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**ADDITION Of An IN-RESIDENCE COMPONENT**

**Substantive Change Application**

INSTRUCTIONS for SUBMISSION

**General Instructions:** Submit the completed Addition of In-Residence Component application and supporting documentation following DEAC’s *Guidelines for Electronic Submission*.

After the proposed substantive change is approved by DEAC and the addition of the in-residence program is implemented, the institution undergoes an on-site visit within six to 12 months of implementation. The institution shall submit a report on the effect of the substantive change on the institution’s compliance with DEAC accreditation standards at least five weeks prior to the scheduled on-site evaluation.

**SECTION 1:** Complete the locations chart, including all locations (e.g., domestic and international). Provide contact information for an individual who is physically located at each location and able to answer location-specific questions.

**SECTION 2:** Provide requested responses regarding the proposed addition of an in-residence component.

**SECTION 3:** Provide requested enrollment information.

**SECTION 4:** Provide in-residence site information as applicable.

**SECTION 5:** Review and acknowledge each institutional affirmation by marking the check box to the left.

**SECTION 6:** Provide the identified supporting documentation following DEAC’s *Guidelines for Electronic Submission*.

**SECTION 7:** The president/CEO certifies that all information and documentation provided is true and accurate.

Distance Education Accrediting Commission

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ADDITION Of An IN-RESIDENCE COMPONENT – APPLICATION

An in-residence program component is defined as the fulfillment of the learning outcomes of a course/program requires in-person delivery of curriculum, learning of certain manual skills, familiarity with specialized equipment, access to learning resources, or the application of certain techniques under professional supervision. A substantive change application for the addition of an in-residence program component is accepted by the Commission if the predominant component of the course/program is offered via distance education (51 percent or more).

Check the requested substantive change below. The institution may submit one application form for multiple programs at one site but must submit one application form per site (existing or proposed).

This substantive change applies to an institution when (select one):

Addition of a **new in-residence component** (optional or required) to an existing, approved program at an **existing** DEAC-approved site.

*Note: Post approval on-site visit is required only if the new proposed in-residence component includes clinical or lab activities.*

Addition of a **new in-residence component** (optional or required) to an existing, approved program at a **new** in-residence site.

*Note: Post approval on-site visit is required.*

Addition of a **new program** with an optional or required in-residence component. In this case, this application serves to provide additional information on the in-residence component. The Change of Educational Offerings Application for the proposed program is submitted separately and concurrently.

*Note: Post approval on-site visit is required if the in-residence component includes clinical or lab activities or is offered at a new in-residence site.*

Offering **existing, approved** in-residence component(s) at a **new in-residence site**.

*Note: Post approval on-site visit is required.*

SECTION 1: INSTITUTION INFORMATION

**Institution Name:** Insert Institution Name

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

**Provide the address for the institution’s main facility1**

| **Address** | **City** | **State (Country, Province)** | **Zip Code** | **Local Contact** |
| --- | --- | --- | --- | --- |
| Address | City | State | Zip Code | Local Contact |

1Main Facility: A geographic location that houses the headquarters of an institution. The institution provides evidence it is approved in the state for the activity that it conducts at the location.

**Provide information for other locations (if any):** Complete the chart below. Add rows as needed.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Address** | **City** | **State (Country, Province)** | **Zip Code** | **Location Type2** | **Local Contact3** |
| Address | City | State | Zip Code | Choose an item. | Local Contact |
| Address | City | State | Zip Code | Choose an item. | Local Contact |
| Address | City | State | Zip Code | Choose an item. | Local Contact |
| Address | City | State | Zip Code | Choose an item. | Local Contact |
| Address | City | State | Zip Code | Choose an item. | Local Contact |

2Location Type: Other than a main facility, DEAC institutions can operate:

* Administrative Site: A separate office located geographically apart from the main headquarters location, which typically provides an off-site workplace for the convenience of institution officials who do not live near the headquarters. Neither educational programs nor instructional services to students are offered from an administrative site.
* In-Residence Component (Facility): Instruction that requires in-person delivery of curriculum, learning of certain manual skills, technical proficiency with specialized equipment, access to resources or the application of certain techniques under professional supervision. In-residence components must not exceed 49% of a DEAC-approved program.

3Local Contact: Provide contact information (full name, email address, and phone number) for an individual who is physically located at each location and able to answer location-specific questions.

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

**Main Telephone Number:** Main Telephone Number

**Institutional Mission Statement:** Insert Mission Statement

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

**Title:** Title

**Email:** Email

**Telephone:** Telephone Number

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

**Title:** Title

**Email:** Email

**Telephone:** Telephone Number

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

SECTION 2: PROPOSED ADDITION OF IN-RESIDENCE COMPONENT

1. If applying for the addition of a new in-residence component (optional or required) to an existing approved program, provide the name of the existing approved program:

Insert Response

1. If concurrently applying for the addition of a new program with an optional or required in-residence component, provide the name of the proposed program:

Insert Response

1. If applying to offer existing in-residence components at a new in-residence site, provide the name(s) of the program(s) involved.

Insert Response

1. Provide a detailed narrative on the rationale of the proposed addition of in-residence component.   
     
   Insert Response
2. Provide a narrative describing how the addition of this substantive change supports the institutional mission.

Insert Response

1. If applying for the addition of a new in-residence component (optional or required) to an existing approved program, provide a breakdown of academic engagement (by degree level as needed) as evidence that the existing program will remain predominantly distance education or correspondence education (51 percent of more) with the addition of an in-residence component.   
     
   Insert Response
2. If concurrently applying for the addition of a new program with an optional or required in-residence component, provide a breakdown of academic engagement (by degree level as needed) as evidence that the proposed program will be offered predominantly through distance education or correspondence education (51 percent of more) with the inclusion of an in-residence component.

Insert Response

1. Provide a narrative describing how the addition of an in-residence component will complement and enhance the institution’s current curricular offerings.

Insert Response

1. Describe how the proposed in-residence program component requires students to apply knowledge acquired as a result of the approved curricular offerings.  
     
   Insert Response
2. Provide the rationale for offering the proposed in-residence component at the identified site(s).   
     
   Insert Response
3. Provide the projected start date of the first in-residence cohort.  
     
   Insert Response
4. Describe the institution’s financial and personnel capacity to support the implementation of an in-residence component without adversely affecting students’ ability to continue their programs of study.   
     
   Insert Response
5. Describe the institution’s capacity to remain in compliance with DEAC accreditation standards during the implementation of the in-residence component.   
     
   Insert Response
6. Provide a narrative describing how educational delivery will not be interrupted.

Insert Response

1. Provide the estimated time it will take students to complete the distance education portion of the program.  
     
   Insert Response
2. Provide the estimated time it will take students to complete the in-residence portion of the program.   
     
   Insert Response
3. Provide the proposed program outcomes for the in-residence program component.   
     
   Insert Response
4. Provide the proposed admissions requirements for the program offering an in-residence component.   
     
   Insert Response
5. Describe how the facility is to be used for the proposed in-residence program component.   
     
   Insert Response

SECTION 3: ENROLLMENT INFORMATION

1. Provide the current number of enrollments in the existing, approved program as of the date of Application submission or projected student enrollment for the proposed program.

Insert Response

1. Provide the total number of students expected to enroll in the in-residence program component in the first calendar year.

Insert Response

SECTION 4: IN-RESIDENCE SITE INFORMATION

1. If this application involves the addition of a new in-residence site, complete the chart below.

1Local Contact: Provide contact information (full name, email address, and phone number) for an individual who is physically located at each location and able to answer location-specific questions.

1. Provide a list of all programs with an in-residence component (existing and proposed) that will be served by the proposed site.

Insert Response

1. Describe the proposed activities and provide the rationale for the addition of the in-residence site.

Insert Response

1. Describe the institution’s financial and personnel capacity to support the addition of a new in-residence site.

Insert Response

SECTION 5: INSTITUTIONAL AFFIRMATIONS

Accreditation is a voluntary, peer review process. The institution assumes the burden of proof in demonstrating that its curricula are within DEAC’s recognized scope of authority and that all policies and procedures meet DEAC accreditation standards.

The president/CEO submits this application for the institution seeking the above noted substantive change and affirms the following:

|  |  |
| --- | --- |
|  | The institution is properly licensed, authorized, exempted, or approved by all applicable state education institutional authorities (or their equivalent for non-U.S. institutions). The institution complies with all laws applicable to the jurisdiction(s) in which the institution operates. Exemptions from state law are supported by state-issued documentation or by express statutory/regulatory language for that jurisdiction.  Should an institution lose its state licensure in its state of domicile for any reason (or international equivalent), DEAC accreditation of an accredited institution is automatically withdrawn as of the date of the loss of state licensure. Such a withdrawal of accreditation may be appealed by an institution pursuant to DEAC’s appeal procedures. In any such situation, the institution shall not be entitled to receive any refund of fees already paid to DEAC nor shall DEAC have any liability to the institution associated with the termination of the substantive change application/evaluation process. |
|  | The institution has clearly articulated outcomes for its educational offerings and has an ongoing outcomes assessment program in place designed to measure student achievement and satisfaction. |
|  | The institution documents, through audited comparative financial statements that cover its two most recent fiscal years, that it is financially sound and can meet its financial obligations to provide instruction and service to its students. All financial statements submitted to DEAC are prepared in compliance with generally accepted accounting principles in the United States of America (GAAP) or International Financial Reporting Standards[[1]](#footnote-1). If the financial operations of the institution are supported in whole or in part by a parent company or a third party, the institution understands that 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, as well as the commitment to do so.. 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. |
|  | The institution demonstrates that its name is free from any association with any activity that could damage the standing of DEAC or of the accrediting process, such as illegal actions, unethical conduct, or abuse of consumers. |
|  | The institution and the institution’s owners, governing board members, officials, and administrators possess sound reputations and show a record of integrity and ethical conduct in their professional activities, business operations, and relations. The owners, governing board members, officials, and administrators have records free from any association with any misfeasance, including, but not limited to, owning, managing, or controlling any educational institutions that have entered bankruptcy or have closed, to the detriment of the students. Ongoing state, federal or local indictments, enforcement activities, or other censure against an institution, an institution’s owners, governing board members, officials, and administrators must be promptly disclosed by an institution to DEAC regardless of whether initiated before or during the period in which an institution is applying for accreditation or reaccreditation and during any period during which an institution is accredited by DEAC (Section XIV.B.). The notice should include an explanation from the institution as to the circumstances giving rise to the governmental action and why the governmental action should not result in a declaration of ineligibility under this section and/or a violation of Standard II. Upon receipt of the notice, the Commission may, in its sole discretion, initiate investigative proceedings and/or make a determination that the governmental action places the institution in violation of this eligibility criterion and of Standards II and/or XIV. |
|  | The institution and the institution’s owners, governing board members, officials, and administrators possess sound reputations and show a record of integrity and ethical conduct in their professional activities, business operations, and relations. The owners, governing board members, officials, and administrators have records free from any association with any misfeasance, including, but not limited to, owning, managing, or controlling any educational institutions that have entered bankruptcy or have closed, to the detriment of the students. |
|  | The institution, and its corporate affiliates, are free from any pending or final action brought by a state agency or recognized accrediting agency to (1) suspend, revoke, withdraw, or terminate any one or more of such entities’ legal authority to operate or (2) deny accreditation or renewal of accreditation to one or more of such entities. |
| *The institution’s owners, governing board members, officials, and administrators understand that, in applying for accreditation, the institution:* | |
|  | Voluntarily submits itself for review and decision by the Distance Education Accrediting Commission of its qualifications. |
|  | Has reviewed the accreditation standards and supporting materials. |
|  | Has the opportunity, as a part of the accreditation process, to demonstrate it meets all accreditation standards and assumes the burden of proof to document this compliance. |
|  | Assumes the obligation to be honest, forthcoming, complete, and accurate in presenting information, answering questions, and providing information to the Distance Education Accrediting Commission and designated evaluators. |
|  | Voluntarily accepts responsibility to comply with the accreditation standards and fulfill all the obligations of an accredited institution. |
|  | Agrees to remain in compliance with all requirements set forth in the *DEAC Accreditation Handbook* and Bylaws. |
|  | Agrees to cooperate with DEAC in all aspects of the accreditation process, including, as applicable, DEAC’s policies and procedures for conducting on-site or virtual site visits, and in facilitating surveys and inquiries to students, recruiting personnel, state and federal consumer and regulatory agencies, employers of graduates, and other individuals, agencies, or groups that may have an opinion about the institution, its programs, or its services. |
|  | The institution acknowledges that accreditation information may be shared with other accrediting organizations, government entities, and the public in accordance with DEAC policies and procedures and applicable federal and state laws and regulations. |

SECTION 6: DOCUMENTATION

* Non-refundable Fee for Addition of In-Residence Component Application (see *DEAC Accreditation Fees* document). Provide evidence of payment (scanned copy of check or similar). Insert Date Fee was Mailed
* Documentation of state authorization/licensure from the state of the proposed in-residence site.
* Documentation of state authorization to offer the proposed new program with the in-residence component if applicable.
* Organizational chart of the administrator, faculty, and staff related to the in-residence program component.

SECTION 7: CERTIFICATION

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

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

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

**Date:** Insert Date

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)