

**IN-RESIDENCE PROGRAM COMPONENT
SUBSTANTIVE CHANGE**

**COMPLIANCE ASSESSMENT FORM**

# Instructions

The Distance Education Accrediting Commission requires that all institutions seeking to add an in-residence program obtain prior approval from the Commission and undergo an on-site visit. Prior approval serves two main purposes: (1) It provides the institution an opportunity to critically reflect on its operations, processes, and procedures prior adding an administrative site and (2) it provides the on-site team with a comprehensive overview of the institution, its mission, and its processes that are integral to delivering quality distance education.

**Note:** This compliance assessment form is for review of an institution’s Addition of In-Residence Program Component Post Approval Report. A separate compliance assessment form is available for review of an institution’s ongoing implementation of in-residence activities via the institution’s In-Residence Program Component – Companion Self-Evaluation Report.

The questions on this Compliance Assessment Form are designed to assist on-site team evaluators in determining whether institutions continue to meet the intent of DEAC accreditation standards when adding a new administrative site. Evaluators are not limited to the questions on this rating form. This rating form is for the evaluator’s use only. Evaluators do not need to send this rating form to DEAC.

DEAC evaluators decide whether institutions meet, partially meet, or do not meet accreditation standards. For any ratings of “partially meets” or “does not meet,” the evaluator must provide a “required action” that instructs the institution on what it needs to provide in order to demonstrate compliance with the identified standard. Evaluators should be careful to review institutions based only on the accreditation standards. Any recommendations beyond the scope of the accreditation standards should be provided under suggestions.

Evaluators should refer to the *DEAC Accreditation Handbook and Guide for Self-Evaluation* for any further clarification on institutional requirements.

# In-Residence Program Component Compliance Assessment Form

Institution Name: Insert institution name

Date of Visit: Date of on-site visit

Name of Evaluator: Evaluator name

Position on Team: Position on team

On-site Team Chair: Name of on-site team chair

Date Report Due to Chair: Date report is due

# Accreditation Standards

Standard IV: Academic Achievement

1. **Student Learning Outcomes**

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

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution describe how it develops student learning outcomes (including program- and course-level outcomes)? |[ ] [ ] [ ]
| Does the institution’s development process adequately verify that student learning outcomes are measurable and reasonably attainable? |[ ] [ ] [ ]
| Does the institution’s development process adequately verify that student learning outcomes are current and relevant based on research, comparison, subject matter experts, and advisory council input? |[ ] [ ] [ ]
| Did the institution describe how course outcomes are appropriately mapped to program outcomes? |[ ] [ ] [ ]
| **Standard IV.A. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

Standard IX: Academic Leadership and Staffing

1. **Faculty Qualifications**
2. The institution provides the appropriate number of qualified faculty to achieve program and course outcomes and provide instruction. The institution maintains faculty résumés, official transcripts, and copies of applicable licenses or credentials on file.

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Are the institution’s faculty qualification requirements appropriate, in relation to the subject areas taught and the credential level of the programs offered, as evidenced by its faculty qualification policy documentation? |[ ] [ ] [ ]
| Does the institution employ or contract with a sufficient number of qualified faculty to provide individualized instructional service to students?  |[ ] [ ] [ ]
| **Standard IX.B. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

Standard X: Academic Policies

1. **Admissions Criteria**

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

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Is the institution’s admissions policy appropriate and consistent with accepted best practices? |[ ] [ ] [ ]
| Do the institution’s admissions criteria align with its mission, program levels, and its target student population?  |[ ] [ ] [ ]
| Does the institution follow an adequate process for developing admissions criteria that verify and document that prospective students can reasonably be expected to complete the stated educational offerings? |[ ] [ ] [ ]
| Does the institution adequately document that students meet established admissions criteria?  |[ ] [ ] [ ]
| If the institution enrolls students who do not meet its established admissions criteria, are the institution’s policies and procedures for determining the basis for admittance adequate? |[ ] [ ] [ ]
| Is the institution’s documentation of admissions exceptions adequate and does it clearly indicate that students otherwise meet established admissions criteria? |[ ] [ ] [ ]
| Are admissions exceptions only made under limited and exceptional circumstances? |[ ] [ ] [ ]

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

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).

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution adequately document the basis for admissions decisions for non-degree programs?  |[ ] [ ] [ ]
| Does the institution allow self-certification?  |[ ] [ ] [ ]
| If the institution allows self-certification, are the policy and process followed adequate for verification? |[ ] [ ] [ ]

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

1. 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]).

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution adequately document the basis for admissions decisions for undergraduate degree programs?  |[ ] [ ] [ ]
| Does the institution allow self-certification?  |[ ] [ ] [ ]
| If the institution allows self-certification, are the policy and process followed adequate for verification? |[ ] [ ] [ ]

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

1. Master’s Degrees
Applicants possess a bachelor’s degree earned from an appropriately accredited institution.

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution adequately document the basis for admissions decisions for master’s degree programs?  |[ ] [ ] [ ]

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

1. First Professional Degrees
Applicants possess a bachelor’s or master’s degree earned from an appropriately accredited institution.

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution adequately document the basis for admissions decisions for first professional degree programs?  |[ ] [ ] [ ]

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

1. 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.

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution adequately document the basis for admissions decisions for professional doctoral degree programs?  |[ ] [ ] [ ]

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

1. 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.

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution adequately document the basis for admissions decisions for research doctoral degree programs?  |[ ] [ ] [ ]

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

1. 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.

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution offer dual degrees (or “double degrees” or similar designation)?  |[ ] [ ] [ ]
| For each dual degree offering, do the institution’s program admissions criteria meet commonly accepted practices and ensure that students are adequately prepared to be successful in the education offering? |[ ] [ ] [ ]

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

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| **Standard X.A. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

1. **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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Is the institution’s transfer credit policy fair and equitable?  |[ ] [ ] [ ]
| Is the institution’s transfer credit policy appropriately published? |[ ] [ ] [ ]
| Is the institution’s process for students requesting transfer credit clear, adequate, and consistent with accepted best practices? |[ ] [ ] [ ]
| Does the institution evaluate transfer credit in a manner consistent with accepted best practices?  |[ ] [ ] [ ]
| Does the institution maintain appropriate documentation to substantiate the award of transfer credits?  |[ ] [ ] [ ]
| As appropriate for each program level offered, are transfer credit evaluations performed by qualified individuals with experience in evaluating transcripts and academic content equivalency?  |[ ] [ ] [ ]
| Does the institution have a clear, published transfer credit appeal procedure? |[ ] [ ] [ ]
| Does the institution clearly disclose that transfer of institutional credits to other institutions is at the discretion of the receiving institution? |[ ] [ ] [ ]
| **Standard X.B. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

1. **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.

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution award credit for prior learning?  |[ ] [ ] [ ]
| Are the institution’s policies for assessment of prior learning appropriately published? |[ ] [ ] [ ]
| For each type of prior learning offered by the institution, is the process by which students are required to demonstrate/document their prior learning adequate? |[ ] [ ] [ ]
| Are the institution’s policies and evaluation criteria for awarding credit for prior learning fair and equitable, and is the rationale for credited awarded appropriately documented?  |[ ] [ ] [ ]
| Is prior learning assessment performed by qualified individuals with experience in evaluating prior learning? |[ ] [ ] [ ]
| For educational experiences outside of traditional academic learning, are institution’s policies and procedures appropriately aligned with CAEL’s Ten Standards for Assessing Learning? |[ ] [ ] [ ]
| **Standard X.C. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

Standard XI: Recruitment and Enrollment

1. **Verification of Student Identity**

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

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have an adequate process for verifying student identity during admission (initial enrollment) and onboarding? |[ ] [ ] [ ]
| Does the institution have an adequate process for verifying student identity throughout their subsequent program/course enrollment? |[ ] [ ] [ ]
| **Standard XI.B. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

1. **Compulsory Age**

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

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution obtain permission from responsible parties prior to enrolling compulsory school aged students? |[ ] [ ] [ ]
| Does the institution follow a process for verifying and documenting that the pursuit of educational offerings by a compulsory school aged student is not detrimental to any compulsory schooling? |[ ] [ ] [ ]
| **Standard XI.C. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

1. **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.

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Are the institution’s enrollment agreements/documents in the language of instruction?  |[ ] [ ] [ ]
| Do the institution’s enrollment agreements/documents clearly identify the education offering and the credential awarded upon program completion?  |[ ] [ ] [ ]
| Do 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?  |[ ] [ ] [ ]
| Does the institution comply with the DEAC enrollment agreement disclosures checklist?  |[ ] [ ] [ ]
| Does the institution follow an adequate process for accepting and processing enrollment agreements?  |[ ] [ ] [ ]
| Does the institution appropriately incorporate any payment contract into the enrollment agreement/documents, or is any payment contract provided in conjunction with the enrollment agreement completion process? |[ ] [ ] [ ]
| **Standard XI.D. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

1. **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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution adequately document that all admissions requirements are met prior to offering admission to a student? |[ ] [ ] [ ]
| Does the institution adequately document the basis for any denial of admission? |[ ] [ ] [ ]
| Does the institution follow adequate procedures for informing applicants of their acceptance or denial of admission? |[ ] [ ] [ ]
| If the institution allows students to begin enrollment prior to receiving official transcripts, is the enrollment period allowed for receipt clearly defined and less than or equal to 12 semester credit hours or equivalent? |[ ] [ ] [ ]
| Does the institution follow an adequate process for verifying that official transcripts are received within the defined enrollment period?  |[ ] [ ] [ ]
| Does the institution withdraw students when official transcripts are not received within the defined enrollment period? |[ ] [ ] [ ]
| Does the institution follow adequate processes for evaluating transcripts that are not in English (or other language if the prior educational transcripts are not in the language of instruction)?  |[ ] [ ] [ ]
| Does the institution publish appropriate admissions requirements for foreign transcript evaluation? |[ ] [ ] [ ]
| Does the institution use appropriate third-party transcript evaluators?  |[ ] [ ] [ ]
| Do the institution’s transcript evaluators possess expertise in the educational practices of the country of origin? |[ ] [ ] [ ]
| Does the institution follow adequate processes for verifying published language proficiency requirements?  |[ ] [ ] [ ]
| Does the institution publish appropriate language proficiency requirements? |[ ] [ ] [ ]
| Do the institution’s foreign language verification procedures align with DEAC’s guidance on English Language Proficiency Assessment as disclosed in DEAC Handbook, Part Four: Appendix IX? Or, does the institution have an equivalent policy if the language of instruction is other than English? |[ ] [ ] [ ]
| **Standard XI.H. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

Standard XII: Student Support Services

1. **Student Support**

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

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Are the institution’s policies, procedures, and time frames for monitoring and encouraging student progress adequate?  |[ ] [ ] [ ]
| Are the various types of contact used by the institution adequate to encourage students to achieve stated program outcomes?  |[ ] [ ] [ ]
| **Standard XII.C. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

Standard XIII: Fair Practices

1. **Refunds**

Institutions must implement fair and equitable refund policies that meet or exceed the requirements of their government regulators, including consumer rights and protection policies. In the absence of such requirements, the institution follows DEAC’s refund policy requirements in Appendix XIV. Refund policies include procedures for students who enroll but do not start coursework and students failing to persist or make satisfactory academic progress. Refund policies must be clearly stated and transparently disclosed, including the use of sample calculations. Any money due to a student must be refunded within 30 days of the student’s notice of cancellation or withdrawal; refunds due to funding agencies must be returned in compliance with their respective requirements.

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution’s refund policy for in-residence program components and other related costs comply with Appendix XIV.3? |[ ] [ ] [ ]
| Is the institution’s refund policy published on its website? |[ ] [ ]  [ ]  |
| Does the institution implement a fair and equitable refund policy that meets or exceeds applicable government regulations, including consumer rights and protection policies, or, in the absence of such requirements, in accordance with DEAC’s refund policy requirements in DEAC Handbook, Part 4, Appendix XIV?  |[ ] [ ] [ ]
| Does the institution’s refund policy for in-residence program components and other related costs include an adequate sample refund calculation? |[ ] [ ] [ ]
| **Standard XIII.D. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

1. **Advertising and Promotion**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Are students adequately informed of all required in-residence program components and additional associated costs? |[ ] [ ] [ ]
| Did the institution demonstrate that this information is readily available to the public? |[ ] [ ] [ ]
| **Standard XIII.F. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

1. **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.

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Is the institution in compliance with applicable Truth in Lending Act (TILA) requirements, including those under Regulation Z, and state requirements for retail installment agreements?  |[ ] [ ] [ ]
| Does the institution employ an individual responsible for verifying compliance with all Truth in Lending Act (TILA) requirements?  |[ ] [ ] [ ]
| Does the identified individual participate in adequate activities to remain up to date on Truth in Lending Act (TILA) requirements?  |[ ] [ ] [ ]
| Does the institution publish all required state and Truth in Lending Act (TILA) disclosures on the enrollment agreement? |[ ] [ ] [ ]
| **Standard XIII.H. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

Standard XV: Facilities and Records Maintenance

1. **Records Protection**

The institution’s financial and administrative records, as well as students’ financial, educational, and personal information, are securely and confidentially maintained in accordance with laws applicable to the jurisdiction(s) in which the institution operates and with professional requirements.

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have adequate procedures for maintaining financial and administrative records, as well as students’ financial, educational, and personal information?  |[ ] [ ] [ ]
| Does the institution follow proactive steps to safeguard the security and confidentiality of financial and administrative records, as well as students’ financial, educational, and personal information? |[ ] [ ] [ ]
| Do the institution’s record maintenance and protection procedures comply with laws applicable to the jurisdiction(s) in which the institution operates, as well as with professional requirements? |[ ] [ ] [ ]
| Are physical records adequately secured on site?  |[ ] [ ] [ ]
| Are digital records adequately secured and backed up to minimize data loss?  |[ ] [ ] [ ]
| **Standard XV.A. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

1. **Record Retention**

The institution’s financial, administrative, and student educational records are retained in accordance with laws applicable to the jurisdiction(s) in which the institution operates. The institution implements a comprehensive document retention policy. Transcripts are readily accessible and are maintained permanently in either print or digital form.

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution follow adequate processes for retaining financial, administrative, and student records in accordance with the laws applicable to the jurisdiction(s) in which the institution operates?  |[ ] [ ] [ ]
| Did the institution state how long financial records are maintained? |[ ] [ ] [ ]
| Did the institution state how long administrative records are maintained? |[ ] [ ] [ ]
| Did the institution state how long student records are maintained?  |[ ] [ ] [ ]
| Does the institution implement an adequate comprehensive document retention policy? |[ ] [ ] [ ]
| Did the institution identify those responsible for ensuring the proper retention of financial, administrative, and student records?  |[ ] [ ] [ ]
| Does the institution conduct regular internal audits for compliance with all applicable federal and state laws? |[ ] [ ] [ ]
| Is transcript information readily accessible and permanently maintained in order for the institution to produce an official transcript in a timely manner? |[ ] [ ] [ ]
| **Standard XV.B. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

1. **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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Is the institution’s primary facility located in a professional, institution-branded space which is authorized by local authorities for mixed use or commercial use?  |[ ] [ ] [ ]
| Do the institution’s facilities, equipment, and supplies support its educational offerings, student support services, and administrative operations on a sustainable basis?  |[ ] [ ] [ ]
| Is the institution’s technical infrastructure adequate to support its educational offerings, student support services, and administrative operations on a sustainable basis? |[ ] [ ] [ ]
| Does the institution have a sufficient plan for maintenance that includes upgrades of its facilities, equipment, and supplies? |[ ] [ ] [ ]
| Does the institution have adequate financial resources and budgets to maintain and upgrade its facilities and equipment?  |[ ] [ ] [ ]
| Do the institution’s building, workspace, and equipment comply with local fire, building, health, and safety regulations? |[ ] [ ] [ ]
| **Standard XV.C. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

1. **Protection of Physical Sites and Virtual Infrastructure**

The institution’s physical location(s) and virtual infrastructure are adequate to secure financial, administrative, and student educational records; are reasonably accessible; and are adequately protected in accordance with laws applicable to the jurisdiction(s) in which the institution operates. An adequate disaster response and recovery plan is in place that includes mitigation of risks, i.e., at a minimum, the ability to sustain and support continuing academic operations, the protection of student information consistent with applicable law, and the mitigation of other risks presented by physical, environmental, cybersecurity, force majeure, and other reasonably foreseeable threats.

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| **Questions** | **Yes** | **No** | **N/A** |
| Is the institution’s physical location adequate to secure physical financial, administrative, and student educational records, while ensuring that they are reasonably accessible for use? |[ ] [ ] [ ]
| Is the institution’s virtual infrastructure adequate to secure digital financial, administrative, and student educational records, while ensuring that they are reasonably accessible for use? |[ ] [ ] [ ]
| Are institutional records adequately protected in accordance with laws applicable to the jurisdiction(s) in which the institution operates and in response to foreseeable physical or cybersecurity risks? |[ ] [ ] [ ]
| Does the institution have appropriate disaster response and recovery procedures for its physical and environmental location(s)? |[ ] [ ] [ ]
| Does the institution’s disaster response and recovery plan include contingencies to sustain and support continued academic operations and protect student information, consistent with applicable law? |[ ] [ ] [ ]
| **Standard XV.D. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

1. **In-Residence Program Component Facilities**

The institution provides appropriate facilities for students participating in in-residence learning experiences. The facilities comply with all state and federal requirements. The institution maintains adequate insurance to protect students, faculty, and staff while participating in in- residence learning.

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| **Questions** | **Yes** | **No** | **N/A** |
| Are the institution’s training facilities for students who participate in in-residence learning experiences adequate? |[ ] [ ] [ ]
| If applicable, does the institution publish appropriate information on housing for student review? |[ ] [ ] [ ]
| Does the institution adequately verify that the facilities comply with all state and federal requirements (or their equivalent for non-U.S. institutions)? |[ ] [ ] [ ]
| Does the institution maintain adequate insurance to protect students, faculty, and staff while participating in in-residence learning experiences? |[ ] [ ] [ ]
| **Standard XV.E. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.