

**Follow-Up on Program Report**

INSTRUCTIONS for SUBMISSION

**General Instructions:** This report is applicable for institutions who have received approval for the following substantive changes:

* Addition of a New Degree Program in an Unrelated Field
* Addition of a Program at a Different Degree or Credential Level

After the proposed substantive change is approved by DEAC and the new program is implemented, the institution undergoes an on-site visit within six to 12 months of implementation. The institution shall submit the Follow-Up on Program Report at least five week prior to the scheduled on-site evaluation.

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

**SECTION 2:** Provide requested responses for the standards listed below ***relevant to the requested substantive change.*** Also prepare and submit all referenced Exhibits.

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

Distance Education Accrediting Commission

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Washington, D.C. 20036

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# 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

## Access to the Online Learning Platform

1. Provide link to the online learning platform.

Insert Link to the Online Learning Platform

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

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

# SECTION 2: ACCREDITATION STANDARDS

Please address the following DEAC Accreditation Standards as they pertain to the added program or programs.

## Standard I: Institutional Mission

Contact Person: Name and Title of Contact Person

#### Description of the Mission

The institution’s mission communicates its purpose and its commitment to providing quality distance educational offerings appropriate to the level of study offered. The mission establishes the institution’s identity within the educational community and guides the development of its educational offerings.

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

#### Review and Publication of the Mission

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

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

## Standard III: Institutional Planning and Effectiveness

Contact Person: Name and Title of Contact Person

#### Mission Achievement

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

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

#### Institutional Effectiveness

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

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

## Standard IV: Academic Achievement

Contact Person: Name and Title of Contact Person

1. **Student Learning Outcomes**

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

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

## Standard V: Academic Program Requirements

Contact Person: Name and Title of Contact Person

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 program offerings align with the institution’s mission.
8. Describe how program contents are appropriate to the type and level of credential conferred (e.g., non-degree, undergraduate degree, graduate degree, and/or doctoral degree).
9. Describe how student learning outcomes are appropriate to the type and level of credential conferred (e.g., non-degree, undergraduate degree, graduate degree, and/or doctoral degree).
10. Describe how program standards of student performance are at appropriate levels of academic rigor that is consistent with the type and level of credential conferred (e.g., non-degree, undergraduate degree, graduate degree, and/or doctoral degree).
11. Describe how the institution verifies that entry and completion requirements (e.g., capstone, thesis, or other culminating project requirements as applicable) for each program are clearly defined and consistent with commonly accepted program expectations at other appropriately accredited institutions. [EXHIBIT 12: Program Comparisons (only for institutions seeking initial accreditation; not applicable for vocational/non-degree programs or high school programs)]
12. For each degree program offered, verify that program length adheres to minimum length per Standard V.A.1-6.
13. If the institution offers a program where the field of study has commonly accepted and established minimum length requirements that differ from Standard V.A.1-6 minimums, describe how the program is comparable to other programs offered at accredited institutions.
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 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.
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. 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.
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 for each major group of programs or major subject matter disciplines it offers. [Exhibit 13: Advisory Council Rosters and Bios]
2. Describe how the feedback of the institution’s Advisory Council(s) informs curricula development decisions and verifies that program content aligns with current practices.

## Standard VI: Curriculum Development

Contact Person: Name and Title of Contact Person

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

1. Describe the institution’s program review process, including who is involved; the schedule the institution follows; and the data collected, synthesized, and used to ensure that curricula and instructional materials are current, accurate, and comprehensive. [EXHIBIT 14: Sample Program Reviews]
2. Describe the process used to identify and correct any content errors in curricula and instructional materials between regularly scheduled program reviews.
3. **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.
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. Describe the institution’s policy for determining and assigning academic units of measurement. [EXHIBIT 15: Clock/Credit Hour Policy]
2. Describe how the institution’s framework(s) for academic unit measurement is supported by research and is consistent with program learning outcomes.
3. Describe how academic unit measurement verifies that all programs are delivered through at least 51 percent distance education.
4. Describe the process the institution uses to measure and document the amount of time it takes the average student to achieve learning outcomes (as a means for assigning academic units of measurement).
5. Describe how the institution verifies and documents that appropriate academic units of measurement are assigned to its educational offering. [EXHIBIT 15: Clock/Credit Hour Evaluation Chart]
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. For programs measured in credit hours, describe how the institution verifies that its definition and calculations are equivalent to commonly accepted and traditionally defined units of academic measurement, as defined by DEAC Standard VI.D.

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

Contact Person: Name and Title of Contact Person

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

## Standard VIII: Academic Delivery

Contact Person: Name and Title of Contact Person

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

### **Supporting Academic Technologies**

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

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

For this exhibit: Insert Link to Requirements

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

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

## Standard IX: Academic Leadership and Staffing

Contact Person: Name and Title of Contact Person

1. **Academic Leadership**

The institution provides academically qualified and experienced leadership to direct and oversee the effective delivery of its educational offerings using distance learning models. Academic leadership is responsible for the quality of program and student outcomes, as well as for the selection, training, continued quality, and development of faculty.

1. Describe how the institution’s academic leaders possess the academic qualifications and experience to direct and oversee the effective delivery of its educational offerings. [EXHIBIT 17: Academic Leadership Résumés]
2. Describe how the institution’s academic leadership includes individuals who are adequately qualified and experienced in the institution’s implemented distance learning modalities.
3. Describe the roles and responsibilities of academic leadership personnel. [EXHIBIT 17: Academic Leadership Job Descriptions]
4. Describe the processes in place to ensure that academic leaders are responsible for and engaged in review of program quality and student outcomes.
5. Describe the process in place for academic leadership’s selection, training, and ongoing development of faculty.
6. **Faculty Qualifications**
7. 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.
8. Provide the institution’s faculty handbook. [EXHIBIT 18: Faculty Handbook]
9. Describe the institution’s faculty qualifications in relation to the subject areas taught and the credential level of the programs offered. [EXHIBIT 18: Faculty Qualification Policy]
10. Describe how the institution employs or contracts with a sufficient number of qualified faculty to provide individualized instructional service to each student.
11. Provide the following information for the faculty in EXHIBIT 18: Faculty Teaching Responsibilities using the chart below.

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

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

All faculty must be trained in or have demonstrated experience with the principles of distance learning pedagogy. In addition, faculty shall be regularly trained in institutional policies, existing and emerging instructional approaches and techniques, and the use of instructional technology and academic resources. Faculty are evaluated on a regular basis for effectiveness in teaching and responsiveness to student needs.

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

Faculty and academic staff are provided professional development and support for scholarly pursuits aligned to the institution’s mission and level of programs offered.

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

## Standard X: Academic Policies

Contact Person: Name and Title of Contact Person

1. **Admissions Criteria**

The institution’s admissions criteria align with its mission, program levels, and targeted student population. The admissions criteria are intended to ensure the admission of students who can reasonably be expected to successfully complete the stated educational offerings. Exceptions to admissions criteria are limited and require documentation of a clear and justifiable rationale for the exception.

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

For this exhibit: Insert Links to Policy and Criteria

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

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

The institution implements a fair and equitable transfer credit policy that is published in the catalog. The steps for requesting transfer credit are clear and disclose the documentation required for review. Students may appeal transfer credit decisions using published procedures. The institution clearly discloses that the transfer of institutional credits to other institutions is at the discretion of the other institution.

1. Describe how the institution’s transfer credit policy is fair and equitable.
2. Provide a link to the institution’s transfer credit policy.   
     
   For this response: Insert Link
3. Describe the steps followed by students when requesting transfer credit.
4. Explain the type of documentation the institution requires to substantiate the award of transfer credits. [EXHIBIT 22: Sample Transfer Credit Evaluations]
5. Describe the institution’s process for evaluating transfer credit.
6. Describe how transfer credit evaluation is performed by qualified individuals with experience in evaluating transcripts and academic content equivalency.
7. Describe the institution’s transfer credit appeal procedures.
8. Provide the institution’s disclosure that transfer of institutional credits to other institutions is at the discretion of the receiving institution, and state where this is published.
9. **Prior Learning Assessment**

Credit may be awarded for demonstrated learning appropriate for the level, subject, and amount of credit awarded based on the student’s prior professional/military experience, training, credit recommendation services, or other educational experiences outside of traditional academic learning consistent with CAEL’s Ten Standards for Assessing Learning (Available in Part IV, Appendix XV, DEAC Accreditation Handbook).The institution must publish its prior learning assessment policy in its catalog. Institutions maintain official documentation of the evidence of prior learning and the rationale of the instances of awarding credit for prior learning.

1. Describe the processes followed for evaluating and awarding credit for prior learning.
2. Provide a link to the institution’s prior learning assessment policy (on its website and/or in its publicly available catalog).   
     
   For this response: Insert Link
3. For each type of prior learning considered by the institution, describe how students are required to demonstrate/document their prior learning.
4. Describe the institution’s evaluation criteria for awarding credit for prior learning and how the rationale for awarding credit is documented. [EXHIBIT 23: Sample Prior Learning Assessment Credit Evaluations]
5. Describe how prior learning assessment is performed by qualified individuals with experience in the evaluation of prior learning.
6. For educational experiences outside of traditional academic learning, describe how the institution’s policies and procedures align with CAEL’s Ten Standards for Assessing Learning [see DEAC Handbook, Part Four: Appendix XV].
7. **Student Integrity and Academic Honesty**

The institution publishes clear, specific policies related to student integrity and academic honesty. Students acknowledge in writing their receipt and review of the policies prior to beginning their first course. The institution affirms that the student who takes an assessment is the same person who enrolled in the program. The institution implements procedures to ensure that assessments will reflect a student’s own knowledge and competence in accordance with stated learning outcomes.

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

For this exhibit: Insert Links to Policies

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

1. Describe how the institution requires students to acknowledge, in writing, their receipt and review of student integrity and academic honesty policies prior to beginning their first course.
2. Describe how the institution affirms (a) that the student who takes the assessment is the same person who enrolled in the program and (b) that assessment results will reflect the student’s own knowledge and competence in accordance with stated learning outcomes.
3. **Grading Polices**

Student academic performance is measured using published grading policies that include prompt return of accurately and consistently graded assessments that are supervised by a qualified faculty member. The institution publishes its grade scale system, policy for course extension, and information on incomplete grades.

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

For this exhibit: Insert Links to Policies

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

The institution implements and consistently applies a satisfactory academic progress (SAP) policy and discloses this policy to students. Criteria for measuring satisfactory academic progress include qualitative and quantitative standards used for evaluation of student progress. The institution takes appropriate action if students do not meet the institution’s minimum standards of progress. Students are informed of their academic progress and standing in the program at regular intervals throughout their enrollment.

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

For this exhibit: Insert Link to Policy

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

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

1. Describe who is responsible for monitoring student progress.

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

Any institution that has students or faculty engage in research involving human subjects implements an institutional review board (IRB). The IRB ensures that such research studies comply with U.S. Department of Health and Human Services regulations under 45 CFR Part 56 and other applicable regulations, meets commonly accepted ethical standards, follows institutional policy, and adequately protects research participants. The IRB is responsible for approving and providing oversight on all research activities involving human subjects conducted by students, faculty, and other academic support personnel.

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

## Standard XI: Recruitment and Enrollment

Contact Person: Name and Title of Contact Person

1. **Student Recruitment**

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

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

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

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

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

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

The institution’s enrollment agreements/documents are in the language of instruction and clearly identify the educational offering and the credential awarded. The agreements inform applicants of the rights, responsibilities, and obligations of both the student and the institution prior to applicant signature. The institution complies with the DEAC Enrollment Agreements Disclosures Checklist.

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

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

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

For this response: Insert Link

1. Provide a list of appropriate third-party transcript evaluators approved by the institution.
2. Describe how transcript evaluators possess expertise in the educational practices of the country of origin.

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

## Standard XII: Student Support Services

Contact Person: Name and Title of Contact Person

* + 1. **Student Inquiries and Requests for Assistance**

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

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

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

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

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

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

## Standard XIII: Fair Practices

* 1. **Confidentiality and Privacy**

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

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

For this exhibit: Insert Links to Policies

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

For this exhibit: Insert Link to Policy

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

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

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

1. Certify that the institution complies with the DEAC website disclosures checklist, and provide the completed checklist. [EXHIBIT 38: DEAC Website Disclosures Checklist]
2. **Institution and Course Accredited-Status Recognition**

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

* Accredited by the Distance Education Accrediting Commission
* DEAC Accredited

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

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

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

SECTION 3: ENROLLMENT INFORMATION

1. Provide the number of new enrollments in the new program since enrollment began.

Insert Response

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

Insert Response

SECTION 4: CERTIFICATION

I certify that all of the information contained in 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