

ADDITION of IN-RESIDENCE COMPONENT

Post-Approval Report

# INSTRUCTIONS for SUBMISSION

**General Instructions:** 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 the following Addition of In-Residence Program Component Post-Approval Report at least five week prior to the scheduled on-site evaluation.

Complete the following Addition of In-Residence Component Post-Approval Report and supporting documentation following DEAC’s *Guidelines for Electronic Submission*.

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

**SECTION 2:** Provide requested responses regarding the proposed addition of an in-residence program component. Institutions should also provide responses to selected Standards relevant to the substantive change.

**SECTION 3:** Provide total enrollment information for the last calendar year and the total number of students enrolled as of the date of report submission.

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

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

Distance Education Accrediting Commission

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# ADDITION OF IN-RESIDENCE PROGRAM COMPONENT – Post-Approval Report

Check the applicable substantive change below (select one):

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

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

[ ]  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.

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

## SECTION 1: INSTITUTION INFORMATION

**Institution Name:** Insert Institution Name

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

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

**Main Telephone Number:** Main Telephone Number

**Institutional Mission Statement:** Insert Mission Statement

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

**Title:** Title

**Email:** Email

**Telephone:** Telephone Number

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

**Title:** Title

**Email:** Email

**Telephone:** Telephone Number

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

## SECTION 2: PROPOSED ADDITION OF IN-RESIDENCE PROGRAM COMPONENT

1. Provide the start date of the first in-residence cohort.

Insert Response
2. Describe whether the implementation of the in-residence program component adversely affected students’ ability to continue their programs of study.

Insert Response
3. Describe how the institution remained in compliance with DEAC accreditation standards during the implementation of the in-residence program component.

Insert Response
4. Provide a narrative describing how educational delivery was not interrupted.

Insert Response

# Accreditation Standards

Please address the following DEAC Accreditation Standards as they pertain to the institution’s proposed addition of an in-resident program component and/or site.

## Standard IV: Academic Achievement

1. **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).
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.

## Standard IX: Academic Leadership and Staffing

1. **Faculty Qualifications**
2. 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.
3. Describe the institution’s faculty qualifications in relation to the subject areas taught and the credential level of the programs offered.
4. Describe how the institution employs or contracts with a sufficient number of qualified faculty to provide individualized instructional service to each student.

Standard X: Academic Policies

1. **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.

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.

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.
17. **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.
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.
9. **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.
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].

## Standard XI: Recruitment and Enrollment

1. **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.
2. Describe the process followed by the institution for verifying student identity throughout their subsequent program/course enrollment.

1. **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.
3. **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.
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.
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.
6. **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

1. **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.
2. Describe the types of contact used to encourage students to achieve stated program outcomes.

## Standard XIII: Fair Practices

1. **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. Describe the institution’s refund policy for in-residence program components and other related costs and how it complies with Appendix XIV.3.
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.
2. Provide a sample refund calculation for in-residence program components and other related costs.

1. **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 how students are informed of all required in-residence program components and additional associated costs. Provide links to where this information is readily available to the public for review.
2. **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 XV: Facilities and Records Maintenance

1. **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.
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.
7. **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.
9. **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.
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.
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
7. **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.
6. **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. Describe the institution’s training facilities for students who participate in in-residence learning experiences.
2. Provide a link to the information published for students’ review on housing, if applicable.
3. Describe how the institution verifies the facilities comply with all state and federal requirements (or their equivalent for non-U.S. institutions).
4. Describe how the institution maintains adequate insurance to protect students, faculty, and staff while participating in in-residence learning experiences.

## SECTION 3: ENROLLMENT INFORMATION

* 1. Provide the number of enrollments in the approved in-residence program since date of launch.

Insert Response

* 1. Provide the total number of students currently enrolled in the in-residence program component.

Insert Response

## SECTION 4: DOCUMENTATION

* Documentation of state authorization/licensure from the state of the proposed in-residence site.
* Occupancy Approval/Zoning Documentation for the in-residence site.
* Copy of Lease/Deed for in-residence site.
* Enrollment Agreement for the in-residence program component
* *DEAC Enrollment Agreement Disclosures Checklist*
* Catalog, website, promotional and marketing materials related to the in-residence program component.
* Floor Plan
* Revised Facilities, Equipment, and Supplies Maintenance Plan
* Fire, Health, and Occupancy Inspection License for in-residence site.
* Certificate of Liability Insurance for in-residence site.
* Teach-Out Commitment that reflects the in-residence component including accommodating students in finding another in-residence facility to complete their studies.

## SECTION 5: CERTIFICATION

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

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

**Institution’s President/CEO Signature:** President/CEO Signature

**Date:** Insert Date