Standards IX and X

Academic Leadership and Staffing; Academic Policies

Marcia Mastracci Ditmyer, PhD, MBA, MS

Caulyne Barron, Ed.D.

Monday, October 21, 2024 @ 2:45pm to 3:45pm

DEAC
DISTANCE EDUCATION ACCREDITING COMMISSION

Standard IX: Academic Leadership & Staffing

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What has Changed/Not Changed

Description

The institution models effective leadership and a shared purpose by ensuring that qualified individuals are serving in all academic roles. The institution is responsible for implementing and maintaining sufficient administrative staff and infrastructure to support the effective performance of its academic leadership and faculty. This includes ensuring access by academic leadership and faculty to academic and professional resources sufficient to allow them to stay current in their field.

What has Changed/Not Changed

What Has Changed	What Has Not Changed
1. Moved from STANDARD VI to STANDARD IX 2. Renamed from "Academic Leadership and Faculty Qualifications" to "Academic Leadership and Staffing." 3. Emphasis on exclusion of equivalency for leadership qualifications. 4. Professional Development and Scholarship Support as appropriate for level of offering and mission.	1. Faculty Qualifications 2. Faculty Equivalency requirements 3. Faculty Review

What has Changed/Not Changed

- ✓ Moved from STANDARD VI to STANDARD IX
- ✓ Renamed from "Academic Leadership and Faculty Qualifications" to "Academic Leadership and Staffing."

SECTIONS BEFORE	SECTIONS AFTER
A. Academic Leadership B. Chief Academic Officer (CAO) or Education Director – within the context of the institution C. Instructor, Faculty, Staff based on their responsibilities and area of expertise D. Professional Growth	A. Academic Leadership B. Faculty Qualifications C. Faculty Training D. Professional Development and Scholarship

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Standard IX- Academic Leadership & Staffing

Description

The institution models effective leadership and a shared purpose by ensuring that qualified individuals are serving in all academic roles. The institution is responsible for implementing and maintaining sufficient administrative staff and infrastructure to support the effective performance of its academic leadership and faculty. This includes ensuring access by academic leadership and faculty to academic and professional resources sufficient to allow them to stay current in their field.

What are examples of evidence to support A. Academic Leadership.

1. Describe how the institution's academic leaders possess the academic qualifications and experience to direct and oversee the effective delivery of its educational offerings.
2. Describe how the institution's academic leadership includes individuals who are adequately qualified and experienced in the institution's implemented distance learning modalities.
3. Describe the roles and responsibilities of academic leadership personnel.
4. Describe the processes in place to ensure that academic leaders are responsible for and engaged in review of program quality and student outcomes.
5. Describe the process in place for academic leadership's selection, training, and ongoing development of faculty.

Standard IX – EVIDENCE (A)

A. Academic Leadership

The institution provides academically qualified and experienced leadership to direct and oversee the effective delivery of its educational offerings using distance learning models. Academic leadership is responsible for the quality of program and student outcomes, as well as for the selection, training, continued quality, and development of faculty.

Evidence Includes
Academic Leadership Resumes, Job Descriptions

Standard IX-Evidence (B)

B. Faculty Qualifications

The institution provides the appropriate number of qualified faculty to achieve program and course outcomes and provide instruction. The institution maintains faculty résumés, official transcripts, and copies of applicable licenses or credentials on file.
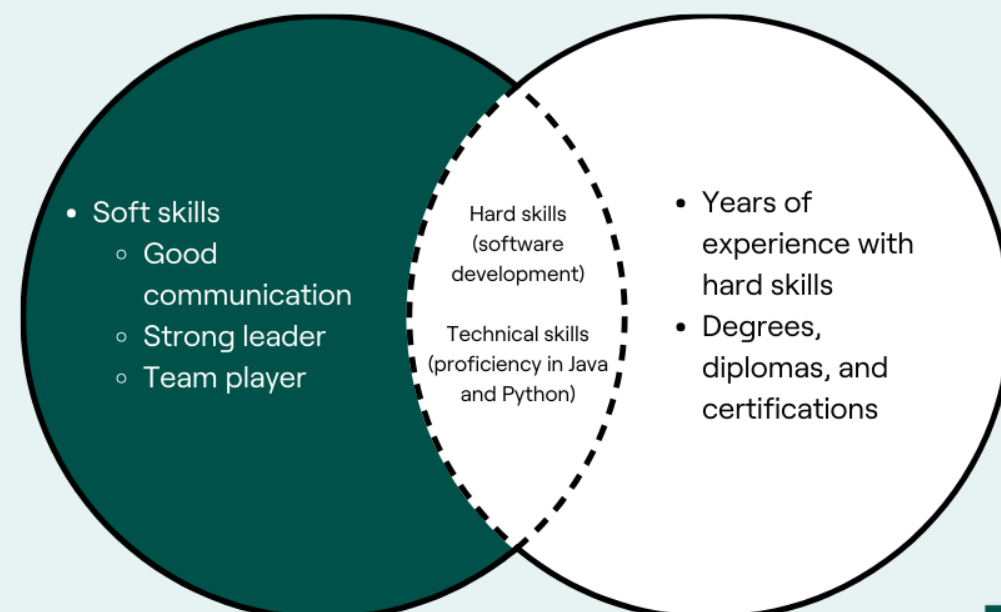
Faculty Policies

Describe the institution's faculty qualifications in relation to the subject areas taught and credential level of programs officer.

Faculty Contracts

Provide faculty contracts that demonstrate sufficient number of qualified faculty.

Faculty Handbook

Provide copy of faculty handbook which includes all policies and procedures, expectations, required training and professional development, and expectations of participation relative to engagement.

Tracking Systems

Tracking of credentialing mapped to courses taught, and CE participation, and other involvement with governance of academic programs. (Exhibit 18)

Standard IX – EVIDENCE (B)

- ✓ Number and Qualifications; Provide CV/résumés, official transcripts, and copies of applicable licenses or credentials on file.

- ✓ Demonstrate appropriate credentials:
  - ✓ Faculty teaching in undergraduate academic degree programs possess a degree at least one level above that of the program they are teaching and demonstrate expertise in the subject field they are teaching.
  - ✓ Faculty teaching in master's degree programs possess a doctoral or terminal degree and demonstrate expertise in the subject field they are teaching.
  - ✓ Faculty teaching in doctoral degree/first professional degree programs possess a doctoral degree/first professional degree in a related subject field.
  - ✓ Faculty teaching general education possess a master's degree in the field or a master's degree and 18 semester hours of education in the general education subject area.
  - ✓ All faculty credentials are awarded by an appropriately accredited institution.

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Standard IX – EVIDENCE (B)

Limited Exceptions

- Demonstrated depth and breadth of experience in the content area

Exception Policy Required

- Adhere to a clearly stated policy
- Authorizes the use of experiential equivalency only in exceptional cases
- Only where equivalency is demonstrated pursuant to published and objective criteria

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Standard IX – (C & D)

C. Faculty Training

All faculty must be trained in or have demonstrated experience with the principles of distance learning pedagogy. In addition, faculty shall be regularly trained in institutional policies, existing and emerging instructional approaches and techniques, and the use of instructional technology and academic resources. Faculty are evaluated on a regular basis for effectiveness in teaching and responsiveness to student needs.

D. Professional Development and Scholarship

Faculty and academic staff are provided professional development and support for scholarly pursuits aligned to the institution's mission and level of programs offered.

Standard IX – EVIDENCE (C & D)

C. Faculty Training

- ✓ How do you verify faculty training in
  - the principles of distance learning pedagogy in use.
  - institutional policies.
  - instructional approaches and techniques.
  - the use of instructional technology and resources.
- ✓ How are faculty evaluated – demonstrate regular evaluation.

D. Professional Development and Scholarship

- ✓ Describe the institution's professional development and scholarship support policy for faculty and academic staff.
- ✓ Summarize the professional development activities of the faculty and academic staff in the past three years.
- ✓ Describe how professional development opportunities and scholarship support align with the institution's mission and level of programs offered.
- ✓ Describe the internal and external resources and professional development materials provided to faculty and academic staff.

Standard X: Academic Policies

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What has Changed/Not Changed

Description

The institution establishes, publishes, and enforces academic policies and procedures to ensure faculty and student integrity and academic honesty, as well as compliance with applicable laws in research activities. The institution also publishes clear criteria for admissions, transfer credit, prior learning assessment, and satisfactory academic progress. These criteria are readily accessible by current and prospective students, as well as by the general public.

What has Changed/Not Changed

THIS IS A NEW STANDARD

A. Admissions Criteria (From Standard VIII, D)
B. Transfer Credit (From Standard VIII, F)
C. Prior Learning Assessment (From Standard VIII, F)
D. Student Integrity and Academic Honesty (Standard III, I)
E. Grading Policies (Standard IV, F)
F. Satisfactory Academic Progress (Standard IV, E)
G. Institutional Review Board (Standard III, J)

Academic Policies Description

- The institution establishes, publishes, and enforces academic policies and procedures to ensure faculty and student integrity and academic honesty, as well as compliance with applicable laws in research activities. The institution also publishes clear criteria for admissions, transfer credit, prior learning assessment, and satisfactory academic progress. These criteria are readily accessible by current and prospective students, as well as by the general public.

Standard X. Academic Policies (A)

A. Admissions Criteria

The institution's admissions criteria align with its mission, program levels, and targeted student population. The admissions criteria are intended to ensure the admission of students who can reasonably be expected to successfully complete the stated educational offerings Exceptions to admissions criteria are limited and require documentation of a clear and justifiable rationale for the exception.

Standard X. Academic Policies (A)

Non-Degree
- Applicants possess a HS diploma or equivalent.

Undergraduate
- Applicants possess a HS diploma or equivalent.

Master's
- Applicants possess bachelor's degree from accredited institution.

Dual Degrees
- Commonly accepted practices and ensure students are adequately prepared for success.
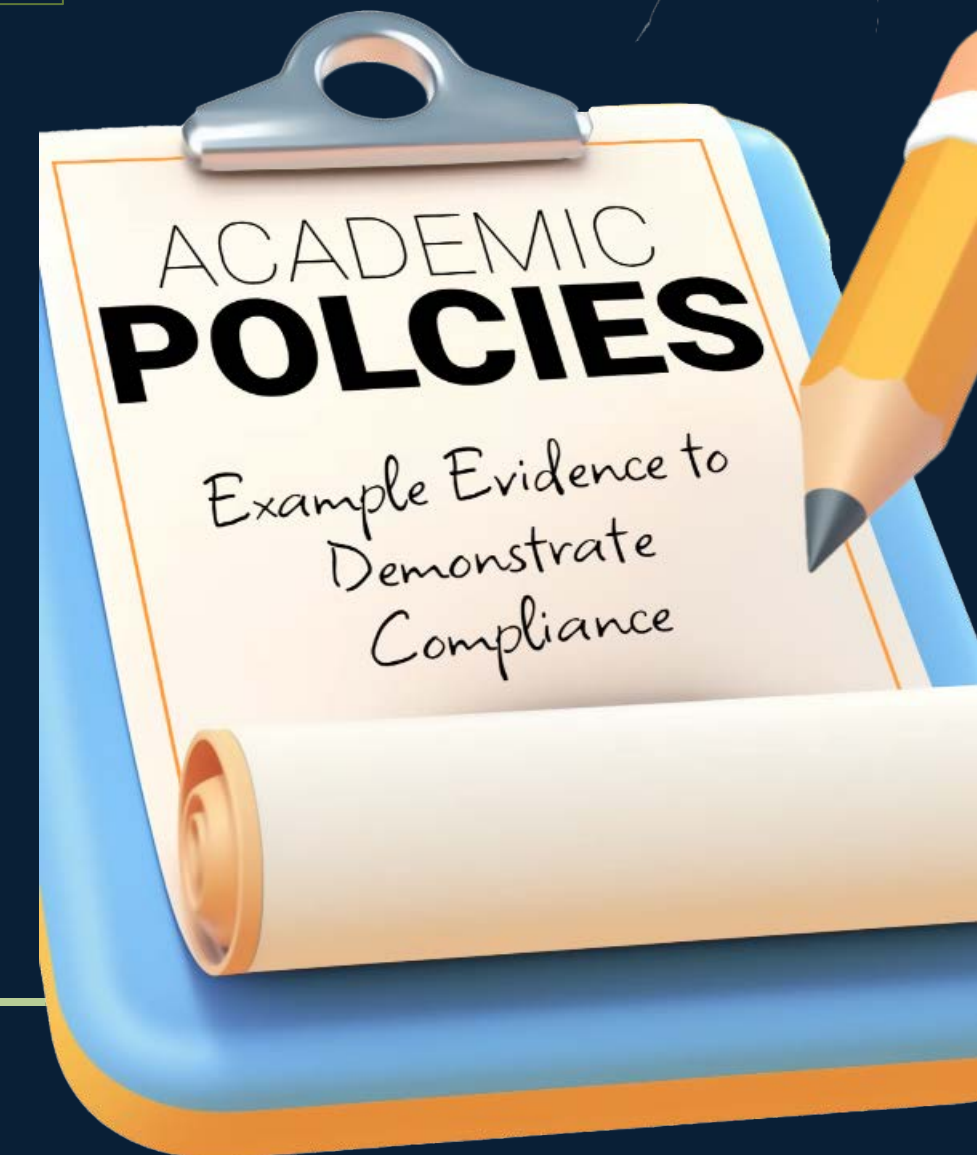
First Professional
- Applicants possess bachelor's or master's degree rom accredited institution.

Professional Doctoral
- Applicants possess bachelor's or master's degree rom accredited institution and relative experience.
- 30 graduate-level credit hours

Research Doctoral
- Applicants possess bachelor's or master's degree rom accredited institution and relative experience.
- 30 graduate-level credit hours

ACADEMIC POLCIES
Example Evidence to Demonstrate Compliance

Standard X. Evidence General Admissions Policies (A)

1. Provide the institution's admissions policy.

2. Describe how the institution's admissions criteria aligns with its mission, program levels, and target student population.

3. Describe the process followed to develop admissions criteria, which could include a flow chart, committee meeting minutes, written policy.

4. Verification that students meet established admissions criteria through copies of diplomas, transcripts, etc.

5. If you admit students who are exception of admissions polices, document

    a. policies and procedures for determining the basis for admittance

    b. how the institution documents its rationale for exception,

    c. how such admissions are made only under limited and exceptional circumstances.

Standard X. Evidence More Specific Admissions Policies (A)

Non-Degree

- Document basis for admissions decisions
- What does self-certification
- Describe policy for verification

Undergraduate

- Document basis for admissions decisions
- What does self-certification
- Describe policy for verification

Dual Degree

- Document basis for admissions decisions
- For each, describe how verifies admissions meets industry best practices
- Document how ensure students are prepared

Master's Degree

- Document basis for admissions decisions
- Describe what is used for verification (e.g., official transcripts)
- Document where and how information maintained.

Standard X. Evidence More Specific Admissions Policies (A)

First Professional

- Document basis for admissions decisions
- Document how verify admissions requirements (e.g., transcripts, etc.)

Research Doctoral

- Document basis for admissions decisions
- Document how verify all admissions requirements.
- Document how verify 30 graduate-level credit hours prior to admissions

Professional Doctoral

- Document basis for admissions decisions
- Document how verify all admissions requirements.
- Document how verify 30 graduate-level credit hours prior to admissions

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Academic Policies Description

Standard X. Transfer Credit (B)

- The institution establishes, publishes, and enforces academic policies and procedures to ensure faculty and student integrity and academic honesty, as well as compliance with applicable laws in research activities. The institution also publishes clear criteria for admissions, transfer credit, prior learning assessment, and satisfactory academic progress. These criteria are readily accessible by current and prospective students, as well as by the general public.

B. Transfer Credit

The institution implements a fair and equitable transfer credit policy that is published in the catalog. The steps for requesting transfer credit are clear and disclose the documentation required for review. Students may appeal transfer credit decisions using published procedures. The institution clearly discloses that the transfer of institutional credits to other institutions is at the discretion of the other institution.

Standard X. Transfer Credit (B)
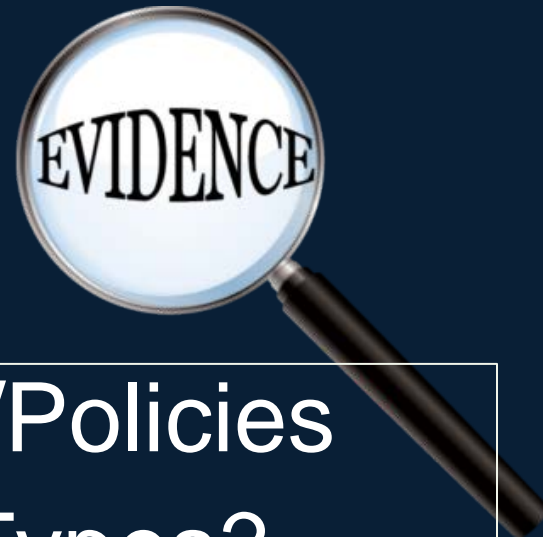
- Handbooks/Policies
- Limits and Types?
- Process Walkthrough
- Sample Evaluations
- Qualifications of Evaluators
- Appeal Process
- Disclosures

1. Describe how the institution's transfer credit policy is fair and equitable.
2. Provide a link to the institution's transfer credit policy.
3. Describe the steps followed by students when requesting transfer credit.
4. Explain the type of documentation the institution requires to substantiate the award of transfer credits. [EXHIBIT 22: Sample Transfer Credit Evaluations]
5. Describe the institution's process for evaluating transfer credit.
6. Describe how transfer credit evaluation is performed by qualified individuals with experience in evaluating transcripts and academic content equivalency.
7. Describe the institution's transfer credit appeal procedures.
8. Provide the institution's disclosure that transfer of institutional credits to other institutions is at the discretion of the receiving institution, and state where this is published.

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Academic Policies Description

Standard X. Prior Learning Assessment (C)

- The institution establishes, publishes, and enforces academic policies and procedures to ensure faculty and student integrity and academic honesty, as well as compliance with applicable laws in research activities. The institution also publishes clear criteria for admissions, transfer credit, prior learning assessment, and satisfactory academic progress. These criteria are readily accessible by current and prospective students, as well as by the general public.

C. Prior Learning Assessment

Credit may be awarded for demonstrated learning appropriate for the level, subject, and amount of credit awarded based on the student's prior professional/military experience, training, credit recommendation services, or other educational experiences outside of traditional academic learning consistent with CAEL's Ten Standards for Assessing Learning (Available in Part IV, Appendix XV, DEAC Accreditation Handbook).The institution must publish its prior learning assessment policy in its catalog. Institutions maintain official documentation of the evidence of prior learning and the rationale of the instances of awarding credit for prior learning.

Standard X. Prior Learning Experience (C)

1. Describe the processes followed for evaluating and awarding credit for prior learning.
2. Provide a link to the institution's prior learning assessment policy (on its website and/or in its publicly available catalog).
3. For each type of prior learning considered by the institution, describe how students are required to demonstrate/document their prior learning.
4. Describe the institution's evaluation criteria for awarding credit for prior learning and how the rationale for awarding credit is documented. [EXHIBIT 23: Sample Prior Learning Assessment Credit Evaluations]
5. Describe how prior learning assessment is performed by qualified individuals with experience in the evaluation of prior learning.
6. For educational experiences outside of traditional academic learning, describe how the institution's policies and procedures align with CAEL's Ten Standards for Assessing Learning [see DEAC Handbook, Part Four: Appendix XV].

Academic Policies Description

- The institution establishes, publishes, and enforces academic policies and procedures to ensure faculty and student integrity and academic honesty, as well as compliance with applicable laws in research activities. The institution also publishes clear criteria for admissions, transfer credit, prior learning assessment, and satisfactory academic progress. These criteria are readily accessible by current and prospective students, as well as by the general public.

Standard X. Student Integrity & Academic Honesty (D)

D. Student Integrity & Academic Honesty

The institution publishes clear, specific policies related to student integrity and academic honesty. Students acknowledge in writing   their receipt and review of the policies prior to beginning their first   course. The institution affirms that the student who takes an assessment is the same person who enrolled in the program. The institution implements procedures to ensure that assessments will reflect a student's own knowledge and competence in accordance   with stated learning outcomes.

Standard X Student Integrity & Academic Honesty (D)

1. Describe how the institution applies its student integrity and academic honesty policies. [EXHIBIT 24: Student Integrity and Academic Honesty Policies]

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

3. Describe how the institution requires students to acknowledge, in writing, their receipt and review of student integrity and academic honesty policies prior to beginning their first course.

4. Describe how the institution affirms (a) that the student who takes the assessment is the same person who enrolled in the program and (b) that assessment results will reflect the student's own knowledge and competence in accordance with stated learning outcomes.
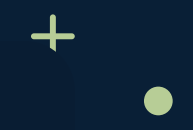
Academic Policies Description

- The institution establishes, publishes, and enforces academic policies and procedures to ensure faculty and student integrity and academic honesty, as well as compliance with applicable laws in research activities. The institution also publishes clear criteria for admissions, transfer credit, prior learning assessment, and satisfactory academic progress. These criteria are readily accessible by current and prospective students, as well as by the general public.

Standard X. Grading Policies (E)

E. Grading Policies

Student academic performance is measured using published grading policies that include prompt return of accurately and consistently graded assessments that are supervised by a qualified faculty member. The institution publishes its grade scale system, policy for course extension, and information on incomplete grades

Standard X. Grading Policies (E)

Describe the institution's approach to grading. [EXHIBIT 25: Grading Policies and Other Related Academic Policies]

Describe how faculty apply the grading policy accurately and consistently.

Describe who is responsible for ensuring that all grading is conducted accurately and consistently.

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Academic Policies Description

Standard X. Satisfactory Academic Progress (F)

- The institution establishes, publishes, and enforces academic policies and procedures to ensure faculty and student integrity and academic honesty, as well as compliance with applicable laws in research activities. The institution also publishes clear criteria for admissions, transfer credit, prior learning assessment, and satisfactory academic progress. These criteria are readily accessible by current and prospective students, as well as by the general public.

E. Satisfactory Academic Progress

The institution implements and consistently applies a satisfactory academic progress (SAP) policy and discloses this policy to students. Criteria for measuring satisfactory academic progress include qualitative and quantitative standards used for evaluation of student progress. The institution takes appropriate action if students do not meet the institution's minimum standards of progress. Students are informed of their academic progress and standing in the program at regular intervals throughout their enrollment.

Standard X. Satisfactory Academic Progress (F)

Describe	Describe the institution's satisfactory academic progress policy.
Explain	Explain the qualitative and quantitative criteria used for measuring student progress.
Demonstrate	Demonstrate actions taken if a student is unable to meet minimum standards of progress.
Verify	Verify who is responsible for monitoring student progress.
Document	Document how frequently student progress is verified.
Record	Record how frequently students are informed of their academic progress and standing in the program.

Academic Policies Description

- The institution establishes, publishes, and enforces academic policies and procedures to ensure faculty and student integrity and academic honesty, as well as compliance with applicable laws in research activities. The institution also publishes clear criteria for admissions, transfer credit, prior learning assessment, and satisfactory academic progress. These criteria are readily accessible by current and prospective students, as well as by the general public.

Standard X. Institutional Review Board (G)

G. Institutional Review Board

Any institution that has students or faculty engage in research involving human subjects implements an institutional review board (IRB). The IRB ensures that such research studies comply with U.S. Department of Health and Human Services regulations under 45 CFR Part 56 and other applicable regulations, meets commonly accepted ethical standards, follows institutional policy, and adequately protects research participants. The IRB is responsible for approving and providing oversight on all research activities involving human subjects conducted by students, faculty, and other academic support personnel.

Standard X Institutional Review Board (G)

01
Describe the institution's policy and procedures that students and faculty follow for research involving human subjects to adequately protect research participants.

02
Describe the training that faculty and students receive prior to engaging in research projects involving human subjects.

03
Describe how the institutional review board (IRB) ensures that research studies comply with applicable regulations and meet commonly accepted ethical standards.

04
Describe the mechanisms and processes in place to ensure that the IRB has appropriate oversight over research activities conducted by students, faculty, and other academic support personnel involving human subjects.

Thank You

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