedures in place for ensuring that faculty are properly qualified and possess the academic preparation and experience consistent with accepted higher education practices?  |[ ] [ ] [ ]
| Does the institution make any exceptions to qualifications for faculty teaching professional doctoral degree-level courses? If so, are they appropriate?  |[ ] [ ] [ ]
| Did the institution identify the dedicated dean, director, or other academic officer appointed to oversee the professional doctoral degree programs offered?  |[ ] [ ] [ ]
| Is the professional doctoral dedicated dean, director, or other academic officer appropriately qualified for this position, based on education and experience?  |[ ] [ ] [ ]

**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.

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| **Standard VI.C. – Meets, Partially Meets, Does Not Meet, or Not Applicable**  | Choose a finding. |

1. **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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have an adequate professional development policy for faculty/instructors and staff?  |[ ] [ ] [ ]
| Have the institution’s faculty/instructors and staff participated in appropriate professional development based on their subject area and responsibilities in the past five years?  |[ ] [ ] [ ]
| Does the institution provide faculty/instructors and staff with access to a collection of professional educational materials to keep informed of current trends, developments, techniques, research, and experimentation?  |[ ] [ ] [ ]
| Does the institution offer internal professional development opportunities? If so, are they appropriate to mission and educational offerings? |[ ] [ ] [ ]
| Did the institution provide evidence of how faculty/instructor and staff professional development has informed and enhanced educational offerings and support services?  |[ ] [ ] [ ]
| **Standard VI.D. – 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.

## 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Is the institution’s admissions policy appropriate and consistent with accepted best practices?  |[ ] [ ] [ ]
| Does the institution follow adequate procedures for determining its admissions criteria? |[ ] [ ] [ ]
| Does the institution’s admissions policy ensure that only students who are reasonably capable of completing and benefiting from the educational offerings are enrolled?  |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution adequately inform each prospective student of the admissions criteria, the nature of the education offered, and the demands of the educational offerings? |[ ] [ ] [ ]
| Does the institution require 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? |[ ] [ ] [ ]
| If the institution offers programs that prepare students for state licensing/certification examinations required for entering a profession, does the institution adequately inform each prospective student of licensing examination/certification requirements? |[ ] [ ] [ ]
| If the institution offers programs that prepare students for state licensing/certification examinations required for entering a profession, does the institution adequately inform each prospective student whether the program meets state or federal examination eligibility requirements? |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have an adequate plan for providing reasonable accommodations to students who provide appropriate disability documentation?  |[ ] [ ] [ ]
| If the institution has made accommodations for students, were they adequate based on required applicable laws? |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution follow a process for ensuring that official transcripts are received within one enrollment period, not to exceed 12 semester credit hours?  |[ ] [ ] [ ]
| Does the institution withdraw students when official transcripts are not received within one enrollment period, not to exceed 12 semester credit hours? |[ ] [ ] [ ]

**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.

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| **Standard VIII.A. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

1. **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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Are the institution’s student identity verification policy and practices adequate?  |[ ] [ ] [ ]
| Does the institution follow a process for ensuring that the admitted student is the same student who completes coursework and assessments and is awarded credit? |[ ] [ ] [ ]
| **Standard VIII.B. – 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.

1. **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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution obtain permission from responsible parties prior to enrolling students under compulsory school age?  |[ ] [ ] [ ]
| Does the institution follow a process for ensuring that the pursuit of educational offerings by a compulsory school-aged student is not detrimental to any compulsory schooling? |[ ] [ ] [ ]
| **Standard VIII.C. – 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.

1. **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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Do the institution’s admissions criteria align with its mission and the target student population served?  |[ ] [ ] [ ]
| Does the institution follow an adequate process for developing admissions criteria that ensures that prospective students possess identified qualifications in order to complete the stated educational offerings? |[ ] [ ] [ ]
| Does the institution adequately document that students meet established admissions criteria?  |[ ] [ ] [ ]
| If the institution enrolls students who do not meet its established admissions criteria, are the institution’s policies and procedures for determining the basis for admittance adequate? |[ ] [ ] [ ]
| Is the institution’s documentation of admissions exceptions adequate and does it clearly indicate that students otherwise meet established admissions criteria? |[ ] [ ] [ ]
| Are admissions exceptions only made under limited and exceptional circumstances? |[ ] [ ] [ ]
| Does the institution follow reasonable measures for determining if prospective students’ physical limitations will prevent successful completion of the educational offerings? |[ ] [ ] [ ]

**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.

* 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 on the transcript. Evaluators possess expertise in the educational practices of the country of origin and include an English translation of the review.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution follow adequate procedures for evaluating transcripts that are not in English?  |[ ] [ ] [ ]
| Does the institution publish appropriate admissions requirements for foreign transcript evaluation? |[ ] [ ] [ ]
| Does the institution use appropriate third-party transcript evaluators?  |[ ] [ ] [ ]
| Do the institution’s transcript evaluators possess expertise in the educational practices of the country of origin? |[ ] [ ] [ ]

**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.

* 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 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution follow adequate processes for verifying published language proficiency requirements?  |[ ] [ ] [ ]
| Do the institution’s foreign language verification procedures align with DEAC’s guidance on English Language Proficiency Assessment as disclosed in DEAC Handbook, Part Four: Appendices: Standard IX?  |[ ] [ ] [ ]

**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.

* 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 its 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution adequately document the basis for admissions decisions for non-degree programs?  |[ ] [ ] [ ]
| Does the institution allow self-certification?  |[ ] [ ] [ ]
| If the institution allows self-certification, are the policy and processes followed adequate for verification? |[ ] [ ] [ ]

**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.

* 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.

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution adequately document the basis for admissions decisions for undergraduate degree programs?  |[ ] [ ] [ ]
| Does the institution allow self-certification?  |[ ] [ ] [ ]
| If the institution allows self-certification, are the policy and processes followed adequate for verification? |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution adequately document the basis for admissions decisions for master’s degree programs? |[ ] [ ] [ ]

**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.

* 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.

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution adequately document the basis for admissions decisions for first professional degree programs? |[ ] [ ] [ ]

**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.

* 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.

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution adequately document the basis for admissions decisions for professional doctoral degree programs? |[ ] [ ] [ ]

**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.

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| **Standard VIII.D. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

1. **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.

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution follow adequate procedures for informing applicants of their acceptance or denial of admission?  |[ ] [ ] [ ]
| Does the institution adequately document the basis for any denial of admission? |[ ] [ ] [ ]
| **Standard VIII.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.

1. **Transfer Credits:** 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.

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Is the institution’s transfer credit policy fair and equitable?  |[ ] [ ] [ ]
| Is the institution’s transfer credit policy appropriately published? |[ ] [ ] [ ]
| Is the institution’s process for students requesting transfer credit adequate and consistent with accepted best practices? |[ ] [ ] [ ]
| Does the institution evaluate transfer credit in a manner consistent with accepted best practices?  |[ ] [ ] [ ]
| Does the institution maintain appropriate documentation to substantiate the award of transfer credits?  |[ ] [ ] [ ]
| As appropriate for each program level offered, are transfer credit evaluations performed by qualified individuals with experience in evaluating transcripts?  |[ ] [ ] [ ]
| Are individuals responsible for evaluating transfer credit appropriately trained? |[ ] [ ] [ ]
| Does the institution appropriately document the award of transfer credit?  |[ ] [ ] [ ]
| Does the institution award credit for experiential learning?  |[ ] [ ] [ ]
| Does the institution follow its evaluation criteria for awarding credit for experiential or prior learning?  |[ ] [ ] [ ]
| As appropriate for each program level offered, is prior learning assessment performed by qualified individuals with experience in evaluating prior learning?  |[ ] [ ] [ ]

**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.

* 1. High School

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

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution publish the maximum percentage of credits accepted for transfer into the high school program?  |[ ] [ ] [ ]
| Does the maximum percentage of credits awarded for transfer into the high school program meet DEAC standards?  |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution publish the maximum percentage of credits accepted for transfer into an undergraduate degree program?  |[ ] [ ] [ ]
| Does the maximum percentage of credits awarded for transfer into the undergraduate degree program meet DEAC standards?  |[ ] [ ] [ ]
| Does the maximum percentage of experiential or equivalent credits awarded for transfer into the undergraduate degree program meet DEAC standards? |[ ] [ ] [ ]
| If the institution allows students to seek to transfer more than the maximum percentage typically allowed (75 percent), up to 90 percent as allowed by DEAC Standard VIII.F., does it have appropriate processes in place for the comprehensive assessment of credits earned? |[ ] [ ] [ ]
| If the institution allows students to seek to transfer more than the maximum percentage typically allowed (75 percent), does it adequately document that transfer credits align with its program outcomes? |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution publish the maximum percentage of credits accepted for transfer into a master’s degree program?  |[ ] [ ] [ ]
| Does the maximum percentage of credits awarded for transfer into a master’s degree program meet DEAC standards?  |[ ] [ ] [ ]
| Does the maximum percentage of experiential or equivalent credits awarded for transfer into the master’s degree program meet DEAC standards? |[ ] [ ] [ ]
| If the institution allows students to seek to transfer more than the maximum percentage typically allowed (50 percent), up to 75 percent as allowed by DEAC Standard VIII.F., does it have appropriate processes in place for the comprehensive assessment of credits earned? |[ ] [ ] [ ]
| If the institution allows students to seek to transfer more than the maximum percentage typically allowed (50 percent), does it adequately document that transfer credits align with its program outcomes? |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution publish the maximum percentage of credits accepted for transfer into a first professional degree program?  |[ ] [ ] [ ]
| Does the maximum percentage of credits awarded for transfer into a first professional degree program meet DEAC standards?  |[ ] [ ] [ ]
| If the institution allows students to seek to transfer more than the maximum percentage typically allowed (50 percent), up to 75 percent as allowed by DEAC Standard VIII.F., does it have appropriate processes in place for the comprehensive assessment of credits earned? |[ ] [ ] [ ]
| If the institution allows students to seek to transfer more than the maximum percentage typically allowed (50 percent), does it adequately document that transfer credits align with its program outcomes? |[ ] [ ] [ ]

**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.

* 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution publish the maximum percentage of credits accepted for transfer into a professional doctoral degree program?  |[ ] [ ] [ ]
| Does the maximum percentage of credits awarded for transfer into a professional doctoral degree program meet DEAC standards?  |[ ] [ ] [ ]
| If the institution allows students to seek to transfer more than the maximum percentage typically allowed (15 percent), up to 40 percent as allowed by DEAC Standard VIII.F., does it have appropriate processes in place for the comprehensive assessment of credits earned? |[ ] [ ] [ ]
| If the institution allows students to seek to transfer more than the maximum percentage typically allowed (15 percent), does it adequately document that transfer credits align with its program outcomes? |[ ] [ ] [ ]

**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.

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