

**DEAC ON-SITE SUBJECT SPECIALIST’S REPORT TEMPLATE**

**for Follow-Up on Program On-Site Visits**

# Background

The Distance Education Accrediting Commission’s accreditation process is grounded on the fundamental principle of peer review that enables faculty and administrative staff from within higher education to make recommendations essential to ensuring the quality of learning and institutional operations for all students. The process is guided by transparent standards that are established collaboratively by professional peers and member institutions.

**Note:** This Subject Specialist’s Template is for use in reviewing the results of a follow-up on-site visit related to one of the following substantive changes:

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

The on-site visit provides an opportunity for evaluators to meet with key staff members, faculty/instructors, principal managers, outside accountants, governing board members, and advisory council members. The evaluators verify that the institution is meeting its mission and can demonstrate successful student achievement.

The on-site evaluators’ reports inform the Commission whether the institution meets, partially meets, or does not meet each of the DEAC accreditation standards and core components. Approximately four to six weeks following the on-site visit, the Chair’s Report is provided to the institution for response. Both the Chair’s Report and the institution’s response are submitted to the Commission for review prior to final decision making.

The Chair of the on-site team is responsible guiding for the completion of the on-site evaluation in accordance with the Commission’s processes and procedures and ensures that evaluators complete their tasks during the on-site evaluation.

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

# Instructions

It is the on-site subject specialist’s responsibility to make an initial determination whether the institution’s educational offerings meet DEAC’s accreditation standards and to complete the following report template.

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.

The evaluator should provide clear and concise descriptions within the “Comments” section of the report to support each determination that a standard or core component is met, partially met, or not met. If an institution meets the accreditation standard, the evaluator may want to consider highlighting within the Comments section the processes and procedures the institution followed that enabled it to demonstrate compliance. If an institution partially meets or does not meet a standard, the evaluator needs to adequately describe why the decision was reached and refer, as appropriate, to narrative sections and exhibits within the EOR and SER that support the determination.

The evaluator must also indicate the required actions necessary for the institution to demonstrate compliance with the partially met or unmet accreditation standard. Each required action must be tied back to an accreditation standard or core component.

For required actions, the on-site subject specialist should begin each statement with, “[Insert Name of Institution] needs to [insert the action necessary by the institution to demonstrate compliance with the accreditation standard.]”

As part of the peer review process, it is important that institutions receive suggestions for improving their educational offerings and support services. The accreditation process allows the institution to benefit from an external review and perspective. The on-site subject specialist is encouraged to provide suggestions within the report. 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.

For suggestions, the on-site subject specialist should begin each statement with, “[Insert Name of Institution] may want to consider [insert the recommendation for improvement.]”

**Report Submission:** The on-site subject specialist emails the completed report to the Chair and DEAC director of accreditation two weeks after the on-site visit. Once all information is received, DEAC notifies the on-site subject specialist to appropriately dispose of all institutional materials.

Helpful Hints

* The on-site subject specialist’s report should be objectively written in third person, narrative format using declarative sentences and simple verbs. The report should avoid broad generalities and speculative views.
* The on-site subject specialist’s report represents an accurate, concise, factual, and thorough presentation of the individual findings during the on-site visit. The on-site subject specialist clearly communicates findings to the Chair by providing evidence.
* When making a determination of whether the institution meets, partially meets, or does not meet accreditation standards, the on-site subject specialist should include evidence of documents reviewed on site or analyzed in the Self-Evaluation Report and Exhibits that led to the finding. Include specific examples.
* The on-site subject specialist’s report documents attributes and deficiencies using language found in the accreditation standards and core components. All deficiencies must be documented.
* The on-site subject specialist’s report should not require an institution to implement a new program or procedure in order to demonstrate compliance with a partially met or unmet accreditation standard. The on-site subject specialist’s report states the required action necessary to provide evidence or demonstrate compliance. The institution bears responsibility for demonstrating compliance with DEAC’s accreditation standards.
* The on-site subject specialist’s report accurately presents comments, required actions, and suggestions using direct quotations, references, data, and examples from the on-site visit.
* The on-site subject specialist’s report does not make recommendations to the Commission concerning the overall accreditation of the institution.

# DEAC On-site Subject Specialist’s Report – Follow-Up on Program (Confidential)

Name of Institution: Name of institution

Date of On-site Visit: Date of on-site visit

Submitted By: Evaluator name

Date of Report: Date of report

Program Name: Name of program being reviewed

# Accreditation Standards Findings

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

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

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

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

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

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

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

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

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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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| **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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| **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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| **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.

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| **Standard VIII.B. – Standard is Evident, Emerging, Not Evident, or Not Applicable** | Choose a finding. |

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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.

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| **Standard IX.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. **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.
3. Faculty teaching in high school programs are appropriately credentialed to teach the subject and level of the courses leading to a high school diploma.
4. Faculty teaching technical courses have practical experience in the field and possess current licenses/certifications as applicable.
5. 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.
6. 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.
7. Faculty teaching in master’s degree programs possess a doctoral or terminal degree and demonstrate expertise in the subject field they are teaching.
8. Faculty teaching in doctoral degree/first professional degree programs possess a doctoral degree/first professional degree in a related subject field.
9. 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.
10. All faculty credentials are awarded by an appropriately accredited institution.
11. 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:
12. a well-defined policy, with processes and procedures to evaluate the need for and assignment of faculty by equivalency; and
13. 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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| **Standard IX.B. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. |

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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.

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

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

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

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

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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.

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

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

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

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* + 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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| **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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| **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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| **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.

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| **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

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| **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.