

**NEW DIVISION  
COMPLIANCE ASSESSMENT FORM**

# Instructions

The Distance Education Accrediting Commission requires that all institutions seeking to add a new division and related program(s) 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.

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.

Institution Information

Name of Institution: Name of institution

Date of Visit: Date of on-site visit

Name of Evaluator: Evaluator name

Position on Team: Position on team

Onsite 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. | | |

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## 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.

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

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution describe how its strategic planning efforts guide its pursuit of achieving its goals in support of its mission? |  |  |  |
| Did the institution provide a copy of its strategic plan? |  |  |  |
| Did the institution describe how it seeks input from internal and external stakeholders as a means of enhancing its strategic planning process? |  |  |  |
| Did the institution describe how the input received from internal and external stakeholders is used in its strategic planning process? |  |  |  |
| Did the institution identify areas for improvement via a SWOT Analysis (strengths, weaknesses, opportunities, and threats) or other means? |  |  |  |
| Does the institution’s strategic plan adequately identify proactive initiatives to achieve sustainability and protect itself against identified weaknesses and threats? |  |  |  |
| Did the institution describe how it aligns the resources needed with its identified strategic initiatives? |  |  |  |
| Does the institution’s strategic plan address the following: financial stability; development of educational offerings; integration of technology to enhance educational offerings; admissions processes; effective and accurate marketing campaigns to promote institutional sustainability; and professional development of leadership, faculty, and staff? |  |  |  |
| Did the institution describe the metrics that guide the achievement of its strategic planning goals and objectives? |  |  |  |
| Did the institution identify key achievements from its last strategic planning cycle that resulted in improvements to the educational offerings and administrative operations? |  |  |  |
| **Standard II.B. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

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## Standard VI: Academic Leadership and Faculty Qualifications

**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. | | |

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**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:

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.

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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.

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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.

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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 to verify 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.

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

**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? |  |  |  |

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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.

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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? |  |  |  |

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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 verify 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.

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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.

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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? |  |  |  |

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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:

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

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.

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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.

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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. |

**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? |  |  |  |

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

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

**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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution describe its approach to advertising and promotion of its programs? |  |  |  |
| Did the institution identify who is responsible for the institution’s marketing and advertising decisions? |  |  |  |
| Is the individual responsible for the institution’s marketing appropriately qualified by education or experience for this role? |  |  |  |
| Does the institution have adequate procedures in place to ensure that all advertisements, website content, and promotional materials are truthful, accurate, clear, and readily accessible to the public; proactively state that programs are offered via distance education; and appropriately disclose any occupational opportunities, as applicable? |  |  |  |
| Do all promotional materials, catalogs, enrollment agreements, manuals, and websites list the institution’s full name and physical address? |  |  |  |
| Do all web-based advertisements and social media account profiles provide a link to the institution’s website home page URL? |  |  |  |

**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.

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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Do all advertisements and promotional materials accurately reflect the fact that educational offerings are delivered through distance education? |  |  |  |
| Does the institution have procedures in place to ensure that the word “guarantee” is never used? |  |  |  |
| If the word “free” is used, did the institution provide adequate evidence that shows that the use of the word is appropriate to the mission and purpose of the institution? |  |  |  |

**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.

The institution’s website testimonials and endorsements are truthful and less than four years old. The institution maintains signed student consent forms for each published testimonial. The institution’s website discloses all program requirements, course descriptions, tuition and related costs, program schedules, method of delivery, and its catalog prior to the collection of any personal student contact information. The institution does not use other institutions as triggers for its own sponsored links on Internet search engines.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution follow consistent processes for ensuring that all testimonials and endorsements are truthful and less than four years old? |  |  |  |
| Does the institution have adequate processes for obtaining and maintaining signed student consent forms for each published testimonial? |  |  |  |
| Does the institution use other institutions as triggers for its own sponsored links on Internet search engines? |  |  |  |

**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.

The institution discloses in its catalog, website, and enrollment agreements that the acceptance of earned transfer credits is determined by the receiving institution.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution appropriately publish transfer credit disclaimers in its catalog, website, and enrollment agreements? |  |  |  |

**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.

The institution adheres to applicable catalog, website, and enrollment agreement disclosures checklists, based on educational offerings. The institution publishes student consumer information as required by federal and state statute and regulations.

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| **Questions** | **Yes** | **No** | **N/A** |
| Is the institution in compliance with the DEAC catalog and website disclosures checklists? |  |  |  |
| Does the institution appropriately publish consumer information as required by federal and state statute and regulations? |  |  |  |

**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.

Any incentives offered to prospective and current students to enroll must be limited in nature to institution-branded items and in no event may such items exceed an aggregate value of $100 annually with respect to any individual.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution offer incentives to prospective and/or current students to enroll? |  |  |  |
| If incentives are offered, are they limited to only institution-branded items? |  |  |  |
| If incentives are offered, do they exceed an aggregate value of $100 annually with respect to any individual? |  |  |  |

**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.

The institution permanently archives its catalogs.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution permanently archive its catalogs? |  |  |  |

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

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

The institution publishes a statement of accreditation only as follows:

Accredited by the Distance Education Accrediting Commission

DEAC Accredited

The institution refers to DEAC’s recognition by the U.S. Department of Education only as follows: “The Distance Education Accrediting Commission is listed by the U.S. Department of Education as a recognized accrediting agency.”

The institution refers to DEAC’s recognition by the Council for Higher Education Accreditation (CHEA) only as follows: “The Distance Education Accrediting Commission is recognized by the Council for Higher Education Accreditation (CHEA).”

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution appropriately refer to its accredited status? |  |  |  |
| Does the institution appropriately refer to DEAC’s recognition by the U.S. Department of Education? |  |  |  |
| Does the institution appropriately refer to DEAC’s recognition by the Council for Higher Education Accreditation (CHEA)? |  |  |  |

**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.

The accredited institution publicly corrects any misleading or inaccurate information it releases on its accreditation status, contents of its on-site team reports from accreditation-related visits, and/or actions taken by the Distance Education Accrediting Commission with respect to the institution.

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution follow adequate processes for publicly correcting any misleading or inaccurate information it releases on its DEAC accreditation status, content of its DEAC on-site team reports, or actions taken by DEAC? |  |  |  |
| Does the institution correct misleading or inaccurate information within an appropriate time frame? |  |  |  |

**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.

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

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution follow adequate processes for ensuring that all courses and programs are approved by DEAC before it advertises them or enrolls students in them? |  |  |  |
| If the institution has “College” or “University” in its name, does the institution offer 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 VII.B. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

**Student Recruitment:** The institution demonstrates ethical processes and procedures are followed throughout the recruitment of prospective students by any individual who is authorized by the institution to participate in the enrollment process with prospective students. Minimum ethical practices and procedures are identified below.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution follow effective processes and procedures for enrolling prospective students? |  |  |  |
| Does the institution follow ethical processes and procedures when enrolling prospective students? |  |  |  |
| Are the qualifications of institution’s recruitment personnel adequate for the identified roles and responsibilities? |  |  |  |

**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.

The institution takes full responsibility for the actions, statements, and conduct of its authorized recruitment personnel. The institution maintains appropriate records, licensures, registrations, signed employment contract, and signed DEAC Code of Ethics, as applicable for all recruitment personnel. The institution demonstrates it adequately trains its recruitment personnel and provides them with accurate information concerning employment and remuneration. All authorized recruitment personnel are provided with appropriate materials covering applicable procedures, policies, and presentations. The institution demonstrates that it routinely monitors its recruitment personnel or independent organizations that provide prospective applicants names to assure they are in compliance with all state, federal, and DEAC recruitment practices.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution adequately supervise and monitor recruitment personnel? |  |  |  |
| Does the institution follow appropriate hiring practices for recruitment personnel? |  |  |  |
| Does the institution adequately train its recruitment personnel? |  |  |  |
| Does the institution require all recruitment personnel to sign the DEAC Code of Ethics? |  |  |  |
| Does the institution follow an adequate professional development policy for recruitment personnel? |  |  |  |
| Does the institution regularly review its materials used to enroll prospective students to ensure that they are up to date? |  |  |  |
| Does the institution follow adequate procedures for verifying that its recruitment materials are in compliance with all state, federal, and DEAC recruitment practices? |  |  |  |
| Does the institution have processes and criteria to evaluate recruitment personnel and are evaluations routinely conducted? |  |  |  |

**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.

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

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have adequate processes in place to verify that recruitment personnel conform to applicable federal, state, and international laws? |  |  |  |
| Do recruitment personnel appropriately identify themselves to prospective students? |  |  |  |

**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.

If an institution offers students nominal gifts for referring prospective students to the institution who ultimately enroll in the institution, such gifts must be limited in nature to institution-branded items and in no event may exceed an aggregate value of $100 annually with respect to any individual.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution offer any incentives for making referrals? |  |  |  |
| If the institution offers incentives, are they limited to only institution-branded items? |  |  |  |
| If the institution offers incentives, do they exceed an aggregate value of $100 annually with respect to any individual? |  |  |  |

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

## Standard VIII: Admission Practices and Enrollment Agreements

**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.

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.

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.

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. |

**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.

**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.

**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.

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.

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.

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:

obtain a signed statement from the applicant attesting to a high school diploma or its recognized equivalent;

require applicants to provide the institution name, city, state, and year of graduation on the self-certification statement;

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

document that such practices are necessary to be consistent with the institution’s mission.

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

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.

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.

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.

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

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.

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

**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.

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

**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.

High School

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

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

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.

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.

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.

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. |

**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.

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

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.

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.

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

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 ensuring 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.

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.

If there is a separate payment contract, the contract is incorporated in the enrollment agreement.

|  |  |  |  |
| --- | --- | --- | --- |
| **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 X: Institutional Governance

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Are the institution’s owner(s), governing board members, chief executive officer, and top institution administrators knowledgeable and experienced in educational administration? |  |  |  |
| Are the institution’s owner(s), governing board members, chief executive officer, and top institution administrators knowledgeable and experienced in overseeing quality financial practices necessary for ensuring institutional stability? |  |  |  |
| Are the institution’s owner(s), governing board members, chief executive officer, and top institution administrators knowledgeable and experienced in ensuring quality teaching and learning? |  |  |  |
| Are the institution’s owner(s), governing board members, chief executive officer, and top institution administrators knowledgeable and experienced in ensuring quality educational offerings delivered via distance education? |  |  |  |
| Does the institution have processes and policies that clearly delineate the duties and responsibilities of the owner(s), governing board members, chief executive officer, and top institution administrators? |  |  |  |
| Does the institution ensure that all individuals in leadership and managerial positions are qualified by education and experience? |  |  |  |
| Does the institution ensure that the owner(s), governing board members, chief executive officer, and top institution administrators remain current within the disciplines offered and the educational community? |  |  |  |
| **Standard X.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.

**Reputation of Institution, Owners, Governing Board Members, Officials, and Administrators:** The institution and its owners, governing board members, officials, and administrators possess sound reputations, a record of integrity, and ethical conduct in their professional activities, business operations, and relations. The institution must promptly notify DEAC of any investigative, enforcement, legal or prosecutorial actions which may be initiated or which are current against the institution, its owners, governing board members, officials and administrators. Such notification shall include an explanation of the circumstances giving rise to such actions and the institution’s response to the same as well as its explanation of why such actions should not be deemed a concern with respect to the integrity of the named persons or institutions.

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Do the institution’s owner(s), governing board members, chief executive officer, and top institution administrators possess sound reputations and records of integrity? |  |  |  |
| Do the institution’s owner(s), governing board members, chief executive officer, and top institution administrators practice ethical conduct in their professional activities, business operations, and business relations? |  |  |  |
| Were any owner(s), governing board members, chief executive officer, or top institution administrators debarred by federal or state authorities from participating in any funding programs? |  |  |  |
| Did the institution certify that it will promptly notify DEAC of any investigative, enforcement, legal or prosecutorial actions which may be initiated against the institution, its owners, governing board members, officials and administrators and that such notification shall include an explanation of the circumstances giving rise to such actions and the institution’s response to the same as well as its explanation of why such actions should not be deemed a concern with respect to the integrity of the named persons or institutions? |  |  |  |
| **Standard X.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.

**Succession Plan:** The institution has written plans that describes the process that it follows in the event a leadership succession is necessary. The plan identifies specific people, committees, or boards responsible to carry on the operation of the institution during the transition period. The plan includes a business continuity structure that the institution can implement immediately. The institution reviews and revises the plan on an annual basis.

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution’s succession plan identify events that would initiate a succession of leadership? |  |  |  |
| Did the institution identify the leadership, administrators, staff, committees, or boards responsible for carrying on its operations during the transition period? |  |  |  |
| Does the institution’s business continuity structure provide assurances that students’ education and services will not be disrupted during the transition period? |  |  |  |
| Are the business continuity procedures structured for immediate implementation, if necessary? |  |  |  |
| Is the institution’s succession plan reviewed and revised, as necessary, on a regular basis? |  |  |  |
| Does the institution involve appropriate individuals in reviewing and revising the succession plan? |  |  |  |
| **Standard X.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 XI: Financial Responsibility

**Financial Practices:** The institution shows it is financially responsible by providing complete, comparative financial statements covering its two most recent fiscal years and by demonstrating that it has sufficient resources to meet its financial obligations to provide quality instruction and service to its students. Financial statements are audited or reviewed and prepared in conformity with generally accepted accounting principles in the United States of America or International Financial Reporting Standards. The institution’s budgeting processes demonstrate that current and future budgeted operating results are sufficient to allow the institution to accomplish its mission and goals.

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Do the institution’s audited or reviewed comparative financial statements demonstrate financial responsibility? |  |  |  |
| Does the institution maintain sufficient resources to meet its financial obligations and provide quality educational offerings and service to students? |  |  |  |
| Are the institution’s financial statements regularly audited or reviewed? |  |  |  |
| Are the institution’s financial statements prepared in conformity with generally accepted accounting principles in the United States of America or International Financial Reporting Standards? |  |  |  |
| Are the institution’s budgeting processes adequate, and do they conform to accepted best practices? |  |  |  |
| Are the individuals responsible for creating and monitoring the institution’s budget qualified by education and experience? |  |  |  |
| Does the institution’s budgeting process ensure that current and future operating results are sufficient to allow it to accomplish its mission and goals? |  |  |  |
| Is the institution profitable? For nonprofits, does the institution have an excess of revenues over costs? |  |  |  |
| If the institution is not profitable, did the institution develop strategic initiatives designed to achieve a positive operating result sufficient to fund future operations? |  |  |  |
| Does the institution have the resources necessary to fulfill all obligations to students in the event that a teach-out is required? |  |  |  |
| Are the institution’s current assets sufficient to meet current liabilities? |  |  |  |
| Does the institution use cost control and analysis systems to ensure that it maintains sufficient current assets to fund a teach-out of students? |  |  |  |
| Have the institution’s owner(s) or governing board members ever declared bankruptcy? |  |  |  |
| If the institution is a sole proprietorship or partnership, have the owner(s), governing board members, chief executive officer, or top institution administrators have ever declared bankruptcy? |  |  |  |
| Does the institution maintain reserves for honoring future service obligations, bad debts, and refunds? |  |  |  |
| **Standard XI.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.

**Financial Management:** Individuals overseeing the fiscal and budgeting processes are qualified by education and experience. The institution employs adequate administrative staff for effective operations, and at least one person is qualified and able to prepare accurate financial reports in a timely manner. Internal auditing trails and controls are in place to assure that finances are properly managed, monitored, and protected. Adequate safeguards prevent unauthorized access to online and onsite financial information.

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| **Questions** | **Yes** | **No** | **N/A** |
| Are the individuals responsible for preparing the institution’s financial reports and budgets qualified by education and experience? |  |  |  |
| Are financial reports and budgets regularly prepared? |  |  |  |
| Does the institution employ an individual, internally or a third party, who is responsible for reviewing and approving financial reports and budgets? |  |  |  |
| Is bonding or insurance required to insure against fraudulent conduct? |  |  |  |
| Do the institution’s internal auditing and control processes ensure that finances are properly managed, monitored, and protected? |  |  |  |
| Does the institution have adequate processes in place to protect online and on-site financial data from unauthorized access? |  |  |  |
| Does the institution take proactive steps to protect student and financial information from unauthorized access or threats? |  |  |  |
| Do the institution’s accounts payable (numbers, amounts, and age) reflect sound financial responsibility and management? |  |  |  |
| Does the institution maintain adequate inventories of course or instructional materials for current and future students? |  |  |  |
| Does the institution maintain adequate insurance coverage? |  |  |  |
| Has the institution filed any significant insurance claims in the past three to five years? |  |  |  |
| **Standard XI.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.

**Financial Stability and Sustainability:** The institution maintains adequate administrative staff and other resources to operate effectively as a going concern and is not exposed to undue or insurmountable risk. Any risk that exists is adequately monitored, manageable, and insured. In the event the financial operations of the institution are supported by a parent company or a third party, audited or reviewed financial statements are provided by the supporting entity to demonstrate that the supporting entity possesses sufficient financial resources to provide the institution continued financial sustainability, as well as the commitment to do so. If the institution’s financial performance is included within the parent corporation’s statements, a supplemental schedule for the individual institution is appended to the parent statement.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution employ administrative staff qualified by education and experience to ensure that the institution can operate effectively as a going concern and is not exposed to undue or insurmountable risk? |  |  |  |
| Does the institution have adequate procedures in place to monitor, manage, and insure identified risks? |  |  |  |
| Is the institution supported by a parent company or third party? |  |  |  |
| If the institution is supported by a parent company or third party, is the supporting entity’s level of administrative and financial involvement adequate to promote the institution’s continued financial sustainability? |  |  |  |
| Is the parent company or third party’s stated commitment to supporting the institution sufficient? |  |  |  |
| Does the parent company or third party possess sufficient financial resources and commitment to provide the institution continued financial sustainability? |  |  |  |
| If the institution’s financial performance is included within the parent corporation or third party’s financial statements, did the institution provide adequate supplemental schedules disclosing its individual financial status? |  |  |  |
| **Standard XI.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.

**Financial Reporting:** Financial statements are prepared in conformity with generally accepted accounting principles in the United States of America often referred to as “GAAP,” including the accrual method of accounting. An independent certified public accountants (CPA) audit or review report accompanies these statements.

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| **Questions** | **Yes** | **No** | **N/A** |
| Are the institution’s financial statements prepared in conformity with generally accepted accounting principles in the United States of America? |  |  |  |
| Does the institution use the accrual method of accounting? |  |  |  |
| Is the institution’s independent auditing firm qualified and experienced? |  |  |  |
| Did the independent auditor identify any deviations while conducting the institution’s audit? |  |  |  |
| Did the institution identify how it plans to address and resolve any identified challenges, anomalies, or threats? |  |  |  |
| Does the institution have procedures that enable it to continue operations if it received a going concern or liquidity footnote opinion from the independent auditing firm? |  |  |  |
| If a going concern or liquidity uncertainty was resolved through continued shareholder support, did the institution explain why the independent auditing firm did not accept the support as sufficient to avoid the going concern opinion or liquidity note? |  |  |  |

**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.

The institution’s financial statements reflect sufficient liquid assets to provide for a staff and faculty.

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| **Questions** | **Yes** | **No** | **N/A** |
| Do the institution’s financial statements reflect sufficient liquid assets to provide for staff and faculty? |  |  |  |

**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.

Annually, the institution has the option of submitting one of these two types of financial statements, unless the Commission directs the institution to submit audited financial statements:

Audited comparative financial statements containing an audit opinion by an independent certified public accountant in accordance with standards established by the American Institution of Certified Public Accountants, or

Reviewed comparative financial statements containing a review report by an independent certified public accountant in accordance with standards established by the American Institute of Certified Public Accountants.

When circumstances raise a concern as to the financial soundness and stability of an institution, the Commission may, in its discretion, require that the institution deliver within a specified period of time (as reasonably determined by the Commission taking into account, for example, the exigency of the concerns and the size of the institution), audited comparative financial statements or such other financial documentation as the Commission may determine will provide information as to the institution’s financial health and status.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution provide either audited comparative or reviewed comparative financial statements in accordance with the above definitions? |  |  |  |
| Did the institution certify that it understands that the Commission may, in its discretion, require that the institution deliver audited comparative financial statements or such other financial documentation as determined necessary, when circumstances raise question as to the institution’s financial soundness and stability? |  |  |  |

**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.

Financial statements submitted must include the institution’s fiscal statement for either the most recent fiscal year end or the date specified by the Commission, the CPA’s opinion letter or review report, and a letter of financial statement validation.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution submit its most recent fiscal year end audited or reviewed comparative financial statements, opinion letter or review report, and letter of financial statement validation? |  |  |  |

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

**Demonstrated Operations:** In all respects, the institution documents continuous sound and ethical operations, including the necessary resources to accommodate demand and assure all learners receive a quality educational experience. The institution’s name is free from any association with activity that could damage the reputation of the DEAC accrediting process, such as illegal actions, fraud, unethical conduct, or abuse of consumers.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution maintain continuous sound and ethical operations? |  |  |  |
| Does the institution provide the resources necessary to accommodate student demand and ensure that all learners receive a quality distance education experience? |  |  |  |
| Is the institution free from any association with activity that could damage the standing of the accrediting process (e.g., illegal actions, unethical conduct, or abuse of consumers)? |  |  |  |
| **Standard XI.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.

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

**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.

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| **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 ensure 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.

**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.

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| **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.

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

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| **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.

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.

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| **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 assure 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. |

**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.

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| **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.

**State Authorization:**

The institution is properly licensed, authorized, exempted, or approved by all applicable state education institutional authorizations (or their equivalent for non-U.S. institutions).

Exemptions from state law are supported by state-issued documentation or in statutory language for that state.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution describe how it is properly licensed, authorized, exempted, or approved by all applicable state education institutional authorizations (or their non-U.S. institutional equivalent)? |  |  |  |
| Did the institution provide its DEAC State Authorization Form and documentation of its state licensures and authorizations? |  |  |  |
| Did the institution describe any exemptions from state law that it has determined, and did it describe the state-issued documentation or statutory language used to determine its exemption? |  |  |  |
| **Standard XII.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.