

EDUCATIONAL OFFERINGS REPORT (EOR): NON-DEGREE PROGRAMS

# INSTRUCTIONS for SUBMISSION

**General Instructions:** After DEAC reviews any relevant applications and the corresponding Educational Offerings Information Sheet (EOI), DEAC will select programs and/or courses required for submission. The institution submits this report and supporting documentation for off-site subject specialist review following DEAC’s *Guidelines for Electronic Submission* andthe requirements below:

1. Submit the following Educational Offerings Report (EOR), supporting documentation, and courses/modules/lessons.
2. One EOR is required per program undergoing review (provide both a Microsoft Word and PDF version of the EOR).
3. Do not delete, renumber, or reformat any sections of the EOR.
4. For initial or renewal program reviews, the EOR and supporting documentation are due as specified in the DEAC memo.
5. For proposed new programs, the EOR and supporting documentation are due within 60 days of acknowledgment of the Change in Educational Offerings Application.
6. The institution will be invoiced upon receipt of the EOR and supporting documentation.

Note: All fees are due within 30 days of invoice unless otherwise specified. Late fees may apply.

**SECTION 1:** Provide requested institution information.

**SECTION 2:** Provide requested program information.

**SECTION 3:** Provide requested responses for each accreditation standard as it pertains to the specific program being reviewed. Complete only the sections corresponding to the level of the program undergoing review. Sections that are not applicable should be marked “N/A.”

**SECTION 4:** Provide the identified supporting documentation in PDF, Microsoft Word, or Microsoft Excel format. DEAC will not accept files submitted in Google Doc or Google Sheet format.

**SECTION 5:** The compliance officer certifies that all information and documentation provided is true and accurate.

Distance Education Accrediting Commission

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# EDUCATIONAL OFFERINGS REPORT (EOR): NON-DEGREE PROGRAMS

## SECTION 1: INSTITUTION INFORMATION

**Institution Name:** Insert Institution Name

**Website(s):** Insert Website Link(s)

**Institutional Mission Statement:** Insert Mission Statement

## SECTION 2: PROGRAM INFORMATION

1. Provide the program name.

Insert Response

1. List the program’s outcomes.

Insert Response

1. State the total number of program clock/credit hours.

Insert Response

1. State the program length (in weeks, months, or years).

Insert Response

1. Provide the program method of delivery (correspondence, online, or hybrid).

Insert Response

1. Provide the language the program is offered in (e.g., English, Spanish, Vietnamese).

Insert Response

1. Describe the institution’s target student population for the educational offering.

Insert Response

1. Does the educational offering result in students being eligible for specific licensure or certification examinations?

Yes  No

If yes, provide information on any related professional licensure or certification examinations.    
   
Insert Response

Access to the Online Learning Platform

1. Provide link to the online learning platform.   
     
   Insert Link to the Online Learning Platform
2. Provide username for the online learning platform.   
     
   Insert Username
3. Provide password for the online learning platform.   
     
   Insert Password
4. Provide navigation instructions for the online learning platform.  
     
   Insert Navigation Instructions
5. If applicable, provide access and navigation instructions for any e-textbooks or related electronic course materials not available within the online learning platform. Disable any security features or provide passwords as necessary.

Insert Navigation Instructions

## SECTION 3: 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.
2. Describe how the institution develops program outcomes.
3. Describe how the institution verifies that all program outcomes are current and relevant based on research, comparison, subject matter experts, and advisory council input.
4. Describe how program outcomes guide the development of curricula content.
5. Describe how course outcomes are mapped to program outcomes.
6. Describe how the institution provides prospective students with information that helps them determine whether the program meets their educational goals based on stated program outcomes.

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.
2. Describe how the institution verifies that program outcomes are measurable and reasonably attainable through distance education.
3. Describe how the program outcomes communicate the expected knowledge, skills, or abilities students will gain upon completion of the educational offerings.
4. Describe how 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).
5. 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.
6. Describe how program outcomes are comparable to the program outcomes of similar programs offered at other appropriately accredited institutions.
7. **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.
8. Describe how all curricula and instructional materials are appropriately designed to promote effective distance education study.
9. Describe the technology implemented to effectively deliver all curricula and instructional materials.
10. Describe the institution’s process for maintaining up-to-date technology and ensuring its reliability.
11. **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.
12. Describe the institution’s principles of learning used throughout the curriculum development process.
13. Describe how the institution’s curriculum organization and content are grounded in distance education instructional design principles and supported by sound research.
14. Describe how the institution provides appropriate study instructions for students.
15. Describe how the institution provides appropriate instructions for accessing and using instructional materials.
16. Describe the process followed by the institution to verify that all curricula and instructional materials are up to date and reflect current knowledge and practice.
17. Describe the institution’s curriculum review schedule.
18. Describe the process used to identify and correct any content errors in curricula and instructional materials between regularly scheduled program reviews.
19. For non-degree credentials awarded by the institution, describe how the institution determines the following:
    * + - The curricula and instructional materials are sufficiently comprehensive for students to achieve the stated program outcomes.
        - The curricula’s organization and content are supported by reliable research and practice.
        - The curriculum reflects current knowledge and industry practice.
    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.
20. Describe how the institution utilizes an advisory council or other means to obtain external/industry feedback on the institution’s educational activities.
    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.
21. Describe how the institution determines whether courses in a program require prerequisites.
22. Describe how the institution determines whether courses are offered in a prescribed sequence to maximize student achievement of program outcomes.
23. **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.
24. Provide the institution’s curriculum development manual.
25. Describe the institution’s qualifications for curriculum content developers (e.g., subject matter experts).
26. Describe the institution’s qualifications for distance education instructional designers
27. Describe how the institution verifies that curriculum content developers are competent in distance education instructional practices, or describe how curriculum content developers work with qualified instructional designers.
28. Describe how curriculum content developers and the curriculum development process verifies that the curricula are aligned with stated program outcomes.
29. Describe how the institution defines its model for distance education delivery (e.g., correspondence, online, or hybrid – a combination of online learning with in-residence components).
30. List and describe any third-party educational delivery contracting the institution conducts, and list what percentage of the institution’s educational program(s) is delivered by third party.

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. Describe the institution’s policy for determining and assigning academic units of measurement.

* 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.

1. Describe the process the institution uses to measure and document the amount of time it takes the average student to achieve learning outcomes (as a means for assigning academic units of measurement).
2. Describe how the institution verifies and documents that appropriate academic units of measurement are assigned based on the level of educational offering.
3. **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.
4. Describe the learning resources designed to support the educational offerings.
5. Describe how student learning resources are available and appropriate to the level and scope of educational offerings.
6. Describe how faculty learning resources are available and appropriate to the level and scope of educational offerings.
7. Describe how program designers, curriculum developers, and faculty integrate appropriate teaching aids, learning resources, educational media, and supplemental instructional aids when creating educational offerings.
8. Describe how learning resources support students’ achievement of program learning outcomes.

1. Describe how learning resources are regularly reviewed and updated to continue to meet student and faculty needs.
2. Describe how the qualifications of the institution’s librarian are appropriate to the level and scope of program offerings.

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.
2. Describe the types of examinations and assessments used throughout the curricula and the frequency of the examination and assessment activities.
3. Describe how examinations and assessments are used to measure student achievement of stated program outcomes.
4. **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.
5. Describe how the institution applies its student integrity and academic honesty policies

1. Describe how the institution enforces these policies. Provide examples.

1. Describe the process followed by the institution for verifying student identity.  
     
   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.

1. Describe how the institution affirms that the student who takes the 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.

### 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.
2. Describe the institution’s faculty/instructor qualifications in relation to the subject areas taught and the credential level of the programs offered.
3. Describe how the institution employs or contracts with a sufficient number of qualified faculty/instructors to provide individualized instructional service to each student.
4. Describe what documents the institution requires and maintains on file to demonstrate that instructors/faculty are appropriately qualified.
5. Describe how faculty/instructors are screened for appointment.
6. Describe how faculty/instructors are continuously trained in institutional policies, learner needs, instructional approaches and techniques, and the use of instructional technology.
7. Describe how faculty/instructors/staff performance is regularly evaluated.
8. Describe how faculty/instructors are appropriately involved and engaged in the curricular and instructional aspects of the educational offerings.
9. Describe how faculty are assigned responsibilities based on their degree qualifications and/or area(s) of expertise.
   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.

1. Describe the institution’s policy on qualifications for faculty teaching non-degree courses.

## SECTION 4: DOCUMENTATION

*Please submit the exhibits below in a separate folder in PDF, Microsoft Word, or Microsoft Excel format. Exhibits provided via web link will not be accepted. File names should be labeled according to examples provided at the end of this document. Each folder should be clearly labeled. File names should use a maximum of 10‐15 characters. Dropbox enforces a total file path length of 250 characters for each file. DEAC will not accept files submitted in Google Doc or Google Sheet format. Exhibits provided via web link will not be accepted.*

1. DEAC Educational Offerings Information Sheet (EOI) (complete for individual program only)
2. Curriculum map for the program being reviewed
3. Curriculum development manual
4. Documentation of curriculum developers’ qualifications (resume/CV) for the identified individuals who developed this program
5. List of advisory council members for the program’s subject matter discipline with brief biographical statements (Name, Title, Institution/Company Name, etc.)
6. Evidence of advisory council meetings and feedback received regarding the program being reviewed
7. Examples of how advisory council feedback was used to improve the educational offering (existing programs only)
8. Clock/credit hour policy
9. Clock/credit hour evaluation chart for the program being reviewed
10. Current catalog
11. For proposed new programs, provide draft catalog entry
12. Student integrity and academic honesty policies
13. Sample examinations and answer keys to include any final assessment(s)
14. Grading policies
15. Grading rubrics applicable to the program being reviewed
16. Faculty résumés/qualifications for all individuals teaching in the program
17. Textbooks/instructional materials for the program. Provide access and navigation instructions for e-textbooks or related electronic course materials where indicated in Section 2 above. For materials not available in electronic format, provide bibliographic information

## SECTION 5: CERTIFICATION

I certify that all of the information contained on this report and in the submitted documentation is true and correct, and I understand that, by electronically typing my name in this document, it is considered to have the same legally binding effect as signing my signature using pen and paper.

**Compliance Officer:** Compliance Officer Name

**Compliance Officer Signature:** Compliance Officer Signature

**Date:** Insert Date