

Self-Evaluation Report

*Adheres to the DEAC Accreditation Handbook: 32ndEdition*

Institution Name: Insert Institution Name

Address: Insert Institution’s Primary Address

Telephone Number: Insert Institution’s Telephone Number

Website: Insert Institution’s Website

The information submitted is correct

to the best of my knowledge and belief.

I understand that electronically typing my name

in this document is considered to have the same

legally binding effect as signing my signature

using a pen and paper.

President/CEO Name: Insert President/CEO Name

Title: Insert Title

Date Report Submitted: Insert Date

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# Self-Evaluation Process – Institutional Assessment

1. Describe the institution’s self-evaluation process and how the owners, governing board members, officials, administrators, advisory councils, staff, faculty, students, and other relevant constituencies contribute to the self-evaluation process.
2. Describe how the institution’s self-evaluation process is meaningful, significant, and ongoing.

# Institutional Profile

1. Describe the institution’s history from its founding date and why it was founded.
2. Describe the institution’s target student population, including information on when it first began enrolling students.
3. Describe and include the dates of significant events in the institution’s history (e.g., development of educational offerings, change of name, new divisions, in-residence training sites, or changes in ownership).
4. For renewal of accreditation, describe any major changes since the institution’s most recent accreditation review (e.g., student services, admissions, staff or faculty, enrollment, curriculum, or marketing).
5. For renewal of accreditation, provide a copy of the institution’s most recent DEAC annual report. [EXHIBIT 1: DEAC Annual Report] For initial accreditation, provide a completed student enrollment worksheet. [EXHIBIT 1: Student Enrollment Worksheet]

1. For renewal of accreditation, list any progress report or enhancement report findings in the institution’s most recent grant-of-accreditation letter and in any other Commission correspondence to the institution since its most recent accreditation cycle. Describe how the institution continues to address these areas.
2. If the institution participates in Federal Financial Aid programs, provide the date on which the institution initially signed a Program Participation Agreement and indicate the programs that are eligible for Title IV. Provide the institution’s Program Participation Agreement renewal date.
3. List all current programs as well as the total number of students enrolled in each program as of the date of SER submission.

# Institutional Organization

1. Describe the institution’s organizational structure. [EXHIBIT 2: Organizational Chart]
2. Describe any institutional affiliations, articulation agreements, or contracts for educational delivery.
3. List and describe any administrative sites or in-residence training sites, including what on-site learning activities occur at each.
4. List and describe any international activities. For physical presence, provide documentation showing that the institution is properly licensed for international activity as needed and that international contracts have been approved by DEAC.

# Legal Form and Governance

1. Describe the institution’s legal status and ownership structure, including all subsidiary structures or entities and individuals within the chain of ownership up to and including the ultimate parent structure or entity.
2. Describe the role of the institution’s governing board or other similar leadership group, including responsibilities and duties.
3. Explain the authority of any agency, other than the governing board, that has power to initiate, review, or reverse actions of the institution’s leadership.
4. If the institution is a stock corporation, provide the list of individuals or organizations who own 10 percent or more of the voting stock.

# State License/Authorization and Accreditations

1. List all states that license or authorize the institution to provide its distance education offerings. [EXHIBIT 3: DEAC State Authorization Form] For initial accreditation, describe how the institution has secured state license/authorization in states where it enrolls students.
2. List any other organizations that accredit the institution or its educational offerings (e.g., all other institutional or programmatic accrediting organizations). [EXHIBIT 3: State Licensure and Authorization and Other Accreditation Documents]
3. Disclose whether the institution has been denied accreditation by another accrediting organization (institutional or programmatic), including the date of the action and the reasons for the denial.

# Access to the Online Learning Platform

1. Provide link to the online learning platform.

1. Provide username for the online learning platform.
2. Provide password for the online learning platform.
3. Provide navigation instructions for the online learning platform.
4. Provide a contact name, email, and telephone number of the individual who can provide assistance if the evaluator is unable to access the online learning platform using the link, username, or password provided.
5. Provide the institution’s catalog for review. [EXHIBIT 4: Catalog]

***Note:*** *if appropriate, provide the access, navigation, and catalog information for each division of study offered (e.g., high school, postsecondary) or program of study (e.g., nursing, law).*

# Accreditation Standards

## Standard I: Institutional Mission

Contact Person: Name and Title of Contact Person

### Description of the Mission

The institution’s mission communicates its purpose and its commitment to providing quality distance educational offerings 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.

1. Present the institution’s mission statement.
2. Describe how the mission establishes the institution’s identity within the educational community.
3. Describe how the mission guides the development of educational offerings.

### Review and Publication of the Mission

The institution’s administrative and academic leadership team, as well as representative members of the institution’s faculty, shall review the mission on a regular basis to determine whether the mission should be amended and how the institution is performing against the objectives set by its mission statement. The published mission statement is readily accessible to students, faculty, staff, other stakeholders, and the public.

1. Describe the procedures followed by leadership and faculty representatives to regularly review the institution’s mission and its performance against mission-aligned objectives.
2. Explain how often the mission is reviewed by leadership and faculty representatives. [EXHIBIT 5: Meeting Minutes (Leadership, Advisory Council, Faculty, and Staff)]
3. Identify who is responsible for ensuring that the mission is readily accessible to students, faculty, staff, other stakeholders, and the public.
4. Describe where the institution publishes its mission, demonstrating that the mission is readily accessible to students, faculty, staff, other stakeholders, and the public.

## Standard II: Governance

Contact Person: Name and Title of Contact Person

### Owners, Governing Board Members, Officials, and Administrators

The institution’s owners, governing board members, officials, and administrators possess appropriate qualifications and experience for their positions. The owners, governing board members, officials, and administrators are knowledgeable and experienced in one or more aspects of education administration, finance, and the design and delivery of academic programs and related student services within a distance learning model. The institution’s policies clearly delineate the duties and responsibilities of owners, governing board members, officials, and administrators. Individuals in leadership and managerial positions are qualified by education and experience appropriate to their position and have the ability to oversee institutional operations consistent with the institution’s mission and program offerings.

1. Provide the following information for the owner(s), governing board members, chief executive officer, and top institution administrators in EXHIBIT 6: Table of Qualifying Professional Experience using the chart below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name | Title | Length of Term | Academic Credentials | Qualifying Professional Experience |
|  |  |  |  |  |

1. Describe how the owner(s), governing board members, chief executive officer, and top institution administrators are knowledgeable and experienced in educational administration. [EXHIBIT 6: Owners, Governing Board Members, CEO, and Administrator Résumés]
2. Describe how the owner(s), governing board members, chief executive officer, and top institution administrators are knowledgeable and experienced to ensure quality regarding:

* Financial practices necessary to ensure institutional stability.
* Design and delivery of academic programs and student services.
* Educational offerings delivered via distance education.

1. Describe the institution’s processes and policies that clearly delineate the duties and responsibilities of the owner(s), governing board members, chief executive officer, and top institution administrators. [EXHIBIT 6: Owners, Governing Board Members, CEO, and Top Administrators Job Descriptions]
2. Describe how the institution verifies that all individuals in leadership and managerial positions are qualified by education and experience, as appropriate to their respective positions.
3. Describe how the owner(s), governing board members, chief executive officer, and top institution administrators remain current within the disciplines offered and the educational community.

### Reputation of Institution, Owners, Governing Board Members, Administrators, and Other Officials

The institution and its owners, governing board members, officials, and administrators possess sound reputations, a record of integrity, and ethical conduct in their professional activities, business operations, and relations. The institution’s name is free from any association with activity that could damage the reputation of the DEAC accrediting process, such as illegal actions, fraud, unethical conduct, or mistreatment of consumers. The institution’s owners, governing board members, officials, and administrators shall comply with the institution’s policies and procedures governing conflicts of interest and other applicable rules of conduct.

1. Describe how the owner(s), governing board members, chief executive officer, and top institution administrators possess sound reputations and records of integrity.
2. Describe how the owner(s), governing board members, chief executive officer, and top institution administrators practice ethical conduct in their professional activities, business operations, and business relations.
3. Describe how the owner(s), governing board members, chief executive officer, and top institution administrators comply with the institution’s policies and procedures governing conflicts of interest and other applicable rules of conduct.
4. Affirm that the institution’s name is free from any association with activity that could damage the reputation of the DEAC accrediting process, such as illegal actions, fraud, unethical conduct, or mistreatment of consumers.
5. Affirm whether any owner(s), governing board members, chief executive officer, or top institution administrators have been debarred by federal or state authorities from participating in any funding programs.
6. Affirm that the institution will promptly notify DEAC of any investigative, enforcement, legal, or prosecutorial actions which may be initiated against the institution, its owners, governing board members, officials, and administrators and that such notification shall include an explanation of the circumstances giving rise to such actions and the institution’s response to the same, as well as its explanation of why such actions should not be deemed a concern with respect to the integrity of the named persons or institutions.

### Succession Plan

The institution has a written plan that describes the process that it follows to sustain operations in the event a leadership succession is necessary. The plan identifies specific people, committees, or boards responsible for carrying out the operation of the institution during the transition period. The plan includes a business continuity structure that the institution can implement immediately. The institution reviews the plan on an annual basis and revises as needed.

1. Describe the institution’s succession plan, including what events would initiate a succession of leadership. [EXHIBIT 7: Succession Plan]
2. Identify the leadership, administrators, staff, committees, or boards responsible for carrying out the institution’s operations during the transition period.
3. Describe the institution’s business continuity structure that ensures that students’ education and services are not disrupted during this transition period.
4. Describe how the business continuity procedures are structured for immediate implementation, as necessary.
5. Describe how often the succession plan is reviewed and revised as needed.
6. Identify the individuals involved in reviewing and revising the succession plan.

### Maintaining Eligibility for Accreditation

The institution maintains its eligibility for accreditation and is properly licensed, authorized, exempted, or approved by all applicable state education institutional authorizations (or their equivalent for non-U.S. institutions). Exemptions from state law are supported by state-issued documentation or by statutory language for that jurisdiction.

1. Describe how the institution is properly licensed, authorized, exempted, or approved by all applicable state education institutional authorizations (or their non-U.S. institutional equivalent). [EXHIBIT 3: DEAC State Authorization Form], [EXHIBIT 3: State Licensure and Authorization and Other Accreditation Documents]
2. Describe any exemptions from state law that the institution has determined, and provide in EXHIBIT 3, the state-issued documentation or statutory language used to determine its exemption.

## Standard III: Institutional Planning and Effectiveness

Contact Person: Name and Title of Contact Person

### Mission Achievement

The institution plans and implements comprehensive processes with clearly defined metrics and criteria to monitor effectiveness of all aspects of the institution’s operations against the institution’s mission and any initiatives identified in the strategic plan. The institution shares appropriate information from the data gathered with relevant stakeholder groups.

1. Describe how the institution monitors and measures operational effectiveness to verify alignment of institutional activities with its mission statement.
2. List the metrics and criteria the institution uses to measure achievement of the mission.
3. Describe how the achievement of these metrics and criteria demonstrates that the institution is effectively carrying out its mission.
4. Identify who is responsible for documenting the institution’s achievement of its mission.
5. Describe the process the institution uses to seek input from relevant groups regarding the extent to which it achieves its mission. Include the types of data relevant to its identified metrics that the institution gathers for review.
6. Describe how the institution shares information on the achievement of its mission with relevant groups and incorporates this information into planning for improvement.

### Strategic Planning

The institution implements a strategic plan utilizing a systematic process for the achievement of goals that support its mission. The institution’s planning processes involve all areas of the institution’s operations in developing strategic initiatives and goals by evaluating external and internal trends. Data is used to identify areas of weakness and opportunities for improvement, development, and growth. The plan helps institutions set priorities, manage resources, and set goals for future performance.

The strategic plan addresses, at a minimum, finances, academics, technology, admissions, marketing, personnel, and institutional sustainability and includes measurable action plans that lead to mission achievement. The plan identifies the individuals responsible, timelines for completion, and the financial resources required. The institution reviews the strategic plan at least annually and reports achievement of progress to its stakeholders.

1. Describe how the institution’s strategic planning efforts guide the pursuit of goal achievement in support of its mission. [EXHIBIT 8: Strategic Plan]
2. 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 gathering data to identify areas for improvement or opportunity, via a SWOT Analysis (strengths, weaknesses, opportunities, and threats) or other similar means of evaluation.
3. Describe how the strategic plan identifies proactive initiatives, priorities, and goals for future performance, in alignment with its identified areas for improvement or opportunity.
4. Describe how the institution’s strategic plan addresses:

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

1. Describe the metrics the institution has identified that guide and measure the achievement of its strategic planning goals and objectives.
2. Describe how the institution identifies the individuals responsible, timelines for completion, and the financial resources required to pursue achievement of each of its strategic initiatives.
3. Describe the institution’s annual strategic plan review process and how it reports achievement of progress to relevant stakeholders.

### Institutional Effectiveness

The institution develops a plan and implements a systematic and ongoing process to evaluate the content and delivery of its educational programs, its provision of student support services, and the effectiveness of its supporting infrastructure and staff operations. The institution engages in sound research practices; collects and analyzes quantitative and qualitative evidence about its effectiveness; and develops and implements action plans that are used to improve operations, academic achievement, educational technologies, and student services.

1. Describe the institution’s ongoing efforts to evaluate institutional effectiveness and implement action plans for improvement. [EXHIBIT 8: Institutional Effectiveness Data and Planning Document]
2. Describe the institution’s research practices and its process for collection and analysis of both quantitative and qualitative data. Provide examples of the data collected and analyzed.
3. Describe the key indicators the institution uses to measure its effectiveness and to determine if improvements are needed.
4. Describe and provide examples of how the institution improves its educational programs based on the data collected and analyzed from its research studies.
5. Describe and provide examples of how the institution improves its student support services based on the data collected and analyzed from its research studies.
6. Describe and provide examples of how the institution improves its technological infrastructure and staff operations based on the data collected and analyzed from its research studies.
7. Describe how the institutional effectiveness programs and data are reviewed to determine achievement of initiatives.

## Standard IV: Academic Achievement

Contact Person: Name and Title of Contact Person

### Student Learning Outcomes

Student learning outcomes are clearly defined, simply stated, and measurable and define success for students who are reasonably capable of completing the educational offering.

1. Describe how the institution develops student learning outcomes (including program- and course-level outcomes). [EXHIBIT 9: Program Outcomes]
2. Describe how the institution verifies that student learning outcomes are measurable and reasonably attainable.
3. Describe how the institution verifies that student learning outcomes are current and relevant based on research, comparison, subject matter experts, and advisory council input.
4. Describe how course outcomes are mapped to program outcomes. [EXHIBIT 9: Curriculum Maps]

### Direct Measures

The institution evaluates student achievement using student outcome indicators (e.g., completion rates) and other measures that it determines to be appropriate relative to its mission and educational offerings, including post-completion measures. The institution maintains systematic and ongoing processes for assessing student achievement, analyzes aggregated and disaggregated data, and documents that the results meet both internal and external benchmarks, including those comparable to courses or programs offered at peer DEAC-accredited institutions. Data on student achievement is collected on a continuous basis and evaluated annually.

1. Describe how the institution collects student outcomes data appropriate to its mission and educational offerings, as part of its outcomes assessment plan. [EXHIBIT 10: Outcomes Assessment Plan]
2. Describe how often student outcomes data is collected and evaluated as part of the institution’s outcomes assessment process.
3. Describe the direct measures (e.g., assignment, examination, or assessment) used by the institution to measure student achievement of student learning outcomes (both program- and course-level outcomes).
4. Describe the benchmarks or standards the institution uses to measure whether students are achieving the stated student learning outcomes.
5. Describe how the institution uses the data results of direct measures to improve and enhance its educational offerings and support services.
6. Describe how the institution monitors student graduation and completion rates.
7. Provide data that shows how the institution meets DEAC’s most recently published benchmark standards (see DEAC Handbook, Part Four: Appendix X) for graduation and completion rates within the context of the institution’s mission and the profile of students being served.
8. Describe how the institution monitors student persistence and retention rates, as applicable to the institution’s program lengths.

1. If applicable, relative to the institution’s mission and educational offerings, describe how the institution monitors post-completion measures (e.g. employment rates, placement rates, professional examination pass rates, or wage increase metrics).
2. For programs that indicate a specific career or other benefit as an outcome or prepares students for state licensure/certification examination required for entering a profession, describe the process for collecting data on student achievement and/or licensure examination results. If stated program outcomes explicitly indicate job placement, include evidence of employer acceptance of graduates of these programs.
3. For programs that indicate a specific career or other benefit as an outcome, describe how the institution gathers and utilizes information from employers about future employment prospects for graduates of these programs.

### Indirect Measures

The institution systematically seeks student, alumni, and employment community input to evaluate and improve curricula, instructional materials, method of delivery, and student services. The institution regularly collects evidence that currently enrolled students are satisfied with the administrative, educational, and support services provided.

1. Describe how the institution systematically seeks student and alumni input to evaluate and improve curricula, instructional materials, method of delivery, and student services. [EXHIBIT 11: Sample Student/Alumni Surveys]
2. If applicable, relative to the institution’s mission and educational offerings, describe how the institution systematically seeks input from the employment community to evaluate and improve curricula, instructional materials, method of delivery, and student services. [EXHIBIT 11: Sample Employer Surveys]
3. Describe any other indirect measures the institution uses to measure student satisfaction (e.g. exit interviews or focus groups).
4. Describe the benchmarks or standards the institution uses to measure student satisfaction.
5. Describe how the institution uses the data results of indirect measures to improve and enhance its educational offerings and student support services.

## Standard V: Academic Program Requirements

Contact Person: Name and Title of Contact Person

### General Program Requirements

The institution’s programs are aligned with its mission. Program content, student learning outcomes, and standards of student performance are appropriate to the academic discipline and level of the credential conferred. Entry and completion requirements for each program are clearly defined and consistent with commonly accepted program expectations of the authority for awarding the credential. Program length for degree programs must adhere to the following minimum standards:

1. Associate degree – minimum 60 semester hours or equivalent.
2. Bachelor’s degree – minimum 120 semester hours or equivalent.
3. Master’s degree – minimum 30 semester hours or equivalent beyond the bachelor’s degree.
4. First Professional degree (at any level) – minimum 50 semester hours or equivalent beyond the bachelor’s degree.
5. Applied doctorate – minimum 48 semester hours or equivalent beyond the master’s degree.
6. Research doctorate – minimum 60 semester hours or equivalent beyond the master’s degree.
7. Describe how program offerings align with the institution’s mission.
8. Describe how program contents are appropriate to the type and level of credential conferred (e.g., non-degree, undergraduate degree, graduate degree, and/or doctoral degree).
9. Describe how student learning outcomes are appropriate to the type and level of credential conferred (e.g., non-degree, undergraduate degree, graduate degree, and/or doctoral degree).
10. Describe how program standards of student performance are at appropriate levels of academic rigor that is consistent with the type and level of credential conferred (e.g., non-degree, undergraduate degree, graduate degree, and/or doctoral degree).
11. Describe how the institution verifies that entry and completion requirements (e.g., capstone, thesis, or other culminating project requirements as applicable) for each program are clearly defined and consistent with commonly accepted program expectations at other appropriately accredited institutions. [EXHIBIT 12: Program Comparisons (only for institutions seeking initial accreditation; not applicable for vocational/non-degree programs or high school programs)]
12. For each degree program offered, verify that program length adheres to minimum length per Standard V.A.1-6.
13. If the institution offers a program where the field of study has commonly accepted and established minimum length requirements that differ from Standard V.A.1-6 minimums, describe how the program is comparable to other programs offered at accredited institutions.

### General Education Requirements for Undergraduate Degrees

Institutions set clear expectations regarding general education requirements for undergraduate programs consistent with the level of education and academic discipline. General education content for undergraduate programs conveys broad knowledge and intellectual concepts to students that equip them for lifelong learning. General education must include outcomes related to written and oral communication, quantitative reasoning, information literacy, critical thinking, natural and physical sciences, social and behavioral sciences, and the humanities.

1. Describe how the institution’s general education requirements are clearly defined and appropriate to the program level(s) and discipline(s) offered.
2. Describe how general education content conveys broad knowledge and intellectual concepts to students that equip them for lifelong learning.
3. Describe how each general education outcome required by this standard (written and oral communication, quantitative reasoning, information literacy, critical thinking, natural and physical sciences, social and behavioral sciences, and the humanities) is addressed in the curriculum for each degree program offered.

### Alternative Program Structures

Institutions may offer alternative program structures appropriate to the institution’s mission. Such program structures may include direct assessment (competency-based) programs, joint degrees, dual degrees, double majors, and advanced standing degree enrollment as defined in the glossary. Alternative degree plans must meet all student learning outcomes and DEAC’s standards of accreditation, including the requirement that the majority of each program be offered through distance education.

1. Separately for each applicable alternative program structure, describe how the program(s) are appropriate to the institution’s mission.
2. Separately for each alternative program structure, describe how the program(s) aligns with applicable DEAC glossary definitions. If the program(s) do not align with a glossary-defined structure, describe the program(s) requirements and include sample academic schedules.
3. Separately for each alternative program structure, describe how the program(s) include defined student learning outcomes that are reasonably achievable in the proposed structure.
4. Separately for each alternative program structure, affirm that the majority of each program is offered through distance education.

### Program Advisory Council(s)

The institution maintains an Advisory Council of individuals external to the institution with expertise for each major group of programs or major subject matter disciplines it offers to inform curricular development decisions and align program content to current practices. Institutional personnel may participate as liaisons to Advisory Councils.

1. Describe how the institution maintains an Advisory Council of external individuals with expertise for each major group of programs or major subject matter disciplines it offers. [Exhibit 13: Advisory Council Rosters and Bios]
2. Describe how the feedback of the institution’s Advisory Council(s) informs curricula development decisions and verifies that program content aligns with current practices.

## Standard VI: Curriculum Development

Contact Person: Name and Title of Contact Person

### Program Curricula Development

Institutions have a documented process for curriculum development that clearly articulates the principles of learning and pedagogical foundations used to frame the program. The institution’s curricula are supported by reliable research and align with commonly accepted educational practices within the fields of practice. Qualified faculty and academic leadership hold the primary responsibility for all program content and instructional design and supervise staff, third-party providers, or consultants used in curricula development. Program curricula are reviewed on a periodic basis by academic leadership, program leadership, program faculty, and the Program Advisory Council. The review integrates program performance data collected on an annual basis with respect to student progression; student learning outcomes; faculty and student feedback; and content currency, accuracy, and comprehensiveness.

1. Describe the institution’s process for curriculum development. [EXHIBIT 14: Curriculum Development Manual]
2. Describe the principles of learning and pedagogical foundations used throughout the curriculum development process.
3. Describe how the institution’s curricula are supported by reliable research and align with commonly accepted educational practices, as applicable to respective curriculum’s fields of practice.
4. Describe the institution’s qualifications for curriculum content developers (e.g., subject matter experts). [EXHIBIT 14: Curriculum Content Developers’ Qualifications]
5. Describe the institution’s qualifications for distance education instructional designers. [EXHIBIT 14: Instruction Designers’ Qualifications]
6. List and describe any non-faculty staff as well as third-party providers or consultants used in curricula development and how the institution ensures that they are appropriately supervised. [EXHIBIT 14: Contracts for Third-Party Curricula Development Resources]

1. Describe the institution’s program review process, including who is involved; the schedule the institution follows; and the data collected, synthesized, and used to ensure that curricula and instructional materials are current, accurate, and comprehensive. [EXHIBIT 14: Sample Program Reviews]
2. Describe the process used to identify and correct any content errors in curricula and instructional materials between regularly scheduled program reviews.

### Instructional Design and Materials

All curricula and instructional materials are designed for the program’s distance learning delivery modality by qualified individuals and grounded in instructional design principles. Instructional design considers how students learn, the nature and accessibility of the materials, and methods deemed most effective to help students learn in specific delivery modalities. Courses integrate access to learning materials and resources. Courses include instructions and suggestions on how to study and how to use the instructional materials to learn effectively and efficiently. Syllabi are aligned with course content and are structured to direct course learning experiences and activities.

1. 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, or an alternative program structure).
2. Describe how curricula and instructional materials are grounded in distance learning instructional design principles, in alignment with the nature of the program and the institution’s specific delivery modalities where students may access learning materials.
3. Describe how the institution’s courses appropriately integrate access to learning materials and resources.
4. Describe how the institution provides appropriate study and resource navigation instructions for students.
5. Describe how the institution provides appropriate instructions for accessing and using instructional materials.
6. Describe how the institution ensures that syllabi are aligned with course content and are structured to direct course learning experiences and activities.

### Academic Units of Measurement

The institution documents policies and procedures used to define and calculate the chosen academic unit of measurement. The framework for academic units must be supported by research and consistent with the program learning outcomes. Academic units are measured by credit hours or competencies. Academic unit measurements for all delivery modalities and program types must clearly show that each program is delivered with at least 51 percent distance education. 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. If academic units are measured in 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. Describe the institution’s policy for determining and assigning academic units of measurement. [EXHIBIT 15: Clock/Credit Hour Policy]
2. Describe how the institution’s framework(s) for academic unit measurement is supported by research and is consistent with program learning outcomes.
3. Describe how academic unit measurement verifies that all programs are delivered through at least 51 percent distance education.
4. 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).
5. Describe how the institution verifies and documents that appropriate academic units of measurement are assigned to its educational offering. [EXHIBIT 15: Clock/Credit Hour Evaluation Chart]

### Credit Hour Definition

Semester and quarter credit 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 credit or 30 hours of student work for one quarter credit. One credit/semester hour is 15 hours of academic engagement and 30 hours of preparation. One quarter hour credit is 10 hours of academic engagement and 20 hours of preparation.

1. For programs measured in credit hours, describe how the institution verifies that its definition and calculations are equivalent to commonly accepted and traditionally defined units of academic measurement, as defined by DEAC Standard VI.D.

## Standard VII: Learning Materials, Resources, and Research Support

Contact Person: Name and Title of Contact Person

### General Learning Resources

Institutional learning resources include general materials or resources that are available to students outside individual class environments. Learning materials and resources are designed to adequately support educational offerings in meeting learning outcomes.

1. Describe how institutional learning resources include materials outside individual class environments.
2. Describe how general learning materials and resources are designed to adequately support educational offerings in meeting student learning outcomes.

### Course Level Learning Resources

In-course learning resources for faculty and students are available and appropriate to the level and content of the course within the scope of the program offering. Program designers and faculty use effective teaching aids and learning resources, including educational media and supplemental instructional aids, when delivering courses and teaching students. The institution provides faculty and students with access to all relevant learning resources, materials, or related services that are appropriate for the achievement of course learning outcomes.

1. Describe the in-course learning resources designed to support the educational offerings.
2. Describe how in-course learning resources are available and appropriate to the level and scope of educational offerings and support the achievement of course learning outcomes.
3. Describe how program designers and faculty integrate appropriate teaching aids, learning resources, educational media, and supplemental instructional aids when delivering courses and teaching students.
4. Describe how faculty learning resources are available and appropriate to the level and scope of educational offerings.

### Library and Research Support

Staff or contracted librarians must support the learning, teaching, and research functions of institutions, as well as provide overall support to the institution’s curriculum as applicable to the level and content of the institution’s academic programs. A process is in place to select, acquire, organize, and maintain institutional learning materials and resources for each program.

1. Describe the institution’s library resources and collections available to students.
2. Describe the on-staff or contracted library personnel available for student support and how their qualifications are appropriate to the level and scope of program offerings.
3. Describe how library resources support the institution’s learning, teaching, and research functions, as applicable to the level and content of its academic programs.
4. Describe the process the institution follows when selecting, acquiring, organizing, and maintaining learning materials and resources for each degree discipline and level.

### Evaluation, Review, and Revision.

The quality, adequacy, currency, and accuracy of institutional learning resources, technologies, library resources, and in-course learning resources for each program are reviewed and evaluated at least annually. The review is conducted by institutional academic leadership and program leadership, with input from faculty and students. The process and applicable resources are revised as appropriate, based on each review.

1. Describe how learning resources, technologies, library resources, and in-course learning resources are regularly reviewed and updated to ensure that they continue to meet student and faculty needs.
2. Describe how the review and update process is conducted by academic and program leadership, with input from faculty and students.
3. Describe how the review process and resources selected are revised over time, based on lessons learned during prior reviews.

## Standard VIII: Academic Delivery

Contact Person: Name and Title of Contact Person

### Curricula Delivery

All curricula and instructional materials are developed in alignment with the institution’s mission and delivery modality. Regardless of methodology, delivery supports interactions with faculty in synchronous or asynchronous learning.

1. Describe how the institution’s curricula and instructional materials are developed to align with the institution’s delivery modalities.
2. Describe how curricula are delivered through means that support student interactions with faculty, as appropriate for the institution’s synchronous or asynchronous learning modality(ies).

### Supporting Academic Technologies

The institution uses technology appropriate to its modality and institutional context to support the delivery of its educational programs. This includes not only technology that delivers course materials and content, but also technology that (1) supports communications between students and faculty; (2) monitors student progress and achievement; (3) provides access to other academic resources, such as online libraries and third-party programs; (4) offers readily accessible channels for students to communicate questions, complaints, and concerns to applicable faculty or institutional staff; (5) protects the integrity of academic programs, testing, student work, and student communications; and (6) otherwise supports the collection of data necessary for the institution to evaluate its operations and performance.

1. Describe how students are informed of the institution’s minimum technology requirements prior to admission.[EXHIBIT 16: Technology Requirements]

For this exhibit: Insert Link to Requirements

1. Describe how the institution uses technology appropriate to its modality and institutional context to support the delivery of its educational programs.
2. Describe how the technology in use:

* Supports communication between students and faculty.
* Monitors student progress and achievement.
* Provides access to academic resources outside of individual courses, such as online libraries and third-party programs.
* Offers readily accessible channels for students to communicate questions, complaints, and concerns to applicable faculty or staff.
* Protects the integrity and security of academic programs, testing, student work, and student communications.
* Supports the collection of data necessary for the institution to evaluate its operations and performance.

## Standard IX: Academic Leadership and Staffing

Contact Person: Name and Title of Contact Person

### 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.

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. [EXHIBIT 17: Academic Leadership Résumés]
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. [EXHIBIT 17: Academic Leadership Job Descriptions]
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.

### Faculty Qualifications

1. 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.
2. Provide the institution’s faculty handbook. [EXHIBIT 18: Faculty Handbook]
3. Describe the institution’s faculty qualifications in relation to the subject areas taught and the credential level of the programs offered. [EXHIBIT 18: Faculty Qualification Policy]
4. Describe how the institution employs or contracts with a sufficient number of qualified faculty to provide individualized instructional service to each student.
5. Provide the following information for the faculty in EXHIBIT 18: Faculty Teaching Responsibilities using the chart below.

|  |  |  |
| --- | --- | --- |
| Name | Qualifying Credential or Degree(s) Earned (Degree title and subject area)\* | Course(s) Assigned (Including course code and title) |
|  |  |  |
|  |  |  |
| \*Or the qualifying experience for the course(s) assigned and/or the faculty equivalency information.  Note: This is the minimum information required. Additional information can be provided. | | |

1. Describe what documents the institution requires and maintains on file to demonstrate that faculty are appropriately qualified. [EXHIBIT 18: Faculty Résumés]
2. Describe how faculty are appropriately involved and engaged in the curricular and instructional aspects of the educational offerings.
3. Faculty teaching in high school programs are appropriately credentialed to teach the subject and level of the courses leading to a high school diploma.
4. Describe the institution’s policy on qualifications for faculty teaching high school program courses.
5. Faculty teaching technical courses have practical experience in the field and possess current licenses/certifications as applicable.
6. Describe the institution’s policy on qualifications for faculty teaching technical, non-degree courses.
7. Faculty teaching occupational/technical associate degrees possess credentials, evidence of academic preparation, practical experience, and licensure or certifications that are appropriate to the subject field and consistent with accepted postsecondary education practices in the subject field.
8. Describe how the institution verifies that faculty possess credentials, evidence of academic preparation, and/or practical experience and licenses or certifications that are appropriate to the subject field.
9. Describe how the institution determines that academic preparation, practical experience, and licensure or certification requirements for faculty members are consistent with accepted postsecondary education practices in the subject field.
10. 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.
11. Describe the institution’s policy on qualifications for faculty teaching undergraduate degree program courses.
12. Faculty teaching in master’s degree programs possess a doctoral or terminal degree and demonstrate expertise in the subject field they are teaching.
13. Describe the institution’s policy on qualifications for faculty teaching master’s degree program courses.
14. Faculty teaching in doctoral degree/first professional degree programs possess a doctoral degree/first professional degree in a related subject field.
15. Describe the institution’s policy on qualifications for faculty teaching doctoral degree and/or first professional degree program courses.
16. 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.
17. Describe the institution’s policy on qualifications for faculty teaching general education courses.
18. All faculty credentials are awarded by an appropriately accredited institution.
19. Describe the process in place to verify that all faculty educational credentials are awarded by an appropriately accredited institution (or accepted foreign equivalent that is listed in the International Handbook of Universities).
20. Faculty may be assigned, in limited and exceptional cases, to teach at the undergraduate or master’s level by documented equivalency consisting of a demonstrated depth and breadth of experience in the content area. An institution that uses experiential equivalency in lieu of the required degree qualifications for faculty and other academic positions must establish and adhere to a clearly stated policy which authorizes the use of experiential equivalency only in exceptional cases and only where equivalency is demonstrated pursuant to published and objective criteria. In such cases, the institution implements:
21. a well-defined policy, with processes and procedures to evaluate the need for and assignment of faculty by equivalency; and
22. procedures that ensure that adequate oversight of teaching and learning is provided by individuals who possess degree qualifications in accordance with faculty qualifications listed in IX.B.4-6 and 8 above.
    1. Describe the institution’s policy for faculty qualification equivalency, including need evaluation and faculty assignment procedures. [EXHIBIT 18: Faculty Qualification Equivalency Policy]
    2. Describe how the institution’s policy ensures that faculty qualification equivalency is only considered in limited and exceptional cases where equivalency is clearly demonstrated in alignment with institutional policy.
    3. Describe what documentation is required to determine that a faculty member has sufficient experience, knowledge, and expertise necessary to substantiate faculty qualification equivalency for the degree qualifications set forth in Standard IX.B.4-6 and 8.
    4. Describe how the institution ensures that adequate oversight of teaching and learning is provided by individuals who possess the appropriate degree qualifications as set forth in Standard IX.B.4-6 and 8.

### 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.

1. Describe how faculty are trained and/or how the institution verifies that faculty have experience with the principles of distance learning pedagogy in use.
2. Describe how faculty are regularly trained in institutional policies, instructional approaches and techniques, and the use of instructional technology and resources.
3. Describe how faculty are evaluated regularly for effectiveness in teaching and student communication responsiveness. [EXHIBIT 19: Faculty/Academic Staff Evaluations]

### 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.

1. Describe the institution’s professional development and scholarship support policy for faculty and academic staff.
2. Demonstrate that faculty and academic staff participate in appropriate professional development based on their subject area(s) and responsibilities. [EXHIBIT 20: Professional Development Documents]
3. Describe how professional development opportunities and scholarship support align with the institution’s mission and level of programs offered.
4. Describe the internal and external resources and professional development materials provided to faculty and academic staff.

## Standard X: Academic Policies

Contact Person: Name and Title of Contact Person

### 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.

1. Describe the institution’s admissions policy. [EXHIBIT 21: Admissions Policy and Criteria]

For this exhibit: Insert Links to Policy and Criteria

1. Describe how the institution’s admissions criteria align with its mission, program levels, and target student population.
2. Describe the process followed to develop admissions criteria that verify and document that prospective students can reasonably be expected to complete the stated educational offerings.
3. Describe how the institution documents that students meet established admissions criteria.
4. If the institution enrolls students who do not meet its established admissions criteria, describe (a) the institution’s policies and procedures for determining the basis for admittance; (b) how the institution documents its rationale for exception, showing that students otherwise meet established admissions criteria; and (c) how such admissions are made only under limited and exceptional circumstances. [EXHIBIT 21: Policies and Procedures for Exceptions to Admissions Criteria, Exhibit 21: List of Students Enrolled Under Exception to Admissions Criteria Policy]

1. Non-Degree Programs  
   Applicants possess a high school diploma or its recognized equivalent at the time of admission (e.g., high school diploma, general educational development tests [GED], or self-certification statement).
2. Describe how the institution documents the basis for admissions decisions for non-degree programs.
3. If the institution allows self-certification, describe the policy and process followed for verification.
4. Undergraduate Degrees  
   Applicants possess a high school diploma or its recognized equivalent at the time of admission (e.g., high school diploma or general educational development tests [GED]).
5. Describe how the institution documents the basis for admissions decisions for undergraduate degree programs.
6. If the institution allows self-certification, describe the policy and process followed for verification.
7. Master’s Degrees   
   Applicants possess a bachelor’s degree earned from an appropriately accredited institution.
8. Describe how the institution documents the basis for admissions decisions for master’s degree programs.
9. First Professional Degrees  
   Applicants possess a bachelor’s or master’s degree earned from an appropriately accredited institution.
10. Describe how the institution documents the basis for admissions decisions for first professional degree programs.
11. Professional Doctoral Degrees   
    Applicants possess a bachelor’s or master’s degree earned from an appropriately accredited institution and relevant academic experience. The institution verifies that applicants have completed 30 graduate-level credit hours prior to admission.
12. Describe how the institution documents the basis for admissions decisions for professional doctoral degree programs.
13. Research Doctoral Degrees Applicants possess a bachelor’s or master’s degree earned from an appropriately accredited institution and relevant academic experience. The institution verifies that applicants have completed 30 graduate-level credit hours prior to admission.
14. Describe how the institution documents the basis for admissions decisions for research doctoral degree programs.
15. Dual Degrees   
    Institutions demonstrate that admissions criteria meet commonly accepted practices and ensure that students are adequately prepared to be successful in the educational offering.
16. For each dual degree offering, describe how the institution verifies that program admissions criteria meet commonly accepted practices and ensure that students are adequately prepared to be successful in the education offering.

### 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.

1. Describe how the institution’s transfer credit policy is fair and equitable.
2. Provide a link to the institution’s transfer credit policy.   
     
   For this response: Insert Link
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.

### 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.

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).   
     
   For this response: Insert Link
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].

### Student Integrity and 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.

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

For this exhibit: Insert Links to Policies

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

1. 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.
2. 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.

### Grading Polices

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.

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

For this exhibit: Insert Links to Policies

1. Describe how faculty apply the grading policy accurately and consistently.
2. Describe who is responsible for ensuring that all grading is conducted accurately and consistently.

### 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.

1. Describe the institution’s satisfactory academic progress policy. [EXHIBIT 26: Satisfactory Academic Progress Policy]

For this exhibit: Insert Link to Policy

1. Describe the qualitative and quantitative criteria used for measuring student progress.

1. Describe the actions taken by the institution if a student is unable to meet minimum standards of progress.

1. Describe who is responsible for monitoring student progress.

1. Describe how frequently student progress is verified.
2. Describe how frequently students are informed of their academic progress and standing in the program.

### 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.

* 1. Describe the institution’s policy and procedures that students and faculty follow for research involving human subjects to adequately protect research participants. [EXHIBIT 27: Institutional Review Board Policy]
  2. Describe the training that faculty and students receive prior to engaging in research projects involving human subjects. [EXHIBIT 27: IRB Member Rosters and Bios and EXHIBIT 27: IRB Training Certificate Documentation]
  3. Describe how the institutional review board (IRB) ensures that research studies comply with applicable regulations and meet commonly accepted ethical standards.
  4. 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.

## Standard XI: Recruitment and Enrollment

Contact Person: Name and Title of Contact Person

### Student Recruitment

The institution demonstrates that ethical processes and procedures are followed throughout the recruitment of prospective students. The qualifications and experience of the institution’s recruitment personnel are aligned to identified roles and responsibilities. Recruitment personnel are trained in the tasks and expectations of their positions. Authorized recruitment personnel are provided with appropriate materials to perform their tasks and are routinely monitored to ensure compliance with laws applicable to the jurisdiction(s) in which the institution operates, the DEAC Code of Ethics, and institutional policy. The institution takes full responsibility for the actions of its recruitment personnel, whether internal or third party.

1. Describe the process used at the institution to enroll prospective students.
2. Describe how the institution’s recruitment processes and procedures are ethical.
3. Describe the institution’s job description for any individuals authorized to participate in student recruitment, including qualification and experience requirements. [EXHIBIT 28: Student Recruitment Personnel Job Description(s)]
4. Describe the institution’s training process for student recruitment personnel.
5. Describe the materials provided to recruitment personnel to ensure that tasks are performed ethically, consistently, and in compliance with applicable laws, DEAC standards, and institutional policies. [EXHIBIT 28: Student Recruitment Policies and Procedures]
6. Describe how the institution verifies that recruitment materials comply with laws applicable to the jurisdiction(s) in which it operates and DEAC recruitment practice requirements.
7. Provide evidence that all student recruitment personnel sign the DEAC Code of Ethics. [EXHIBIT 28: Signed DEAC Code of Ethics]
8. Describe how the institution supervises and monitors both internal and third-party student recruitment personnel.
9. Describe the process and criteria used to evaluate both internal and third-party student recruitment personnel.

### Verification of Student Identity

Student identity verification processes begin during the enrollment and onboarding of students and continue with respect to the student’s enrollment in subsequent programs/classes.

1. Describe the process followed by the institution for verifying student identity during admission (initial enrollment) and onboarding. [EXHIBIT 29: Student Identity Verification Policy]
2. Describe the process followed by the institution for verifying student identity throughout their subsequent program/course enrollment.

### Compulsory Age

Institutions enrolling students under the compulsory school age obtain permission from responsible parties to assure that the pursuit of the educational offerings is not detrimental to any compulsory schooling.

1. Describe how the institution obtains permission from responsible parties prior to enrolling compulsory school aged students.
2. Describe how the institution verifies and documents that the pursuit of educational offerings by a compulsory school aged student is not detrimental to any compulsory schooling.

### Enrollment Agreements

The institution’s enrollment agreements/documents are in the language of instruction and clearly identify the educational offering and the credential awarded. The agreements inform applicants 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.

1. Verify that the enrollment agreements/documents are in the language(s) of instruction, clearly identify the educational offerings, and clearly identify the credential awarded. [EXHIBIT 30: Enrollment Agreement(s)]
2. Describe how the institution’s enrollment agreements/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.
3. Certify that the institution complies with the DEAC enrollment agreement disclosures checklist. [EXHIBIT 30: DEAC Enrollment Agreement Disclosures Checklist]
4. Describe the institution’s process for accepting and processing enrollment agreements.
5. Describe how the institution ensures that any payment contract is appropriately incorporated into the enrollment agreement/documents or provided in conjunction with the enrollment agreement completion process. [EXHIBIT 30: Payment Contracts or Documentation]

### 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.

1. Describe how the institution discloses to prospective students prior to enrollment all costs associated with the education provided.
2. Demonstrate that all costs associated with the education provided include tuition, educational services, textbooks, instructional materials, and application, registration, authentication, proctoring (if applicable), technology access, and library or any other required service fees.

### Scholarships

Scholarships are awarded either for merit or based on need. Merit-based scholarships must be based on definable achievement at the time of enrollment or within the program of study. Merit-based scholarships are evaluated by qualified individuals using an institution- approved rubric. Need-based scholarships must be based on a discernable and consistent economic standard. Scholarships must indicate the actual reduction in the costs that would otherwise be charged by the institution.

1. Describe any scholarships awarded/administered by the institution.
2. For any merit-based scholarships offered, describe the scholarship’s defined achievement application criteria.
3. Describe how merit-based scholarship applications are evaluated by qualified individuals using an institution-approved rubric. [Exhibit 31: Merit-Based Scholarship Rubrics]
4. For any need-based scholarships offered, describe the scholarship’s defined and consistent economic application criteria.
5. Describe how scholarship materials document the actual reduction in program costs that would otherwise be charged by the institution. [Exhibit 31: Sample Scholarship Award Documentation]

### Discounts

Tuition reductions other than scholarships are considered discounts. Discounts are permitted for well-defined groups, for specific and bona fide purposes, or for a specified period. Discounts must indicate the actual reduction in the costs that would otherwise be charged by the institution.

1. Describe any discounts the institution offers.
2. Describe how the institution identifies well-defined groups that receive discounts.
3. Describe the purpose for offering well-defined groups a discount.
4. If the institutions offers discounts for a specific time period, describe such discounts and how students are enrolled in non-discounted courses or programs for a reasonably substantial period of time during each calendar year.
5. Describe how information on discounts is published in the institution’s advertising and marketing materials, including the catalog and website.

### Admission Process

The institution verifies that all admissions requirements are met prior to admission and collects appropriate evidence, such as official transcripts and English Language proficiency documentation, to support eligibility. English language proficiency is verified 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. Such verification procedures align with DEAC’s guidance on English Language Proficiency Assessment located in Appendix IX. The institution documents the basis for any denial of admission. Official transcripts, if required for admission, must be received within a defined enrollment period not to exceed 12 semester credit hours. Students who do not submit required official transcripts within the prescribed period are administratively withdrawn.

1. Describe how the institution documents that all admissions requirements are met prior to admission.
2. Describe the procedures followed to document the basis for any denial of admission.
3. Describe the procedures followed to inform applicants they have been accepted for or denied admission.
4. List the reasons why an applicant may be denied admission.
5. If the institution allows students to begin enrollment prior to receiving official transcripts, define the enrollment period allowed for receipt (cannot exceed 12 semester credit hours or equivalent).
6. Describe the process followed to verify that official transcripts are received within the defined enrollment period.
7. Describe the process followed when student official transcripts are not received within the defined enrollment period.
8. Describe the institution’s process for evaluating transcripts that are not in English (or other language if the prior educational transcripts are not in the language of instruction).
9. 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.

1. Describe the institution’s admissions procedures for verifying published language proficiency requirements.
2. Provide a link to the institution’s admissions policy for verifying English or other language proficiencies.  
     
   For this response: Insert Link
3. Describe how the institution’s foreign language verification procedures align with DEAC’s guidance on English Language Proficiency Assessment [DEAC Handbook, Part Four: Appendix IX] (or equivalent policy if the language of instruction is other than English).

## Standard XII: Student Support Services

Contact Person: Name and Title of Contact Person

### Student Inquiries and Requests for Assistance

The institution must provide readily accessible methods through which students can submit inquiries, report issues or concerns (whether or not filing a formal complaint), request assistance, or otherwise communicate with institution faculty and/or staff. The institution responds promptly and thoroughly to all student inquiries.

1. Describe the various methods through which students can submit inquiries, report issues or concerns, request assistance, or otherwise communicate with faculty and staff.
2. Describe how these methods are readily accessible for student use.
3. Describe how the institution responds to administrative inquiries (e.g., admissions, enrollment, transcript requests, technology, etc.) and the typical response time. [EXHIBIT 32: Sample Student Administrative Inquiries]

1. Describe how the institution responds to academic inquiries (e.g., assignment submission, assessment requirements, grades, etc.) and the typical response time. [EXHIBIT 32: Sample Student Academic Inquiries]

1. Describe the process followed by faculty for reviewing, evaluating, and grading examinations and assessments and the typical response time. [EXHIBIT 32: Sample Faculty-Graded Examinations or Assessments]
2. Describe the institution’s transcript services. [EXHIBIT 32: Sample Transcript and Diplomas/Certificates]

### Individual Differences

Academic advising and instructional support are readily available to assist students in achieving institutional and program requirements, program outcomes, course learning outcomes, and educational goals as required by laws applicable to the jurisdiction(s) in which the institution operates.

1. Describe the academic advising and instructional support provided by the institution to assist students having difficulties in meeting program requirements.
2. Describe how academic advising and instructional support services encourage students to meet program requirements, achieve program and course outcomes, and attain educational goals.
3. Describe how the institution assists students with their needs as required by laws applicable to the jurisdiction(s) in which the institution operates.

### Student Support

The institution’s policies and procedures optimize interaction between the institution and students. The interaction proactively promotes student completion and success.

1. Describe the institution’s policies, procedures, and time frames for monitoring and encouraging student progress. [EXHIBIT 33: Sample Motivational Comments]
2. Describe the types of contact used to encourage students to achieve stated program outcomes.

## Standard XIII: Fair Practices

Contact Person: Name and Title of Contact Person

### Confidentiality and Privacy

The institution’s policies, procedures, and systems protect student confidentiality and privacy as required by laws applicable to the jurisdiction(s) in which the institution operates.

1. Describe the institution’s confidentiality and privacy policy. [EXHIBIT 34: Confidentiality and Privacy Policies]

For this exhibit: Insert Links to Policies

1. Describe the procedures and systems in place to protect student confidentiality and privacy as required by laws applicable to the jurisdiction(s) in which the institution operates.

### Complaint Procedures

1. The institution has policies and procedures for receiving, responding to, and addressing student complaints. The policies and procedures should embody the principles of fairness, responsiveness, respect, due process, and proportionality. DEAC requires institutions to have written complaint policies and procedures for the purposes of receiving, responding to, addressing, and resolving complaints made by students, faculty, administrators, or any party, including one who has good reason to believe that an institution is not in compliance with DEAC accreditation standards.
2. At a minimum, the institution’s policy instructs students how to file a complaint or grievance and the maximum time for resolution. The institution’s complaint policy and procedures are available to all students. The institution defines what it reasonably considers to be a student complaint.
3. The institution reviews in a timely, fair, and equitable manner any complaint it receives from students. When the complaint concerns a faculty member or administrator, the institution may not complete its review and make a final decision regarding a complaint unless, and in accordance with its published procedures, it ensures that the faculty member or administrator has sufficient opportunity to provide a response to the complaint. The institution takes any follow-up action, including enforcement action if necessary, based on the results of its review.
4. Describe the institution’s policy and procedure for receiving, responding to, and addressing student complaints. [EXHIBIT 35: Complaint/Grievance Policy]

For this exhibit: Insert Link to Policy

1. The institution’s complaint policy states how complaints can be filed with state agencies and with its accrediting organization.
2. Describe how the institution’s policy provides students with information on filing a complaint with the appropriate state licensing or authorizing authority and with DEAC.
3. The institution will retain the complete files for all complaints that may be filed against the institution, its faculty, staff, students, or other associated parties either for five years from the filing of the complaint or until the completion of the institution’s next cycle of evaluation for accreditation, whichever is longer.
4. Describe the procedures the institution follows for retaining complete files for all complaints filed against the institution, its faculty, staff, students, or other associated parties for five years from the filing of the complaint or until the completion of the institution’s next cycle of evaluation for reaccreditation, whichever is longer.
5. Provide a summary of the complaints received in the past five years and how they were resolved.

### Cancellations and Withdrawals

Institutions maintain, publish, and consistently apply fair and equitable cancellation and withdrawal policies that meet or exceed the requirements of state and federal regulators, DEAC, and such other industry regulators as may have jurisdiction over one or more of the institution’s programs. Students may notify the institution of cancellation or withdrawal in any manner the institution deems appropriate so long as the method or methods available are reasonable and in compliance with applicable state and federal requirements. Policies pursuant to when an institution may administratively withdraw a student or cancel their enrollment are published and readily accessible for review by the student.

1. Describe the institution’s cancellation and withdrawal policies.
2. Describe any state, federal, and industry regulatory requirements to which the institution’s cancellation and withdrawal policies are subject and how the institution’s policies meet or exceed these requirements.
3. Describe how students are required to convey their cancellation or withdrawal to the institution, and identify the individual, office, or offices to whom students may submit their notification.
4. Describe how the institution’s required method of cancellation/withdrawal notification complies with applicable regulatory requirements.
5. Describe how the institution’s required method of cancellation/withdrawal notification is not unreasonably difficult for students to satisfy.
6. Describe when (e.g., under what circumstances) an institution may administratively withdraw a student or cancel their enrollment.
7. A student shall have no less than five calendar days following their executing the enrollment agreement or other contractual document in which to cancel the agreement and/or contract and receive a full refund of any monies paid to the institution.
   * 1. Describe whether students have a minimum of five (5) calendar days after signing an enrollment agreement or similar contractual document to cancel enrollment and receive a full refund of any monies paid to the institution.
8. Students are notified promptly if they are administratively withdrawn for non- compliance with attendance or other administrative policy.
9. Describe the procedures followed to promptly inform applicants they have been administratively withdrawn and the reasons for withdrawal.

### Refunds

Institutions must implement fair and equitable refund policies that meet or exceed the requirements of their government regulators, including consumer rights and protection policies. In the absence of such requirements, the institution follows DEAC’s refund policy requirements in Appendix XIV. Refund policies include procedures for students who enroll but do not start coursework and students failing to persist or make satisfactory academic progress. Refund policies must be clearly stated and transparently disclosed, including the use of sample calculations. Any money due to a student must be refunded within 30 days of the student’s notice of cancellation or withdrawal; refunds due to funding agencies must be returned in compliance with their respective requirements.

1. Provide the published refund policy, including sample refund calculations.
2. Provide a link to where the institution’s refund policy is publicly disclosed:

For this response: Insert Link

1. Describe how the institution implements a fair and equitable refund policy that meets or exceeds applicable government regulations, including consumer rights and protection policies, or, in the absence of such requirements, in accordance with DEAC’s refund policy requirements in Appendix XIV.

1. Describe the procedures the institution follows for refunding students’ tuition if they enroll but do not start coursework.
2. Describe the procedures the institution follows for refunding students’ tuition if they fail to persist or fail to make satisfactory academic progress.
3. Certify that any money due to a student is refunded within 30 days of the student’s notice of cancellation or withdrawal.
4. Certify that refunds due to funding agencies are returned in compliance with their respective requirements.
5. Provide the following information for refunds made in the last 12 months in EXHIBIT 36: Table of Refunds using the chart below.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Name | Program | Start Date\* | Withdrawal/Drop Date | Enrollment Period Total Charges\*\* | Refund Amount | Date Paid |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| \*\*Start date of enrollment period when the withdrawal/refund occurred.  \*\*\*The total amount charged (tuition and fees) for the enrollment period when the withdrawal/refund occurred. | | | | | | |

### Performance Disclosures

The institution routinely discloses on its website reliable, current, and accurate information on its performance, including student achievement, as well as any other requirements in accordance with state, federal, and other relevant regulatory agencies and in accordance with DEAC’s student achievement disclosure format.

1. Describe the student achievement and assessment performance measures the institution discloses on its website. [EXHIBIT 37: DEAC Student Achievement Disclosure for the Public Form]

For this exhibit: Insert Link to location of the information on the institution’s website

1. Describe how the institution’s student achievement and other disclosures comply with applicable state, federal, or other relevant regulatory agency requirements.
2. Describe how the institution routinely updates student achievement disclosures on its website with reliable, current, and accurate data.

### Advertising and Promotion

The institution conforms to ethical practices in all advertising and promotion to prospective students. The institution’s processes and procedures ensure that all advertisements, website content, and other marketing collateral is truthful, accurate, and clearly stated. The institution complies with DEAC’s Catalog Disclosures Checklist and DEAC’s Website Disclosures Checklist.

1. Describe the institution’s approach to advertising and promoting its programs. [EXHIBIT 38: Sample Advertising and Promotional Materials]
2. Identify who is responsible for the institution’s marketing and advertising decisions.
3. Describe the processes and procedures in place to verify that all advertisements, website content, and marketing collateral are truthful, accurate, and clear.
4. Certify that the institution complies with the DEAC catalog disclosures checklist, and provide the completed checklist. [EXHIBIT 38: DEAC Catalog Disclosures Checklist]

1. Certify that the institution complies with the DEAC website disclosures checklist, and provide the completed checklist. [EXHIBIT 38: DEAC Website Disclosures Checklist]

### Institution and Course Accredited-Status Recognition

The institution accurately discloses its accredited status and uses the official DEAC accreditation logo and/or statement of accreditation when publishing its accreditation status in advertisements and promotional materials on its website and in social media. DEAC’s name, address, telephone number, and web address are published in the institution’s catalog. Institutions publish a statement of accreditation only as follows:

* Accredited by the Distance Education Accrediting Commission
* DEAC Accredited

1. Provide in the space below the statement(s) that the institution uses when referring to its accredited status in advertisements and promotional materials, as well as on its website and in social media.

### Truth in Lending

The institution complies with all applicable Truth in Lending Act (TILA) requirements, including those under Regulation Z, and state requirements for retail installment agreements.

1. Describe how the institution complies with applicable Truth in Lending Act (TILA) requirements, including those under Regulation Z, and state requirements for retail installment agreements.
2. Identify the individual responsible for verifying compliance with all Truth in Lending Act (TILA) requirements.
3. Describe how the responsible individual remains up to date on Truth in Lending Act requirements.

## Standard XIV: Finance

Contact Person: Name and Title of Contact Person

### Financial Practices

The institution provides on an annual basis complete, comparative financial statements covering its two most recent fiscal years’ financial statements that are audited and prepared in conformity with generally accepted accounting principles (GAAP) in the United States of America or the International Financial Reporting Standards (IFRS).[[1]](#footnote-1) In the event the operations of the institution are supported in whole or in part by a parent company or a third party, the Commission may require audited financial statements from the parent or third party to demonstrate that the entity possesses sufficient financial resources to provide the institution continued financial sustainability. If the institution’s financial performance is included within the parent corporation’s statements, a supplemental schedule for the individual institution is appended to the parent statement, and inter-company transactions are clearly identified and defined. 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.

1. Describe how the institution demonstrates financial responsibility.
2. Describe how the institution maintains sufficient resources to meet its financial obligations and provide quality educational offerings and service to students.
3. Describe how and how often the institution’s financial statements are audited.
4. Certify that the institution submitted its most recent fiscal year end audited comparative financial statements, opinion letter, and letter of financial statement validation. [EXHIBIT 39: Audited Comparative Financial Statements] [EXHIBIT 39: Letter of Financial Statement Validation]
5. Describe whether the institution’s financial statements are prepared in conformity with generally accepted accounting principles (GAAP) in the United States of America or the International Financial Reporting Standards (IFRS).
6. Describe the institution’s budgeting processes. [EXHIBIT 39: Last Fiscal/Calendar Year Budget]
7. Identify the individuals involved in and responsible for the institution’s budget.
8. Describe how the budgeting process documents and verifies that current and future operating results are sufficient to allow the institution to accomplish its mission and goals.
9. If the institution is supported by a parent company or third party, describe how that entity possesses sufficient financial resources to provide the institution with continued financial sustainability. [EXHIBIT 39: Parent Company or Third Party Evidence of Sufficient Financial Resources]
10. Describe the parent company or third party’s commitment to supporting the entity. [EXHIBIT 39: Parent Company or Third Party Financial Commitment Letter]
11. Describe the parent company or third party’s level of administrative and financial involvement with the institution.
12. If the institution’s financial performance is included within the parent corporation’s statements, provide a supplemental schedule which discloses the individual institution’s financial status and clearly identifies and defines inter-company transactions. [EXHIBIT 39: Supplemental Schedule – Institution’s Financial Status]

### Financial Management

Individuals overseeing the fiscal and budgeting processes are qualified by education and experience. The institution maintains adequate administrative staff and other resources to operate effectively within fiscal and budgeting constraints, consistent with its representations of the scope and quality of its educational offerings as guided by its mission statement and strategic plan. Any risk that exists is adequately monitored, manageable, and insured. The institution has adequate administrative resources for effective operations, and at least one person is qualified and able to prepare accurate financial reports in a timely manner. Documentation protocols and controls are in place to assure that finances are properly managed, monitored, and protected.

1. Describe how the individuals responsible for preparing the institution’s financial reports and budgets are qualified by education and experience.
2. Describe how often financial reports and budgets are prepared. [EXHIBIT 40: Financial Reports]
3. Describe who at the institution, whether internally or a third party, is responsible for reviewing and approving financial reports and budgets.
4. Describe how the institution maintains adequate administrative resources to operate effectively within fiscal and budgeting constraints.
5. Describe how identified risks are monitored, managed, and insured.
6. 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. [EXHIBIT 40: Certificate of Liability Insurance]
7. Provide a list of any significant insurance claims made in the past five years.
8. Describe the institution’s documentation protocols and controls in place to verify that finances are properly managed, monitored, and protected.
9. Describe how the accounts payable (numbers, amounts, and age) reflect sound financial responsibility and management.

### Financial Stability and Sustainability

Financial statements must reflect that the institution has sufficient resources to meet the institution’s financial obligations to provide quality instruction and service to its students for the full period of each student’s enrollment, consistent with the institution’s program representations.

1. Describe whether the institution’s financial statements reflect sufficient resources to meet the institution’s financial obligations to provide quality instruction and service to its students for the full period of students’ enrollment, as represented to the public.
2. Describe how the institution is profitable. For nonprofits, describe how the institution has an excess of revenues over costs.
3. If the institution is not profitable, describe the institution’s strategic initiatives implemented to achieve a positive operating result sufficient to fund future operations.
4. Describe how the institution is committed to fulfilling all obligations to students in the event a teach-out is required. [EXHIBIT 41: Teach-Out Commitment]
5. Describe how the institution uses cost control and analysis systems to verify that it maintains sufficient current assets to fund a teach-out of students.
6. State whether or not the institution or any owner(s) or governing board members ever declared bankruptcy.
7. If a sole proprietorship or partnership, state whether or not the owner(s), governing board members, chief executive officer, or top institution administrators have ever declared bankruptcy.
8. Describe how the institution maintains reserves for honoring future service obligations, bad debts, and refunds.

### Financial Reporting

Annual financial statements are prepared in conformity with generally accepted accounting principles in the United States of America, often referred to as “GAAP”, including the accrual method of accounting. An independent certified public accountant (CPA) audit report accompanies these statements. At its discretion, the Commission may require additional financial reporting from the institution.

1. State whether the institution’s annual financial statements are prepared in conformity with generally accepted accounting principles (GAAP) in the United States of America or the International Financial Reporting Standards (IFRS).
2. State whether the institution uses the accrual method of accounting.
3. Describe the qualifications and experience of the institution’s independent auditing firm.
4. State whether the independent auditor identified any deviations while conducting the institution’s audit. [EXHIBIT 42: Opinion Letters]
5. Describe how the institution is addressing and resolving any identified challenges, anomalies, or threats. [EXHIBIT 42: Plan for Addressing Auditor Concerns]
6. Explain how the institution would continue operations if it received a going concern or liquidity footnote opinion from the independent auditing firm.
7. If a going concern or liquidity uncertainty is resolved through continued shareholder support, explain why the independent auditing firm did not accept the support as sufficient to avoid the going concern opinion or liquidity note.
8. Certify that the institution understands that the Commission may, in its discretion, require that the institution deliver additional financial reporting as deemed necessary when circumstances raise questions as to the institution’s financial soundness and stability.

### Collections

Collection procedures used by the institution or third parties reflect sound and ethical business practices.

1. Describe the institution’s collection procedures (both internal and contracted with third parties).
2. Describe how the institution’s collection practices reflect sound and ethical business practices.

## Standard XV: Facilities and Records Maintenance

Contact Person: Name and Title of Contact Person

### Records Protection

The institution’s financial and administrative records, as well as students’ financial, educational, and personal information, are securely and confidentially maintained in accordance with laws applicable to the jurisdiction(s) in which the institution operates and with professional requirements.

1. Describe student financial, educational, and personal informational records maintained by the institution. [EXHIBIT 43: Sample Student Records]
2. Describe the institution’s procedures for maintaining financial and administrative records, as well as students’ financial, educational, and personal information.
3. Describe how the institution takes proactive steps to safeguard the security and confidentiality of financial and administrative records, as well as students’ financial, educational, and personal information.
4. Describe how record maintenance and protection procedures comply with laws applicable to the jurisdiction(s) in which the institution operates, as well as with professional requirements.
5. Describe how physical records are secured on site.
6. Describe how digital records are secured and backed up to minimize data loss.

### Record Retention

The institution’s financial, administrative, and student educational records are retained in accordance with laws applicable to the jurisdiction(s) in which the institution operates. The institution implements a comprehensive document retention policy. Transcripts are readily accessible and are maintained permanently in either print or digital form.

1. Describe the institution’s process for retaining financial, administrative, and student records in accordance with laws applicable to the jurisdiction(s) in which the institution operates.
2. State how long financial records are maintained.
3. State how long administrative records are maintained.
4. State how long student records are maintained.
5. Describe the institution’s comprehensive document retention policy.
6. Identify the individual(s) responsible for ensuring the proper retention of financial, administrative, and student records.
7. Describe how often records are internally audited for compliance with all applicable federal and state laws.
8. Describe how transcript information is readily accessible and permanently maintained in order for the institution to produce an official transcript in a timely manner.

### Facilities, Equipment, and Supplies

The institution’s primary facility is located in a professional, institution-branded space authorized by local authorities for mixed use or commercial use. The institution maintains a written facilities plan and budget allocations to maintain facilities, equipment, and supplies to support its educational offerings, student support services, and administrative operations on a sustainable basis. Buildings, workspaces, and equipment comply with local fire, building, health, and safety regulations.

1. Describe the institution’s primary facility, and confirm that it is located in a professional, institution-branded space which is authorized by local authorities for mixed use or commercial use. [EXHIBIT 44: Floor Plan] [EXHIBIT 44: Occupancy Approval/Zoning Documentation]
2. Describe how the institution’s facilities, equipment, and supplies support its educational offerings, student support services, and administrative operations on a sustainable basis.
3. Describe how the institution’s technical infrastructure is adequate to support its educational offerings, student support services, and administrative operations on a sustainable basis.
4. Describe the institution’s plan for the maintenance and upgrade of its facilities, equipment, and supplies. [EXHIBIT 44: Facilities, Equipment, and Supplies Maintenance Plan]
5. Describe how the institution verifies that there are adequate financial resources and budgets to maintain and upgrade its facilities, equipment, and technical infrastructure.
6. Describe how the institution’s building, workspace, and equipment comply with local fire, building, health, and safety regulations. [EXHIBIT 44: Fire, Health, and Occupancy Inspection Licenses]

### Protection of Physical Sites and Virtual Infrastructure

The institution’s physical location(s) and virtual infrastructure are adequate to secure financial, administrative, and student educational records; are reasonably accessible; and are adequately protected in accordance with laws applicable to the jurisdiction(s) in which the institution operates. An adequate disaster response and recovery plan is in place that includes mitigation of risks, i.e., at a minimum, the ability to sustain and support continuing academic operations, the protection of student information consistent with applicable law, and the mitigation of other risks presented by physical, environmental, cybersecurity, force majeure, and other reasonably foreseeable threats.

1. Describe how the institution’s physical location is adequate to secure physical financial, administrative, and student educational records while ensuring that they are reasonably accessible for use.
2. Describe how the institution’s virtual infrastructure is adequate to secure digital financial, administrative, and student educational records while ensuring that they are reasonably accessible for use.
3. Describe how records are adequately protected in accordance with laws applicable to the jurisdiction(s) in which the institution operates and in response to foreseeable physical or cybersecurity risks.
4. Describe the institution’s disaster response and recovery procedures based on its physical and environmental location(s).
5. Describe how the disaster response and recovery plan includes contingencies to sustain and support continuing academic operations and protect student information, consistent with applicable law.

### In-Residence Program Component Facilities

The institution provides appropriate facilities for students participating in in-residence learning experiences. The facilities comply with all state and federal requirements. The institution maintains adequate insurance to protect students, faculty, and staff while participating in in-residence learning.

1. If the institution conducts no in-residence program activities, state “Not Applicable.” If the institution conducts in-residence program activities, state, “See In-Residence Program Companion Template.”

1. The implementation and submission time frame of Standard XIV.A.’s requirement that institutions provide audited comparative financial statements (reviewed comparative financial statements will no longer be accepted) is as follows: For institutions with fiscal years ending between January 1, 2025, and June 30, 2025, audited financial statements are due by December 31, 2025. For institutions with fiscal years ending between July 1, 2025, and December 31, 2025, audited financial statements are due by June 30, 2026. In both cases, the Commission is waiving the requirement for comparative statements and accepting audits of one fiscal year. Future submissions of audited statements (submitted after June 30, 2026) must be prepared on a comparative basis. [↑](#footnote-ref-1)