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**OFFSITE SUBJECT SPECIALIST’S UNDERGRADUATE DEGREE PROGRAM  
COMPLIANCE ASSESSMENT FORM**

Instructions

**The following Offsite Subject Specialist Compliance Assessment Form is for Undergraduate degree programs only.** Evaluators must provide their final report on the provided Report Template. Evaluators should not send this rating form to DEAC.

The questions on this Compliance Assessment Form are designed to assist off-site subject specialists in determining whether the institution’s educational offerings meet the intent of select DEAC Accreditation Standards. This rating form is for the evaluator’s use only. Evaluators are not limited to the questions on this rating form. This rating form is for the evaluator’s use only.

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 must review the institution and the program under review based only on the accreditation standards**. Any recommendations beyond the scope of the accreditation standards should only be provided in the suggestions section.

Findings guidelines:

* **Meets Standard:** The institution’s educational offerings demonstrate compliance with the intent of the accreditation standard or core component.
* **Partially Meets Standard:** The institution’s educational offerings demonstrate compliance with some, but not all, of the elements contained in the accreditation standard or core component.
* **Does Not Meet Standard:** The institution’s educational offerings do not demonstrate compliance with a majority of the elements contained in the accreditation standard or core component.

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

Institution Information

Name of Institution: Name of institution

Date of Review: Date of review

Name of Program and Representative Courses: Name of program and representative courses

# 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 developed student learning outcomes (including program- and course-level outcomes) for this program? |  |  |  |
| Does the institution adequately verify that the program’s student learning outcomes are measurable and reasonably attainable? |  |  |  |
| Does the institution adequately verify that the program’s student learning outcomes are current and relevant based on research, comparison, subject matter experts, and advisory council input? |  |  |  |
| Did the institution provide a curriculum map for the program? |  |  |  |
| Did the institution describe how course outcomes are appropriately mapped to program outcomes for this program? |  |  |  |
| **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.

**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. **Direct Measures**

The institution evaluates student achievement using student outcome indicators (e.g., completion rates) and other measures that it determines to be appropriate relative to its mission and educational offerings, including post-completion measures. The institution maintains systematic and ongoing processes for assessing student achievement, analyzes aggregated and disaggregated data, and documents that the results meet both internal and external benchmarks, including those comparable to courses or programs offered at peer DEAC-accredited institutions. Data on student achievement is collected on a continuous basis and evaluated annually.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution provide its outcomes assessment plan? |  |  |  |
| Did the institution identify direct measures (e.g., assignment, examination, or assessment) that provide the necessary information to measure and determine if students are achieving program- and course-level outcomes in this program? |  |  |  |
| Did the institution provide sample direct measures for each representative course and corresponding grading rubrics? |  |  |  |
| **Standard IV.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.

**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 V: Academic Program Requirements

1. **General Program Requirements**

The institution’s programs are aligned with its mission. Program content, student learning outcomes, and standards of student performance are appropriate to the academic discipline and level of the credential conferred. Entry and completion requirements for each program are clearly defined and consistent with commonly accepted program expectations of the authority for awarding the credential. Program length for degree programs must adhere to the following minimum standards:

1. Associate degree – minimum 60 semester hours or equivalent.
2. Bachelor’s degree – minimum 120 semester hours or equivalent.
3. Master’s degree – minimum 30 semester hours or equivalent beyond the bachelor’s degree.
4. First Professional degree (at any level) – minimum 50 semester hours or equivalent beyond the bachelor’s degree.
5. Applied doctorate – minimum 48 semester hours or equivalent beyond the master’s degree.
6. Research doctorate – minimum 60 semester hours or equivalent beyond the master’s degree.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution describe how the program offering aligns with its mission? |  |  |  |
| Is the program’s content appropriate to the type and level of the respective credential conferred? |  |  |  |
| Are the program’s student learning outcomes appropriate to the type and level of the credential conferred? |  |  |  |
| Are the program’s standards of student performance at an appropriate level of academic rigor, consistent with the type and level of the credential conferred? |  |  |  |
| Did the institution describe how it verifies that entry (e.g. a preliminary examination or proposed thesis outline) and completion requirements (e.g., capstone, thesis, or other culminating project requirements as applicable) for the program are clearly defined and consistent with commonly accepted program expectations at other appropriately accredited institutions?  [Note: Applicable entry and completion requirements may also come from various regulatory bodies such as state boards and/or federal or international board of educations of similar. If an institution provides evidence that it meets the requirements of applicable regulatory bodies, a lack of additional evidence of alignment with appropriately accredited institutions does not constitute non-compliance.] |  |  |  |
| Did the institution provide a program comparison?  [Note: This is only applicable for institutions seeking initial accreditation or seeking to add a new credential level or unrelated field program.] |  |  |  |
| Does the program’s length adhere to minimum length requirements of Standard V.A.1-2? If no, see question below. |  |  |  |
| Did the institution indicate that the program’s field of study has commonly accepted and established minimum length requirements that differ from Standard V.A.1-2 minimums? If yes, did it describe how the program is comparable to other programs offered at accredited institutions? |  |  |  |
| **Standard V.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.

**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. **General Education Requirements for Undergraduate Degrees**

Institutions set clear expectations regarding general education requirements for undergraduate programs consistent with the level of education and academic discipline. General education content for undergraduate programs conveys broad knowledge and intellectual concepts to students that equip them for lifelong learning. General education must include outcomes related to written and oral communication, quantitative reasoning, information literacy, critical thinking, natural and physical sciences, social and behavioral sciences, and the humanities.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution describe how the program’s general education requirements are clearly defined and appropriate to the program level and discipline offered? |  |  |  |
| Does the program’s general education content convey broad knowledge and intellectual concepts to students that equip them for lifelong learning? |  |  |  |
| Does the program’s curriculum address include each general education outcome required by this standard (written and oral communication, quantitative reasoning, information literacy, critical thinking, natural and physical sciences, social and behavioral sciences, and the humanities)?  [Note: Each outcome requirement may be met through specific general education course(s) and/or by identified course learning outcomes included in core course requirements.] |  |  |  |
| If the program includes general education outcomes within core courses, did the program curriculum map explicitly identify those outcomes as applicable to general education? |  |  |  |
| **Standard V.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.

**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. **Alternative Program Structures**

Institutions may offer alternative program structures appropriate to the institution’s mission. Such program structures may include direct assessment (competency-based) programs, joint degrees, dual degrees, double majors, and advanced standing degree enrollment as defined in the glossary. Alternative degree plans must meet all student learning outcomes and DEAC’s standards of accreditation, including the requirement that the majority of each program be offered through distance education.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the program have an alternative program structure as defined by this Standard? If yes, proceed to the questions below. |  |  |  |
| Did the institution describe how the program is appropriate to the institution’s mission? |  |  |  |
| Did the institution describe how the program aligns with applicable DEAC glossary definitions or, if it does not, did the institution describe the program’s requirements and provide sample evidence (a sample academic schedule or otherwise) to demonstrate compliance with DEAC’s standards of accreditation? |  |  |  |
| Does the program include defined student learning outcomes that are reasonably achievable in the proposed structure? |  |  |  |
| Is the majority of the program offered through distance education?  [Note: Each program must be at least 51 percent offered through distance education. Individual courses may exceed this percentage, provided that the program as a whole is at least 51 percent offered through distance education.] |  |  |  |
| **Standard V.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.

**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. **Program Advisory Council(s)**

The institution maintains an Advisory Council of individuals external to the institution with expertise for each major group of programs or major subject matter disciplines it offers to inform curricular development decisions and align program content to current practices. Institutional personnel may participate as liaisons to Advisory Councils.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution maintain an Advisory Council of external individuals with expertise applicable to the program’s subject matter discipline? |  |  |  |
| Did the institution describe how the feedback from the Advisory Council applicable to the program informs curriculum development decisions and verifies that the program’s content aligns with current practices? |  |  |  |
| Did the institution provide evidence of the Advisory Council’s meetings, and the feedback received? |  |  |  |
| **Standard V.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.

**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 VI: Curriculum Development

1. **Program Curricula Development**

Institutions have a documented process for curriculum development that clearly articulates the principles of learning and pedagogical foundations used to frame the program. The institution’s curricula are supported by reliable research and align with commonly accepted educational practices within the fields of practice. Qualified faculty and academic leadership hold the primary responsibility for all program content and instructional design and supervise staff, third-party providers, or consultants used in curricula development. Program curricula are reviewed on a periodic basis by academic leadership, program leadership, program faculty, and the Program Advisory Council. The review integrates program performance data collected on an annual basis with respect to student progression; student learning outcomes; faculty and student feedback; and content currency, accuracy, and comprehensiveness.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution describe the curriculum development process for the program? |  |  |  |
| Is the institution’s curriculum development process adequately documented via its Curriculum Development Manual and/or other submitted evidence? |  |  |  |
| Did the institution describe the principles of learning and pedagogical foundations used throughout the program’s curriculum development process? |  |  |  |
| Is the program’s curriculum appropriately supported by reliable research and aligned with commonly accepted educational practices applicable to its field of practice? |  |  |  |
| Are the program’s curriculum content developers (e.g., subject matter experts) appropriately qualified? |  |  |  |
| Did the institution provide evidence of the program curriculum content developers’ qualifications? |  |  |  |
| Are the program’s distance education instructional designers appropriately qualified? |  |  |  |
| Did the institution provide evidence of the program’s instructional designers’ qualifications? |  |  |  |
| If the institution engages any third-party providers or consultants in the program’s curricula development, did the institution describe how they are appropriately supervised? |  |  |  |
| Did the institution describe a review process for the program that adequately ensures that curricula and instructional materials are current, accurate, and comprehensive? |  |  |  |
| Does the program’s review process involve appropriate personnel and academic leaders, include a clear process review schedule, and identify data that is collected, synthesized, and used? |  |  |  |
| Does the institution have a process in place to identify and correct any content errors in the program’s curricula and instructional materials between regularly scheduled program reviews? |  |  |  |
| **Standard VI.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.

**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. **Instructional Design and Materials**

All curricula and instructional materials are designed for the program’s distance learning delivery modality by qualified individuals and grounded in instructional design principles. Instructional design considers how students learn, the nature and accessibility of the materials, and methods deemed most effective to help students learn in specific delivery modalities. Courses integrate access to learning materials and resources. Courses include instructions and suggestions on how to study and how to use the instructional materials to learn effectively and efficiently. Syllabi are aligned with course content and are structured to direct course learning experiences and activities.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution appropriately define the program’s model for distance education delivery as either correspondence, online, or hybrid (e.g., a combination of online learning with in-residence components), or an appropriate alternative program structure? |  |  |  |
| Is the program’s curricula and instructional materials grounded in distance learning instructional design principles, in alignment with the nature of the program and the institution’s specific delivery modalities? |  |  |  |
| Are students in the program able to efficiently access learning materials, as appropriate for the nature of the program and the institution’s delivery modalities? |  |  |  |
| Do the program’s courses appropriately integrate access to learning materials and resources? |  |  |  |
| Does the institution provide appropriate study and resource navigation instructions for students in the program? |  |  |  |
| Does the institution provide appropriate instructions for accessing and using program instructional materials? |  |  |  |
| Does the institution have an adequate process to ensure that syllabi are aligned with course content and are structured to direct course learning experiences and activities? |  |  |  |
| **Standard VI.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.

**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. **Academic Units of Measurement**

The institution documents policies and procedures used to define and calculate the chosen academic unit of measurement. The framework for academic units must be supported by research and consistent with the program learning outcomes. Academic units are measured by credit hours or competencies. Academic unit measurements for all delivery modalities and program types must clearly show that each program is delivered with at least 51 percent distance education. The institution measures and documents the amount of time it takes the average student to achieve learning outcomes and specifies the academic engagement and preparation time. If academic units are measured in clock hours, the institution documents its implementation and application of policies and procedures for determining clock hours awarded for its courses and programs. A clock hour is one instructional hour. One instructional hour is defined as 50 minutes of instruction in a 60-minute period.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution provide the policy applicable to the program for determining and assigning academic units of measurement? |  |  |  |
| Is the institution’s framework(s) for academic unit measurement (applicable to the program) appropriately supported by research and consistent with program learning outcomes? |  |  |  |
| Did the institution adequately describe how academic unit measurement verifies that the program is delivered through at least 51 percent distance education?  [Note: Each program must be at least 51 percent offered through distance education. Individual courses may exceed this percentage, provided that the program as a whole is at least 51 percent offered through distance education.] |  |  |  |
| Is the institution’s process for measuring and documenting the amount of time it takes the average student to achieve the program’s learning outcomes (as a means of assigning academic units of measurement) adequate, based on accepted best practices? |  |  |  |
| Does the institution follow adequate processes for verifying and documenting that all academic units of measurement are appropriately assigned to the program’s courses? |  |  |  |
| Are all assigned academic units of measurement appropriate to the program’s level and type? |  |  |  |
| **Standard VI.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.

**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. **Credit Hour Definition**

Semester and quarter credit hours are equivalent to the commonly accepted and traditionally defined units of academic measurement. Academic degree or academic credit-bearing distance education courses are measured by the learning outcomes normally achieved through 45 hours of student work for one semester credit or 30 hours of student work for one quarter credit. One credit/semester hour is 15 hours of academic engagement and 30 hours of preparation. One quarter hour credit is 10 hours of academic engagement and 20 hours of preparation.

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| **Questions** | **Yes** | **No** | **N/A** |
| If the program is measured in credit hours, are the institution’s definition and calculations equivalent to commonly accepted and traditionally defined units of academic measurement, as defined by DEAC Standard VI.D.? |  |  |  |
| **Standard VI.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.

**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 VII: Learning Materials, Resources, and Research Support

1. **General Learning Resources**

Institutional learning resources include general materials or resources that are available to students outside individual class environments. Learning materials and resources are designed to adequately support educational offerings in meeting learning outcomes.

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| **Questions** | **Yes** | **No** | **N/A** |
| Do the institution's learning resources applicable to the program encompass materials beyond what is provided in individual class environments? |  |  |  |
| Do the institution's general learning materials and resources effectively support the program in facilitating students in achieving their learning outcomes? |  |  |  |
| **Standard VII.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.

**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. **Course Level Learning Resources**

In-course learning resources for faculty and students are available and appropriate to the level and content of the course within the scope of the program offering. Program designers and faculty use effective teaching aids and learning resources, including educational media and supplemental instructional aids, when delivering courses and teaching students. The institution provides faculty and students with access to all relevant learning resources, materials, or related services that are appropriate for the achievement of course learning outcomes.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have appropriate in-course learning materials that adequately support the program? |  |  |  |
| Are in-course learning resources available and appropriate to the level and scope of the program, in support of achievement of the program’s course learning outcomes? |  |  |  |
| Do the program’s designers and faculty appropriately integrate teaching aids, learning resources, educational media, and supplemental instructional aids when delivering courses and teaching students? |  |  |  |
| Are faculty learning resources available and appropriate to the level and scope of the program? |  |  |  |
| **Standard VII.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.

**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. **Library and Research Support**

Staff or contracted librarians must support the learning, teaching, and research functions of institutions, as well as provide overall support to the institution’s curriculum as applicable to the level and content of the institution’s academic programs. A process is in place to select, acquire, organize, and maintain institutional learning materials and resources for each program.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have library resources and collections available to students, as applicable to the level and content of the program? |  |  |  |
| Are on-staff or contracted library personnel adequately available for support of students in the program? |  |  |  |
| Are on-staff or contracted library personnel appropriately qualified to support the level and scope of the program? |  |  |  |
| Do the institution’s library resources support the institution’s learning, teaching, and research functions, as applicable to the level and content of the program? |  |  |  |
| Does the institution have an adequate process for selecting, acquiring, organizing, and maintaining learning materials and resources for the program? |  |  |  |
| **Standard VII.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.

**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. **Evaluation, Review, and Revision.**

The quality, adequacy, currency, and accuracy of institutional learning resources, technologies, library resources, and in-course learning resources for each program are reviewed and evaluated at least annually. The review is conducted by institutional academic leadership and program leadership, with input from faculty and students. The process and applicable resources are revised as appropriate, based on each review.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution describe how learning resources, technologies, library resources, and in-course learning resources applicable to the program are regularly reviewed and updated to ensure that they continue to meet student and faculty needs? |  |  |  |
| **Standard VII.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.

**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 VIII: Academic Delivery

1. **Curricula Delivery**

All curricula and instructional materials are developed in alignment with the institution’s mission and delivery modality. Regardless of methodology, delivery supports interactions with faculty in synchronous or asynchronous learning.

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| **Questions** | **Yes** | **No** | **N/A** |
| Are the programs’ curriculum and instructional materials appropriately developed to align with the program’s delivery modality? |  |  |  |
| Is the program curriculum delivered through means that support student interactions with faculty, as appropriate for the program’s synchronous or asynchronous learning modality(ies)? |  |  |  |
| **Standard VIII.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.

**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. **Supporting Academic Technologies**

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

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution use technology that is appropriate to the program’s modality and institutional context, to support the delivery of the program? |  |  |  |
| Does the technology in use for the program adequately support communication between students and faculty? |  |  |  |
| **Standard VIII.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.

**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 program, 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 in the program? |  |  |  |
| Does the institution maintain adequate documentation to demonstrate that program faculty are appropriately qualified? |  |  |  |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided.

**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. 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.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have adequate policies on required qualifications for faculty teaching undergraduate degree program courses? |  |  |  |
| Are the qualifications for faculty teaching undergraduate degree program courses consistent with accepted best practices? |  |  |  |
| Does the institution make any exceptions to qualifications for faculty teaching undergraduate degree program courses? If so, are they appropriate? |  |  |  |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided.

**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. 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have adequate policies on required qualifications for faculty teaching general education courses? |  |  |  |
| If general education outcomes are integrated into required courses, did the institution demonstrate that faculty are appropriately qualified for both roles (e.g. do assigned faculty possess appropriate degree qualifications and demonstrate expertise in the subject field they are teaching as well as the applicable, integrated general education subject area)? |  |  |  |
| Does the institution make any exceptions to qualifications for faculty teaching general education courses? If so, are they appropriate? |  |  |  |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided.

**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. 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:
2. a well-defined policy, with processes and procedures to evaluate the need for and assignment of faculty by equivalency; and
3. 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| As applicable to the program, does the institution have adequate policies for faculty qualification equivalency, including need evaluation and faculty assignment procedures? |  |  |  |
| As applicable to the program, do the institution’s policies ensure that faculty qualification equivalency is only considered in limited and exceptional cases? |  |  |  |
| As applicable to the program, does the institution require appropriate documentation to determine that a faculty member has sufficient experience, knowledge, and expertise necessary to substitute faculty qualification equivalency for the degree qualifications set forth in Standards IX.B.5 and 8? |  |  |  |
| As applicable to the program, does the institution have adequate procedures in place to ensure that adequate oversight of teaching and learning is provided by individuals who possess appropriate degree qualifications as set forth in Standards IX.B.5 and 8? |  |  |  |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided.

**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.B. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

Standard X: Academic Policies

1. **Institutional Review Board**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have students or faculty in this program engage in research involving human subjects? |  |  |  |
| As applicable to the program, do the institution’s policy and procedures that students and faculty follow for research involving human subjects adequately protect research participants? |  |  |  |
| Did the institution provide an adequate Institutional Review Board policy? |  |  |  |
| As applicable to the program, does the institution have an appropriate training process for faculty and students prior to their engagement in research projects involving human subjects? |  |  |  |
| Did the institution provide appropriate certification documentation for its Institution Review Board members? |  |  |  |
| As applicable to the program, did the institution adequately describe how its institutional review board (IRB) ensures that research studies comply with applicable regulations and meet commonly accepted ethical standards? |  |  |  |
| As applicable to the program, does the institution have appropriate mechanisms and processes in place to ensure that the IRB has appropriate oversight over research activities conducted by students, faculty, and other academic support personnel involving human subjects? |  |  |  |
| **Standard X.G. – 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.

**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.

Focused Comments on Courses Reviewed

The focused course reviews fall under the scope of the DEAC standards included in the program’s Educational Offerings Report (EOR). Any concerns or issues raised should be included or referenced in the comments and/or required actions for those standards.

**For each course, include comments on the following in the Comments field**:

1. Do the course outcomes link to program outcome(s)?
2. Are the course curriculum and instructional materials appropriate for the program level and subject field?
3. Are the instructional materials up-to-date and reflective of current knowledge?
4. Will the examinations and assessments provide adequate evidence of course outcomes achievement?
5. Is the identified instructor of record for this course identified and appropriately qualified?

Copy and paste more Focused Comment fields as needed to provide comments on each representative course.

**Course Code/Name:** Insert course code and name

**Comments:** Provide specific comments or observations on the identified course and **note any standard(s) where the institution needs to further demonstrate compliance.**

**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.

**Course Code/Name:** Insert course code and name

**Comments:** Provide specific comments or observations on the identified course and **note any standard(s) where the institution needs to further demonstrate compliance.**

**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.

**Course Code/Name:** Insert course code and name

**Comments:** Provide specific comments or observations on the identified course and **note any standard(s) where the institution needs to further demonstrate compliance.**

**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.

**Course Code/Name:** Insert course code and name

**Comments:** Provide specific comments or observations on the identified course and **note any standard(s) where the institution needs to further demonstrate compliance.**

**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.

**Course Code/Name:** Insert course code and name

**Comments:** Provide specific comments or observations on the identified course and **note any standard(s) where the institution needs to further demonstrate compliance.**

**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.