

Distance Education Accrediting Commission

Public Notice: Show Cause Directive

February 25, 2019

In accordance with its procedure for Notification and Information Sharing (Section X.C), Part II Processes and Procedures, DEAC Accreditation Handbook) and 34 Code of Federal Regulations §602.26(b)(1), the Commission provides written notice to the U.S. Secretary of Education, the appropriate state licensing or authorizing agencies, the appropriate accrediting organizations, and the public at the same time it notifies the institution of the decision, but no later than 30 days after the Commission makes a decision to place an institution on show cause.

At its January 2019 meeting, the Commission voted to direct the following institution to show cause why its accreditation should not be withdrawn.

Hypnosis Motivation Institute
18607 Ventura Boulevard, Suite 310
Tarzana, CA 91356

Listed below are the DEAC Standards of Accreditation pertinent to the Commission's decision. The next review of the institution by the Commission will take place at its June 2019 meeting.

Standard II.B. Strategic Planning

The institution engages in strategic planning that aligns with and demonstrates a shared commitment to the mission. The institution's planning process involves all areas of the institution's operations (e.g., admissions, academic, technology, etc.) in identifying strategic initiatives and goals by evaluating external and internal trends for continued growth. At a minimum, the strategic plan addresses finances, academics, technology, admissions, marketing, personnel, and sustainability. The strategic plan is reviewed and updated annually using established metrics designed to measure achievement of strategic planning activities.

Standard III.D. Comprehensive Curricula and Instructional Materials

Curricula and instructional materials are sufficiently comprehensive for students to achieve the stated program outcomes. Their content is supported by reliable research and practice. The organization and presentation of the curricula and instructional materials are designed using sound principles of learning and are grounded in distance education instructional design principles. The curricula and instructional materials are accurate and reflect current knowledge and practice. Effective procedures are continuously used to keep curricula and instructional materials 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.

1. The institution implements 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. The institution convenes an Advisory Council meeting at least annually to provide the institution with advice on the current level of skills, knowledge, and abilities individuals need for entry into the occupation. As a part of the institution's effectiveness planning activities, the Advisory Council provides the institution with recommendations on the adequacy of educational program outcomes, curricula, and course materials.

Standard III. E. Curricula Development

Qualified persons competent in distance education instructional practices and experts in their subjects or fields develop the content of curricula and prepare instructional materials.

Standard III. G. 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 and libraries that are appropriate for the achievement of program learning outcomes.

Standard VI.C. 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/instructors' resumes and official transcripts 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 performance using clear, consistent procedures. The institution assures that faculty are appropriately involved and engaged in the curriculum and instructional aspects of the educational offerings.