

NEW DIVISION

Post-Approval Report

# INSTRUCTIONS for SUBMISSION

**General Instructions:** After the proposed substantive change is approved by DEAC and the new division and program(s) are in operation, the institution undergoes an on-site visit within six to 12 months of implementation. The institution shall submit the following New Division Post-Approval Report at least five weeks prior to the scheduled on-site evaluation.

Complete the following New Division Post-Approval Report. Submit the completed report and supporting documentation following *DEAC’s Guidelines for Electronic Submission.*

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

**SECTION 2:** Provide the requested responses regarding the new division. Institutions should also provide responses for the standards below relevant to the requested substantive change.

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

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

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

Distance Education Accrediting Commission

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# NEW DIVISION – Post-Approval Report

## SECTION 1: INSTITUTION INFORMATION

**Institution Name:** Insert Institution Name

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

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

**Main Telephone Number:** Main Telephone Number

**Institutional Mission Statement:** Insert Mission Statement

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

**Title:** Title

**Email:** Email

**Telephone:** Telephone Number

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

**Title:** Title

**Email:** Email

**Telephone:** Telephone Number

## SECTION 2: NEW DIVISION

1. Provide the name of the new division.

Insert Response

1. Provide the address of the new division.

Insert Response

1. Describe any changes made to the institution’s academic infrastructure in support of the new division.

Insert Response

1. Describe the new division’s impact on the institution’s curricular offerings and operations.

Insert Response

1. List the programs offered under the new division.

Insert Response

# Accreditation Standards

Standard I: Institutional Mission

1. **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.
4. **Review and Publication of the Mission**

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

1. Describe the procedures followed by leadership and faculty representatives to regularly review the institution’s mission and its performance against mission-aligned objectives.
2. Explain how often the mission is reviewed by leadership and faculty representatives.
3. Identify who is responsible for ensuring that the mission is readily accessible to students, faculty, staff, other stakeholders, and the public.
4. Describe where the institution publishes its mission, demonstrating that the mission is readily accessible to students, faculty, staff, other stakeholders, and the public.

Standard II: Governance

1. **Owners, Governing Board Members, Officials, and Administrators**

The institution’s owners, governing board members, officials, and administrators possess appropriate qualifications and experience for their positions. The owners, governing board members, officials, and administrators are knowledgeable and experienced in one or more aspects of education administration, finance, and the design and delivery of academic programs and related student services within a distance learning model. The institution’s policies clearly delineate the duties and responsibilities of owners, governing board members, officials, and administrators. Individuals in leadership and managerial positions are qualified by education and experience appropriate to their position and have the ability to oversee institutional operations consistent with the institution’s mission and program offerings.

1. Describe how the owner(s), governing board members, chief executive officer, and top institution administrators are knowledgeable and experienced in educational administration.
2. Describe how the owner(s), governing board members, chief executive officer, and top institution administrators are knowledgeable and experienced to ensure quality regarding:

* Financial practices necessary to ensure institutional stability.
* Design and delivery of academic programs and student services.
* Educational offerings delivered via distance education.

1. Describe the institution’s processes and policies that clearly delineate the duties and responsibilities of the owner(s), governing board members, chief executive officer, and top institution administrators.
2. Describe how the institution verifies that all individuals in leadership and managerial positions are qualified by education and experience, as appropriate to their respective positions.
3. Describe how the owner(s), governing board members, chief executive officer, and top institution administrators remain current within the disciplines offered and the educational community.
4. **Reputation of Institution, Owners, Governing Board Members, Administrators, and Other Officials**

The institution and its owners, governing board members, officials, and administrators possess sound reputations, a record of integrity, and ethical conduct in their professional activities, business operations, and relations. The institution’s name is free from any association with activity that could damage the reputation of the DEAC accrediting process, such as illegal actions, fraud, unethical conduct, or mistreatment of consumers. The institution’s owners, governing board members, officials, and administrators shall comply with the institution’s policies and procedures governing conflicts of interest and other applicable rules of conduct.

1. Describe how the owner(s), governing board members, chief executive officer, and top institution administrators possess sound reputations and records of integrity.
2. Describe how the owner(s), governing board members, chief executive officer, and top institution administrators practice ethical conduct in their professional activities, business operations, and business relations.
3. Describe how the owner(s), governing board members, chief executive officer, and top institution administrators comply with the institution’s policies and procedures governing conflicts of interest and other applicable rules of conduct.
4. Affirm that the institution’s name is free from any association with activity that could damage the reputation of the DEAC accrediting process, such as illegal actions, fraud, unethical conduct, or mistreatment of consumers.
5. Affirm whether any owner(s), governing board members, chief executive officer, or top institution administrators have been debarred by federal or state authorities from participating in any funding programs.
6. Affirm that the institution will promptly notify DEAC of any investigative, enforcement, legal, or prosecutorial actions which may be initiated against the institution, its owners, governing board members, officials, and administrators and that such notification shall include an explanation of the circumstances giving rise to such actions and the institution’s response to the same, as well as its explanation of why such actions should not be deemed a concern with respect to the integrity of the named persons or institutions.
7. **Succession Plan**

The institution has a written plan that describes the process that it follows to sustain operations in the event a leadership succession is necessary. The plan identifies specific people, committees, or boards responsible for carrying out the operation of the institution during the transition period. The plan includes a business continuity structure that the institution can implement immediately. The institution reviews the plan on an annual basis and revises as needed.

1. Describe the institution’s succession plan, including what events would initiate a succession of leadership.
2. Identify the leadership, administrators, staff, committees, or boards responsible for carrying out the institution’s operations during the transition period.
3. Describe the institution’s business continuity structure that ensures that students’ education and services are not disrupted during this transition period.
4. Describe how the business continuity procedures are structured for immediate implementation, as necessary.
5. Describe how often the succession plan is reviewed and revised as needed.
6. Identify the individuals involved in reviewing and revising the succession plan.
7. **Maintaining Eligibility for Accreditation**

The institution maintains its eligibility for accreditation and is properly licensed, authorized, exempted, or approved by all applicable state education institutional authorizations (or their equivalent for non-U.S. institutions). Exemptions from state law are supported by state-issued documentation or by statutory language for that jurisdiction.

1. Describe how the institution is properly licensed, authorized, exempted, or approved by all applicable state education institutional authorizations (or their non-U.S. institutional equivalent).
2. Describe any exemptions from state law that the institution has determined, and provide documentation of the state-issued documentation or statutory language used to determine its exemption.

Standard III: Institutional Planning and Effectiveness

1. **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.
7. **Strategic Planning**

The institution implements a strategic plan utilizing a systematic process for the achievement of goals that support its mission. The institution’s planning processes involve all areas of the institution’s operations in developing strategic initiatives and goals by evaluating external and internal trends. Data is used to identify areas of weakness and opportunities for improvement, development, and growth. The plan helps institutions set priorities, manage resources, and set goals for future performance.

The strategic plan addresses, at a minimum, finances, academics, technology, admissions, marketing, personnel, and institutional sustainability and includes measurable action plans that lead to mission achievement. The plan identifies the individuals responsible, timelines for completion, and the financial resources required. The institution reviews the strategic plan at least annually and reports achievement of progress to its stakeholders.

1. Describe how the institution’s strategic planning efforts guide the pursuit of goal achievement in support of its mission.
2. Describe how the institution seeks input from internal and external stakeholders as a means to enhance the strategic planning process.

1. Describe how the input received from internal and external stakeholders is used in the strategic planning process.
2. Describe the institution’s strategic planning process in terms of gathering data to identify areas for improvement or opportunity, via a SWOT Analysis (strengths, weaknesses, opportunities, and threats) or other similar means of evaluation.
3. Describe how the strategic plan identifies proactive initiatives, priorities, and goals for future performance, in alignment with its identified areas for improvement or opportunity.
4. Describe how the institution’s strategic plan addresses:

* Financial stability.
* Development of educational offerings.
* Integration of technology to enhance its educational offerings.
* Effective and accurate admissions and marketing activities to promote institutional sustainability.
* Professional development of leadership, faculty, and staff.

1. Describe the metrics the institution has identified that guide and measure the achievement of its strategic planning goals and objectives.
2. Describe how the institution identifies the individuals responsible, timelines for completion, and the financial resources required to pursue achievement of each of its strategic initiatives.
3. Describe the institution’s annual strategic plan review process and how it reports achievement of progress to relevant stakeholders.
4. **Institutional Effectiveness**

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

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

Standard IX: Academic Leadership and Staffing

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.
2. Describe how the institution’s academic leadership includes individuals who are adequately qualified and experienced in the institution’s implemented distance learning modalities.
3. Describe the roles and responsibilities of academic leadership personnel.
4. Describe the processes in place to ensure that academic leaders are responsible for and engaged in review of program quality and student outcomes.
5. Describe the process in place for academic leadership’s selection, training, and ongoing development of faculty.
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.
9. Describe the institution’s faculty qualifications in relation to the subject areas taught and the credential level of the programs offered.
10. Describe how the institution employs or contracts with a sufficient number of qualified faculty to provide individualized instructional service to each student.
11. Describe what documents the institution requires and maintains on file to demonstrate that faculty are appropriately qualified.
12. Describe how faculty are appropriately involved and engaged in the curricular and instructional aspects of the educational offerings.
13. Faculty teaching in high school programs are appropriately credentialed to teach the subject and level of the courses leading to a high school diploma.
14. Describe the institution’s policy on qualifications for faculty teaching high school program courses.
15. Faculty teaching technical courses have practical experience in the field and possess current licenses/certifications as applicable.
16. Describe the institution’s policy on qualifications for faculty teaching technical, non-degree courses.
17. 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.
18. 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.
19. 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.
20. 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.
21. Describe the institution’s policy on qualifications for faculty teaching undergraduate degree program courses.
22. Faculty teaching in master’s degree programs possess a doctoral or terminal degree and demonstrate expertise in the subject field they are teaching.
23. Describe the institution’s policy on qualifications for faculty teaching master’s degree program courses.
24. Faculty teaching in doctoral degree/first professional degree programs possess a doctoral degree/first professional degree in a related subject field.
25. Describe the institution’s policy on qualifications for faculty teaching doctoral degree and/or first professional degree program courses.
26. 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.
27. Describe the institution’s policy on qualifications for faculty teaching general education courses.
28. All faculty credentials are awarded by an appropriately accredited institution.
29. 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).
30. 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:
31. a well-defined policy, with processes and procedures to evaluate the need for and assignment of faculty by equivalency; and
32. procedures that ensure that adequate oversight of teaching and learning is provided by individuals who possess degree qualifications in accordance with faculty qualifications listed in IX.B.4-6 and 8 above.
    1. Describe the institution’s policy for faculty qualification equivalency, including need evaluation and faculty assignment procedures.
    2. Describe how the institution’s policy ensures that faculty qualification equivalency is only considered in limited and exceptional cases where equivalency is clearly demonstrated in alignment with institutional policy.
    3. Describe what documentation is required to determine that a faculty member has sufficient experience, knowledge, and expertise necessary to substantiate faculty qualification equivalency for the degree qualifications set forth in Standard IX.B.4-6 and 8.
    4. Describe how the institution ensures that adequate oversight of teaching and learning is provided by individuals who possess the appropriate degree qualifications as set forth in Standard IX.B.4-6 and 8.
33. **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.
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.
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

1. **Admissions Criteria**

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

1. Describe the institution’s admissions policy.

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

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

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

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

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

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

Standard XI: Recruitment and Enrollment

1. **Student Recruitment**

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

1. Describe the process used at the institution to enroll prospective students.
2. Describe how the institution’s recruitment processes and procedures are ethical.
3. Describe the institution’s job description for any individuals authorized to participate in student recruitment, including qualification and experience requirements.
4. Describe the institution’s training process for student recruitment personnel.
5. Describe the materials provided to recruitment personnel to ensure that tasks are performed ethically, consistently, and in compliance with applicable laws, DEAC standards, and institutional policies.
6. Describe how the institution verifies that recruitment materials comply with laws applicable to the jurisdiction(s) in which it operates and DEAC recruitment practice requirements.
7. Provide evidence that all student recruitment personnel sign the DEAC Code of Ethics.
8. Describe how the institution supervises and monitors both internal and third-party student recruitment personnel.
9. Describe the process and criteria used to evaluate both internal and third-party student recruitment personnel.
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.
2. Describe the process followed by the institution for verifying student identity throughout their subsequent program/course enrollment.

1. **Compulsory Age**

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

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

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

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

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

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

For this response: Insert Link

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

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

Standard XIII: Fair Practices

1. **Advertising and Promotion**

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

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

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

Standard XIV: Finance

* 1. **Financial Practices**

The institution provides on an annual basis complete, comparative financial statements covering its two most recent fiscal years’ financial statements that are audited and prepared in conformity with generally accepted accounting principles (GAAP) in the United States of America or the International Financial Reporting Standards (IFRS).[[1]](#footnote-1) In the event the operations of the institution are supported in whole or in part by a parent company or a third party, the Commission may require audited financial statements from the parent or third party to demonstrate that the entity possesses sufficient financial resources to provide the institution continued financial sustainability. If the institution’s financial performance is included within the parent corporation’s statements, a supplemental schedule for the individual institution is appended to the parent statement, and inter-company transactions are clearly identified and defined. The institution’s budgeting processes demonstrate that current and future budgeted operating results are sufficient to allow the institution to accomplish its mission and goals.

1. Describe how the institution demonstrates financial responsibility.
2. Describe how the institution maintains sufficient resources to meet its financial obligations and provide quality educational offerings and service to students.
3. Describe how and how often the institution’s financial statements are audited.
4. Certify that the institution submitted its most recent fiscal year end audited comparative financial statements, opinion letter, and letter of financial statement validation.
5. Describe whether the institution’s financial statements are prepared in conformity with generally accepted accounting principles (GAAP) in the United States of America or the International Financial Reporting Standards (IFRS).
6. Describe the institution’s budgeting processes.
7. Identify the individuals involved in and responsible for the institution’s budget.
8. Describe how the budgeting process documents and verifies that current and future operating results are sufficient to allow the institution to accomplish its mission and goals.
9. If the institution is supported by a parent company or third party, describe how that entity possesses sufficient financial resources to provide the institution with continued financial sustainability.
10. Describe the parent company or third party’s commitment to supporting the entity.
11. Describe the parent company or third party’s level of administrative and financial involvement with the institution.
12. If the institution’s financial performance is included within the parent corporation’s statements, provide a supplemental schedule which discloses the individual institution’s financial status and clearly identifies and defines inter-company transactions.   
      
      
    1. **Financial Management**

Individuals overseeing the fiscal and budgeting processes are qualified by education and experience. The institution maintains adequate administrative staff and other resources to operate effectively within fiscal and budgeting constraints, consistent with its representations of the scope and quality of its educational offerings as guided by its mission statement and strategic plan. Any risk that exists is adequately monitored, manageable, and insured. The institution has adequate administrative resources for effective operations, and at least one person is qualified and able to prepare accurate financial reports in a timely manner. Documentation protocols and controls are in place to assure that finances are properly managed, monitored, and protected.

1. Describe how the individuals responsible for preparing the institution’s financial reports and budgets are qualified by education and experience.
2. Describe how often financial reports and budgets are prepared.
3. Describe who at the institution, whether internally or a third party, is responsible for reviewing and approving financial reports and budgets.
4. Describe how the institution maintains adequate administrative resources to operate effectively within fiscal and budgeting constraints.
5. Describe how identified risks are monitored, managed, and insured.
6. Describe the type of professional liability, property, and general liability insurance held by the institution, and provide a copy of the Certificate of Liability Insurance.
7. Provide a list of any significant insurance claims made in the past five years.
8. Describe the institution’s documentation protocols and controls in place to verify that finances are properly managed, monitored, and protected.
9. Describe how the accounts payable (numbers, amounts, and age) reflect sound financial responsibility and management.   
     
     
   1. **Financial Stability and Sustainability**

Financial statements must reflect that the institution has sufficient resources to meet the institution’s financial obligations to provide quality instruction and service to its students for the full period of each student’s enrollment, consistent with the institution’s program representations.

1. Describe whether the institution’s financial statements reflect sufficient resources to meet the institution’s financial obligations to provide quality instruction and service to its students for the full period of students’ enrollment, as represented to the public.
2. Describe how the institution is profitable. For nonprofits, describe how the institution has an excess of revenues over costs.
3. If the institution is not profitable, describe the institution’s strategic initiatives implemented to achieve a positive operating result sufficient to fund future operations.
4. Describe how the institution is committed to fulfilling all obligations to students in the event a teach-out is required.
5. Describe how the institution uses cost control and analysis systems to verify that it maintains sufficient current assets to fund a teach-out of students.
6. State whether or not the institution or any owner(s) or governing board members ever declared bankruptcy.
7. If a sole proprietorship or partnership, state whether or not the owner(s), governing board members, chief executive officer, or top institution administrators have ever declared bankruptcy.
8. Describe how the institution maintains reserves for honoring future service obligations, bad debts, and refunds.   
     
     
   1. **Financial Reporting**

Annual financial statements are prepared in conformity with generally accepted accounting principles in the United States of America, often referred to as “GAAP”, including the accrual method of accounting. An independent certified public accountant (CPA) audit report accompanies these statements. At its discretion, the Commission may require additional financial reporting from the institution.

1. State whether the institution’s annual financial statements are prepared in conformity with generally accepted accounting principles (GAAP) in the United States of America or the International Financial Reporting Standards (IFRS).
2. State whether the institution uses the accrual method of accounting.
3. Describe the qualifications and experience of the institution’s independent auditing firm.
4. State whether the independent auditor identified any deviations while conducting the institution’s audit.
5. Describe how the institution is addressing and resolving any identified challenges, anomalies, or threats.
6. Explain how the institution would continue operations if it received a going concern or liquidity footnote opinion from the independent auditing firm.
7. If a going concern or liquidity uncertainty is resolved through continued shareholder support, explain why the independent auditing firm did not accept the support as sufficient to avoid the going concern opinion or liquidity note.
8. Certify that the institution understands that the Commission may, in its discretion, require that the institution deliver additional financial reporting as deemed necessary when circumstances raise questions as to the institution’s financial soundness and stability.

Standard XV: Facilities and Records Maintenance

1. **Records Protection**

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

1. Describe student financial, educational, and personal informational records maintained by the institution.
2. Describe the institution’s procedures for maintaining financial and administrative records, as well as students’ financial, educational, and personal information.
3. Describe how the institution takes proactive steps to safeguard the security and confidentiality of financial and administrative records, as well as students’ financial, educational, and personal information.
4. Describe how record maintenance and protection procedures comply with laws applicable to the jurisdiction(s) in which the institution operates, as well as with professional requirements.
5. Describe how physical records are secured on site.
6. Describe how digital records are secured and backed up to minimize data loss.
7. **Record Retention**

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

1. Describe the institution’s process for retaining financial, administrative, and student records in accordance with laws applicable to the jurisdiction(s) in which the institution operates.
2. State how long financial records are maintained.
3. State how long administrative records are maintained.
4. State how long student records are maintained.
5. Describe the institution’s comprehensive document retention policy.
6. Identify the individual(s) responsible for ensuring the proper retention of financial, administrative, and student records.
7. Describe how often records are internally audited for compliance with all applicable federal and state laws.
8. Describe how transcript information is readily accessible and permanently maintained in order for the institution to produce an official transcript in a timely manner.
9. **Facilities, Equipment, and Supplies**

The institution’s primary facility is located in a professional, institution-branded space authorized by local authorities for mixed use or commercial use. The institution maintains a written facilities plan and budget allocations to maintain facilities, equipment, and supplies to support its educational offerings, student support services, and administrative operations on a sustainable basis. Buildings, workspaces, and equipment comply with local fire, building, health, and safety regulations.

1. Describe the institution’s primary facility, and confirm that it is located in a professional, institution-branded space which is authorized by local authorities for mixed use or commercial use.
2. Describe how the institution’s facilities, equipment, and supplies support its educational offerings, student support services, and administrative operations on a sustainable basis.
3. Describe how the institution’s technical infrastructure is adequate to support its educational offerings, student support services, and administrative operations on a sustainable basis.
4. Describe the institution’s plan for the maintenance and upgrade of its facilities, equipment, and supplies.
5. Describe how the institution verifies that there are adequate financial resources and budgets to maintain and upgrade its facilities, equipment, and technical infrastructure.
6. Describe how the institution’s building, workspace, and equipment comply with local fire, building, health, and safety regulations.
7. **Protection of Physical Sites and Virtual Infrastructure**

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

1. Describe how the institution’s physical location is adequate to secure physical financial, administrative, and student educational records while ensuring that they are reasonably accessible for use.
2. Describe how the institution’s virtual infrastructure is adequate to secure digital financial, administrative, and student educational records while ensuring that they are reasonably accessible for use.
3. Describe how records are adequately protected in accordance with laws applicable to the jurisdiction(s) in which the institution operates and in response to foreseeable physical or cybersecurity risks.
4. Describe the institution’s disaster response and recovery procedures based on its physical and environmental location(s).
5. Describe how the disaster response and recovery plan includes contingencies to sustain and support continuing academic operations and protect student information, consistent with applicable law.

## SECTION 3: ENROLLMENT INFORMATION

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

Insert Response

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

Insert Response

## SECTION 4: DOCUMENTATION

* Non-refundable New Division Post-Approval Report Fee (see *DEAC Accreditation Fees* document). Provide evidence of payment (scanned copy of check or similar).

Insert Date Fee was Mailed

* Timeline followed for the establishment of the new division.
* Revised succession plan, including any new division leaders
* *DEAC State Authorization Form*
* Documentation of state authorization/licensure for institution’s state of domicile (where the institution maintains its primary facility, as listed in this report) or international equivalent.
* Documentation of state authorization/licensure in any other states.
* Revised strategic plan, including new division activities
* Academic leadership résumés
* Faculty Handbook
* Faculty/instructors résumés
* Signed DEAC Code of Ethics for recruitment personnel involved in recruitment for the new division
* Enrollment agreement(s) for new division program(s)
* Links to website, marketing, and promotional materials reflecting the new division
* *DEAC catalog disclosures checklist* with new division information
* *DEAC website disclosures checklist* with new division information
* Audited comparative financial statements covering the two most recent fiscal years

**Note:** Financial statements are audited and prepared in compliance with generally accepted accounting principles in the United States of America (GAAP) or International Financial Reporting Standards. The institution’s budgeting processes demonstrate that current and future budgeted operating results are sufficient to allow the institution to accomplish its mission and goals.

* Last fiscal/calendar year budget
* If applicable, supplemental schedule – institution’s financial status if financial statements are combined with a parent companies
* New division location floor plan
* New division location occupancy/zoning documentation
* New division facilities, equipment, and supplies maintenance plan
* New division facilities fire, health, and occupancy inspection licenses
* Certificate of liability insurance

## SECTION 5: CERTIFICATION

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

**Compliance Officer:** Compliance Officer Name

**Compliance Officer Signature:** Compliance Officer Signature

**Date:** Insert Date

1. The implementation and submission time frame of Standard XIV.A.’s requirement that institutions provide audited comparative financial statements (reviewed comparative financial statements will no longer be accepted) is as follows: For institutions with fiscal years ending between January 1, 2025, and June 30, 2025, audited financial statements are due by December 31, 2025. For institutions with fiscal years ending between July 1, 2025, and December 31, 2025, audited financial statements are due by June 30, 2026. In both cases, the Commission is waiving the requirement for comparative statements and accepting audits of one fiscal year. Future submissions of audited statements (submitted after June 30, 2026) must be prepared on a comparative basis. [↑](#footnote-ref-1)