

ENGAGING in INTERNATIONAL ACTIVITIES

Post-Approval Report

# INSTRUCTIONS for SUBMISSION

**General Instructions:** After the proposed substantive change is approved by DEAC and engagement in international activities is established, the institution undergoes an on-site visit within six to 12 months of implementation. The institution shall submit the following Engaging in International Activities Post-Approval Report at least five weeks prior to the scheduled on-site evaluation.

Complete the following Engaging in International Activities Post-Approval Report. Submit the completed report and supporting documentation following DEAC’s *Guidelines for Electronic Submission*.

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

**SECTION 2:** Provide the requested responses regarding engagement in international activities. Institutions should also provide responses for the standards listed below.

**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

1101 17th Street NW, Suite 808

Washington, D.C. 20036

**Tel:** 202.234.5100

**Fax:** 202.332.1386

**Email:** [nan.ridgeway@deac.org](mailto:nan.ridgeway@deac.org)

# ENGAGING in INTERNATIONAL ACTIVITIES – Post-Approval Report

An institution seeking to add active international functions (e.g., training sites, recruiting, instruction, marketing, business) outside the United States, add coordinating offices in another country, or contract with foreign agents or educational entities is required to obtain prior approval from the Commission.

An accredited institution offering educational programs outside of its home country must obtain all appropriate external approvals where required, including higher education system administration, government bodies, and DEAC. The institution documents the accepted legal basis for its operation in the host country and meets legal requirements of the host country.

Check the requested substantive change below.

Adding active international functions outside the United States.

Adding coordinating offices in another country.

Contracting with foreign agents or educational entities.

## 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.

**International Location Contact:** Name of Local Contact

**Title:** Title  
**Email:** Email

**Telephone:** Telephone Number

## SECTION 2: INTERNATIONAL ACTIVITY

1. Describe the institution’s approval from the applicable international regulatory agency.  
     
   Insert Response
2. Provide a narrative of the institution’s international activity.   
     
   Insert Response
3. Describe how the engagement in international activities enhances the institution’s current curricular offerings and promotes future growth.   
     
   Insert Response
4. Describe the institution’s capacity to remain in compliance with DEAC accreditation standards while engaging in international activities.

Insert Response

1. Describe how the institution monitors all international activities and actions taken on behalf of the institution.

Insert Response

1. Describe how the institution monitors ethical practices and academic excellence of all international activities.   
     
   Insert Response
2. Describe the institution’s financial and personnel capacity to engage in international activities.   
     
   Insert Response
3. If entering into an international partnership, describe the non-U.S. agent or international educational entity.

Insert Response

1. Describe how the partnering entity possesses the appropriate licensure, approval, and/or accreditation from the country’s higher education oversight organization and its local designee.   
     
   Insert Response
2. Provide a narrative disclosing how the partnering entity is operating ethically and legally in accordance with local, national, and/or provincial laws and regulations.

Insert Response

1. Describe the duties and responsibilities of each party (e.g., advertising, recruitment, instruction, assessment of learning, student services, grade assignment, record keeping).   
     
   Insert Response
2. Provide a description of the educational programs being offered internationally.   
     
   Insert Response
3. Describe how educational services and resources are equivalent to DEAC-accredited programs.

Insert Response

1. List the language that the educational offerings are presented in.

Insert Response

1. Describe the transcript policies and procedures for international students.

Insert Response

1. Describe the institution’s teach-out plan for international students.   
     
   Insert Response

## Accreditation Standards

Please address the following DEAC Accreditation Standards as they pertain to the institution’s international activities.

### Standard I: Institutional Mission

#### 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.
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 III: Institutional Planning and Effectiveness

#### 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.
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.
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

#### 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 V: Academic Program Requirements

#### 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.
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.
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

#### 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.
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).
5. Describe the institution’s qualifications for distance education instructional designers.
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.

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.
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.
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.

#### 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

#### 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

#### 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.

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

#### 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.
2. Describe how the institution’s academic leadership includes individuals who are adequately qualified and experienced in the institution’s implemented distance learning modalities.
3. Describe the roles and responsibilities of academic leadership personnel.
4. Describe the processes in place to ensure that academic leaders are responsible for and engaged in review of program quality and student outcomes.
5. Describe the process in place for academic leadership’s selection, training, and ongoing development of faculty.

#### 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. Describe the institution’s faculty qualifications in relation to the subject areas taught and the credential level of the programs offered.
3. Describe how the institution employs or contracts with a sufficient number of qualified faculty to provide individualized instructional service to each student.
4. Provide the following information for the faculty 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.
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.
    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.

### Standard X: Academic Policies

#### 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.

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.

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.

#### 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.

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.

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.

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

#### 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.
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.
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.
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.

#### 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.

#### 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.

#### 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

#### 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.

1. Describe how the institution responds to academic inquiries (e.g., assignment submission, assessment requirements, grades, etc.) and the typical response time.

1. Describe the process followed by faculty for reviewing, evaluating, and grading examinations and assessments and the typical response time.
2. Describe the institution’s transcript services.

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

### Standard XIII: Fair Practices

#### 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.
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.

1. Certify that the institution complies with the DEAC website disclosures checklist, and provide the completed checklist.

### Standard XV: Facilities and Records Maintenance

#### 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.

## SECTION 3: ENROLLMENT INFORMATION

1. Provide the number of new enrollments in the last calendar year.

Insert Response

1. Provide the total number of students as of the date of this report.

Insert Response

## SECTION 4: DOCUMENTATION

* Non-refundable Engaging in International Activities Post-Approval Report Fee (see *DEAC Accreditation Fees* document). Provide evidence of payment (scanned copy of check or similar). Insert Date Fee was Mailed
* Organizational chart for international location
* *DEAC State Authorization Form*
* Documentation of state authorization/licensure for institution’s state of domicile (where the institution maintains its primary facility, as listed in this report) or international equivalent.
* Documentation of state authorization/licensure in any other states.
* Catalog Insert Link
* International contracts/agreements
* If partnering with an international entity, provide the partnering entity’s licensure, approval, and/or accreditation from the country’s higher education oversight organization or its local designee approval documents.
* Curriculum vitae or résumés of individuals responsible for oversight of the international location or of partnering entities.
* Revised strategic plan, including international activities
* Sample faculty/tutor Contracts
* Academic units of measurement policy Insert Link
* Academic units of measurement evaluation chart
* Technology requirements Insert Link
* Academic leadership résumés
* Chief academic officer or educational director résumé
* Faculty Handbook
* Faculty Qualification Chart (using the format 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. | | |

* International students admission criteria Insert Link
* Grading policies Insert Link
* Institutional Review Board Policy
* International student recruitment personnel job description
* International student recruitment training materials
* International student recruitment signed Code of Ethics
* Enrollment agreements
* *DEAC enrollment agreement disclosures checklist*
* Sample transcript for international students
* Links to advertising and promotional materials for international educational offerings
* *DEAC website disclosures checklist*
* *DEAC catalog disclosures checklist*
* Audited comparative financial statements covering the two most recent fiscal years

**Note:** Financial statements are audited and prepared in compliance with generally accepted accounting principles in the United States of America (GAAP) or International Financial Reporting Standards. 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.

* Certificate of Liability Insurance or international equivalent
* Updated international teach-out plan
* Updated teach-out commitment including international activities
* International location floor plan
* International location facilities plan
* Fire, health, and occupancy inspection license or international equivalent

## 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:** Name of President/CEO

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

**Date:** Insert Date