

EDUCATIONAL OFFERINGS REPORT (EOR): UNDERGRADUATE DEGREE PROGRAMS

# INSTRUCTIONS for SUBMISSION

**The following Educational Offering Report template is for Undergraduate degree programs only.**

**General Instructions:** Once DEAC selects the courses required for submission, the institution submits the completed report and supporting documentation for off-site subject specialist review following the requirements below:

1. Complete the following Educational Offerings Report (EOR) and submit completed courses and supporting documentation following DEAC’s *Guidelines for Electronic Submission.*
2. One EOR is required per program undergoing review.
3. Do not delete any sections of the EOR.
4. The EOR and supporting documentation is due within 60 days of the Change in Educational Offerings Application (for substantive changes) or as specified by DEAC. Late fees apply.
5. The institution will be invoiced upon receipt of the EOR. **Note:** All fees are due within 30 days of invoice unless otherwise specified.

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

**SECTION 2:** Provide requested program information.

**SECTION 3:** Provide requested responses for each accreditation standard. For any prompt that is not applicable to the program, respond “Not Applicable”, accompanied with an explanation why.

**SECTION 4:** Provide the identified supporting documentation following DEAC’s *Guidelines for Electronic Submission*. **Note:** The institution ***must follow*** the exhibit numbering provided below.

**SECTION 5:** The compliance officer certifies that all information and documentation provided is true and accurate.

Distance Education Accrediting Commission

1101 17th Street NW, Suite 808

Washington, D.C. 20036

**Tel:** 202.234.5100

**Fax:** 202.332.1386

**Email:** [Lissette.Hubbard@deac.org](about:blank)

# EDUCATIONAL OFFERINGS REPORT: UNDERGRADUATE DEGREE PROGRAMS

SECTION 1: INSTITUTION INFORMATION

**Institution Name:** Insert Institution Name

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

**Institutional Mission Statement:** Insert Mission Statement

SECTION 2: PROGRAM INFORMATION

1. Provide the program name.
2. List the program’s outcomes.
3. State the total number of program clock/credit hours.
4. State the program length (in weeks, months, or years).
5. Provide the program method of delivery (correspondence, online, or hybrid).
6. Identify the program’s language of instruction (e.g., English, Spanish, Vietnamese).
7. Describe the institution’s target student population for the educational offering.
8. Does the educational offering result in students being eligible for specific licensure or certification examinations?

Yes  No

If yes, provide information on any related professional licensure or certification examinations.

Access to the Online Learning Platform

1. Provide link to the online learning platform.
2. Provide username for the online learning platform.
3. Provide password for the online learning platform.
4. Provide navigation instructions for the online learning platform.
5. If applicable, provide access and navigation instructions for any e-textbooks or related electronic course materials not available within the online learning platform for the representative courses. Disable any security features or provide passwords as necessary.

SECTION 3: ACCREDITATION STANDARDS

***Reminder:*** Provide requested responses for the standards listed below ***only for the specific program that is the subject of this report.***

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. How did the institution develop the student learning outcomes (program-level and course-level) for this program?
2. Describe how the institution verifies that the program’s student learning outcomes are measurable and reasonably attainable.
3. How does the institution verify that the program’s 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 for the program. [EXHIBIT 2: Curriculum Map (for this program only)]
5. **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 the program’s 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) in this program. [EXHIBIT 3: Sample Direct Measures for Each Representative Course and Corresponding Grading Rubrics]

Standard V: Academic Program Requirements

1. **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 the program offering aligns with the institution’s mission.
8. Describe how the program’s content is appropriate to the type and level of credential conferred.
9. Describe how the program’s student learning outcomes are appropriate to the type and level of credential conferred.
10. Describe how the program’s standards of student performance are at an appropriate level of academic rigor that is consistent with the type and level of credential conferred.
11. Describe how the institution verifies that entry (e.g. a preliminary examination or proposed thesis outline) and completion requirements (e.g., capstone, thesis, or other culminating project requirements as applicable) for the program are clearly defined and consistent with commonly accepted program expectations at other appropriately accredited institutions. [EXHIBIT 4: Program Comparisons (only for institutions seeking initial accreditation or seeking to add a new credential level or unrelated field program)
12. Verify that the program’s length adheres to minimum length requirements per Standard V.A.1-2.
13. If the program’s field of study has commonly accepted and established minimum length requirements that differ from Standard V.A.1-2 minimums, describe how the program is comparable to other programs offered at accredited institutions.
14. **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 program’s general education requirements are clearly defined and appropriate to the program level and discipline offered.
2. Describe how the program’s 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 this degree program. Identify the specific course(s) that address each listed outcome (including specific general education course(s) and/or required course which includes specific, aligned course learning outcomes.)
4. **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. If applicable, describe how the program’s alternative structure is appropriate to the institution’s mission.
2. If the program includes an alternative program structure, describe how the program aligns with applicable DEAC glossary definitions. If the program does not align with a glossary-defined structure, describe the program requirements and include a sample academic schedule.
3. If the program includes an alternative program structure, describe how the program includes defined student learning outcomes that are reasonably achievable in the proposed structure.
4. If the program includes an alternative program structure, affirm that the majority of the program is offered through distance education.
5. **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 applicable to this program’s subject matter discipline. [Exhibit 5: Advisory Council Rosters and Bios (for this program only)]
2. Describe how feedback from the Advisory Council applicable to this program informs the curricula development and verifies that the program content aligns with current practices. [Exhibit 6: Advisory Council meeting minutes and evidence of feedback received for this program] [Exhibit 7: Examples of how Advisory Council Feedback was used to improve educational offerings (only applicable to existing programs)]

Standard VI: Curriculum Development

1. **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 curriculum development process for this program. [EXHIBIT 8: Curriculum Development Manual]
2. Describe the principles of learning and pedagogical foundations used throughout the program’s curriculum development process.
3. Describe how the program’s curriculum is supported by reliable research and aligns with commonly accepted educational practices, as applicable to the program’s field of practice.
4. Describe the institution’s qualifications for the program’s curriculum content developers (e.g., subject matter experts). [EXHIBIT 9: Curriculum Content Developers’ Qualifications (for this program only)]
5. Describe the institution’s qualifications for the program’s distance education instructional designers. [EXHIBIT 10: Instruction Designers’ Qualifications (for this program only)]
6. List and describe any third-party providers or consultants used in the program’s curriculum development and how the institution ensures that they are appropriately supervised.
7. Describe the institution’s program review process applicable to the program undergoing review, including who is involved; the schedule the institution follows; and the data collected, synthesized, and used to ensure that curriculum and instructional materials are current, accurate, and comprehensive.
8. Describe the process used to identify and correct any content errors in the program’s curriculum and instructional materials between regularly scheduled program reviews.
9. **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. What is the program’s 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 the program’s 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 program’s courses appropriately integrate access to learning materials and resources.
4. Describe how the institution provides appropriate study and resource navigation instructions for students in the program.
5. Describe how the institution provides appropriate instructions for accessing and using program 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.
7. **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. As applicable to the program, describe the institution’s policy for determining and assigning academic units of measurement. [EXHIBIT 11: Clock/Credit Hour Policy (as applicable to the program’s type and level)]
2. As applicable to the program, describe how the institution’s framework(s) for academic unit measurement is supported by research and is consistent with program learning outcomes.
3. Affirm and describe how the program is 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 the program’s course 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 the program’s courses. [EXHIBIT 12: Clock/Credit Hour Evaluation Chart for each representative course]
6. **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. If the program is 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

1. **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 applicable to the program include materials outside individual class environments.
2. Describe how general learning materials and resources are designed to adequately support the program in meeting student learning outcomes.
3. **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 program.
2. Describe how in-course learning resources are available and appropriate to the level and scope of the program and support the achievement of the program’s course learning outcomes.
3. Describe how the program’s 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 the program.
5. **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. As applicable to the program, describe the institution’s library resources and collections available to students.
2. Describe the on-staff or contracted library personnel available for support of students in the program and how their qualifications are appropriate to the program’s level and scope. [Exhibit 13: On-staff library personnel résumés and/or contracted personnel qualifications]
3. Describe how library resources support the institution’s learning, teaching, and research functions, as applicable to the level and content of the program.
4. Describe the process the institution follows when selecting, acquiring, organizing, and maintaining learning materials and resources applicable to the program.
5. **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 the learning resources, technologies, library resources, and in-course learning resources applicable to the program are regularly reviewed and updated to ensure that they continue to meet student and faculty needs.

Standard VIII: Academic Delivery

1. **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 program’s curriculum and instructional materials are developed to align with the program’s delivery modality.
2. Describe how the program curriculum is delivered through means that support student interactions with faculty, as appropriate for the program’s synchronous or asynchronous learning modality(ies).
3. **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 the institution uses technology appropriate to the program’s modality and institutional context to support the delivery of the program.
2. Describe how the technology in use for this program supports communication between students and faculty.

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 program. [EXHIBIT 14: Faculty Résumés/CVs for this program]
4. Describe how the institution employs or contracts with a sufficient number of qualified faculty to provide individualized instructional service to each student in the program. Include the current and maximum faculty-to-student ratio for the program.
5. 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.
6. Describe the institution’s policy on qualifications for faculty teaching undergraduate degree program courses. [Exhibit 15: Faculty Qualifications and Teaching Responsibilities Chart (see chart template below)]
7. 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.
8. Describe the institution’s policy on qualifications for faculty teaching general education courses.
9. If the program’s general education outcomes are integrated into required courses, describe how faculty are appropriately qualified for both roles (e.g. assigned faculty possess appropriate degree qualifications and demonstrate expertise in the subject field they are teaching as well as the applicable, integrated general education subject area).
10. 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:
11. a well-defined policy, with processes and procedures to evaluate the need for and assignment of faculty by equivalency; and
12. 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. As applicable to the program, describe the institution’s policy for faculty qualification equivalency, including need evaluation and faculty assignment procedures. [EXHIBIT 16: Faculty Qualification Equivalency Policy]
    2. As applicable to the program, 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. As applicable to the program, 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.5 and 8.
    4. As applicable to the program, 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.5 and 8.

Standard X: Academic Policies

1. **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. As applicable to the program, describe the institution’s policy and procedures that students and faculty follow for research involving human subjects to adequately protect research participants. [EXHIBIT 17: Institutional Review Board Policy]
  2. As applicable to the program, describe the training that faculty and students receive prior to engaging in research projects involving human subjects. [EXHIBIT 18: IRB Member Rosters and Bios and IRB Training Certificate Documentation]
  3. As applicable to the program, describe how the institutional review board (IRB) ensures that research studies comply with applicable regulations and meet commonly accepted ethical standards.
  4. As applicable to the program, 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.

SECTION 4: DOCUMENTATION

**Institutions must use the numbering below to identify the documentation (exhibits) provided with the Educational Offering Report submission.**

1. *DEAC* *Educational Offerings Information Sheet* (complete for individual program only).
2. Curriculum map (course outcomes to program outcomes) for the program.
3. Samples of the direct measures used in each representative course and corresponding grading rubrics.
4. Program comparison for this program to those of other appropriately accredited institutions (only for institutions seeking initial accreditation or seeking to add a new credential level or unrelated field program).
5. A roster of members for the advisory council applicable to the program’s subject matter discipline with brief biographical statements (Name, Title, Institution/Company Name, etc.).
6. Advisory Council meeting minutes and evidence of feedback received for this program.
7. Examples of how advisory council feedback was used to improve the educational offering (only for existing programs).
8. Curriculum development manual.
9. All curriculum content developers’ qualifications (résumés/CVs) for this program.
10. All instructional designers’ qualifications (résumés/CVs) for this program.
11. Clock/Credit hour policy (as applicable to the program type and level).
12. Clock/Credit hour evaluation charts for each representative course.
13. On-staff library personnel résumés and/or contracted personnel qualifications.
14. Faculty qualifications (résumés/CVs) for all individuals teaching in this program.
15. Faculty qualifications and teaching responsibilities (provide a separate exhibit 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. Faculty Qualification Equivalency Policy (if applicable to this program).
2. Institutional Review Board (IRB) Policy (if applicable to this program).
3. Institutional Review Board (IRB) member roster and brief biographical statements (Name, Title, Institution/Company Name, etc.), and training certificate documentation (if applicable to this program).
4. Current catalog. For substantive changes, also provide draft catalog entry.
5. Provide access and navigation instructions for e-textbooks or related electronic course materials for each representative course where indicated in Section 2 above. For materials not available in electronic format, provide bibliographic information).

## 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.

**Compliance Officer:** Compliance Officer Name

**Compliance Officer Signature:** Compliance Officer Signature

**Date:** Insert Date