

**IN-RESIDENCE PROGRAM COMPONENT   
SUBSTANTIVE CHANGE**

**COMPLIANCE ASSESSMENT FORM**

# Instructions

The Distance Education Accrediting Commission requires that all institutions seeking to add an in-residence program obtain prior approval from the Commission and undergo an on-site visit. Prior approval serves two main purposes: (1) It provides the institution an opportunity to critically reflect on its operations, processes, and procedures prior adding an administrative site and (2) it provides the on-site team with a comprehensive overview of the institution, its mission, and its processes that are integral to delivering quality distance education.

**Note:** This compliance assessment form is for review of an institution’s Addition of In-Residence Program Component Post Approval Report. A separate compliance assessment form is available for review of an institution’s ongoing implementation of in-residence activities via the institution’s In-Residence Program Component – Companion Self-Evaluation Report.

The questions on this Compliance Assessment Form are designed to assist on-site team evaluators in determining whether institutions continue to meet the intent of DEAC accreditation standards when adding a new administrative site. 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 decide whether institutions meet, partially meet, or do not meet accreditation standards. For any ratings 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.

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

# In-Residence Program Component Compliance Assessment Form

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 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 verifies 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 verifies 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? |  |  |  |
| **Standard III.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.

## Standard IV: Educational and Student Support Services

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. | | |

**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. **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? |  |  |  |
| **Standard VI.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 VII: Advertising, Promotional Literature, and Recruitment Personnel

1. **Advertising and Promotion:** The institution conforms to ethical practices in all advertising and promotion to prospective students. All advertisements, website content, and promotional literature are truthful, accurate, clear, and readily accessible to the public; proactively states that programs are offered via distance education; and appropriately discloses occupational opportunities as applicable. Catalogs, enrollment agreements, manuals, and websites list the institution’s full name and physical address. At a minimum, all print advertisements and promotional literature include the institution’s city, state, and website home page URL where, in compliance with DEAC’s Website Disclosures Checklist, the institution’s physical address is provided. All web-based advertisements provide a link to the institution’s website home page URL. All institutional social media account profiles provide a link to the institution’s website home page URL. The institution complies with the DEAC’s Catalog Disclosures Checklist and DEAC’s Website Disclosures Checklist.
   1. All advertisements and promotional materials accurately reflect the programs and services offered by the institution. The word “guarantee” is never used in advertisements. Under limited and exceptional circumstances, institutions may use the word “free” when it is appropriate to the mission and purpose of the institution.
      1. **In-Residence Program Component:** All required in-residence components and additional associated costs are disclosed on the institution’s websites, advertisements, and promotional materials.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution adequately provide information to students on all required in-residence components and additional associated costs? |  |  |  |
| **Standard VII.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 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 verifies 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 verifying 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 verifying 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 verifying and documenting 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 verify and document 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 who 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).

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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 and Experiential Learning:** The institution implements a fair and equitable transfer credit policy that is published in the catalog. The steps for requesting transfer credit are clear and disclose the documentation required for review. Students are able to appeal transfer credit decisions using published procedures. Transfer credit requests are not denied based solely on the source of accreditation of the credit-granting institution.

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

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

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

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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 in alignment with Standard VIII.F.1-5’s maximum allowable transfer credits? |  |  |  |
| 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **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.

|  |  |  |  |
| --- | --- | --- | --- |
| **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.

|  |  |  |  |
| --- | --- | --- | --- |
| **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. |

1. **Enrollment Agreements:** The institution’s enrollment agreements/documents clearly identify the educational offering and assure that each applicant is fully informed of the rights, responsibilities, and obligations of both the student and the institution prior to applicant signature. The institution complies with the DEAC Enrollment Agreements Disclosures Check List.

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Do the institution’s enrollment agreements or other similar contractual documents clearly identify the educational offerings? |  |  |  |
| Do the institution’s enrollment agreements or other similar contractual documents verify that each applicant is fully informed of the rights, responsibilities, and obligations of both the student and the institution prior to the applicant’s signature? |  |  |  |
| Does the institution comply with the DEAC enrollment agreement disclosures checklist? |  |  |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution require students to affirm and accept the tuition refund policy prior to accepting the enrollment agreement? |  |  |  |
| Does the institution disclose the rights, responsibilities, and obligations of both the student and the institution prior to accepting the enrollment agreement? |  |  |  |
| Are the terms of the tuition refund policy published in the institution’s enrollment agreement or other similar contractual agreement, in the catalog, and on the website? |  |  |  |

**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. An enrollment agreement is not binding until it has been submitted by the student and accepted by the institution. A copy of the accepted enrollment agreement is made available to the student within 10 days of acceptance and maintained as a part of the student’s record.

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution follow a process for accepting enrollment agreements? |  |  |  |
| Does the institution provide students a copy of the accepted enrollment agreement within 10 days of acceptance? |  |  |  |
| Does the institution maintain the enrollment agreement as a part of the student’s record? |  |  |  |

**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 complies with the applicable Truth in Lending Act (TILA) requirements, including those under Regulation Z, and state requirements for retail installment agreements.

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Is the institution in compliance with applicable Truth in Lending Act (TILA) requirements, including those under Regulation Z, and state requirements for retail installment agreements? |  |  |  |
| Does the institution employ an individual responsible for verifying compliance with all Truth in Lending Act (TILA) requirements? |  |  |  |
| Does the identified individual participate in adequate activities to stay up to date on Truth in Lending Act (TILA) 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. All required state and Truth in Lending Act disclosures are included on the enrollment agreement. Requirements for type size, notice to buyer and computations examples, as applicable, are observed.

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution publish all required state and Truth in Lending Act (TILA) disclosures on the enrollment agreement? |  |  |  |
| Do the published Truth in Lending Act (TILA) disclosures meet requirements for type size, notice to buyer, and computation examples, as 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. If there is a separate payment contract, the contract is incorporated in the enrollment agreement.

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution incorporate any separate payment contract into the enrollment agreement? |  |  |  |

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

## Standard IX: Financial Disclosures, Cancellations, and Refund Policies

1. **Refunds:** Each institution must have and implement a fair and equitable refund policy in compliance with state requirements or, in the absence of such requirements, in accordance with DEAC’s refund policy standards below and disclosed in the enrollment agreement or similar contractual document.

Any money due a student must be refunded within 30 days of a cancellation request, regardless of whether materials have been returned.

* 1. **Refund Policy for In-Residence Courses/Programs:** For a course/program that includes mandatory in-residence training, the costs for the distance study portion and the costs for the in-residence portion must be separately stated in the enrollment agreement.

The distance study portion of the combination course/program must use the refund policy stated in Section IX(C)(1) or Section IX(C)(2). If the mandatory in-residence portion of the course/program is more than six weeks, the institution may use the time-based refund policy in Section IX(C)(2). If the in-residence portion is less than six weeks, the institution may use the flexible time schedule refund policy in IX(C)(1).

If a student requests cancellation after attending the first in-residence class session, the institution may retain the application fee and a one-time registration fee of no more than 20 percent of the tuition, not to exceed $200, and library service fees, plus a percentage of tuition paid by the student in accordance with the published refund schedule.

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Is the institution’s refund policy adequate and does it meet DEAC’s Accreditation Standards for in-residence program components and other related costs? |  |  |  |
| Did the institution provide a sample calculation for in-residence program components and other related costs? |  |  |  |
| **Standard IX.C.3. – 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 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 XII: Facilities, Equipment, Supplies, Record Protection and Retention

1. **Facilities, Equipment, and Supplies:** The institution maintains sufficient facilities, equipment, and supplies to achieve its mission and values and support its educational offerings and future operations. A written plan outlines the maintenance and upgrade of facilities, equipment, and supplies, and includes a disaster response and recovery plan. The plan states the resources that are budgeted to support its goals. Buildings, workspace, and equipment comply with local fire, building, health, and safety regulations and are appropriately equipped to handle the educational program(s) of the institution.

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Do the institution’s facilities, equipment, and supplies promote the achievement of its mission and values? |  |  |  |
| Do the institution’s facilities, equipment, and supplies support its educational offerings and future operations? |  |  |  |
| Does the institution have a sufficient plan for maintenance that includes upgrades of its facilities, equipment, and supplies? |  |  |  |
| Does the institution have adequate disaster response and recovery procedures based on its geographical location? |  |  |  |
| Does the institution have adequate financial resources and budgets to maintain and upgrade its facilities and equipment? |  |  |  |
| Is the institution’s technical infrastructure adequate to provide timely delivery of distance education and support services to accommodate future student enrollment growth? |  |  |  |
| Do the institution’s building, workspace, and equipment comply with local fire, building, health, and safety regulations? |  |  |  |
| Does the institution have adequate professional liability, property, and general liability insurance? |  |  |  |
| **Standard XII.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. **In-Residence Program Component:** The institution provides appropriate training facilities for students participating in in-residence training and information on housing, as applicable. The facilities are in compliance with all state and federal requirements. The institution maintains adequate insurance to protect students, faculty, and staff while participating in in-residence training.

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Are the institution’s training facilities adequate for students who participate in in-residence training? |  |  |  |
| If the institution contracts with a third party for use of training facilities, are the facilities adequate for students who participate in in-residence training? |  |  |  |
| Does the institution adequately publish housing information, as applicable, for students who participate in in-residence training? |  |  |  |
| Does the institution follow consistent procedures for assuring that the facilities, whether owned, leased, or rented, are in compliance with all state and federal requirements? |  |  |  |
| Does the institution maintain adequate insurance to protect students, faculty, and staff while participating in in-residence training? |  |  |  |
| If the institution contracts with a third party, does it follow consistent procedures to ensure that the third party maintains adequate insurance to protect students, faculty, and staff while participating in in-residence training? |  |  |  |
| **Standard XII.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 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. **Record Protection:** The institution’s financial, administrative, and student educational records are maintained in a reasonably accessible place and are adequately protected in accordance with applicable federal and state laws.

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have adequate procedures for maintaining financial, administrative, and student records? |  |  |  |
| Does the institution follow proactive steps to protect financial, administrative, and student information from unauthorized access or threats? |  |  |  |
| Do the institution’s record maintenance and protection procedures comply with applicable federal and state laws? |  |  |  |
| Are physical records adequately secured on site? |  |  |  |
| Are digital records adequately secured and backed up to minimize data loss? |  |  |  |

**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. If maintaining documents electronically, the institution provides audit records to verify that the images were properly created and validated.

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution follow adequate procedures for properly creating and validating digital records? |  |  |  |

**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. If an institution accepts digitally signed transcripts or electronically transferred verified data from an outside source, the institution documents the outside source using a system that provides registration and verification of participants, protocols for securely sending and receiving files, logging of file transmissions, and electronic notification. The outside source complies with all applicable laws and regulations governing the activities and services provided, including FERPA and other laws concerning the privacy and confidentiality of information and records.

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have an adequate process in place for accepting digital signatures on electronically processed documents (e.g., official transcripts, enrollment agreements)? |  |  |  |
| Does the institution follow adequate procedures to ensure students that all transmitted information is adequately protected and in compliance with FERPA and other laws concerning privacy and confidentiality of student data? |  |  |  |

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

1. **Record Retention:** The institution’s financial, administrative, and student educational records are retained in accordance with applicable federal and state laws. The institution implements a comprehensive document retention policy.

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution follow adequate procedures for retaining financial, administrative, and student records in accordance with applicable federal and state laws? |  |  |  |
| Did the institution state how long financial records are maintained? |  |  |  |
| Did the institution state how long administrative records are maintained? |  |  |  |
| Did the institution state how long student records are maintained? |  |  |  |
| Does the institution implement an adequate comprehensive document retention policy? |  |  |  |
| Did the institution identify who is responsible for ensuring the proper retention of financial, administrative, and student records? |  |  |  |
| Does the institution conduct regular internal audits for compliance with all applicable federal and state laws? |  |  |  |
| **Standard XII.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.