

**OFFSITE SUBJECT SPECIALIST’S DEGREE PROGRAM
COMPLIANCE ASSESSMENT FORM**

# Instructions

The questions on this Compliance Assessment Form are designed to assist off-site subject specialists in determining whether the institution’s educational offerings meet the intent of DEAC Accreditation Standards III and VI.C. This rating form is for the evaluator’s use only. 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 in the suggestions section.

Findings guidelines:

* **Meets Standard:** The institution’s educational offerings demonstrate compliance with the intent of the accreditation standard or core component.
* **Partially Meets Standard:** The institution’s educational offerings demonstrate compliance with some, but not all, of the elements contained in the accreditation standard or core component.
* **Does Not Meet Standard:** The institution’s educational offerings do not demonstrate compliance with a majority of the elements contained in the accreditation standard or core component.

Off-site subject specialists 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 Review: Date of review

Name of Program and Representative Courses: Name of program and representative courses

# Accreditation Standards

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

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

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution describe how it develops program outcomes?  |[ ] [ ] [ ]
| Did the institution provide its program outcomes for each educational offering?  |[ ] [ ] [ ]
| Did the institution describe how it verifies that all program outcomes are current and relevant based on research, comparison, subject matter experts, and advisory council input?  |[ ] [ ] [ ]
| Did the institution describe how the program outcomes guide the development of curricula content?  |[ ] [ ] [ ]
| Did the institution describe how course outcomes are mapped to program outcomes?  |[ ] [ ] [ ]
| Did the institution provide its curriculum maps for all educational offerings?  |[ ] [ ] [ ]
| Did the institution describe how it provides prospective students with information that helps them determine whether the program meets their educational goals based on stated program outcomes?  |[ ] [ ] [ ]
| **Standard III.A. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

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

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

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

1. **Appropriate Program Outcomes:** The program outcomes are measurable and reasonably attainable through distance education. Appropriate program outcomes clearly communicate the knowledge, skills, and abilities students will obtain upon completion of the educational offering. Program outcomes reflect the level of student achievement expected that promotes critical thinking, ethical reasoning, social responsibility, global citizenship, civic engagement, or lifelong learning as applicable to the educational offerings.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution describe how it verifies that program outcomes are measurable and reasonably attainable through distance education?  |[ ] [ ] [ ]
| Are the institution’s program outcomes measurable and reasonably attainable through distance education?  |[ ] [ ] [ ]
| Did the institution describe how the program outcomes communicate the expected knowledge, skills, or abilities that students will gain upon completion of the educational offerings?  |[ ] [ ] [ ]
| Did the institution describe how the program outcomes are appropriate to the type and level of credential being awarded (e.g., non-degree, undergraduate degree, graduate degree, and/or doctoral degree)?  |[ ] [ ] [ ]
| Did the institution describe how the program outcomes promote the development of critical thinking, ethical reasoning, social responsibility, global citizenship, civic engagement, or lifelong learning, as applicable to the educational offerings?  |[ ] [ ] [ ]
| Did the institution describe how program outcomes are comparable to the program outcomes of similar programs offered at appropriately accredited institutions?  |[ ] [ ] [ ]
| Are the institution’s program outcomes comparable to the program outcomes of similar programs offered at appropriately accredited institutions?  |[ ] [ ] [ ]
| **Standard III.B. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

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

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

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

* 1. Degree Programs

All required academic or professional activities, such as program outcomes, course learning outcomes, research projects, supervised clinical practice, field work, applied research exercises, theses, and dissertations, are clearly stated.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution provide links or documents that indicate where it publishes all required academic or professional activities?  |[ ] [ ] [ ]
| **Standard III.B.1. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

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

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the Accreditation Standards. Each required action must correspond to an Accreditation Standard or core component.

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

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

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| **Questions** | **Yes** | **No** | **N/A** |
| If the institution requires capstone or similar culminating projects, did it adequately describe and publish all capstone/culminating project requirements?  |[ ] [ ] [ ]
| Did the institution describe how the capstone or similar culminating projects are consistent with academic and professional standards based on commonly accepted higher education practices?  |[ ] [ ] [ ]
| Are the institution’s capstone or similar culminating project requirements consistent with academic and professional standards based on commonly accepted higher education practices?  |[ ] [ ] [ ]
| Did the institution provide a link or document where the capstone or culminating project learning outcomes are clearly stated?  |[ ] [ ] [ ]
| **Standard III.B.2. – 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. Doctoral Degrees

The outcomes of doctoral degree programs are advanced, focused, and scholarly, providing the breadth and depth of learning indicative of advanced degrees.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution describe how it verifies that doctoral degree program outcomes are advanced, focused, and scholarly? |[ ] [ ] [ ]
| Are the institution’s doctoral degree program outcomes advanced, focused, and scholarly?  |[ ] [ ] [ ]
| Did the institution describe how doctoral degree program outcomes provide the breadth and depth of learning that is indicative of advanced degrees?  |[ ] [ ] [ ]
| Do the institution’s doctoral degree program outcomes provide the breadth and depth of learning that is indicative of advanced degrees?  |[ ] [ ] [ ]
| **Standard III.B.3. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

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

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

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

* + 1. Professional doctoral degrees prepare scholars to become leaders in their field of study through the pursuit of and contribution to contemporary research that is applied, practical, or project-oriented and is focused on the application of knowledge to a profession.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution describe how the professional doctoral degree offered prepares scholars to become leaders in their field of study through applied, practical, or project-oriented research that is focused on the application of knowledge to a profession?  |[ ] [ ] [ ]
| Does the institution’s professional doctoral degree prepare scholars to become leaders in their field of study through applied, practical, or project-oriented research that is focused on the application of knowledge to a profession?  |[ ] [ ] [ ]
| **Standard III.B.3.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. The learning activities of doctoral degree programs include, as appropriate, seminars, professional meetings, in-residence requirements, discussions with colleagues, participation in sustained synchronous or asynchronous online conferences at predetermined points throughout the program, access to library services, and access to online chat rooms with fellow students, faculty, and relevant professionals.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution describe how the learning activities (e.g., practica, seminars, in-residence requirements, research activities, capstone or similar culminating experience, dissertation) are assimilated to support the program outcomes?  |[ ] [ ] [ ]
| Do the institution’s learning activities (e.g., practica, seminars, in-residence requirements, research activities, capstone or similar culminating experience, dissertation) support the program outcomes?  |[ ] [ ] [ ]
| Are these required learning activities clearly disclosed to students?  |[ ] [ ] [ ]
| Are capstone or similar culminating projects consistent with commonly accepted higher education practices?  |[ ] [ ] [ ]
| Does the professional doctoral degree include access to appropriate learning activities and research resources?  |[ ] [ ] [ ]
| Does the professional doctoral degree include a dissertation/research project supervised by an appropriately qualified committee?  |[ ] [ ] [ ]
| Is the institution’s sequencing of required learning activities throughout the program adequate?  |[ ] [ ] [ ]
| **Standard III.B.3.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. The professional doctoral degree program requires students to work with a supervisory dissertation/research project committee that is knowledgeable in graduate-level study and research methods in the discipline. Doctoral degree program curricula include the history and development of the field of study and its foundational theoretical principles.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution’s professional doctoral degree program require students to work with a supervisory dissertation/research project committee?  |[ ] [ ] [ ]
| Does the institution require a supervisory dissertation/research project committee comprised of individuals knowledgeable in graduate-level study and research methods in the discipline?  |[ ] [ ] [ ]
| Does the institution’s doctoral degree program curricula include the history and development of the field of study and its foundational theoretical principles?  |[ ] [ ] [ ]
| **Standard III.B.3.c. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

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

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

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

1. **Curricula Delivery:** All curricula and instructional materials are appropriately designed and presented for distance education. Online materials sufficiently support the curriculum and are delivered using readily available, reliable technology.

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| **Questions** | **Yes** | **No** | **N/A** |
| Are the institution’s curricula and instructional materials appropriately designed to promote effective distance education study?  |[ ] [ ] [ ]
| Does the institution use adequate technology to effectively deliver all curricula and instructional materials?  |[ ] [ ] [ ]
| Does the institution have an adequate process for maintaining up-to-date technology and ensuring its reliability?  |[ ] [ ] [ ]
| **Standard III.C. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

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

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

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

1. **Comprehensive Curricula and Instructional Materials:** Curricula and instructional materials are sufficiently comprehensive for students to achieve the stated program outcomes. Their organization and content are supported by reliable research and practice. The organization and presentation of the curricula and instructional materials reflect sound principles of learning and are grounded in distance education instructional design principles. The curricula and instructional materials reflect current knowledge and practice. Curricula and instructional materials are kept up-to-date, and reviews are conducted and documented on a periodic basis. Instructions and suggestions on how to study and how to use the instructional materials are made available to assist students to learn effectively and efficiently.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution describe the principles of learning it follows throughout the curriculum development process?  |[ ] [ ] [ ]
| Is the institution’s curriculum organization and content grounded in distance education instructional design principles and supported by sound research?  |[ ] [ ] [ ]
| Does the institution provide appropriate study instructions for students?  |[ ] [ ] [ ]
| Does the institution provide appropriate instructions for accessing and using instructional materials?  |[ ] [ ] [ ]
| Does the institution follow a consistent process for verifying that all curricula and instructional materials are up to date and reflect current knowledge and practice?  |[ ] [ ] [ ]
| Does the institution follow a curriculum review schedule?  |[ ] [ ] [ ]
| Does the institution follow a consistent process for identifying and correcting content errors in curricula and instructional materials between regularly scheduled program reviews?  |[ ] [ ] [ ]
| Does the institution follow a consistent process for ensuring that curricula and instructional materials are sufficiently comprehensive for students to achieve the stated program outcomes? |[ ] [ ] [ ]
| Are the organization and content of the institution’s curricula supported by reliable research and practice?  |[ ] [ ] [ ]
| Does the institution’s curriculum reflect current knowledge and industry practice?  |[ ] [ ] [ ]
| **Degree Programs:** Are the institution’s degree programs recognized and generally accepted by higher education and/or relevant professional communities?  |[ ] [ ] [ ]
| **Standard III.D. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

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

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

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

* 1. The institution maintains an Advisory Council for each major group of programs or major subject matter discipline it offers. The Advisory Council includes members not otherwise employed or contracted at the institution, consisting of practitioners and employers in the field for which the program prepares students. Advisory Councils:
		1. meet at least annually;
		2. provide advice on the current level of skills, knowledge, and abilities individuals need for entry into the occupation; and
		3. provide the institution with recommendations on the adequacy of educational program outcomes, curricula, and course materials.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution use an advisory council or other means to obtain external/industry feedback on its educational activities?  |[ ] [ ] [ ]
| Did the institution provide evidence of advisory council meetings and feedback received?  |[ ] [ ] [ ]
| **Degree Programs:** Does the institution maintain an advisory council for each major group of degree programs or major subject matter discipline it offers?  |[ ] [ ] [ ]
| **Standard III.D.1. – 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. The institution determines whether courses in a program require any prerequisites. The institution also determines whether courses are offered in a prescribed sequence to maximize student achievement of program outcomes.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution use a consistent process for determining whether courses in a program require prerequisites?  |[ ] [ ] [ ]
| Does the institution use an adequate process for determining whether courses should be offered in a prescribed sequence to maximize student achievement of program outcomes?  |[ ] [ ] [ ]
| **Standard III.D.2. – 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. General Education for Degree Granting

General education courses convey broad knowledge and intellectual concepts to students and develop skills and attitudes that contribute to civic engagement, academic achievement and professional attainment. General education courses address content not associated with a particular field of study. General education courses encompass written and oral communication; quantitative principles, natural and physical sciences; social and behavioral sciences; and humanities and fine arts and are designed to develop essential academic skills for enhanced and continued learning.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution offer general education courses?  |[ ] [ ] [ ]
| Do the institution’s general education courses convey broad knowledge and intellectual concepts to students similar to general education courses offered at appropriately accredited institutions?  |[ ] [ ] [ ]
| Do the institution’s general education courses develop skills and attitudes that contribute to civic engagement, academic achievement, and professional attainment similar to other general education courses offered at appropriately accredited institutions?  |[ ] [ ] [ ]
| Does the general education curriculum encompass the subject areas identified in Standard III.D.3? |[ ] [ ] [ ]
| **Standard III.D.3. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

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

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

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

* 1. Associate Degree

Associate degrees are awarded in academic or professional subjects for terminal career or technical programs. Institutions design and offer programs in a way that appropriately balances distinct types of education and training and includes a comprehensive curriculum with appropriate coursework to achieve the program outcomes. Associate degree programs consist of a minimum of 60 semester credit hours or 90 quarter credit hours. General education courses account for a minimum of 25 percent of the credits required for successful completion of associate degree programs.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution offer associate degree programs?  |[ ] [ ] [ ]
| Are the institution’s associate degree programs designed and offered in a way that balances distinct types of education and training?  |[ ] [ ] [ ]
| Do the institution’s associate degree programs include comprehensive curricula with appropriate coursework to achieve stated program outcomes?  |[ ] [ ] [ ]
| Did the institution state the number of semester credit hours or quarter credit hours required for successful completion of its associate degree programs, and does that number meet DEAC minimum requirements?  |[ ] [ ] [ ]
| Does the percentage of credits allocated to the general education courses for program completion meet DEAC minimum requirements?  |[ ] [ ] [ ]
| **Standard III.D.4. – 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. Bachelor’s Degree

Bachelor’s degree programs are designed and offered in a way that appropriately balances distinct types and levels of education and must include a comprehensive curriculum with appropriate coursework to achieve the program outcomes. Bachelor’s degree programs consist of a minimum of 120 semester credit hours or 180 quarter credit hours. General education courses represent a minimum of 25 percent of the credits required for successful completion of a bachelor’s degree program.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution offer bachelor’s degree programs?  |[ ] [ ] [ ]
| Are the institution’s bachelor’s degree programs designed and offered in a way that balances distinct types and levels of education?  |[ ] [ ] [ ]
| Do the institution’s bachelor’s degree programs include comprehensive curricula with appropriate coursework to achieve program outcomes?  |[ ] [ ] [ ]
| Did the institution explain how the bachelor’s degree programs prepare students for academic success through developing foundational knowledge and skills, developing connections between concepts within their field, and expanding on ideas central to the discipline? |[ ] [ ] [ ]
| Did the institution state the number of semester credit hours or quarter credit hours required for successful completion of its bachelor’s degree programs, and does that number meet DEAC minimum requirements?  |[ ] [ ] [ ]
| **Standard III.D.5. – 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. Master’s Degree

Master’s degree programs are designed and offered in a way that provides for a distinct level of education and fosters independent learning and an understanding of research methods appropriate to the academic discipline. Graduate-level courses are based on appropriate prerequisites, learning outcomes, and assessments. Institutions establish whether graduate courses are completed in a prescribed sequence to facilitate student achievement of program outcomes. Master’s degree programs are a minimum of 30 semester credit hours or 45 quarter credit hours.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution offer master’s degree programs?  |[ ] [ ] [ ]
| Are the institution’s master’s degree programs designed and offered in a way that provides a distinct level of academic rigor that is commensurate with graduate-level study and fosters independent learning?  |[ ] [ ] [ ]
| Do the institution’s master’s degree programs provide students with an understanding of research methods appropriate to the academic discipline?  |[ ] [ ] [ ]
| Did the institution describe how the curricula expose students to specialized concepts and techniques central to the academic discipline? |[ ] [ ] [ ]
| Are the institution’s graduate-level courses based on appropriate prerequisites, learning outcomes, and assessments that require students to synthesize advanced knowledge and master skills in the academic discipline?  |[ ] [ ] [ ]
| Does the institution require students to complete graduate courses in a prescribed sequence to facilitate student achievement of program outcomes?  |[ ] [ ] [ ]
| Did the institution state the number of semester credit hours or quarter credit hours required for successful completion of its master’s degree programs, and does that number meet DEAC minimum requirements? |[ ] [ ] [ ]
| **Standard III.D.6. – 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. First Professional Degree

First professional degree programs are designed to offer a required academic credential leading to entry into a specific profession. The graduate degree program identifies competencies required for successful practice in the discipline. First professional degree programs require prior undergraduate preparation appropriate to the degree offered. Graduates of the first professional degree program demonstrate competencies that enable them to evaluate theories and engage in research relevant to the field of study. Demonstrated learning outcomes are comparable to those achieved during a minimum of 50 semester credit hours, 75 quarter credit hours, or their equivalent beyond the bachelor’s degree.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution offer first professional degree programs?  |[ ] [ ] [ ]
| Do the institution’s first professional degree programs identify and teach competencies and establish the academic rigor required for successful practice in the discipline? |[ ] [ ] [ ]
| Does the institution require prior undergraduate education for admission to the first professional degree program, and is it consistent with other similar programs offered at appropriately accredited institutions?  |[ ] [ ] [ ]
| Does the institution adequately measure students’ achievement of competencies that enable them to synthesize advanced scholarly knowledge, evaluate theoretical concepts, and engage in research relevant to the field of study?  |[ ] [ ] [ ]
| Did the institution state the number of semester credit hours or quarter credit hours required for successful completion of its first professional degree programs, and does that number meet DEAC minimum requirements? |[ ] [ ] [ ]
| **Standard III.D.7. – 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. Professional Doctoral Degree

Professional doctoral degree programs are designed to offer practice-oriented content leading to an advanced academic credential. Professional doctoral degree programs identify and teach competencies that support advancements in the field of study. Graduates of professional doctoral degree program demonstrates the ability to conduct, interpret, and apply the results of appropriate research. Adequate oversight and advising are provided through all phases of the doctoral program, including clinical practice or fieldwork required by the field of study.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution offer professional doctoral degree programs?  |[ ] [ ] [ ]
| Do the institution’s professional doctoral degree programs identify and teach the competencies that support advancements in the field of study?  |[ ] [ ] [ ]
| Do the institution’s professional doctoral degree programs establish a distinct level of academic rigor requiring students to engage, synthesize, and master advanced specialized knowledge and theoretical concepts? |[ ] [ ] [ ]
| Does the institution measure graduates’ ability to conduct, interpret, and apply the results of appropriate research, and are the measures in place adequate?  |[ ] [ ] [ ]
| Does the institution provide adequate oversight and advising throughout all phases of the professional doctoral degree program, including clinical practice or fieldwork required by the field of study?  |[ ] [ ] [ ]
| **Standard III.D.8. – 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. Unless otherwise specified for a particular field of study (e.g. nursing, engineering), the program of study requires 60 graduate-level semester credit hours, 90 graduate-level quarter credit hours, or their equivalent beyond the master’s degree with a maximum of 15 semester credit hours or 22.5 quarter credit hours for the dissertation or final research project. Professional doctoral degree programs are completed in no fewer than two years and no more than 10 years from the date of initial enrollment. A first professional degree in the same discipline may reduce the program requirements when the institution requires a minimum of 90 total graduate semester credit hours or 135 quarter credit hours after the bachelor’s degree.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution state the number of semester credit hours or quarter credit hours required for successful completion of its professional doctoral degree programs, and does that number meet DEAC minimum requirements? |[ ] [ ] [ ]
| Does the number of semester credit hours or quarter credit hours assigned to the dissertation or final research project meet DEAC minimum requirements?  |[ ] [ ] [ ]
| Are the minimum and maximum amount of time students have to complete the program, from the date of initial enrollment appropriate, based on commonly accepted practices?  |[ ] [ ] [ ]
| **Standard III.D.8.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. Professional doctoral degrees require dissertations or capstone projects involving original contributions to the field of study using applied research methods. An appropriately credentialed doctoral committee approves dissertation and capstone project topics. A dissertation or capstone project manual is provided that includes guidelines on identifying, researching, writing on, and presenting the selected topic. Dissertations or capstone projects are appropriately defended by doctoral candidates before a doctoral committee via distance or in person. Professional doctoral degrees are awarded upon final approval by a majority of the doctoral committee.

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| **Questions** | **Yes** | **No** | **N/A** |
| Do the institution’s professional doctoral degree dissertation, capstone, or culminating project requirements involve students making original contributions to the field of study and integrate appropriate applied research methods?  |[ ] [ ] [ ]
| Is the doctoral committee’s process for approving dissertation, capstone, or culminating project topics appropriate?  |[ ] [ ] [ ]
| Does the institution’s dissertation, capstone, or culminating project manual offer adequate guidance to students in identifying, researching, writing on, and presenting the selected topic?  |[ ] [ ] [ ]
| Is the process followed by doctoral candidates to defend their dissertations, capstone, or culminating projects before a doctoral committee via distance or in-person adequate and consistent with similar doctoral requirements of other appropriately accredited programs?  |[ ] [ ] [ ]
| Is the approval process for dissertations, capstone, or culminating projects adequate and consistent with similar doctoral requirements of other appropriately accredited programs? |[ ] [ ] [ ]
| **Standard III.D.8.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. **Curricula Development and Delivery:**
	1. Qualified persons competent in distance education instructional design practices work with experts in their subjects or fields to develop the content of all curricula and prepare instructional materials.
	2. The institution describes its model for distance education delivery such as: correspondence, online, or hybrid.
	3. Any contracting with a third party for educational delivery is conducted in accordance with DEAC Processes and Procedures, Part Two, Section XIX F.4. and F.5., Changes in Educational Offerings."

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution provide a copy of its curriculum development manual?  |[ ] [ ] [ ]
| Are the institution’s curriculum content developers (e.g., subject matter experts) appropriately qualified?  |[ ] [ ] [ ]
| Did the institution provide evidence of curriculum content developers’ qualifications? |[ ] [ ] [ ]
| Are the institution’s distance education instructional designers appropriately qualified?  |[ ] [ ] [ ]
| Did the institution provide evidence of instructional designers’ qualifications? |[ ] [ ] [ ]
| Does the institution follow adequate processes for verifying that all curriculum content developers are competent in distance education instructional practices, or does the institution follow adequate processes for coordinating the work of curriculum content developers with qualified instructional designers?  | [ ]  | [ ]  | [ ]  |
| Are both the institution’s curriculum content developers and the curriculum development process adequate for ensuring that the curricula are aligned with stated program outcomes? |[ ] [ ] [ ]
| Are the institution’s curricula appropriately aligned with stated program outcomes?  |[ ] [ ] [ ]
| Did the institution appropriately define its model for distance education delivery as either correspondence, online, or hybrid (e.g., a combination of online learning with in-residence components)? |[ ] [ ] [ ]
| Does the institution contract with any third parties for education delivery? |[ ] [ ] [ ]
| Does the institution adequately describe any third-party educational delivery contracting it conducts? |[ ] [ ] [ ]
| Did the institution provide copies of its contracts for third-party educational delivery? |[ ] [ ] [ ]
| Does the percentage(s) of education delivered by third parties comply with DEAC Processes and Procedures, Part Two, Section XIX. F.4. and F.5., Changes in Educational Offerings? |[ ] [ ] [ ]
| **Standard III.E. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

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

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

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

1. **Academic Units of Measurement:** The institution documents policies and procedures used to define the chosen academic unit of measurement. Academic units are measured by either clock hours or credit hours.
	1. Clock Hours

The institution documents its implementation and application of policies and procedures for determining clock hours awarded for its courses and programs. A clock hour is one instructional hour. One instructional hour is defined as 50 minutes of instruction in a 60-minute period.

* 1. Credit Hours

The institution documents its implementation and application of policies and procedures for determining credit hours awarded for its courses and programs. The assignment of credit hours must conform to commonly accepted practices in higher education. A credit hour is defined as an amount of work represented by intended learning outcomes and verified through evidence of student achievement in academic activities.

* 1. Credit Hour Definition

Semester and quarter hours are equivalent to the commonly accepted and traditionally defined units of academic measurement. Academic degree or academic credit-bearing distance education courses are measured by the learning outcomes normally achieved through 45 hours of student work for one semester credit1 or 30 hours of student work for one quarter credit.2

1*One credit/semester hour is 15 hours of academic engagement and 30 hours of preparation.*

*2One quarter hour credit is 10 hours of academic engagement and 20 hours of preparation.*

* 1. Documenting Credit Hours

The institution demonstrates that each course and program requires the appropriate amount of work needed for students to achieve the level of competency defined by institutionally established course/program outcomes. The institution measures and documents the amount of time it takes the average student to achieve learning outcomes and specifies the academic engagement and preparation time.

All student work is documented in the curricula materials and syllabi, including a reasonable approximation of time required for students to complete the assignments. Evaluation of student work is identified as a grading criterion and weighted appropriately in the determination of a final course grade.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution provide its policy for determining and assigning academic units of measurement?  |[ ] [ ] [ ]
| Is the institution’s process for measuring and documenting the amount of time it takes the average student to achieve the learning outcomes (as a means of assigning academic units of measurement) adequate, based on accepted best practices?  |[ ] [ ] [ ]
| Does the institution follow adequate processes for verifying and documenting that all academic units of measurement are assigned based on the level of educational offering?  |[ ] [ ] [ ]
| Are all assigned academic units of measurement appropriate, based on the level of educational offering?  |[ ] [ ] [ ]
| **Standard III.F. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

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

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

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

1. **Educational Media and Learning Resources:** Learning resources for faculty and students are available and appropriate to the level and scope of program offerings. Program designers, faculty, and instructors effectively use appropriate teaching aids and learning resources, including educational media and supplemental instructional aids, when creating programs and teaching students. The institution provides faculty and students with access to learning resources, libraries, or resource-related services that are appropriate for the achievement of program learning outcomes.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution offer learning resources that are designed to adequately support the educational offerings? |[ ] [ ] [ ]
| Are all student learning resources appropriate to the level and scope of the educational offerings?  |[ ] [ ] [ ]
| Are all faculty learning resources appropriate to the level and scope of the educational offerings?  |[ ] [ ] [ ]
| Do program designers, curriculum developers, and faculty appropriately integrate teaching aids, learning resources, educational media, and supplemental instructional aids when creating educational offerings?  |[ ] [ ] [ ]
| Are learning resources, libraries, and resource-related services adequate to support students’ achievement of program learning outcomes?  |[ ] [ ] [ ]
| Are learning resources regularly reviewed and updated to continue to meet student and faculty needs? |[ ] [ ] [ ]
| Does the institution employ or contract with an appropriately qualified librarian, based on the level and scope of educational offerings?  |[ ] [ ] [ ]
| **Standard III.G. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

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

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

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

* 1. Undergraduate Degrees

Learning resources are systematically and regularly evaluated to assure that they meet student needs and support the institution’s programs and mission. A variety of educational materials are selected, acquired, organized, and maintained to fulfill the institution’s mission and support all educational offerings. Faculty are involved in the selection of learning resources.

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| **Questions** | **Yes** | **No** | **N/A** |
| Are learning resources regularly evaluated, according to an appropriate process, to ensure that they continue to meet undergraduate student needs and support the institution’s undergraduate programs and mission? |[ ] [ ] [ ]
| Are the institution’s processes adequate for selecting, acquiring, organizing, and maintaining educational materials to support all undergraduate educational offerings? |[ ] [ ] [ ]
| Are faculty appropriately involved in evaluating and selecting undergraduate learning resources?  |[ ] [ ] [ ]
| **Standard III.G.1. – 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. Graduate Degrees

In addition to the requirements for undergraduate degrees, graduate students are provided with access to library and other learning resources that are sufficient for research at the graduate level. The institution provides and encourages the use of library services and, if required, research and laboratory facilities at a distance or through arrangements with local institutions.

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| **Questions** | **Yes** | **No** | **N/A** |
| Are learning resources regularly evaluated, according to an appropriate process, to ensure that they continue to meet graduate student needs and support the institution’s graduate programs and mission? |[ ] [ ] [ ]
| Are the institution’s processes adequate for selecting, acquiring, organizing, and maintaining educational materials to support all graduate educational offerings? |[ ] [ ] [ ]
| Are faculty appropriately involved in evaluating and selecting graduate-level learning resources?  |[ ] [ ] [ ]
| Does the institution provide graduate students access to library and other learning resources that are sufficient for graduate-level research?  |[ ] [ ] [ ]
| Does the institution adequately encourage the use of library services, and if required, research and laboratory facilities?  |[ ] [ ] [ ]
| **Standard III.G.2. – 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. **Examinations and Other Assessments:** Examinations and other assessment techniques provide adequate evidence of the achievement of stated learning outcomes. The institution establishes and enforces grading criteria that it uses to evaluate and document student attainment of learning outcomes.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution use appropriate examinations and assessments throughout the curricula? |[ ] [ ] [ ]
| Are the examinations and assessments adequate to measure student achievement of stated program outcomes?  |[ ] [ ] [ ]
| Does the institution adequately monitor and measure results of examinations and assessments to ensure that students are achieving the stated program outcomes?  |[ ] [ ] [ ]
| **Standard III.H. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

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

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

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

* 1. Undergraduate Degrees

The institution assesses student achievement through multiple means of evaluation (e.g., student presentations, group projects, essays, research papers, participation in threaded discussions, supervised practica, or externships).

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution adequately assess and evaluate undergraduate student achievement?  |[ ] [ ] [ ]
| Are the institution’s examinations and assessments designed to measure student mastery of identified knowledge, skills, and abilities applicable to the undergraduate degrees offered?  |[ ] [ ] [ ]
| Does the institution follow adequate procedures for verifying that degree candidates have met all graduation requirements?  |[ ] [ ] [ ]
| **Standard III.H.1. – 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. Master’s Degrees

The institution assesses student achievement through multiple means of evaluation, including a culminating experience required for program completion (e.g., capstone experience, comprehensive examination, research project, or master’s thesis).

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution adequately assess and evaluate graduate student achievement?  |[ ] [ ] [ ]
| Does the institution require a culminating experience for successful completion of its master’s program(s)?  |[ ] [ ] [ ]
| Is the required culminating experience appropriate, based on accepted best practices of other similar master’s degree programs?  |[ ] [ ] [ ]
| Does the required culminating experience adequately measure students’ achievement of program outcomes?  |[ ] [ ] [ ]
| Are the institution’s examinations and assessments designed to measure student mastery of advanced scholarship, theoretical concepts, and the skills and abilities applicable to the master’s degrees offered?  |[ ] [ ] [ ]
| Does the institution follow adequate procedures for verifying that degree candidates have met all graduation requirements?  |[ ] [ ] [ ]
| **Standard III.H.2. – 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. First Professional and Doctoral Degrees

The institution assesses student achievement through multiple means of evaluation that includes a doctoral dissertation or final research project as well as other forms of assessments such as qualifying examinations, comprehensive examinations, or other assessments that demonstrate student mastery of the stated program learning outcomes. The institution requires students to successfully complete all coursework and a doctoral dissertation or final research project to graduate from the program.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution’s means of evaluation adequately measure student achievement, including mastery of advanced scholarly knowledge, theoretical concepts, or specialized content areas specific to the discipline?  |[ ] [ ] [ ]
| If used, are the institution’s requirements for completing qualifying examinations adequate? |[ ] [ ] [ ]
| If used, are the institution’s requirements for completing comprehensive examinations adequate?  |[ ] [ ] [ ]
| If applicable, does the institution publish an adequate process for students to follow for completing a dissertation or final research project? |[ ] [ ] [ ]
| Does the institution follow adequate procedures for verifying that degree candidates have met all graduation requirements?  |[ ] [ ] [ ]
| **Standard III.H.3. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

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

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

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

1. **Student Integrity and Academic Honesty:** The institution publishes clear, specific policies related to student integrity and academic honesty. The institution affirms that the student who takes an assessment is the same person who enrolled in the program and that the examination results will reflect the student’s own knowledge and competence in accordance with stated learning outcomes.

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| **Questions** | **Yes** | **No** | **N/A** |
| Are the institution’s student integrity and academic honesty policies adequate?  |[ ] [ ] [ ]
| Does the institution consistently enforce its student integrity and academic honesty policies?  |[ ] [ ] [ ]
| Are the institution’s procedures for verifying student identity effective?  |[ ] [ ] [ ]
| **Standard III.I. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

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

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

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

* 1. Degree Programs

In addition to the requirements for non-degree programs above, degree-granting institutions meet this requirement by administering proctored assessments at appropriate intervals throughout the program of study and provide a clear rationale for placement of the proctored assessments within the program. Proctors use valid government-issued photo identification or other means to confirm student identity.

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| **Questions** | **Yes** | **No** | **N/A** |
| Are the institution’s procedures for administering proctored assessments to students enrolled in degree programs adequate for verifying student identity?  |[ ] [ ] [ ]
| Is the institution’s process for determining the placement of proctored assessments at intervals throughout the program of study adequate to ensure verification of students’ identity?  |[ ] [ ] [ ]
| Are the processes followed by proctors adequate to confirm students’ identity?  |[ ] [ ] [ ]
| **Standard III.I.2. – 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. **Institutional Review Board:** For any final research project, master’s thesis, or dissertation that involves human research, the institution must require prior formal review and approval for all such research involving human subjects through an institutional review board (IRB), which has been designated to approve, monitor, and review all research involving human subjects. The IRB should ensure that the subjects are not placed at undue risk, that they have voluntarily agreed to participate, and that they have given appropriate informed consent. The IRB must meet all federal regulations, and the institution must be able to demonstrate that it is in compliance, including providing evidence that all IRB members have had appropriate training. (Title 45 Code of Federal Regulations Part 46)

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

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

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

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

## Standard VI: Academic Leadership and Faculty Qualifications

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

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| **Questions** | **Yes** | **No** | **N/A** |
| Are the institution’s faculty/instructor qualifications appropriate for the subject areas taught and the credential level of programs offered?  |[ ] [ ] [ ]
| Does the institution employ or contract with a sufficient number of qualified faculty/instructors to provide individualized instructional service to students?  |[ ] [ ] [ ]
| 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? |[ ] [ ] [ ]
| **Standard VI.C. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

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

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

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

* 1. Occupational/Technical Associate Degree

Faculty possess earned credentials awarded by appropriately accredited institutions and/or have practical experience in the field and possess current licenses and/or certifications if applicable. The institution must demonstrate the academic preparation and practical experience of each faculty member consistent with accepted postsecondary education practices.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have adequate policies to 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?  |[ ] [ ] [ ]
| **Standard VI.C.3. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

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

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

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

* 1. Undergraduate Degrees

Faculty teaching undergraduate degree program courses possess, at a minimum, a degree at least one level above that of the program they are teaching and demonstrate expertise in the subject field of the discipline. Faculty teaching general education courses at the undergraduate level, including occupational/technical associate degrees, must possess a master’s degree in the assigned general education subject field or have a master’s degree and 18 semester credit hours in the general education subject field.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have adequate policies on required qualifications for faculty teaching at the undergraduate level?  |[ ] [ ] [ ]
| Are the qualifications for faculty teaching at the undergraduate level consistent with accepted best practices?  |[ ] [ ] [ ]
| Does the institution have appropriate procedures in place for ensuring that faculty are properly qualified and possess the necessary academic preparation and experience? |[ ] [ ] [ ]
| **Standard VI.C.4. – 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. 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? |[ ] [ ] [ ]
| **Standard VI.C.5. – 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. Faculty Qualification Equivalency

In limited and exceptional cases, institutions may demonstrate that faculty are qualified to teach at the undergraduate and master’s levels through faculty qualification equivalency. Such equivalency is demonstrated by evidence of substantial breadth and depth of experiences and knowledge that are relevant to the discipline in which the faculty member is teaching. An institution that intends to substitute faculty qualification equivalency for the degree qualifications set forth in Standards VI.C.4 and VI.C.5 must have:

* + 1. well-defined policies, procedures and documentation that demonstrate how experience and knowledge are sufficient to determine that the faculty member has the expertise necessary to teach students in that discipline; and
		2. procedures that ensure that adequate oversight of teaching and learning is provided by individuals who possess degree qualifications in accordance with Standards VI.C.4 and VI.C.5.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have adequate policies for faculty qualification equivalency? |[ ] [ ] [ ]
| Do the institution’s policies ensure that faculty qualification equivalency is only considered in limited and exceptional cases? |[ ] [ ] [ ]
| Does the institution require appropriate documentation to determine that a faculty member has sufficient experience, knowledge, and expertise necessary to substitute faculty qualification equivalency for the degree qualifications set forth in Standards VI.C.4 and VI.C.5.?  |[ ] [ ] [ ]
| Does the institution have adequate procedures in place to ensure that adequate oversight of teaching and learning is provided by individuals who possess appropriate degree qualifications as set forth in Standards VI.C.4 and VI.C.5? |[ ] [ ] [ ]
| **Standard VI.C.6. – 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. 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?  |[ ] [ ] [ ]
| **Standard VI.C.7. – 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. 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?  |[ ] [ ] [ ]
| **Standard VI.C.8. – 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.