

**CONTRACTING for EDUCATIONAL DELIVERY
COMPLIANCE ASSESSMENT FORM**

# Instructions

The Distance Education Accrediting Commission requires every institution seeking to contract for educational delivery of up to 50 percent of its curriculum to obtain prior approval from the Commission. Prior approval serves two main purposes: (1) It provides the institution an opportunity to critically reflect on its operations, processes, and procedures prior to contracting for educational delivery and (2) it provides the Commission with an overview of the institution, its mission, and its processes that are integral to delivering quality distance education while contracting for educational delivery.

The questions on this Compliance Assessment Form are designed to assist on-site team evaluators in determining whether institutions meet the intent of DEAC accreditation standards. Evaluators are not limited to the questions on this rating form. This rating form is for the evaluator’s use only. Evaluators do not need to send this rating form to DEAC.

DEAC evaluators determine whether institutions meet, partially meet, or do not meet accreditation standards. For any rating of “partially meets” or “does not meet,” the evaluator must provide a “required action” that instructs the institution on what it needs to provide in order to demonstrate compliance with the identified standard. Evaluators should be careful to review institutions based only on the accreditation standards. Any recommendations beyond the scope of the accreditation standards should be provided under suggestions.

Evaluators should refer to the *DEAC Accreditation Handbook and Guide for Self-Evaluation* for any further clarification on institutional requirements.

Institution Information

**Contracting for Educational Delivery:** Substantive change requirements for an institution that contracts with an unaccredited organization or organization not certified to participate in the Title IV HEA programs to provide more than 25% of one or more of the institution’s educational programs are applicable to:

[ ]  an accredited institution that enters into a contract with another accredited organization or unaccredited entity to provide more than 25 percent up to 50 percent of one or more of the institution’s educational programs,

[ ]  an institution certified to participate in Title IV HEA programs that enters into a contract with an institution or organization not certified to participate in Title IV programs to provide more than 25 percent up to 50 percent of one or more of the institution’s educational programs, or

[ ]  an institution seeking to improve or expand its educational offerings to students can enter into an agreement to incorporate or contract for educational delivery up to 50 percent of its curriculum with an approved AQC or Approved Quality Curriculum provider.

Name of Institution: Name of institution

Date of Review: Date of review

Name of Evaluator: Evaluator name

# Accreditation Standards

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

1. **Curricula Development and Delivery:**
	1. Qualified persons competent in distance education instructional design practices work with experts in their subjects or fields to develop the content of all curricula and prepare instructional materials.
	2. The institution describes its model for distance education delivery such as: correspondence, online, or hybrid.
	3. Any contracting with a third party for educational delivery is conducted in accordance with DEAC Processes and Procedures, Part Two, Section XIX F.4. and F.5., Changes in Educational Offerings."

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

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

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

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