

ENGAGING in INTERNATIONAL ACTIVITIES

Post-Approval Report

# INSTRUCTIONS for SUBMISSION

**General Instructions:** After the proposed substantive change is approved by DEAC and engagement in international activities is established, the institution undergoes an on-site visit within six to 12 months of implementation. The institution shall submit the following Engaging in International Activities Post-Approval Report at least five weeks prior to the scheduled on-site evaluation.

Complete the following Engaging in International Activities Post-Approval Report. Submit the completed report and supporting documentation following DEAC’s *Guidelines for Electronic Submission*.

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

**SECTION 2:** Provide the requested responses regarding engagement in international activities. Institutions should also provide responses for the standards listed below.

**SECTION 3:** Provide total enrollment information for the last calendar year and the total number of students at the time of report.

**SECTION 4:** Provide the identified supporting documentation following DEAC’s *Guidelines for Electronic Submission*.

**SECTION 5:** The president/CEO certifies that all information and documentation provided is true and accurate.

Distance Education Accrediting Commission

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# ENGAGING in INTERNATIONAL ACTIVITIES – Post-Approval Report

An institution seeking to add active international functions (e.g., training sites, recruiting, instruction, marketing, business) outside the United States, add coordinating offices in another country, or contract with foreign agents or educational entities is required to obtain prior approval from the Commission.

An accredited institution offering educational programs outside of its home country must obtain all appropriate external approvals where required, including higher education system administration, government bodies, and DEAC. The institution documents the accepted legal basis for its operation in the host country and meets legal requirements of the host country.

Check the requested substantive change below.

Adding active international functions outside the United States.

Adding coordinating offices in another country.

Contracting with foreign agents or educational entities.

## SECTION 1: INSTITUTION INFORMATION

**Institution Name:** Insert Institution Name

**Former Names:** Insert Former Name(s)

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

**Main Telephone Number:** Main Telephone Number

**Institutional Mission Statement:** Insert Mission Statement

**Primary Contact:** Name of President/CEO

**Title:** Title

**Email:** Email

**Telephone:** Telephone Number

**Compliance Officer Contact:** Name of compliance officer

**Title:** Title

**Email:** Email

**Telephone:** Telephone Number

Note: This individual must have already completed the *Preparing for DEAC Accreditation* tutorial.

**International Location Contact:** Name of Local Contact

**Title:** Title  
**Email:** Email

**Telephone:** Telephone Number

## SECTION 2: INTERNATIONAL ACTIVITY

1. Describe the institution’s approval from the applicable international regulatory agency.  
     
   Insert Response
2. Provide a narrative of the institution’s international activity.   
     
   Insert Response
3. Describe how the engagement in international activities enhances the institution’s current curricular offerings and promotes future growth.   
     
   Insert Response
4. Describe the institution’s capacity to remain in compliance with DEAC accreditation standards while engaging in international activities.

Insert Response

1. Describe how the institution monitors all international activities and actions taken on behalf of the institution.

Insert Response

1. Describe how the institution monitors ethical practices and academic excellence of all international activities.   
     
   Insert Response
2. Describe the institution’s financial and personnel capacity to engage in international activities.   
     
   Insert Response
3. If entering into an international partnership, describe the non-U.S. agent or international educational entity.

Insert Response

1. Describe how the partnering entity possesses the appropriate licensure, approval, and/or accreditation from the country’s higher education oversight organization and its local designee.   
     
   Insert Response
2. Provide a narrative disclosing how the partnering entity is operating ethically and legally in accordance with local, national, and/or provincial laws and regulations.

Insert Response

1. Describe the duties and responsibilities of each party (e.g., advertising, recruitment, instruction, assessment of learning, student services, grade assignment, record keeping).   
     
   Insert Response
2. Provide a description of the educational programs being offered internationally.   
     
   Insert Response
3. Describe how educational services and resources are equivalent to DEAC-accredited programs.

Insert Response

1. List the language that the educational offerings are presented in.

Insert Response

1. Describe the transcript policies and procedures for international students.

Insert Response

1. Describe the institution’s teach-out plan for international students.   
     
   Insert Response

## Accreditation Standards

### Standard I: Institutional Mission

1. **Description of the Mission:** The institution’s mission communicates its purpose and its commitment to providing quality distance educational offerings and appropriate to the level of study offered. The mission establishes the institution’s identity within the educational community and guides the development of its educational offerings.
2. Present the institution’s mission statement.
3. Describe how the mission guides the development of educational offerings.
4. **Review and Publication of the Mission:** The institution’s leadership, faculty, staff, administrators, and other stakeholders regularly review the mission to assure continued institutional quality and viability. The published mission statement is readily accessible to students, faculty, staff, other stakeholders, and the public.
5. Describe the procedures followed by the leadership, faculty, staff, administrators and other stakeholders to regularly review the mission and the continued quality and viability of the institution.
6. Explain how often the mission is reviewed by leadership, faculty, staff, administrators, and other stakeholders.
7. Identify who is responsible for ensuring that the mission is readily accessible to students, faculty, staff, other stakeholders, and the public.
8. Describe where the institution publishes its mission, and explain how the institution demonstrates that the mission is readily accessible to students, faculty, staff, other stakeholders, and the public.
9. **Information on Achievement of the Mission:** The institution identifies key indicators it uses to demonstrate that it is effectively carrying out its mission. The institution documents the achievement of its mission and shares appropriate information on this achievement with relevant groups (e.g., advisory councils, faculty, staff, students, and the public).
10. List the key indicators the institution uses to measure achievement of the mission.
11. Describe how the achievement of these key indicators demonstrates that the institution is effectively carrying out its mission.
12. Identify who is responsible for documenting the institution’s achievement of its mission.
13. Describe the process the institution uses to seek input from relevant groups regarding the extent to which it achieves its mission. Include the type of data the institution gathers to review relevant to the key indicators.
14. Describe how the institution shares information on the achievement of its mission with relevant groups and incorporates this information into planning for improvement.

Standard II: Institutional Effectiveness and Strategic Planning

Contact Person: Name and Title of Contact Person

1. **Institutional Effectiveness Planning:** The institution demonstrates a commitment to its educational offerings and administrative operations through processes that monitor and improve institutional effectiveness. The institution engages in sound research practices; collects and analyzes evidence about its effectiveness; and develops action plans that are used to improve operations, educational offerings, and services.
2. Describe the institution’s efforts to monitor institutional effectiveness. Provide examples of the data collected and analyzed when monitoring institutional effectiveness.
3. Describe the institution’s research practices and data collection and analysis processes.
4. Describe the key indicators the institution uses to measure its effectiveness and to determine if improvements are needed.
5. Describe and provide examples of how the institution improves its educational offerings based on the data collected and analyzed from its research studies.
6. Describe and provide examples of how the institution improves its student services based on the data collected and analyzed from its research studies.
7. Describe and provide examples of how the institution improves its administrative operations based on the data collected and analyzed from its research studies.
8. Describe how institutional effectiveness studies inform the ongoing development of the institution’s curricula and services.
9. Describe how often the institutional effectiveness programs and data are reviewed to determine achievement of initiatives.
10. Describe action plans undertaken by the institution during its most recent institutional effectiveness planning cycle and how these plans are incorporated into the overall strategic plan presented in Standard II.B. below.
11. **Strategic Planning:** The institution has a systematic process of planning for the achievement of goals that supports its mission. The institution’s planning process involves all areas of the institution’s operations (e.g., admissions, academics, technology, etc.) in identifying strategic initiatives and goals by evaluating external and internal trends as they affect the future. At a minimum, the strategic plan addresses finances, academics, technology, admissions, marketing, personnel, and institutional sustainability. The strategic plan is reviewed and updated annually using established metrics designed to measure achievement of strategic planning goals and objectives. The plan helps institutions set priorities, manage resources, and set goals for future performance.
12. Describe how the institution’s strategic planning efforts guide the pursuit of goal achievement in support of its mission.
13. Describe how the institution seeks input from internal and external stakeholders as a means to enhance the strategic planning process.

1. Describe how the input received from internal and external stakeholders is used in the strategic planning process.
2. Describe the institution’s strategic planning process in terms of identifying areas for improvement, via a SWOT Analysis (strengths, weaknesses, opportunities, and threats) or other means.
3. Describe how the strategic plan identifies proactive initiatives to achieve sustainability and protect the institution against identified weaknesses and threats.
4. Describe how the institution aligns the resources needed with its identified strategic initiatives.
5. Describe how the institution’s strategic plan addresses:

* Financial stability.
* Development of educational offerings.
* Integration of technology to enhance its educational offerings.
* Admissions processes.
* Effective and accurate marketing campaigns to promote institutional sustainability.
* Professional development of leadership, faculty, and staff.

1. Describe the metrics the institution has identified that guide the achievement of its strategic planning goals and objectives.
2. Identify key achievements from the institution’s last strategic planning cycle that resulted in improvements to the educational offerings and administrative operations.

Standard III: Program Outcomes, Curricula, and Materials

Contact Person: Name and Title of Contact Person

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. 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.

* 1. Provide links to all required academic or professional activities, demonstrating that they are clearly stated.

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.
   1. Describe requirements for capstone or similar culminating projects, if required.
   2. Describe how the capstone or similar culminating projects are consistent with academic and professional standards based on commonly accepted higher education practices.
   3. Provide a link to capstone or culminating project learning outcomes, demonstrating that they are clearly stated.

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.

* 1. Describe how the institution verifies that doctoral degree program outcomes are advanced, focused, and scholarly.
  2. Describe how doctoral degree program outcomes provide the breadth and depth of learning that is indicative of advanced degrees.

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.
2. 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.
3. 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.
4. Describe how learning activities (e.g., practica, seminars, in-residence requirements, research activities, capstone or similar culminating experience, dissertation, etc.) are assimilated to support the program outcomes.
5. Explain how learning activity requirements are clearly disclosed to students. As needed to demonstrate compliance with Section III.B.1-3, expand the narrative to describe how:

* Capstone or similar culminating projects are consistent with commonly accepted higher education practices;
* Professional doctoral degrees include access to appropriate learning activities and research resources;
* Professional doctoral degrees include a dissertation/research project supervised by an appropriately qualified committee.

1. Describe how the institution determines the placement of required learning activities throughout the program.
2. 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.
3. Describe how the professional doctoral degree program requires students to work with a supervisory dissertation/research project committee.
4. Describe how the supervisory dissertation/research project committee is comprised of individuals knowledgeable in graduate-level study and research methods in the discipline.
5. Describe how doctoral degree program curricula include the history and development of the field of study and its foundational theoretical principles.
6. **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.
7. Describe how all curricula and instructional materials are appropriately designed to promote effective distance education study.
8. Describe the technology implemented to effectively deliver all curricula and instructional materials.
9. Describe the institution’s process for maintaining up-to-date technology and ensuring its reliability.
10. **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.
11. Describe the institution’s principles of learning used throughout the curriculum development process.
12. Describe how the institution’s curriculum organization and content are grounded in distance education instructional design principles and supported by sound research.
13. Describe how the institution provides appropriate study instructions for students.
14. Describe how the institution provides appropriate instructions for accessing and using instructional materials.
15. 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.
16. Describe the institution’s curriculum review schedule.
17. Describe the process used to identify and correct any content errors in curricula and instructional materials between regularly scheduled program reviews.
18. For each level of credential awarded by the institution (i.e., non-degree, undergraduate degree, graduate degree and/or doctoral degree), 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.
19. **Degree Programs:** Describe how degree programs are recognized and generally accepted by higher education and/or relevant professional communities.
20. 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.
21. Describe how the institution utilizes an advisory council or other means to obtain external/industry feedback on the institution’s educational activities.
22. **Degree Programs:** Describe how the institution maintains an advisory council for each major group of degree programs or major subject matter disciplines it offers.
23. 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.
24. Describe how the institution determines whether courses in a program require prerequisites.
25. Describe how the institution determines whether courses are offered in a prescribed sequence to maximize student achievement of program outcomes.
26. 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.

1. Describe how 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.
2. Describe how general education courses encompass written and oral communication; quantitative principles; natural and physical sciences; social and behavioral sciences; and humanities and fine arts.
3. 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.

1. Describe how the institution’s associate degree programs are designed and offered in a way that balances distinct types of education and training.
2. Describe how the institution’s associate degree programs include comprehensive curricula with appropriate coursework to achieve the program outcomes.
3. Provide the number of semester credit hours or quarter credit hours required for the successful completion of the institution’s associate degree(s).
4. Provide the percentage of credits that make up the general education courses required for successful completion of the institution’s associate degree(s).
5. 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.

1. Describe how the institution’s bachelor’s degree programs are designed and offered in a way that balances distinct types and levels of education.
2. Describe how the institution’s bachelor’s degree programs include comprehensive curricula with appropriate coursework to achieve the program outcomes. 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.

1. Provide the number of semester credit hours or quarter credit hours required for the successful completion of the institution’s bachelor’s degree(s).
2. Provide the percentage of credits that make up the general education courses required for successful completion of the institution’s bachelor’s degree(s).
3. 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.

1. Describe how the institution’s master’s degree programs are 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.
2. Describe how the institution’s master’s degree programs provide students with an understanding of research methods appropriate to the academic discipline.
3. Describe how the curricula expose students to specialized concepts and techniques central to the academic discipline.
4. Describe how the institution’s graduate-level courses are based on appropriate prerequisites, learning outcomes, and assessments that require students to synthesize advanced knowledge and master skills in the academic discipline.

1. Describe whether the institution requires students to complete graduate courses in a prescribed sequence to facilitate student achievement of program outcomes.

1. Provide the number of semester credit hours or quarter credit hours required for the successful completion of the institution’s master’s degree(s).
2. 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.

1. Describe how the institution’s first professional degree program identifies and teaches competencies and establishes the academic rigor required for successful practice in the discipline.
2. Describe the prior undergraduate education that is required for admission to the first professional degree program.
3. Describe how the institution measures 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.
4. Provide the number of semester credit hours or quarter credit hours required for the successful completion of the institution’s first professional degree.

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 programs demonstrate 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.

1. Describe how the professional doctoral degree program identifies and teaches the competencies that support advancements in the field of study.
2. Explain how the professional doctoral degree program establishes a distinct level of academic rigor requiring students to engage, synthesize, and master advanced specialized knowledge and theoretical concepts.
3. Describe how the institution measures graduates’ ability to conduct, interpret, and apply the results of appropriate research.

1. Describe the oversight and advising provided through all phases of the professional doctoral program, including clinical practice or fieldwork required by the field of study.
2. 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.
3. Provide the number of semester credit hours or quarter credit hours required beyond the master’s degree for the successful completion of the institution’s professional doctoral degree.
4. Provide the number of credit hours or quarter hours assigned to the dissertation or final research project.
5. Describe the minimum and maximum amount of time students have to complete the program from the date of initial enrollment.
6. 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.
7. Describe the professional doctoral degree program’s dissertation, capstone, or culminating project requirements.

1. Describe whether the dissertation or capstone/culminating project requires students to make original contributions to the field of study using applied research methods.
2. Describe the process followed by the doctoral committee when approving dissertation, capstone, or culminating project topics.
3. Describe the institution’s dissertation, capstone, or culminating project manual and how it guides students in identifying, researching, writing on, and presenting the selected topic.

1. Describe the process that doctoral candidates follow to defend their dissertations, capstone, or culminating project before a doctoral committee via distance or in person.

1. Describe the dissertation, capstone, or culminating project approval process.

1. **Curricula Development and Delivery:**
2. 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.
3. The institution describes its model for distance education delivery, such as correspondence, online, or hybrid.
4. 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.
5. Provide the institution’s curriculum development manual.
6. Describe the institution’s qualifications for curriculum content developers (e.g., subject matter experts).
7. Describe the institution’s qualifications for distance education instructional designers.
8. 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.
9. Describe how curriculum content developers and the curriculum development process verifies that the curricula are aligned with stated program outcomes.
10. 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).
11. 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.
2. 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. 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.

* 1. Describe how often learning resources are evaluated and the process used to determine that resources continue to meet undergraduate student needs and support the institution’s programs and mission.
  2. Describe the process the institution follows when selecting, acquiring, organizing, and maintaining educational materials to support all undergraduate educational offerings.

* 1. Describe how faculty are involved in the process of evaluating and selecting undergraduate learning resources.

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.

* 1. Describe how often learning resources are evaluated and the process used to determine that resources continue to meet graduate student needs and support the institution’s programs and mission.

* 1. Describe the process the institution follows when selecting, acquiring, organizing, and maintaining educational materials to support all graduate educational offerings.

* 1. Describe how faculty are involved in the process of evaluating and selecting graduate-level learning resources.

* 1. Describe how graduate students have access to library and other learning resources that are sufficient for graduate-level research.
  2. Describe how the institution encourages the use of library services, and if required, research and laboratory facilities.

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. 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).

* 1. Describe how the institution assesses and evaluates student achievement.
  2. Describe how examinations and assessments are designed to measure student mastery of identified knowledge, skills, and abilities applicable to the undergraduate degrees offered.
  3. Describe the institution’s procedures for verifying that degree candidates have met all graduation requirements.

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).

* 1. Describe how the institution assesses and evaluates student achievement.
  2. Describe the culminating experience required for successful completion of the master’s program(s).
  3. Describe how examinations and assessments are designed to measure student mastery of advanced scholarship, theoretical concepts, and the skills and abilities applicable to the master’s degrees offered.
  4. Describe the institution’s procedures for verifying that degree candidates have met all graduation requirements.

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.

* 1. Describe the means of evaluation used to evaluate students’ mastery of advanced scholarly knowledge, key theoretical concepts, or specialized content areas specific to the discipline.
  2. If applicable, describe the process that students follow for successfully completing qualifying examinations.
  3. If applicable, describe the process students follow for successfully completing comprehensive examinations.
  4. Describe the process students follow for completing a dissertation or final research project.
  5. Describe the institution’s procedures for verifying that degree candidates have met all graduation requirements.

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.
2. 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.
2. 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.
2. Degree Programs

In addition to the requirements for non-degree programs above, degree-granting institutions meet this requirement by administering proctored assessments at 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.

1. Describe the process followed by the institution to administer proctored assessments to students enrolled in degree programs.
2. Describe how the institution determines the placement of proctored assessments at appropriate intervals within the program of study.
3. Describe how proctors confirm students’ identity.
4. **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).
   1. Describe the institution’s policy and procedures that students follow if their final research project or dissertation involves human research.
   2. Describe the training that faculty and students receive prior to engaging in research projects involving human subjects.

### Standard IV: Educational and Student Support Services

1. **Appropriate Technology:** The institution uses appropriate and readily accessible technology to optimize interaction between the institution and the student that effectively supports instructional and educational services. Students, faculty, and involved practitioners receive training and support for the technology used to deliver the educational offerings.
2. Describe how students are informed of the institution’s minimum technology requirements prior to admission.
3. Describe how the institution uses technology or other appropriate means (e.g., correspondence) to optimize interaction between the institution and students.
4. Describe how the institution’s use of technology effectively enhances and supports instructional and educational services.
5. Describe how the institution provides appropriate training and support for students and faculty in the use of the technology used to deliver its educational offerings.
6. Describe the institution’s plans for maintaining current technology and adopting new technology.
7. **Individual Differences:** Academic advising and instructional support are provided to assist students in achieving institutional and program requirements, program outcomes, course learning outcomes, and educational goals consistent with best educational practices and as required by applicable federal and state laws.
8. Describe the academic advising and instructional support provided by the institution to assist students having difficulties in meeting program requirements.
9. Describe how the academic advising and instructional support encourage students to meet program requirements, achieve program and course outcomes, and attain educational goals.
10. Describe how the institution accommodates the needs of students as required by applicable federal and state laws.
11. Describe the institution’s process for ensuring students equal access to educational offerings.
12. **Encouragement of Students:** The institution’s policies and procedures optimize interaction between the institution and students. The interaction proactively promotes student completion and success.
13. Describe the institution’s policies, procedures, and time frames for monitoring and encouraging student progress.
14. Describe the types of contact used to encourage students to achieve stated program outcomes.
15. Describe how efforts to encourage students are separate from efforts to collect delinquent tuition.
16. **Grading Policies:** Student academic performance is measured using published grading policies that include prompt return of accurately, fairly, and consistently graded assessments that are supervised by a qualified instructor or faculty member. The institution publishes its assignment marking system, course extension policy, and information on issuance and completion of incomplete grades and applies them with fairness and consistency.
17. Describe the institution’s approach to grading.
18. Describe how faculty/instructors apply the grading policy with consistency and fairness.
19. Describe who is responsible for ensuring that all grading is conducted accurately, fairly, and consistently.
20. **Student Records:** Accurate student records are securely and confidentially maintained. Policies and procedures for keeping records on students’ academic progress are in accordance with applicable federal and state laws and professional requirements. Transcripts are readily accessible and are maintained permanently in either print or digital form.
21. Describe the institution’s formal academic records requirements.
22. Describe the documents maintained in students’ records.
23. Describe the process for maintaining student academic records.
24. Explain how long the institution maintains student and alumni academic records.
25. Describe how the institution maintains records of students’ examinations and assessments.
26. Describe the security, maintenance, and protection of student records and how they are readily accessible to authorized staff and faculty.
27. Describe the institution’s transcript services.
28. **Student Support Services:** The institution provides support services designed for the students enrolled, such as financial aid guidance, advising services, employment assistance, and/or alumni services. Appropriate academic support services are readily available. Any career services and/or alumni services are offered as published in the institution’s materials.
29. Describe how the institution provides support services for students enrolled based the educational offerings.

1. Describe how these support services are readily available.

1. Describe any career and alumni services offered.

### Standard VI: Academic Leadership and Faculty Qualifications

1. **Academic Leadership:** The institution demonstrates appropriate academic leadership capacity and infrastructure to support the effective distance education delivery of educational offerings. Academic leaders possess the academic credentials, background, knowledge, ethics, and experience necessary to guide the instructional activities of the institution.
2. Describe how the institution’s academic leaders possess the knowledge and experience to support effective distance education delivery of educational offerings.
3. Describe how the institution’s academic infrastructure is adequate to provide effective distance education delivery of educational offerings.
4. Describe how the academic leaders possess the appropriate academic credentials, background, knowledge, ethics, and experience to guide the instructional activities of the institution.
5. Describe the roles and responsibilities of the academic leadership.

1. **Chief Academic Officer (CAO) or Educational Director:** The institution designates a chief academic officer, educational director, or other similar oversight position. This individual is responsible for overall administration of the educational program(s); for the educational, editorial, and research activities within departmental subject fields; and for faculty/instructors. The individual also informs marketing decisions.

Within the context of the institution’s mission:

1. The CAO or education director has appropriate academic administrative experience and competence necessary to lead and manage educational offerings in a distance education environment.
2. List the CAO’s or education director’s appropriate academic administrative experience and competence to lead and manage educational offerings in a distance education environment.
3. The CAO or education director possesses academic credentials that are appropriate for the leadership, supervision, and oversight of faculty, curriculum design, and student achievement expectations.
4. Describe the role and administrative responsibilities of the Chief Academic Officer or Educational Director or other similar oversight position.
5. Describe the Chief Academic Officer or Educational Director or other similar oversight position’s role in overseeing educational, editorial, and research activities for the educational offerings, and informs marketing decisions.
6. List the CAO’s or education director’s academic credentials that support the necessary qualifications for leadership, supervision, and oversight of faculty, curriculum design, and student achievement.
7. Doctoral Degrees

The institution appoints a director for doctoral degree programs. The director possesses previous higher education administrative capacity and distance learning knowledge to lead doctoral programs. The director possesses the appropriate terminal degree earned from an appropriately accredited institution in a subject area relevant to the degree program being offered.

1. Provide the name of the director appointed by the institution to oversee the doctoral degree programs.
2. Explain how the director possesses previous higher education administrative capacity and distance learning knowledge necessary to lead doctoral programs.
3. Provide a list of the director’s earned academic credentials and how this education is relevant to the degree program being offered.
4. **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.
5. Describe the institution’s faculty/instructor qualifications in relation to the subject areas taught and the credential level of the programs offered.
6. Describe how the institution employs or contracts with a sufficient number of qualified faculty/instructors to provide individualized instructional service to each student.
7. Describe what documents the institution requires and maintains on file to demonstrate that instructors/faculty are appropriately qualified.
8. Describe how faculty/instructors are screened for appointment.
9. Describe how faculty/instructors are continuously trained in institutional policies, learner needs, instructional approaches and techniques, and the use of instructional technology.
10. Describe how faculty/instructors/staff performance is regularly evaluated.
11. Describe how faculty/instructors are appropriately involved and engaged in the curricular and instructional aspects of the educational offerings.
12. Describe how faculty are assigned responsibilities based on their degree qualifications and/or area(s) of expertise.
13. If the institution uses external faculty/instructors, technical advisors, researchers, or subject matter specialists, describe how they are hired and monitored throughout their engagement.
14. Describe the contractual arrangements with faculty/instructors/staff and any external individuals, including method of compensation.
15. Provide data and reasons for any faculty turnover in the past five years.
16. Describe the institution’s procedures for publishing, as well as its policies for preventing and resolving, faculty conflicts of interest.

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

1. **Advertising and Promotion:** The institution conforms to ethical practices in all advertising and promotion to prospective students. All advertisements, website content, and promotional literature are truthful, accurate, clear, and readily accessible to the public; proactively states that programs are offered via distance education; and appropriately discloses occupational opportunities as applicable. Catalogs, enrollment agreements, manuals, and websites list the institution’s full name and physical address. At a minimum, all print advertisements and promotional literature include the institution’s city, state, and website home page URL where, in compliance with DEAC’s Website Disclosures Checklist, the institution’s physical address is provided. All web-based advertisements provide a link to the institution’s website home page URL. All institutional social media account profiles provide a link to the institution’s website home page URL. The institution complies with the DEAC’s Catalog Disclosures Checklist and DEAC’s Website Disclosures Checklist.
2. Describe the institution’s approach to advertising and promoting its programs.
3. Identify who is responsible for the institution’s marketing and advertising decisions.
4. Certify that the institution is in compliance with the DEAC website disclosures checklist and provide the completed DEAC website disclosures checklist.
5. Describe how the institution verifies that all advertisements, website content, and promotional materials are truthful, accurate, clear, and readily accessible to the public; proactively state that programs are offered via distance education; and appropriately disclose occupational opportunities, as applicable.
6. Demonstrate that all catalogs, enrollment agreements, manuals, and websites list the institution’s full name and physical address by supplying links to sample documentation below.
7. Demonstrate that all print advertisements and promotional literature include the institution’s city, state, and website home page URL.
8. Demonstrate that all web-based advertisements and all institutional social media account profiles provide a link to the institution’s website home page URL.
9. Certify that the institution is in compliance with the DEAC catalog disclosures checklist and provide the completed DEAC catalog disclosures checklist.
10. All advertisements and promotional materials accurately reflect the programs and services offered by the institution. The word “guarantee” is never used in advertisements. Under limited and exceptional circumstances, institutions may use the word “free” when it is appropriate to the mission and purpose of the institution.
11. Describe how all advertisements and promotional materials accurately reflect that educational offerings are delivered through distance education.
12. Describe how the institution ensures that the word “guarantee” is never used.
13. If the word “free” is used by the institution, provide supporting information and documentation that shows that the use of the word is appropriate to the mission and purpose of the institution.
14. The institution’s website testimonials and endorsements are truthful and less than four years old. The institution maintains signed student consent forms for each published testimonial. The institution’s website discloses all program requirements, course descriptions, tuition and related costs, program schedules, method of delivery, and its catalog prior to the collection of any personal student contact information. The institution does not use other institutions as triggers for its own sponsored links on Internet search engines.
15. Describe how the institution verifies that all testimonials and endorsements are truthful and less than four years old.
16. Describe the institution’s process for obtaining and maintaining signed student consent forms for each published testimonial.
17. Certify that the institution does not use other institutions as triggers for its own sponsored links on Internet search engines.
18. The institution discloses in its catalog, website, and enrollment agreements that the acceptance of earned transfer credits is determined by the receiving institution.
19. Certify that the institution publishes appropriate transfer credit disclaimers in its catalog, website, and enrollment agreements.
20. The institution adheres to applicable catalog, website, and enrollment agreement disclosures checklists, based on educational offerings. The institution publishes student consumer information as required by federal and state statute and regulations.
21. Describe the information published for prospective students and the public on its Consumer Information Disclosure Form.
22. Any incentives offered to prospective and current students to enroll must be limited in nature to institution-branded items and in no event may such items exceed an aggregate value of $100 annually with respect to any individual.
23. Describe what, if any, incentives are offered to prospective and current students to enroll and their aggregate annual value.
24. Describe the procedures in place to ensure incentives are limited to institution-branded items that do not exceed an aggregate value of $100 with respect to any individual.
25. The institution permanently archives its catalogs.
26. Describe the procedures the institution follows for permanently archiving its catalogs.

1. **Student Recruitment:** The institution demonstrates ethical processes and procedures are followed throughout the recruitment of prospective students by any individual who is authorized by the institution to participate in the enrollment process with prospective students. Minimum ethical practices and procedures are identified below.
2. Describe the process used at the institution to enroll prospective students.
3. Describe how the institution’s recruitment processes and procedures are ethical.
4. Describe the institution’s job description for any individuals authorized to participate in the student enrollment and any individual whose job responsibilities include regular participation in the student enrollment process.
5. The institution takes full responsibility for the actions, statements, and conduct of its authorized recruitment personnel. The institution maintains appropriate records, licensures, registrations, signed employment contract, and signed DEAC Code of Ethics, as applicable for all recruitment personnel. The institution demonstrates it adequately trains its student recruitment personnel and provides them with accurate information concerning employment and remuneration. All authorized recruitment personnel are provided with appropriate materials covering applicable procedures, policies, and presentations. The institution demonstrates that it routinely monitors its student recruitment personnel or independent organizations that provide prospective applicants names to assure they are in compliance with all state, federal, and DEAC recruitment practices.
6. Describe how the institution supervises and monitors student recruitment personnel.
7. Describe the institution’s hiring practices for student recruitment personnel.
8. Describe the institution’s training process for student recruitment personnel.
9. Provide evidence that all student recruitment personnel sign the DEAC Code of Ethics.
10. Describe the institution’s professional development policy for student recruitment personnel.

1. Describe how often the institution updates its materials used to enroll prospective students.
2. Describe how the institution verifies that recruitment materials are in compliance with all state, federal, and DEAC recruitment practices.
3. Describe the process and criteria used to evaluate student recruitment personnel.

1. All student recruitment personnel, including telemarketing staff, conform to applicable federal, state, and international laws. Student recruitment personnel may not be given and may not use any title that indicates special qualifications for career guidance, advising, or registration, nor may they publish advertisements without written authorization from the institution.
2. Describe how the institution verifies that student recruitment personnel conform to applicable federal, state, and international laws.
3. Describe how student recruitment personnel identify themselves to prospective students.
4. If an institution provides incentives for making referrals, the incentive must not exceed a value of $100 per year.
5. Describe what, if any, incentives are offered for making referrals, including the value of the incentives.

### Standard VIII: Admission Practices and Enrollment Agreements

1. **Admissions Disclosures:** Admissions policies and procedures are designed to assure that the institution enrolls only those students who are reasonably capable of successfully completing and benefiting from the educational offerings.
2. Describe the institution’s admissions policy.

1. Describe how the institution determined its admissions criteria.
2. Describe how the institution’s admissions policy verifies that only students who are reasonably capable of completing and benefiting from the educational offerings are enrolled.
3. The institution informs each applicant, prior to admission, of the admissions criteria, the nature of the education provided, and the demands of the educational offerings. Prior to completing the enrollment process, the institution requires students to affirm access to the catalog and other institutional documents disclosing the rights, responsibilities, and obligations of both the student and the institution.
4. Describe how the institution informs each prospective student of the admissions criteria, the nature of the education offered, and the demands of the educational offerings.
5. Describe how the institution requires students to affirm receipt of the catalog and other institutional documents that disclose the rights, responsibilities, and obligations of both the student and institution prior to completing the enrollment process.
6. If the institution offers programs that prepare students for state licensing/certification examinations required for entering a profession, how does the institution inform each prospective student of licensing examination/certification requirements?
7. If the institution offers programs that prepare students for state licensing/certification examinations required for entering a profession, how does the institution inform each prospective student whether they meet state or federal examination eligibility requirements?
8. The institution admits students regardless of race, color, national origin, disability, sex, or age. Institutions reasonably accommodate applicants and students with disabilities to the extent required by applicable laws.
9. Describe the institution’s plan for providing reasonable accommodations to students who provide appropriate disability documentation.
10. Provide examples of accommodations made for students who provided appropriate disability documentation.
11. **Admissions Criteria:** The institution’s admissions criteria aligns with its mission and student population served. The institution establishes qualifications that an applicant possesses prior to enrollment in order to successfully complete the stated educational offerings. The institution consistently and fairly applies its admission requirements. If an institution enrolls a student who does not meet the admissions criteria, the institution documents the reason(s) for the exception to the admissions criteria.
12. Describe how the institution’s admissions criteria align with its mission and target student population served.
13. Describe the process followed to develop admissions criteria that verify and document that prospective students possess identified qualifications in order to complete the stated educational offerings.
14. Describe how the institution consistently and fairly applies its admission requirements.
15. Describe how the institution documents that students meet established admissions criteria.
16. If the institution enrolls students who do not meet its established admissions criteria, describe the institution’s policies and procedures for determining the basis for admittance, describe how it documents that students otherwise meet established admissions criteria, and describe how such admissions are made only under limited and exceptional circumstances.

1. Describe the institution’s reasonable measures for determining if prospective students’ physical limitations will prevent successful completion of the educational offerings.
2. Transcripts not in English are evaluated by an appropriate third party and translated into English or evaluated by a trained transcript evaluator fluent in the language of the transcript. Evaluators possess expertise in the educational practices of the country of origin and include an English translation of the review.
3. Describe the institution’s process for evaluating transcripts that are not in English.
4. Provide a link to the institution’s admissions requirements for foreign transcript evaluation.

For this response: Insert Link

1. Provide a list of appropriate third-party transcript evaluators approved by the institution.
2. Describe how transcript evaluators possess expertise in the educational practices of the country of origin.
3. The institution’s admissions criteria disclose procedures for verifying appropriate language proficiencies. The institution verifies English language proficiency for applicants whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction. Verification procedures align with DEAC’s guidance on English Language Proficiency Assessment.
4. Describe the institution’s admissions procedures for verifying published language proficiency requirements.
5. Provide a link to the institution’s admissions policy for verifying English or other language proficiencies.  
     
   For this response: Insert Link
6. Describe how the institution’s foreign language verification procedures align with DEAC’s guidance on English Language Proficiency Assessment [DEAC Handbook, Part Four: Appendices: Standard IX]
7. **Enrollment Agreements:** The institution’s enrollment agreements/documents clearly identify the educational offering and assure that each applicant is fully informed of the rights, responsibilities, and obligations of both the student and the institution prior to applicant signature. The institution complies with the DEAC Enrollment Agreements Disclosures Checklist.
8. Describe how the enrollment agreements or other similar contractual documents clearly identify the educational offerings.
9. Describe how the institution’s enrollment agreements or other similar contractual documents verify that each applicant is fully informed of the rights, responsibilities, and obligations of both the student and the institution prior to the applicant’s signature.
10. Certify that the institution complies with the DEAC enrollment agreement disclosures checklist.   
      
      
    1. The institution requires that, prior to accepting the enrollment agreement, students affirm and accept the tuition refund policy and the rights, responsibilities, and obligations of both the student and the institution. The terms of the tuition refund policy are published in the institution’s enrollment agreement, catalog, and website.
11. Describe how the institution requires students to affirm and accept the tuition refund policy prior to accepting the enrollment agreement.
12. Describe how the institution discloses the rights, responsibilities, and obligations of both the student and the institution prior to accepting the enrollment agreement.   
      
      
    1. An enrollment agreement is not binding until it has been submitted by the student and accepted by the institution. A copy of the accepted enrollment agreement is made available to the student within 10 days of acceptance and maintained as a part of the student’s record.
13. Describe the institution’s process for accepting and processing enrollment agreements.
14. Certify that the institution provides students with a copy of the accepted enrollment agreement within 10 days of acceptance.
15. Describe how the enrollment agreement is maintained as part of the student’s record.

### Standard IX: Financial Disclosures, Cancellations, and Refund Policies

1. **Financial Disclosures:** All costs relative to the education provided by the institution are disclosed to the prospective student [in an enrollment agreement or similar contractual document] before enrollment. Costs must include tuition, educational services, textbooks, and instructional materials; any specific fees associated with enrollment, such as application and registration fees; and fees for required services such as student authentication, proctoring, technology access, and library services.
2. Describe how the institution discloses to prospective students prior to enrollment all costs associated with the education provided.
3. Demonstrate that all costs associated with the education provided include tuition, educational services, textbooks, instructional materials, and application, registration, authentication, proctoring, technology access, and library services fees.
4. The costs for optional services, such as expedited shipment of materials, experiential portfolio assessment, or other special services, such as dissertation binding, are clearly disclosed to prospective students as not subject to refund after the five (5)-calendar- day student right to cancel enrollment.
5. Describe how costs for optional services, such as expedited shipment, experiential portfolio assessment, or other special services, are clearly disclosed to prospective students prior to enrollment.
6. Describe how the institution clearly discloses to prospective students that costs for optional services are not subject to refund after the five (5)-calendar-day student right to cancel enrollment.

1. The institution’s disclosure of its refund policy must include a sample refund calculation that describes the calculation methodology using clear and conspicuous language. Student acknowledgement of the refund policy is obtained and documented in the enrollment agreement or similar contractual document prior to enrollment.
2. Describe the institution’s refund policy and how the calculation methodology uses clear and conspicuous language.
3. Provide the published sample refund calculation.
4. Describe how the institution obtains applicants’ acknowledgement of the refund policy that is documented on the enrollment agreement or similar contractual document prior to enrollment.

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

1. **Facilities, Equipment, and Supplies:** The institution maintains sufficient facilities, equipment, and supplies to achieve its mission and values and support its educational offerings and future operations. A written plan outlines the maintenance and upgrade of facilities, equipment, and supplies and includes a disaster response and recovery plan. The plan states the resources that are budgeted to support its goals. Buildings, workspace, and equipment comply with local fire, building, health, and safety regulations and are appropriately equipped to handle the educational program(s) of the institution.
2. Describe how the institution’s facilities, equipment, and supplies promote the achievement of its mission and values.
3. Describe how the institution’s facilities, equipment, and supplies support its educational offerings and future operations.
4. Describe the institution’s plan for the maintenance and upgrade of its facilities, equipment, and supplies.
5. Describe the institution’s disaster response and recovery procedures based on its geographical location(s).
6. Describe how the institution verifies that there are adequate financial resources and budgets to maintain and upgrade its facilities and equipment.
7. Describe how the technical infrastructure is adequate to provide timely delivery of distance education and support services and to accommodate future student enrollment growth.
8. Describe how the institution’s building, workspace, and equipment comply with local fire, building, health, and safety regulations.
9. Describe the type of professional liability, property, and general liability insurance held by the institution, and provide a copy of the Certificate of Liability Insurance.

## SECTION 3: ENROLLMENT INFORMATION

1. Provide the number of new enrollments in the last calendar year.

Insert Response

1. Provide the total number of students as of the date of this report.

Insert Response

## SECTION 4: DOCUMENTATION

* Non-refundable Engaging in International Activities Post-Approval Report Fee (see *DEAC Accreditation Fees* document). Provide evidence of payment (scanned copy of check or similar). Insert Date Fee was Mailed
* *DEAC State Authorization Form*
* Documentation of state authorization/licensure for institution’s state of domicile (where the institution maintains its primary facility, as listed in this report).
* Documentation of state authorization/licensure in any other states.
* Audited comparative or reviewed comparative financial statements covering the two most recent fiscal years

**Note:** Financial statements are audited or reviewed and prepared in compliance with generally accepted accounting principles in the United States of America (GAAP) or International Financial Reporting Standards. The institution’s budgeting processes demonstrate that current and future budgeted operating results are sufficient to allow the institution to accomplish its mission and goals.

* International contracts/agreements
* If partnering with an international entity, provide the partnering entity’s licensure, approval, and/or accreditation from the country’s higher education oversight organization or its local designee approval documents.
* Organizational chart for international location
* Curriculum vitae or résumés of individuals responsible for oversight of the international location or of partnering entities.
* Revised strategic plan, including international activities
* Technology requirements Insert Link
* Grading policies Insert Link
* Academic units of measurement policy Insert Link
* Academic units of measurement evaluation chart
* Sample transcript for international students
* Academic leadership résumés
* Chief academic officer or educational director résumé
* International faculty/tutor résumés
* Sample faculty/tutor Contracts
* Links to advertising and promotional materials for international educational offerings
* *DEAC website disclosures checklist*
* Catalog Insert Link
* *DEAC catalog disclosures checklist*
* International student recruitment personnel job description
* International student recruitment training materials
* International student recruitment signed Code of Ethics
* International students admission criteria Insert Link
* Enrollment agreements
* *DEAC enrollment agreement disclosures checklist*
* International location floor plan
* International location facilities plan
* Fire, health, and occupancy inspection license or international equivalent
* Certificate of Liability Insurance or international equivalent
* Updated international teach-out plan
* Updated teach-out commitment including international activities

## 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.

**Institution’s President/CEO:** Name of President/CEO

**Institution’s President/CEO Signature:** Print Name or Insert Digital Signature

**Date:** Insert Date