

**DEAC ON-SITE SUBJECT SPECIALIST’S   
COMPLIANCE ASSESSMENT FORM**

# Instructions

The Distance Education Accrediting Commission requires all institutions to complete a Self-Evaluation Report when seeking accreditation. The process of self-evaluation serves two main purposes: (1) It provides an institution an opportunity to critically reflect on its operations, processes, and procedures at regular intervals and (2) it provides the on-site team with a comprehensive review of the institution, its mission, and its processes that are integral to delivering quality distance education.

The Self-Evaluation Report tells a story about the institution, beginning with its history and mission and then focusing on its evolution and future. Institutions have the opportunity to present their passion for serving students and providing educational options that will shape future generations. Institutions craft their story using the Self-Evaluation Report template as a guide while demonstrating how their policies and procedures meet DEAC accreditation standards.

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

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

The on-site subject specialist is responsible for reviewing institutions’ educational offerings against Accreditation Standards IV A-B, V-IX, X E-G, XII, XIII A-B, and XIII F-G.

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

# Accreditation

Initial  Renewal  Other

Name of Institution: Name of institution

Date of Visit: Date of on-site visit

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

Date Report Due to Chair: Date report is due

# Accreditation Standards

Standard IV: Academic Achievement

1. **Student Learning Outcomes**

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

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

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

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

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

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 describe how it collects student outcomes data, as appropriate to its mission and educational offerings? |  |  |  |
| Does the institution have adequate systematic procedures for collecting outcomes assessment data? |  |  |  |
| Does the institution identify direct measures (e.g., assignment, examination, or assessment) that provide the necessary information it uses to measure and determine if students are achieving program- and course-level outcomes? |  |  |  |
| Did the institution identify benchmarks or standards it uses to measure whether students are achieving the stated student learning outcomes? |  |  |  |
| Does the institution use data results of direct measures to improve and enhance its educational offerings and support services? |  |  |  |
| Does the institution use consistent processes to monitor student graduation and completion rates? |  |  |  |
| Did the institution provide adequate evidence that it meets DEAC’s most recently published benchmarked standards for graduation and completion rates? |  |  |  |
| If the institution does not meet DEAC’s most recently published benchmarked standards for graduation and completion rates, did it provide adequate context for its current rates, within the context of the institution’s mission and the profile of students being served? |  |  |  |
| Does the institution use consistent processes to monitor student persistence and retention, as applicable to the institution’s respective program length(s)? |  |  |  |
| Does the institution adequately monitor post-completion measures, as applicable relative to the institution’s mission and educational offerings? |  |  |  |
| For programs that indicate a specific career or other benefit as an outcome or prepare students for state licensure/certification examination required for entering a profession, does the institution use consistent processes for collecting data on student achievement of that outcome(s)? |  |  |  |
| For programs that indicate job placement, did the institution provide evidence of employer acceptance of graduates? |  |  |  |
| For programs that indicate a specific career or other benefit as an outcome, does the institution gather and utilize information from employers about future employment prospects for graduates of these programs? |  |  |  |
| **Standard IV.B. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

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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 its program offerings align with its mission? |  |  |  |
| Are the institution’s program contents appropriate to the type and level of the respective credential conferred for each program (e.g., non-degree, undergraduate degree, graduate degree, and/or doctoral degree)? |  |  |  |
| Are the institution’s student learning outcomes appropriate to the type and level of the respective credential conferred for each program (e.g., non-degree, undergraduate degree, graduate degree, and/or doctoral degree)? |  |  |  |
| Are the institution’s standards of student performance at appropriate levels of academic rigor, consistent with the type and level of the respective credential conferred for each program (e.g., non-degree, undergraduate degree, graduate degree, and/or doctoral degree)? |  |  |  |
| Did the institution describe how it verifies that entry and completion requirements (e.g., capstone, thesis, or other culminating project requirements as applicable) for each program are clearly defined and consistent with commonly accepted program expectations at other appropriately accredited institutions?  [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.] |  |  |  |
| If applicable, do the institution’s degree programs align with the minimum length requirements of Standard V.A.1-6? If no, see question below. |  |  |  |
| Did the institution indicate that it offers a program(s) where the field of study has commonly accepted and established minimum length requirements that differ from Standard V.A.1-6 minimums? If yes, did it describe how the program(s) are comparable to other programs offered at accredited institutions? |  |  |  |
| **Standard V.A. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

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**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 clearly describe how general education outcomes are included within the undergraduate degree structure? |  |  |  |
| Are the institution’s general education requirements at a level of academic rigor appropriate to the program level(s) and discipline(s) offered? |  |  |  |
| Does the institution’s general education content convey broad knowledge and intellectual concepts to students that equip them for lifelong learning? |  |  |  |
| Do the institution’s requirements for each undergraduate degree program offered include each of the following general education outcomes: 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 institution includes general education outcomes within core courses, does the institution’s curriculum map for that program explicitly identify those outcomes as applicable to general education? |  |  |  |
| **Standard V.B. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

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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 institution have any programs with alternative program structures? |  |  |  |
| For each applicable program, did the institution describe how the programs are appropriate to the institution’s mission? |  |  |  |
| For each applicable program, did the institution describe how the programs align with applicable DEAC glossary definitions or, if they do not, did the institution describe the program requirements and provide sample evidence to demonstrate compliance with DEAC’s standards of accreditation? |  |  |  |
| For each applicable program, 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. | | |

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**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 for each major group of programs or major subject matter disciplines it offers? |  |  |  |
| Did the institution describe how the feedback of its Advisory Council(s) informs curricula development decisions and verifies that program content aligns with current practices? |  |  |  |
| Did the institution provide evidence of Advisory Council meetings and 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 prior to and during the on-site visit.

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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 its curriculum development process? |  |  |  |
| 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 its curriculum development process? |  |  |  |
| Is the institution’s curricula appropriately supported by reliable research and align with commonly accepted educational practices, as applicable to respective curriculum’s fields of practice? |  |  |  |
| Are the institution’s curriculum content developers (e.g., subject matter experts) appropriately qualified? |  |  |  |
| Did the institution provide evidence of curriculum content developers’ qualifications? |  |  |  |
| Are the institution’s distance education instructional designers appropriately qualified? |  |  |  |
| Did the institution provide evidence of instructional designers’ qualifications? |  |  |  |
| If the institution engages non-faculty staff and/or third-party providers or consultants in curricula development, did the institution describe how they are appropriately supervised?  [Note: If yes, further exploration into any contract and DEAC approval may be necessary. See applicable requirements in the DEAC Handbook, Part II.] |  |  |  |
| If the institution engages non-faculty staff and/or third-party providers or consultants in curricula development, did the institution provide evidence of appropriate supervision mechanisms via contracts or similar documentation? |  |  |  |
| Did the institution describe a program review process that adequately ensures that curricula and instructional materials for each program remain current, accurate, and comprehensive? |  |  |  |
| Does the institution’s program 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 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 prior to and during the on-site visit.

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**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 its 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? |  |  |  |
| Are the institution’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 able to efficiently access learning materials, as appropriate for the nature of the program(s) and the institution’s delivery modalities? |  |  |  |
| Do the institution’s courses appropriately integrate access to learning materials and resources? |  |  |  |
| Does the institution provide appropriate study and resource navigation instructions for students? |  |  |  |
| Does the institution provide appropriate instructions for accessing and using 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 prior to and during the on-site visit.

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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 its policy for determining and assigning academic units of measurement? |  |  |  |
| Is the institution’s framework(s) for academic unit measurement appropriately supported by research and consistent with program learning outcomes? |  |  |  |
| Did the institution adequately describe how academic unit measurement verifies that all programs are 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 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? |  |  |  |
| Are all assigned academic units of measurement appropriate, based on the level and type of educational offering? |  |  |  |
| **Standard VI.C. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

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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** |
| For programs 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 prior to and during the on-site visit.

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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 encompass materials beyond what is provided in individual class settings, tailored to the program types, levels, and modalities offered? |  |  |  |
| Do the institution's overall learning materials and resources effectively support its educational programs, 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 prior to and during the on-site visit.

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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 educational offerings? |  |  |  |
| Are in-course learning resources available and appropriate to the level and scope of educational offerings, in support of achievement of course learning outcomes? |  |  |  |
| Do program 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 educational offerings? |  |  |  |
| **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 prior to and during the on-site visit.

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

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

1. **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 its academic programs? |  |  |  |
| Are on-staff or contracted library personnel adequately available for student support? |  |  |  |
| Are on-staff or contracted library personnel appropriately qualified to support the level and scope of the institution’s program offerings? |  |  |  |
| Do the institution’s library resources support the institution’s learning, teaching, and research functions, as applicable to the level and content of its academic programs? |  |  |  |
| Does the institution have an adequate process for selecting, acquiring, organizing, and maintaining learning materials and resources for each degree discipline and level? |  |  |  |
| **Standard VII.C. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

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**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 are regularly reviewed and updated to ensure that they continue to meet student and faculty needs? |  |  |  |
| Is the review and update process conducted by academic and program leadership, with input from faculty and students? |  |  |  |
| Is the review process and resources selected revised over time, based on lessons learned during prior reviews? |  |  |  |
| **Standard VII.D. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

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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 institution’s curricula and instructional materials appropriately developed to align with the institution’s delivery modalities? |  |  |  |
| Are curricula delivered through means that support student interactions with faculty, as appropriate for the institution’s synchronous or asynchronous learning modality(ies)? |  |  |  |
| **Standard VIII.A. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

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**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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Are students adequately informed of the institution’s minimum technology requirements prior to admission? |  |  |  |
| Does the institution use technology that is appropriate to its modality and institutional context, to support the delivery of its educational programs? |  |  |  |
| Does the technology in use adequately support communication between students and faculty? |  |  |  |
| Does the technology in use adequately monitor student progress and achievement? |  |  |  |
| Does the technology in use provide adequate access to academic resources outside of individual courses, such as online libraries and third-party programs? |  |  |  |
| Does the technology in use offer readily accessible channels for students to communicate questions, complaints, and concerns to applicable faculty or staff? |  |  |  |
| Does the technology in use adequately protect the integrity and security of academic programs, testing, student work, and student communications? |  |  |  |
| Does the technology in use adequately support the collection of data necessary for the institution to evaluate its operations and performance? |  |  |  |
| **Standard VIII.B. – Standard is Evident, Emerging, Not Evident, or Not Applicable** | Choose a finding. | | |

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

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

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

Standard IX: Academic Leadership and Staffing

1. **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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Do the institution’s academic leaders possess the academic qualifications and experience to direct and oversee the effective distance education delivery of educational offerings? |  |  |  |
| Does the institution’s academic leadership include individuals who are adequately qualified and experienced in the institution’s implemented distance learning modalities? |  |  |  |
| Did the institution describe the respective roles and responsibilities of academic leadership personnel and do they reflect an adequate academic infrastructure to provide effective distance education delivery of its educational offerings? |  |  |  |
| Are the institution’s academic leaders assigned appropriate responsibilities based on their respective qualifications and identified roles within the organization? |  |  |  |
| Are there adequate processes in place to ensure that academic leaders are responsible for and engaged in review of program quality and student outcomes? |  |  |  |
| Does the institution have appropriate processes in place for academic leadership’s selection, training, and ongoing development of faculty? |  |  |  |
| **Standard IX.A. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

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

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

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

1. **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** |
| Did the institution provide its faculty handbook? |  |  |  |
| Are the institution’s faculty qualification requirements appropriate, in relation to the subject areas taught and the credential level of the programs offered, as evidenced by its faculty qualification policy documentation? |  |  |  |
| Does the institution employ or contract with a sufficient number of qualified faculty to provide individualized instructional service to students? |  |  |  |
| Does the institution maintain adequate documentation to demonstrate that faculty are appropriately qualified? |  |  |  |

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

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

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

1. Faculty teaching in high school programs are appropriately credentialed to teach the subject and level of the courses leading to a high school diploma.

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have adequate policies on required qualifications for faculty teaching high school program courses? |  |  |  |
| Are the qualifications for faculty teaching high school program courses consistent with accepted best practices? |  |  |  |

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

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

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

1. Faculty teaching technical courses have practical experience in the field and possess current licenses/certifications as applicable.

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have adequate policies on required qualifications for faculty teaching technical, non-degree courses? |  |  |  |
| Are the qualifications for faculty teaching technical, non-degree courses consistent with accepted best practices? |  |  |  |

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

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

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

1. 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have adequate policies to verify that faculty teaching in occupational/technical associate degree programs possess earned credentials awarded by appropriately accredited institutions, evidence of academic preparation, and/or practical experience and licenses or certifications in the field, as appropriate to the subject field? |  |  |  |
| Are the institution’s academic preparation, practical experience, and licensure or certification requirements for faculty teaching in occupational/technical associate degree programs consistent with accepted postsecondary education best practices in the subject field? |  |  |  |
| Does the institution have appropriate procedures in place for ensuring that faculty teaching in occupational/technical associate degree programs possess adequate academic preparation, practical experience, and licensure or certifications? |  |  |  |
| Does the institution make any exceptions to qualifications for faculty teaching in occupational/technical associate degree programs? If so, are they appropriate? |  |  |  |

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

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

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

1. 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **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 prior to and during the on-site visit.

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

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

1. Faculty teaching in master’s degree programs possess a doctoral or terminal degree and demonstrate expertise in the subject field they are teaching.

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

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

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

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

1. Faculty teaching in doctoral degree programs possess a doctoral degree in a related subject field.

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have adequate policies on required qualifications for faculty teaching doctoral degree/first professional program courses? |  |  |  |
| Are the qualifications for faculty teaching doctoral degree/first-professional program courses consistent with accepted best practices? |  |  |  |

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

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

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

1. 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.

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| --- | --- | --- | --- |
| **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 core 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 prior to and during the on-site visit.

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

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

1. All faculty credentials are awarded by an appropriately accredited institution.

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have an appropriate 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)? |  |  |  |
| For faculty teaching technical, non-degree courses where faculty must possess current licenses/certifications applicable to a course or program, does the institution have an appropriate process in place to verify that all faculty licenses/certifications held are awarded by an appropriate entity and are active (if deemed necessary by the institutions policy on qualifications for faculty teaching technical, non-degree courses)? |  |  |  |

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

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

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

1. 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.

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have adequate policies for faculty qualification equivalency, including need evaluation and faculty assignment procedures? |  |  |  |
| Do the institution’s policies ensure that faculty qualification equivalency is only considered in limited and exceptional cases? |  |  |  |
| 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.4-6 and 8? |  |  |  |
| 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.4-6 and 8? |  |  |  |

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

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

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

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

1. **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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution adequately train and/or verify that faculty have experience with the principles of distance learning pedagogy in use? |  |  |  |
| Are faculty regularly trained in institutional policies, instructional approaches and techniques, and the use of instructional technology and resources? |  |  |  |
| Are faculty evaluated regularly for effectiveness in teaching and student communication responsiveness? |  |  |  |
| **Standard IX.C. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

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

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

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

1. **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.

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have an adequate professional development and scholarship support policy for faculty and academic staff? |  |  |  |
| Does the institution document that faculty and academic staff participate in appropriate professional development based on their subject area and responsibilities? |  |  |  |
| Do the professional development opportunities and scholarship support provided align with the institution’s mission and level of programs offered? |  |  |  |
| Do the resources and materials provided to faculty and academic staff include internal and external resources, as appropriate for the institution’s mission and level of programs offered? |  |  |  |
| **Standard IX.D. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

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

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

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

Standard X: Academic Policies

1. **Grading Polices**

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

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Is the institution’s approach to grading adequate and consistent with accepted best practices? |  |  |  |
| Did the institution provide a link to its published grading policies and other related academic policies? |  |  |  |
| Does the institution have procedures in place to ensure that faculty (and those individuals supervised by faculty) apply the grading policy with accuracy and consistency? |  |  |  |
| Did the institution identify who is responsible for ensuring that all grading is conducted accurately and consistently? |  |  |  |
| **Standard X.E. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

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

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

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

1. **Satisfactory Academic Progress**

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

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Is the institution’s satisfactory academic progress policy adequate, based on its educational offerings and mission? |  |  |  |
| Does the institution have appropriate qualitative and quantitative standards that adequately measure student progress? |  |  |  |
| Does the institution consistently enforce its satisfactory academic progress policy if a student is unable to meet minimum standards of progress? |  |  |  |
| Did the institution identify who is responsible for monitoring student progress? |  |  |  |
| Does the institution monitor and verify student progress with sufficient frequency, based on its published satisfactory academic progress policy? |  |  |  |
| Does the institution inform students of their academic progress and standing in the program at appropriate intervals? |  |  |  |
| **Standard X.F. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

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

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

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

1. **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 engage in research involving human subjects? |  |  |  |
| 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? |  |  |  |
| 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? |  |  |  |
| 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? |  |  |  |
| 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 prior to and during the on-site visit.

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

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

Standard XII: Student Support Services

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

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

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution offer various methods through which students can submit inquiries, report issues or concerns, request assistance, or otherwise communicate with faculty and staff? |  |  |  |
| Are the institution’s provided communication methods readily accessible for student use? |  |  |  |
| Does the institution adequately respond to administrative inquiries (e.g., admissions, enrollment, transcript requests, technology)? |  |  |  |
| Does the institution adequately respond to academic inquiries (e.g., assignment submission, assessment requirements, grades)? |  |  |  |
| Are the procedures followed by faculty for reviewing, evaluating, and grading examinations and assessments adequate? |  |  |  |
| Does the institution offer adequate transcript services for current students and alumni? |  |  |  |
| **Standard XII.A. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

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

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

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

* + 1. **Individual Differences**

Academic advising and instructional support are readily available to assist students in achieving institutional and program requirements, program outcomes, course learning outcomes, and educational goals as required by laws applicable to the jurisdiction(s) in which the institution operates.

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution offer adequate academic advising and instructional support to assist students having difficulties in meeting program requirements? |  |  |  |
| Does the institution’s academic advising and instructional support encourage students to meet program requirements, achieve program and course outcomes, and attain educational goals? |  |  |  |
| Does the institution adequately assist students with their needs, as required by laws applicable to the jurisdiction(s) in which the institution operates? |  |  |  |
| **Standard XII.B. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

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

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

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

* + 1. **Student Support**

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

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

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

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

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

Standard XIII: Fair Practices

* 1. **Confidentiality and Privacy**

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

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Are the institution’s confidentiality and privacy policies adequate? |  |  |  |
| Do the institution’s procedures and systems in place adequately protect student confidentiality and privacy as required by laws applicable to the jurisdiction(s) in which the institution operates? |  |  |  |
| **Standard XIII.A. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

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

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

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

* 1. **Complaint Procedures**

1. The institution has policies and procedures for receiving, responding to, and addressing student complaints. The policies and procedures should embody the principles of fairness, responsiveness, respect, due process, and proportionality. DEAC requires institutions to have written complaint policies and procedures for the purposes of receiving, responding to, addressing, and resolving complaints made by students, faculty, administrators, or any party, including one who has good reason to believe that an institution is not in compliance with DEAC accreditation standards.
2. At a minimum, the institution’s policy instructs students how to file a complaint or grievance and the maximum time for resolution. The institution’s complaint policy and procedures are available to all students. The institution defines what it reasonably considers to be a student complaint.
3. The institution reviews in a timely, fair, and equitable manner any complaint it receives from students. When the complaint concerns a faculty member or administrator, the institution may not complete its review and make a final decision regarding a complaint unless, and in accordance with its published procedures, it ensures that the faculty member or administrator has sufficient opportunity to provide a response to the complaint. The institution takes any follow-up action, including enforcement action if necessary, based on the results of its review.
4. The institution’s complaint policy states how complaints can be filed with state agencies and with its accrediting organization.
5. The institution will retain the complete files for all complaints that may be filed against the institution, its faculty, staff, students, or other associated parties either for five years from the filing of the complaint or until the completion of the institution’s next cycle of evaluation for accreditation, whichever is longer.

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| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have adequate policies and procedures for receiving, responding to, and addressing student complaints? |  |  |  |
| Is the institution’s complaint policy appropriately published? |  |  |  |
| Does the institution’s complaint policy provide students with information on filing a complaint with the appropriate state licensing or authorizing authority and with DEAC? |  |  |  |
| Does the institution retain complete files for all complaints filed against the institution, its faculty, staff, students, or other associated parties for an appropriate length of time, as defined by Standard XIII.B.5.? |  |  |  |
| Did the institution resolve adequately and in a timely manner any complaints received in the past five years? |  |  |  |
| **Standard XIII.B. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

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

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

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

1. **Advertising and Promotion**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution describe its approach to advertising and promotion of its programs? |  |  |  |
| Did the institution identify who is responsible for the institution’s marketing and advertising decisions? |  |  |  |
| Is the individual responsible for the institution’s marketing appropriately qualified by education or experience for this role? |  |  |  |
| Does the institution have adequate processes and procedures in place to verify that all advertisements, website content, and marketing collateral are truthful, accurate, clear? |  |  |  |
| Does the institution comply with the DEAC Catalog Disclosures Checklist? |  |  |  |
| Does the institution comply with the DEAC Website Disclosures Checklist? |  |  |  |
| **Standard XIII.F. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

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

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

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

1. **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

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Yes** | **No** | **N/A** |
| **For Institutions seeking Initial Accreditation:** Is the institution prepared to accurately disclose its accredited status, in compliance with the content requirements disclosed by DEAC Standard XIII.G.? |  |  |  |
| **For Institutions seeking Renewal of Accreditation:** Does the institution accurately disclose its accredited status, in compliance with the content requirements disclosed by DEAC Standard XIII.G.? |  |  |  |
| **Standard XIII.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 prior to and during the on-site visit.

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

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