

**OFF-SITE SUBJECT SPECIALIST’S NON-DEGREE
REPORT TEMPLATE**

# Instructions

It is the off-site subject specialist’s responsibility to make an initial determination of whether the institution’s educational offerings meet DEAC’s accreditation standards and core components and to complete the following report template.

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.

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

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

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

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

For suggestions, the off-site subject specialist should begin each statement with, “[Insert Name of Institution] may want to consider [insert the recommendation for improvement.]

**Report Submission:** The off-site subject specialist emails the completed report to the DEAC manager of institutional development and assessment (Lissette.Hubbard@deac.org). Once all information is received, DEAC notifies the off-site subject specialist to appropriately dispose of all institutional materials.

# Helpful Hints

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

# DEAC Offsite Subject Specialist’s Non-Degree Report (Confidential)

Name of Institution: Name of institution

Date of Program Review: Date of program review

Program Reviewed: Name of program reviewed

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

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

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

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* 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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| **Standard III.D.1. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

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* 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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| **Standard III.D.2. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

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

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

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

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

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

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* 1. Non-Degree Programs

Institutions meet this requirement by using a secure login and passcode, administering proctored assessments, or by other means of secure technology.

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

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1. Non-Degree

Instructors teaching technically- or practice-oriented courses have practical experience in the field and possess current licenses and/or certifications, as applicable.

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| **Standard VI.C.2. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

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