

Guide to Self-Evaluation Report

Introduction

This Guide was developed to assist institutions seeking initial accreditation in preparing their Self-Evaluation Report (SER). Please keep in mind that it is just a guide; additional information may be needed to explain how your institution meets and/or exceeds the standards, policies, and procedures of the Accrediting Commission of the Distance Education and Training Council.

At least one key person from the applicant institution must complete the *DETC Course on Preparing for Accreditation* prior to preparing the institution's SER. Completing this course qualifies a person to be a "Compliance Officer." The Compliance Officer is responsible for overseeing the writing of the SER. We also recommend that others take the course as well as the *DETC Business Standards Course* (online).

The Self-Evaluation Report (SER)

When the Accrediting Commission asks institutions to prepare an SER, two purposes are served: (1) institutions are given a rationale for conducting a critical self-evaluation; and (2) information is gathered in one place, which the visiting Examining Committee will need during the visit, and which the Accrediting Commission needs for its background study of the institution.

The SER serves as a document that tells a story about your institution, including how the institution originated, what your institution offers, how it is managed, how it complies with accreditation standards and requirements, and what the institution's plans are for future improvement and growth. It also presents insightful analyses into trends and patterns within the institution and discusses candidly the larger issues and challenges confronting it. An SER is, fundamentally, a road map for institutions in developing a truly self-analytical and honestly introspective picture of whom they are and where they are going.

The institution must address each of the accreditation standards (including Business Standards) in a logical sequence. The institution must also address other requirements in the appropriate policy, for example, degree-granting institutions must also include items required in C.9. Policy on Degree Programs. The report should be completed in all aspects, and leave no room for speculation or misinterpretation by the reader. When reading each statement, if the term "procedure" or "process" is mentioned, please give a detailed description; in other words, walk the evaluators through the "procedure" and/or "process" step-by-step. Also, please feel free to cross-reference responses if a particular response sounds redundant. If a particular statement does not apply to your institution, explain why.

The SER should include summaries of data, records, and statistics, and a careful, "full disclosure" analysis of the institution's "problem areas." The report should always analyze as well as describe; it should seek to tell readers the "why" of their methods, not just the "what" and "how." It should identify current challenges facing the institution and report on what actions are planned to address these challenges.

A high level of reliance is placed upon information, data, and statements provided to the Accrediting Commission by the institution. It is therefore important that the information the institution provides in its SER be truthful and accurate.

There are several "critical documents" available on DETC's website to help you with your exhibits, such as Faculty Handbook, Course Development Handbook, study guide, catalog, determining credit hours, outcomes assessment plan, institutional improvement plan, and succession plan, just to name a few. A content list for each of these items

may be found on DETC’s website under “Member Services” and “Evaluators’ Documents” (sign in using “guest” for your user name and password).

Preparing Your SER

When writing your SER, please remember that there are special policies (see tab “C” in the *DETC Accreditation Handbook*) used for institutions offering academic degrees, combination distance study-resident training programs, institutions with international contracts, and institutions located outside the United States. For instructions on what courses must be submitted, please see C.5. Policy on Course/Program Approval. All institutions should refer to C.10. Policy on Financial Statements, C.17. Policy on International Activities, and degree-granting institutions should also refer to C.9. Policy on Degree Programs.

General Guidelines Writing for the SER

A template for writing a Self-Evaluation Report (in Microsoft Word 7.0) may be downloaded from DETC’s website at www.detc.org. Select “Member Services” tab, use “guest” for your user name and password, and select “Templates.” A list of templates is page 4 of the *DETC Accreditation Handbook*.

Beginning January 1, 2012, institutions are required to submit all primary documents created during the accreditation review process (i.e., Self-Evaluation Report, Institutional Response, and Progress Report) on a Flash drive. The following guidelines are provided to help ensure accuracy and accessibility:

Logistical Guidelines

1. Institutions must submit its SER and all supporting documentation and exhibits in an electronic format (a paper copy is no longer required, except when submitting an SER during the Readiness Assessment process). However, institutions should have a hard copy of the SER and all supporting documents and exhibits available during the on-site visit for the evaluators. Institutions should also maintain copies of all documents and materials included in the SER should any problems develop with the electronic versions. (*Please note: An institution undergoing Readiness Assessment must also submit two paper copies of the SER.*)
2. The institution must submit a complete SER with supporting documentation and exhibits via e-mail or Internet option. DETC will not accept “piecemeal” submissions. If materials from websites serve as documentation or exhibits within the SER, information from the website should be saved as an Exhibit rather than provided through an external link. If any changes occur between when the SER is submitted and the on-site visit, supplements or an “Update Sheet” should be prepared and given to the examiners in their Welcome Kits when they arrive.
3. The SER should be able to be read on all computers and platforms. If necessary, versions of the SER in multiple formats should be provided. The institution must submit the SER in a pdf format AND in a Microsoft WORD document. Since some evaluators still prefer to print the SER to read it, Exhibits should be saved and labeled as separate pdf files, and NOT be embedded in the SER. You may however provide hyperlinks to the pdf’s from the SER.
4. Each Flash drive should be clearly labeled with the institution’s name and the date the report was created.

Formatting Guidelines

1. Key formatting requirements are to make navigation through the SER clear and easy for reviewers. Evaluators do not always progress through a SER in a linear fashion as they often return to different sections, standards, and documents as they complete the full review. For this reason, the following considerations can be helpful:
 - Provide clear and concise instructions to evaluators on how to open and navigate through the SER.
 - Provide any needed passwords for protected information.
 - Include a Table of Contents with ready links to the different parts of the SER.
 - Establish links that enable evaluators to easily transition back and forth through the sections and documentation in the SER.
 - Provide direct links to all evidence/documentation provided for each Standard.
 - Ensure that links to supporting documents open the documents in their own window.
 - Create a shortcut to return to the Table of Contents from any point in the SER.
 - Avoid using complex, colorful background patterns and images that can obstruct the readability of text on a page.
 - When providing Tables and other data, make certain it will print on an 8.5 x 11 page.
2. Use the template located on DETC’s website (described above). Revise the headers and footers with the institution’s information. The pages should be numbered consecutively with the institution’s name and date of report at the top or bottom of **each** page.
3. When an EXHIBIT is requested, include the number of the Exhibit in your response to the statement.
4. In the response to the SER questions, rather than state verbatim that which is provided in the supporting exhibits, the institution should summarize what is in the exhibits.
5. Scanned documents should be saved as PDF or easily accessed image files rather than text files.

Report Contents

Use the template found on DETC’s website. As shown, an institution’s SER should contain the following:

1. **Cover page:** The cover page should include:
 - the name of the institution, address, phone number, and website URL;
 - the following sentence: *The data submitted herewith are certified correct to the best of my knowledge and belief. I understand that electronically typing my name in this document is considered to be the same legally-binding effect as signing my signature using pen and paper.* This should be followed by the name, title of the CEO;
 - the date the report is prepared and the date the Flash drive was created; and
 - the software version(s) used to create the SER.

2. **Table of Contents:** This should include the page number for each Standard.
3. **Table of Exhibits:** This table should contain an index to all the exhibits (see following sample). Please note that the exhibit numbers may be changed to correspond with what the institution provides.
4. **Institutional Profile:** The profile gives a history and overview of the institution.
5. **Standards with Statements.** Each Standard should be repeated and then the institution should provide its response. If the statement does not apply to the institution, explain why. The standards are already included in the template. Answer each statement thoroughly and provide any exhibits that are required. **Also provide a contact person for each Standard topic. This will help the evaluators to determine whom to interview during the on-site visit.**
6. **Exhibits.** Should follow the body of the SER. **Exhibits should be properly numbered, labeled, and referenced.** Please feel free to add other exhibits in addition to those suggested.

Sample of EXHIBITS

Exh#/Tab	Standard	Page # Ref	Content
1.	Inst. Prof. #2. A.	7	Organizational Chart
2.	Inst. Prof. #4. A.	8	Evidence of state license
3.	Inst. Prof. #4. B.	8	Evidence of degree approvals
4.	Inst. Prof. #5	8	Table with course data
5.	Inst. Prof. #6	8	Program data for degree programs
6.	II.A.1.	10	Program objectives for 5 most popular courses/programs
7.	II.C.1.	12	Course Development Guide/Manual
8.	II.C.5.	12	Policy for determining credit/clock hours
9.	II.C.4.	12	Comparison of degree programs
10.	II.D.3.	13	Internal course/program reviews
11.	II.F.1.	13	Samples of examinations and other evaluation tools
12.	II.F.5.	14	Grading Policies, marking systems, course extension policy, and other
13.	II.F.7.	14	Instructions for proctors
14.	II.G.1.	14	List of textbooks, with titles, authors, publishers, ISBN, copyright dates
15.	II.G.3.	14	Sample of a study guide
16.	II.I.1.	15	Samples of lessons
17.	III.A.1.	16	Examples of responses to student inquiries
18.	III.A.4.	17	Examples of student submissions of assignments/lessons
19.	III.A.6.	17	Examples of where academic grade policies are published
20.	III.D.1.	18	Samples of motivational commentaries on students lessons/examinations
21.	III.D.3.	18	Samples of letters, telephone calls, e-mails, etc. to encourage students to complete assignments/lessons
22.	III.E.2.	18	Examples of student evaluations of courses
23.	III.E.3.	18	Examples of end-of-course surveys
24.	IV.A.1.	19	Copies of grading policies and system, including grading rubrics
25.	IV.A.2.	19	Samples of graded assignments/lessons and exams
26.	IV.A.12.	20	Evidence of training for students and faculty on any technology used
27.	IV.B.1.	20	Samples of formal student records
28.	IV.B.2.	20	Sample or records tracking examinations/lessons/projects, etc.
29.	IV.B.4.	20	Sample of a transcript (both sides)
30.	IV.B.5.	20	Samples of completion certificates, diplomas, or degrees
31.	IV.C.3.	21	Sample of alumni newsletter and other instruments
32.	IV.D.1.	21	Policy on Student Complaints and summary of complaints
33.	V.A.1.	22	Copy of institution's outcomes assessment plan
34.	V.A.2.	22	Samples of surveys

Exhibit	Standard	Page# Ref	Item
35.	V.A.5.	22	Evidence of employment opportunities
36.	V.A.6.	22	Tables showing areas assessed and methods used
37.	V.B.1.	22	Student satisfaction data
38.	V.B.3.	22	Evidence of employer and third party surveys
39.	V.B.4.	22	End of course/program student surveys
40.	V.B.6.	23	Data on Commission-mandated 3 questions
41.	V.C.1.	24	Completion and Graduation Rates
42.	VI.B.1.	24	Resume of CAO or Department Heads
43.	VI.C.1.	25	Resumes of Faculty/Instructors
44.	VI.C.2.	25	Table of Instructors/Faculty and Qualifications
45.	VI.C.3.	25	Table for instructor/faculty work week
46.	VI.C.5.	25	Policies and criteria for employment of faculty/instructors (Faculty Handbook)
47.	VI.C.6.	25	Sample evaluation of faculty
48.	VI.C.7.	25	Policy Manual for Faculty Handbook
49.	VI.C.10.	25	Sample contracts or individual groups
50.	VI.F.1.	27	Succession Plan
51.	VII.B.1.	29	Copies of Enrollment Agreements
52.	VII.B.2.	29	Copies of affirmation forms, telephone scripts, etc.
53.	VIII.A.4.	32	Evidence supporting advertised employment opportunities
54.	VIII.A.6.	32	Copies of advertising and promotional literature
55.	VIII.A.7	33	Copies of sales letters, printed materials, and catalogs
56.	VIII.B.2.	33	Copies of current manuals and letters and bulletins provided for guidance with recruiting
57.	VIII.B.10.	34	Copies of recruiting personnel records
58.	VIII.B.12.	34	Samples of written agreements with recruiting personnel
59.	IX.A.1.	35	Comparative financial statements for two years
60.	IX.A.2.	35	Copy of Letter of Financial Statement Validation
61.	IX.A.3.	35	Copy of Teach-Out Commitment
62.	IX.D.2.	36	Opinion Letter
63.	X.B.2.	39	Sample of notices and collection procedures
64.	X.B.4.	39	Sample of written ethical standards to collection agencies
65.	X.B.5.	39	Sample of notices, letters, telephone scripts, etc. used by collection agencies
66.	X.C.1.	39	Documentation of refunds
67.	X.C.6.	39	Table of refunds
68.	XI.A.4.	41	Floor plan
69.	XII.A.1.	41	Copy of institution's Strategic Plan

(Please Note: You may re-number the Exhibits to correspond with what you provide.)

The Self-Evaluation Report

Institutional Profile

1. Institutional History

- A. Trace the history of the institution to show the founding date, why the institution was founded, changes of name, creation of new divisions, new training sites, and any major changes in ownership and management. Give a general description of the types of courses/programs offered.
- B. Describe the history of major changes (for reaccreditation, since the last DETC review) in the institution with respect to the addition of student services, changes in admission standards, the addition of new personnel, online offerings, changes in marketing procedures, etc. Explain why each change came about.
- C. **Degrees:** Describe the history of all degree program(s) offered and why they were developed. Give a brief summary of the programs (how many, number of credits needed, time to complete each unit, cost, etc.).
- D. **For Re-Accreditation,** provide a list of items that were reported in the last Progress Report to the Commission (if applicable). Give an update of how the institution has addressed and resolved each of these issues since its last review.

2. Institutional Organization

- A. Supply an organizational chart of the institution in **EXHIBIT 1** showing the relationships among its component parts. Include names and titles of employees shown on the chart.
- B. Describe other institutions affiliated in any way with your institution or under the same organizational structure, management, or ownership. Include cooperative training programs or formal affiliations that exist with colleges, vocational schools, businesses, or other distance education institutions.
- C. If external centers, enrollment offices, or training sites exist, describe in full and give their locations.
- D. Describe any international distance study activities, affiliates, or divisions. Explain how and where exam services are rendered for these students. State how many foreign students are enrolled annually, and indicate how many of them are taking courses online (if applicable).

3. Legal Form and Governance

- A. Describe the legal form of the institution and the ownership of the institution.
- B. Provide the names and addresses, terms of office, and occupations of any governing board members. Describe the role of the Board, list their duties, and explain how they contribute to the institution's achievement of its mission. If there are multiple boards, describe each.
- C. Explain the authority of any agency, other than the governing board, which has power to initiate, review, or reverse actions of the institution's management.

- D. If the institution is a stock corporation, list the names and addresses of any persons or organizations owning 10% or more of the voting stock.

4. Approvals and Accreditations

- A. Supply the names of any local, state, or other government or non-government agencies by which the institution is licensed, approved, or accredited. Document that the institution is properly licensed. Give dates of license and/or first approval and subsequent re-approvals (provide documentation in **EXHIBIT 2**).
- B. **Degrees:** Describe how the institution has the proper charter, license, or formal authority from the appropriate governmental body to award degrees by distance education. Give dates of license and/or first approval and subsequent re-approvals (provide documentation in **EXHIBIT 3**).
- C. If the institution or any of its programs were ever **denied** approval or accreditation or had approval or accreditation withdrawn by any accrediting agency (including the DETC Accrediting Commission), give name of the agency, the dates of the action, and details.

5. Passwords

Provide the URL, links, passwords, etc. so that the evaluators may review the course materials and examinations.

6. Course Data

Using institutional records, construct a table in **EXHIBIT 4** that provides the data below for **each** distance education course offered by your institution in the last year (calendar or fiscal). The term “course” means one course within a degree program (e.g. English 101) or a vocational program (e.g. Medical Billing). See the sample below on page 43:

- a. Title = title of course (e.g. English 101 or Medical Billing)
- b. 1st Enroll = date (month, year) first student enrolled.
- c. Lst. Revised = date course was last revised.
- d. New Stu. = number of new students enrolled in the last full calendar/fiscal year.
- e. Active Stu. = of students tracked, how many are presently actively studying (i.e., submitted an assignment within the last 6 months)?
- f. Graded = number of school-evaluated assignments, lessons, or examinations per course.
- g. Hrs. = total hours typical enrollee must spend to complete the course. Explain in a footnote the method used to determine the hours. Typically, 1 credit equals 45 hours.
- h. Max. to Comp. = maximum number of months students are allowed for completing the course.
- i. Comp. Doc./Crs. = Type of completion documents (e.g., diploma, certificate) or credits awarded.
- j. Price = total course price (tuition, fees, books, equipment, etc.). Indicate if books are included in the price.

Please insert a legend to identify the columns mentioned above. (You can copy the information above and insert it under each table.) **Please total columns d and e.**

7. Program Data (For Degree Programs Only)

In addition to the table above, please provide a table in **EXHIBIT 5** for **each** degree program (see sample below on page 44.)

Guide to Self-Evaluation Report

I. INSTITUTION MISSION, GOALS, AND OBJECTIVES

Preamble: The institution has a stated mission that is supported by separately (or specific) clearly defined goals and objectives appropriate to the level of study provided, including an institutional commitment to providing quality distance education programs.

I. A. Description of the Mission, Goals, and Objectives: *The institution has a mission statement that includes its general purpose and is supported by specific, clearly defined goals and objectives appropriate to the level of study provided (8/11) including an institutional commitment to providing quality distance education programs.*

1. Present the institution's overall mission statement, goals, and objectives, and the institution's commitment to providing quality educational programs.
2. Explain how the goals and objectives are attained and how they are appropriate to the level of study provided.

I. B. Review and Publication of the Mission Statement: *The instructors/faculty, administration, governing board, and institutional advisory committees, if the institution has a governing board and advisory committee(s), regularly review the mission statement, goals, and objectives. The current mission statement, goals, and objectives are widely promulgated and readily accessible to students, faculty, staff, and other stakeholders.*

1. Explain how the institution's instructors/faculty, administration, governing board, and institutional advisory committee regularly review and revise, as necessary, its mission statement, institutional goals, and objectives, institutional policies, and practices to ensure consistency and integrity in all of its representations about its mission, goals, objectives, programs, and services.
2. Explain the **process** for circulating and ensuring that the institution's current mission statement, goals, and objectives are accessible to students, faculty, staff, and other stakeholders. Include the person(s) responsible for assuring the institution's current mission statement, goals, and objectives are consistently used in institutional publicity and state where these are published.
3. **Degree Programs:** Provide details on the institution's Advisory Council(s) and explain how the institution meets the requirement in C.9. Policy on Degree Programs (Standard I). Provide documentation to verify each item.

I. C. Implementation of the Mission, Goals, and Objectives: *The institution can demonstrate that it is effectively carrying out its mission, is attaining its goals and objectives, and is sharing appropriate information on its attainments with relevant groups. The institution identifies the key indicators it uses in determining how it is meeting its stated mission, goals, and objectives. (8/11)*

1. Explain the measures and/or **processes** the institution uses to determine whether it is meeting its stated mission, goals, and objectives. Include how the governing board, instructors/faculty, staff, administrators, and managers responsible for institutional planning, instructional planning and delivery, educational services, financial resources, and physical facilities, contribute to successful implementation and attainment

of the stated mission and objectives. Also, explain how the mission is integrated into the work of each department or how academic and administrative units align their duties with the mission.

2. Explain how the institutional mission statement, goals, and objectives are used to guide strategic planning.
3. Explain the ways in which the governing board, instructors/faculty, administration, and staff interact with relevant communities of interest to keep the goals and objectives current.
4. Provide examples of how the results of surveys of students, outside evaluations by experts, comments from students and employers, and evaluations by institution administrators, instructors/faculty, and staff are used to evaluate the success of the institution in meeting its goals and objectives. Explain how the results are shared with relevant groups.
5. Identify the key indicators that the institution uses in determining how it is meeting its stated mission, goals, and objectives.

II. EDUCATIONAL PROGRAM OBJECTIVES, CURRICULA, AND MATERIALS

Preamble: The institution has clearly stated and reasonably attainable educational program objectives and student learning outcomes and offers educationally sound and up-to-date curricula that are supported by quality instructional materials and appropriate technology.

II. A. Description of Program Objectives: *Educational program objectives are clearly defined and simply stated. They indicate the benefits for reasonably diligent students. The character, nature, quality, value, source of the instruction, and educational services that are used to help students achieve the objectives are set forth in language understood by the types of students enrolled. If a program prepares for an occupation, field of occupations, or vocation, the objectives clearly state the types of occupations for which preparation is given.*

1. Provide samples of the educational objective(s) in **EXHIBIT 6** for your *five* most popular (highest enrollments) programs. For degree-granting institutions, these five programs should include one program from each level (associate, bachelors, master's, first professional, and/or doctorate). Explain how the objectives help the potential student decide if the program is appropriate for him or her.
2. Explain how the institution's advertising and promotional literature, both print and electronic, are in consonance with program objectives.
3. Describe the occupation, occupational field, vocation, profession, or job area for which the program or degree prepares students as referenced in the *Dictionary of Occupational Titles* (DOT – www.occupationalinfo.org) of the U.S. Department of Labor or O*NET OnLine (<http://online.onetcenter.org>), or other similar references.
4. State how the program objectives relate to the kind of education or training offered and identify the expected student learning outcomes in terms of skills, knowledge, licenses, degrees, or other credentials that graduates/completers will attain.
5. Describe how the institution ensures that its program objectives are current and relevant through research and the use of consultants, subject experts, or advisory boards.

6. **Degree Programs:** Provide evidence that the program being offered is in a profession or subject area in which the institution has demonstrated strength, such as the number of alumni accepted by appropriately accredited graduate and professional schools or hired in the profession for subject-related jobs. (C.9.)
7. Provide evidence that its degree programs are recognized and generally accepted by the higher education and/or relevant professional communities. (C.9.)

II. B. Appropriate Program Objectives: *The program objectives must be reasonably attainable through electronically delivered, online, or other methods of distance study. Appropriate objectives include the development of skills, providing job-related training, the imparting of knowledge and information, the training in the application of knowledge and skills, and the development of desirable habits and attitudes. Evaluation of the program is based on the announced objectives and the success with which students achieve the objectives.*

1. Describe the process by which the program objectives are determined and revised, and identify relevant communities of interest that play a role (e.g., Advisory Committees, employer groups, etc.).
2. Describe how program objectives are appropriate for the subjects/degrees taught and explain how the objectives include the development of skills, providing job-related training, the imparting of knowledge and information, the training in the application of knowledge and skills, and the development of desirable habits and attitudes.
3. Explain how program objectives for each program or degree relate to the employment needs of prospective students and the requirements of employers who might hire them.
4. Describe how program objectives are attainable through the distance study method.
5. Explain how the data from the evaluation of objectives are used for quality control and improvement of programs and educational services.
6. Explain how the evaluation of the program is based on the announced objectives and the success with which students achieve those objectives.
7. Describe how program objectives are comparable to those program objectives offered in traditional and/or resident institutions or other appropriately accredited institutions. ¹Accrediting agency is recognized by the Council for Higher Education Accreditation (CHEA) and/or the U.S. Department of Education.
8. For combination distance study/resident programs, describe how the predominant form of instruction is distance study.
9. For combination distance study/resident programs, describe the extent to which residential and/or external independent study is/are used to supplement the overall distance study method.
10. **Degree Programs:** Explain how the institution is meeting all the requirements in C.9. Policy on Degree Programs, Program Objectives.

II. C. Comprehensive Curriculum (“Curriculum” is the program of instruction): *The curriculum is sufficiently comprehensive for students to achieve the stated program objectives, and its content is supported by sound*

research and practice. An institution has policies and procedures for determining credit hours as defined in C.9. Policy on Degree Programs and/or clock hours it awards for its courses and/or programs. (8/11)

1. Describe how curriculum development is guided by a plan that is usually implemented by a team that includes members with expertise in curriculum development, subject matter/content, instructional design, editing, media applications (if appropriate), and distance study. Provide a copy of your course development manual in **EXHIBIT 7**.
2. Explain how the subject matter/content of the curriculum being developed is supported by sound research and practice (what learning principles are used?)
3. Describe the ways in which the program instructors/faculty and administrators have determined that the curriculum/curricula is sufficiently comprehensive for students to achieve the stated program objectives.
4. **Non-degree granting institutions:** Explain and document in **EXHIBIT 8** the policy and procedures for determining the number of clock hours assigned to each program. Provide a copy of the institution's policy for determining clock hours. Provide documentation of the institution's evaluation and verification of students' work in establishing the appropriate clock hours.

Degree Program(s)

5. Explain and document how each degree program is clearly at its specific postsecondary level (i.e., associate, bachelor's, master's, first professional or doctorate) by comparing curricula from other appropriately accredited institutions in **EXHIBIT 9** (see sample on page 46). When making the comparison, include the following information for each institution, including your own; program objectives, number of credits required, core courses and electives, general education courses required, and course descriptions.
6. Explain how the institution's policy and procedures for determining credits hour meets DETC's requirements as stated in C.23. Policy on Credit Hour. Provide a copy of the institution's credit hour policy in **EXHIBIT 8**. Also explain and provide documentation justifying that the amount of academic credit assigned to each course and degree program is appropriate and accurate. Describe what formulas, procedures, and internal audits of degree credit assignments are conducted.
7. Identify and describe the analytical, communicative, and quantitative skills which graduates from each degree program are required to achieve.
8. Explain how the institution is meeting the requirements in C.9. Policy on Degree Programs, Standard II., Curriculum.
9. Explain how the institution is meeting the requirements in C.9. Policy on Degree Programs, Standard II., Degree Requirements.

II. D. Up-to-Date Curriculum ("curriculum" is the program of instruction): *The curriculum/curricula reflect(s) current knowledge and practice. Effective procedures are used continuously to keep it/them up-to-date. Internal course/program reviews are conducted on a periodic basis.*

1. Explain the **procedures** for assuring that the curriculum/curricula reflect current knowledge and practice appropriate to the subject matter.

2. Explain what *procedures* are in place to keep the program curriculum current. Provide the schedule used to initiate these procedures.
3. Document that internal course/program reviews are conducted on a periodic basis and provide a sample of the last course/program review in **EXHIBIT 10**.

II. E. Comprehensive and Up-to-Date Instructional Materials (“instructional materials” are the components that make up the curriculum or program of instruction): *Instructional materials are sufficiently comprehensive to enable students to achieve the announced program objectives. The instructional materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.*

1. Describe the ways in which the program instructors/faculty and administrators determine that instructional materials are sufficiently comprehensive and have sufficient depth and breadth to meet program objectives.
2. Explain how the instructional materials prepare students to meet any employment opportunities and/or profession stated or implied in the institution’s advertisements, catalogs, websites, and/or program objectives.
3. Describe the schedules and *procedures* for monitoring, reviewing, and revising, if necessary, instructional materials.
4. Describe the procedures for correcting content errors in instructional materials between regularly scheduled reviews and revisions.
5. Describe how instructional materials reflect current knowledge and practice.

II. F. Examinations and Other Assessments: *Examinations and other assessment techniques are adequate evidence of the achievement of the stated learning objectives and outcomes. The institution must publish its academic grading policies, assignment marking system, course extension policy, and information on issuance and completion of incomplete grades, and apply them with fairness and consistency. (8/11 – moved from III.A.)*

1. Describe what types of examinations and other evaluative techniques are used. Provide documentation in **EXHIBIT 11**.
2. Explain how the number and length of examinations are determined.
3. Explain how examinations, assignments, and other evaluation tools measure the achievement and mastery of announced course/program objectives and outcomes.
4. Describe how required assignments and examinations measure the student’s ability to master and apply skills or knowledge that is stated as outcomes for the course/program.
5. Provide the institution’s academic grading policies, assignment marking system, course extension policy, and information on issuance and completion of incomplete grades in **EXHIBIT 12**.
6. Explain the procedures for assuring that grades are applied with fairness and consistency.

Degree Program(s)

7. Describe the *procedures* for proctoring examinations. Explain how the institution is meeting the requirements stated in C.9. Policy on Degree Programs, Standard II., Proctored Examinations. Provide instructions to proctors in **EXHIBIT 13**.
8. Explain how the institution is meeting the requirements in C.9. Policy on Degree Programs, Examinations and Other Assessments.
9. Discuss the *procedures* used to ensure that degree candidates have met all graduation requirements.

II. G. Authorship: *Qualified persons competent in distance study techniques and in their subjects or fields develop the curriculum content and prepare instructional materials.*

1. If commercially produced textbooks are used, provide in a table in **EXHIBIT 14**, a list of titles, authors, publishers, ISBN, and copyright dates/editions. Describe any customization rights accorded the institution by outside publishers. Explain how the instructional material is approved for electronic delivery (if applicable).
2. Describe how qualified people develop the curriculum content and instructional materials.
3. Describe how study guides are prepared for use with standard texts. Provide a sample of a study guide in **EXHIBIT 15**.
4. If outside authors prepare instructional materials specifically for the program (other than textbooks), provide their qualifications for preparing them for distance study.
5. List the outside educational consultants, if any, who have been retained to assist in writing instructional materials, describe their roles, and give their qualifications.
6. Explain how subject matter experts and/or instructors/faculty are involved in writing and revising instructional materials.

II. H. Organization of Instructional Materials: *The organization and presentation of the instructional materials are in accord with sound principles of learning and grounded in sound instructional design principles.*

1. Explain how the organization and presentation of the subject matter/content are in accord with sound principles learning and grounded in instructional design principles.
2. State if students are required to submit every assignment in prescribed sequence in order to graduate and if a minimum grade is required for each assignment (or for each part or segment of the program). Describe any exceptions made to the order in which students may proceed through the program.

II. I. Curriculum Delivery: *Online and/or written instructional materials are appropriately presented. Online materials fit the content and are delivered using readily available, reliable technology. Institutional prepared materials must be keyed to the reading competence of the students in the program and be legibly reproduced.*

1. Describe how online and/or written instructional materials are appropriately presented. Provide samples of typical assignment/lesson pages in **EXHIBIT 16**.

2. For electronically delivered programs, describe how the materials fit the content and are delivered using readily available, reliable technology.
3. Explain how the program uses printed instructional materials to complement its online courses.
4. Describe the *procedures* in place to maintain overall quality of the printing, binding, and packaging process for instructional materials.
5. Explain how institutionally prepared materials are keyed to the reading competence of the students.

II. J. Study Instructions: *Instructions and suggestions on how to study and how to use the instructional materials are made available to assist students to learn effectively and efficiently.*

1. Provide examples of instructions and suggestions to students on how to proceed through the program and to learn effectively.
2. Describe how the institution and/or program give(s) guidance or remediation on learning techniques to students as they proceed through the program.
3. Explain how the students are informed on how to access instructions, chat rooms, bulletin boards, and other appropriate resources for an online program.

II. K. Educational Media and Learning Resources: *Learning resources for faculty and students must be available and appropriate to the level and scope of program offerings. Program designers and/or faculty/instructors make effective use of appropriate teaching aids and learning resources, including educational media and supplemental instructional aids in creating programs and in teaching students. The institution makes effective provisions for students to access learning resources and libraries that are appropriate for the attainment of program learning outcomes.*

1. Describe how learning resources for faculty and students are available and appropriate to the level and scope of the program offerings.
2. Describe how program designers and/or faculty/instructors make effective use of appropriate teaching aids and learning resources, including educational media and supplemental instructional aids in creating programs and in teaching students.

Degree Programs:

3. Describe how the institution makes effective provisions for students to access learning resources and libraries that are appropriate for the attainment of program learning outcomes.
4. Give the name, position, and qualifications of the person(s) who provide or facilitate library services, including media services.
5. Explain how the instructors/faculty and staff of the institution and program systematically and regularly evaluate(s) library services to ensure that they are meeting the needs of its users and contributing to the attainment of institutional and program objectives. Verify how the institution is meeting the requirements in C.9. Policy on Degree Programs, Standard II., Educational Media and Learning Resources.

6. Explain how the faculty and instructional supervisory personnel are involved in the selection of resources.

II. L. Student Privacy, Integrity and Identity: *The institution has clear, specific, published policies related to student privacy, integrity, and academic honesty. The institution has a student identity verification process that ensures that students who earn the credit or completion credentials are the same students who did the course assignments and assessments. (Rev 10/11)*

1. Describe the institution's clear, specific academic policies related to student privacy, integrity and academic honesty.
2. Explain and document where these policies are published.
3. Explain how the policy has been implemented or enforced. Provide examples.
4. Describe the institution's student identity verification process and explain how it ensures that the student who earned the credit or completion document is the same student who completed the course assignments and assessments.

III. EDUCATIONAL SERVICES

Preamble: The institution provides educational services that meet the needs of students, including student inquiries and submissions, individual differences, handling of unsatisfactory student progress, encouragement of students, evaluation of courses/programs by students, appropriate technology, and, if applicable, resident training. (Rev 10/11)

III. A. Student Inquiries and Submissions: *Relevant student inquiries are welcome and are answered promptly and thoroughly. Accurate assessment, correction services, and counseling by instructors/faculty are provided for assignments/lessons and examinations. The institution has a process for maintaining and protecting the confidentiality of student records, e.g., grades, test results, etc. (10/11)*

1. Describe the **process** for handling student inquiries (written, electronic, and oral) related to program content and requirements. Provide samples of responses to students in **EXHIBIT 17**.
2. State the average time (in days or hours) it takes to respond to a student's inquiry concerning program content and requirements.
3. Discuss the **process** for responding to administrative requests and give the average response time to these requests.
4. Describe the **process** for instructors/faculty in receiving, handling, correcting, and assessing assignments/lessons/submissions/examinations and for returning the results to students. Provide examples of student submissions in **EXHIBIT 86**.
5. Describe how instructors/faculty provide counseling and answer student questions. Include what metrics or performance standards are used to measure these tasks.
6. Describe the **process** for maintaining and protecting the confidentiality of student records, e.g., grades, test results, etc. Provide a sample of where the institution publishes its grading policies in **EXHIBIT 19**.

III. B. Individual Differences: *Provisions are made to be responsive and flexible to meet the individual differences of students with diverse backgrounds, prior achievements, employment, and other relevant circumstances. Counseling and guidance are provided, as required, to assist students to satisfy institutional and program requirements, to achieve required program objectives and individual course learning outcomes, and to achieve their educational goals.*

1. Explain what services are available to meet the individual differences of students with diverse backgrounds, prior achievements, employment, and other relevant circumstances.
2. Explain what counseling and guidance services are provided, as required, to assist students to satisfy institutional and program requirements, to achieve required program objectives and individual course learning outcomes, and to achieve their educational goals.
3. Explain what advisory services are available for students having difficulty satisfying program requirements.
4. Explain what advisory services are available for student having difficulty with administrative and logistical issues.

III. C. Handling Unsatisfactory Student Progress: *Students who are unable to make satisfactory progress through the program are encouraged to continue until they either show inability to make satisfactory progress or demonstrate satisfactory progress.*

1. Explain the **process** for handling students who are unable to do satisfactory work and describe the **procedure** for students to resubmit assignments/lessons/projects. Describe how grades are assigned for repeating an assignment/lesson/project.
2. State the institution's policy on student failure of a program and academic dismissal, and where it is published.
3. Provide the number of students dismissed for academic failure in the most recent year and the number of those who were disenrolled for other reasons. Indicate the reason(s) for disenrollment such as non-payment of tuition/fees, failure to submit exams, etc.

III. D. Encouragement of Students: *An active program designed to optimize interaction between the institution and the student is followed to encourage students to start, continue, and finish the program in which they have enrolled, if continuing and finishing are the student's goals.*

1. State the institution's policy and **procedure** for monitoring student progress and for encouraging students to start, continue, and finish the program in which they have enrolled, if continuing and finishing are their goals. Provide samples of motivational commentaries in **EXHIBIT 20** on student assignments/lessons, examinations, and other submissions.
2. Identify who has responsibility for checking the students' records for progress, indicate how frequently the records are checked, and whether an automated tracking system is used.
3. If letters, telephone calls, or electronic media are used to encourage submission of assignments/lessons, provide samples and explain the sequences and scheduling of their use. Provide samples in **EXHIBIT 21**.

4. Explain how efforts to encourage academic progress are separate from efforts for the collection of delinquent tuition or other financial obligations.

III. E. Student Evaluation of Courses: *Opinions of students are systematically sought as one basis for evaluating and improving instructional materials, the delivery of instruction, and educational services.*

1. Describe the ways in which reactions of students are sought as one basis for evaluating and improving instructional materials and educational services.
2. Give examples in **EXHIBIT 22** of the methods students can use to evaluate the availability of content, help, and encouragement to continue studying and to evaluate the quality of instructional materials, their level of difficulty, and the pace of the course.
3. If end-of-course surveys are used, describe how they differ from regular, periodic course evaluation. Provide examples in **EXHIBIT 23**.
4. Provide information on the institution's "revision of course" file and describe how it is used to ensure that instructional materials or information are/is current and accurate. Describe the *process* used to report content errors that might be used in making revisions.

III. F. Appropriate Technology: *The institution uses appropriate and readily accessible technology to optimize interaction between the institution and the learner and enhance instructional and educational services.*

1. Describe and give examples of how the institution uses appropriate and readily accessible technology to optimize interaction between the institution and the learner and enhance instruction and educational services. (When appropriate, provide access and passwords to examiners to view online courses.)
2. Discuss the institution's overall plans in adopting new technology.
3. Identify any equipment or technology that might be used to improve student services and instruction, and explain why such technologies have not been adopted.

III. G. Resident Training: *Resident training or face-to-face learning sessions must supplement the electronically delivered, online, or other distance study method whenever it is necessary to attain the stated institutional and program objectives and intended student learning outcomes. Note: See also the questions in the Appendix C.6. Policy on Combination Distance Study-Resident Program or Training Sites.*

1. List the objectives of the resident portion of the program and describe at what point a student must enter the resident program.
2. State what percentage of the total instruction the resident program constitutes, and list the tuition charged for each portion. State the capacity (in number of students taught per year) of the resident program included with each combination program offered.

IV. STUDENT SUPPORT SERVICES

Preamble: The institution provides support services that include grading policies, accurate student records, guidance and counseling services, and student complaint policies and procedures. The institution maintains essential student records and has a policy and procedures for handling student complaints. (Rev 8/11)

IV. A. Assessment Services: *Student assessment services are guided by published grading policies and a marking system that includes prompt return of accurately, fairly, and consistently graded assessments as well as necessary academic counseling by the instructor/faculty or qualified staff member.*

1. Explain how student assessment services are guided by published grading policies and a marking system that includes prompt return of accurately, fairly, and consistently graded assessments as well as necessary academic counseling by the instructor/faculty or qualified staff member. Provide copies of the grading policies and rubrics in **EXHIBIT 24**.
2. Describe how the instructor/faculty or qualified staff member scores, corrects, and grades submitted assignments/lessons/projects and examinations. Provide samples in **EXHIBIT 25**.
3. Explain what controls are in place to ensure the accuracy, fairness, and consistency of scoring, correction, grading, and other assessment services.
4. Explain what provisions exist for safeguarding examination answers, including those delivered online.
5. Describe methods used for submission of assignments/lessons/projects and examinations (i.e., tele-test, exam scan cards, e-mail, online auto-grading, etc.) and state how long (in days or hours) it takes to return graded examinations, assignments/lessons/projects, etc. to students.
6. Describe the institution's system for controlling the distribution, receipt, and tracking of examinations and ensuring the prompt return of the results to the student.
7. Describe the type of assistance provided to students who fail to complete assignments/lessons/projects/examinations successfully and in a timely manner.
8. Explain how students' questions on assignments/lessons/projects/examinations are referred to instructors/faculty or staff members qualified in the subject or field for review and comments.

Degree Programs:

9. Describe how students are informed of their academic progress and standing in the program on an ongoing basis.
10. Discuss the *procedures* used to ensure that degree candidates have met all graduation requirements.
11. Describe how the institution provides students with opportunities to achieve the stated learning outcomes in manners other than face-to-face communication with a student's faculty advisor or major professor. As stated in C.9. Standard IV., such opportunities may include telephonic discussions, seminars, professional meetings, library resources including virtual library services, and online bulletin boards/chat rooms for communications with fellow students and faculty.

12. Describe how the institution provides training and support to both students and faculty in the use of that technology. (C.9.) Document in **EXHIBIT 26**.
13. **Advanced Degrees:** Describe how the appropriate support staff is available that is experienced in serving and/or has been trained to serve First Professional and Professional Doctoral degree program. (C.9.)
14. For students in Professional Doctoral programs, describe how a dissertation or project manual is provided. Explain how it contains guidelines that pertain to the preparation for and writing of the dissertation, for conducting a project, and for reporting of results. In addition, the program includes a provision for a pattern of scheduled student interactions with faculty and other resource persons throughout the program. (C.9.)

IV. B. Student Records: *Essential, accurate student records are adequately and securely maintained and readily accessible.*

1. State what formal academic records are maintained and for how long on students and graduates. Provide samples of these records in **EXHIBIT 27**.
2. Describe how the institution keeps a record of receipt, grading, recordings of the results, and return of examinations. Provide samples of relevant records in **EXHIBIT 28**.
3. Describe what **procedures** and computer systems are used for the security, maintenance, and protection of student records, and explain how they are readily accessible to authorized staff.
4. Describe transcript services, and attach a sample of a transcript (with student name deleted) in **EXHIBIT 29**.
5. Provide samples in **EXHIBIT 30** of completion certificates, diplomas, or degrees awarded, and explain under what authority (e.g., board, charter, state authority, trade association, etc.) each one is issued.
6. **Degree Programs:** Explain the policies and procedures the institution has for keeping records on students' academic progress (achievement of course and program learning objectives and outcomes, examination results, etc.). Verify that the policies and procedures are maintained in accordance with applicable professional requirements and state laws. (C.9.)

IV. C. Student Support Services: *The institution provides support services relevant to the students enrolled, such as financial aid guidance, counseling services, employment assistance and/or alumni services. (10/11)*

1. Describe how the institution provides support services relevant to the students enrolled, such as financial aid guidance, counseling services, employment assistance and/or alumni services.
2. For programs that are vocationally oriented, submit information on the number of alumni working in occupations related to the training they received.

Degree Programs:

3. Describe in detail the services for alumni, such as alumni newsletters, honor societies, associations, clubs, user groups, etc. Provide samples in **EXHIBIT 31**.

4. Submit any other information available on the number of school alumni working in occupations related to the training provided. Document any employment in alumni services must be offered as claimed.
5. Describe how appropriate academic counseling services are available upon request.
6. If the institution offers first professional or professional doctoral programs, explain how it is meeting the requirements stated in C.9. Policy on Degree Programs, Program Administration.

IV. D. Student Complaints: *The institution has policies and procedures for the purposes of responding to, addressing, and readdressing, as appropriate, a complaint made by a student (see C.20. Policy on Complaints), including one who has good reason to believe that the institution is not in compliance with DETC standards and policies. (10/11)*

1. Describe the institution's policy and procedure for responding to, addressing, and readdressing, as appropriate, a complaint made by a student. Provide a copy of the policy and summary of complaints in **EXHIBIT 32**.
2. Explain how the institution's complaint policy meets DETC requirements as stated in C.20. Policy on Complaints.
3. Explain how the institution provides students the information on how and where they may file complaints with DETC and other appropriate agencies.
4. Summarize and describe the nature of complaints from students received in the past 3 or 5 years (since your last DETC review), and how the institution has been able to resolve them.

V. STUDENT ACHIEVEMENT AND SATISFACTION

Preamble: The institution verifies/demonstrates student mastery of established learning outcomes, success and satisfaction using valid and reliable assessment techniques that are administered regularly and comprehensively.

V. A. Achievement of Student Learning Outcomes and Benefits: *The institution articulates student learning outcomes has a systematic and ongoing process for assessing student learning, provides documented evidence that show that the results are used to improve programs, curricula, instruction, faculty development, and services, and the results meet appropriate benchmarked standards. (Rev 8/11)*

1. Provide evidence of an institution's formal written plan for regularly conducting student learning outcomes assessment for all programs on an annual basis. Provide a copy of any outcomes assessment guides or plans in **EXHIBIT 33**.
2. Provide data for the institution's outcomes assessments that demonstrate that the institution is fulfilling its stated mission. Also provide specimen copies of any surveys the institution uses as part of its outcomes assessments in **EXHIBIT 34**.
3. Provide evidence that the results from the institution's outcomes assessment meet appropriate benchmarked standards, including DETC's, as described in C.14. Policy on Student Achievement and Satisfaction.

4. For programs for which the institution—or its representatives—have promised specific career or other benefits, give the percentage of students/graduates who have been successful in achieving the promised benefits, and explain how the data were gathered.
5. Provide evidence in **EXHIBIT 35** supporting any advertised employment opportunities that will be available for students/graduates for each program, and provide data and information on the employer acceptance of graduates of the institution’s program(s).
6. Provide tables in **EXHIBIT 36** that describe the different areas assessed and the methods of assessments and when they are used, and the various methods of assessment and how the institution interprets and uses the results. (See Policy C.14.)
7. Provide other data or cross-reference other sections of this SER that demonstrates that the institution delivers to student the intended learning outcomes and benefits.

V. B. Student Satisfaction: *The institution regularly collects evidence that students are satisfied with the instructional and educational services provided.*

1. Provide evidence of students’ ratings of the institution’s instructional and educational services and opinions resulting from any satisfaction surveys. Include summaries of relevant survey results in **EXHIBIT 37**.
2. Describe how the student satisfaction data gathered above are used for quality control and improvement of the program content, instruction, and educational services.
3. For vocational programs, provide evidence and data in **EXHIBIT 38** from the student’s employer and third party surveys and other instruments used to gather opinions on student performance. Include summaries and an analysis of the data.
4. Provide samples in **EXHIBIT 39** of other institutional surveys of students taken during and/or upon completion of individual courses/programs. Describe how survey results have been acted upon for program improvement.
5. Provide in **EXHIBIT 40** the data requested and collected on the three required questions by the institution as instructed in the “Policy on Student Achievement and Satisfaction” in Appendix C.14. in the *DETC Accreditation Handbook*.
6. **Degree Programs:** Describe how the institution has in place an on-going program to assess student achievement with respect to the stated degree program outcomes and must demonstrate how this on-going program has been used to enhance degree offerings and services. (C.9.)

(Note: As part of the institution’s application for accreditation, the Commission surveys 100 students from each division within the institution. The Commission and on-site evaluators will review the student surveys to help determine if the institution meets Standard V.B. The survey results from the Commission will be compared to the institutional-administered surveys to establish the validity of the survey results.)

V. C. Progress Through the Course/Program: The institution documents that students complete their studies at rates that compare favorably¹ to those of similar courses/programs offered by similar DETC-accredited institutions.

¹ “Compare favorably” means each course/program’s completion/graduation rate is within 15 points of the mean for courses/programs at similar DETC institutions. (Also refer to the “C.14. Policy on Student Achievement and Satisfaction.”)

1. Provide data in **EXHIBIT 41** on the institution's completion/graduation rates of each course/program it offers. Instructions on how to do this may be found in the C.14. Policy on Student Achievement and Satisfaction.
2. Describe any follow-up studies done on a continuing basis concerning student course completions and program graduation rates.
3. Describe how these studies have been used to improve completion/graduation rates.
4. **Degree Programs:** Explain how the institution conducts measurement of graduation rates, professional placement, career satisfaction, and other outcome measures on an ongoing basis and the results of these measurements must be readily available to interested parties in the institution's research and data files. (C.9.)

VI. QUALIFICATIONS AND DUTIES OF OWNERS, GOVERNING BOARD MEMBERS, OFFICIALS, ADMINISTRATORS, INSTRUCTORS/FACULTY, AND STAFF, AND REPUTATION OF INSTITUTION

Preamble: The institution has competent and qualified owners, governing board members, officials, administrators, instructors/faculty, and staff. The institution and its owners, governing board members, officials, administrators, instructors/faculty and staff possess sound reputations. The institution encourages professional growth of its faculty and staff, and has a succession plan. (Rev 10/11)

VI. A. Owners, Governing Board Members, Officials, and Administrators: *The Owners, Governing Board Members, officials, and administrators possess appropriate qualifications and experience for their positions and roles and have demonstrated the ability to oversee institutional operations. The governing board members are knowledgeable and experienced in one or more aspects of educational administration, finance, teaching/learning, and distance study. The institution has policies that clearly delineate the duties and responsibilities of governing board members, officials, and administrators. Individuals in leadership and managerial roles are qualified by education and experience. (Rev 10/11)*

1. Give the name, position, and qualifications of the owner(s), governing board members, chief executive officer (CEO), and top institution administrators, and explain how they are qualified to oversee or direct the institution's operations. List their qualifications.
2. Explain how the governing board members are knowledgeable and experienced in one or more aspects of educational administration, finance, teaching/learning, and distance study.
3. Provide the institution's policies that clearly delineate the duties and responsibilities of governing board members, officials, and administrators.
4. Document that individuals in leadership and managerial roles are qualified by education and experience.
5. Explain what experiences the CEO and top administrators have had in distance education administration and methodology and any previous educational administrative positions. Explain how those positions helped prepare them for their current positions.

VI. B. Chief Academic Officer and/or Department Heads: *A qualified² person serves as the chief academic officer or educational director. This person has overall administrative responsibilities for the educational program(s), faculty/instructors, and a policy-making voice in advertising, sales, and collections. In large institutions, qualified department heads or persons with similar titles are delegated educational, editorial, and research responsibilities within departmental subject fields.(rev 10/11)*

² qualifications for degree-granting institutions are described in C.9. Policy on Degree Programs.

1. List the qualifications in **EXHIBIT 42** of the chief academic officer or educational director, and list the previous positions he or she has held that are relevant for this position. Explain how the experiences of these prior positions have contributed to qualifying for this position.
2. Describe how the CAO and/or educational director has overall administrative responsibilities for the educational program(s), faculty/instructors, and a policy-making voice in advertising, sales, and collections.
3. In large institutions, describe how qualified department heads/deans or persons with similar titles are delegated educational, editorial, and research responsibilities within departmental subject fields.
4. **Professional Doctorate Degree Programs:** Explain how the institution has on its full-time staff, prior to enrolling students: (1) a qualified Academic Dean, Department Chair, or Chief Learning Officer specifically for the doctoral degree program; and (2) qualified faculty members representing at least one-fourth of the total proposed degree program course offerings.

VI. C. Instructors/Faculty/Staff: *The institution has a sufficient number of qualified instructors/faculty³ to give individualized instructional service to each student. The institution maintains files containing the resumes and official transcripts of its instructors/faculty. Faculty are carefully screened for appointment, and are properly and continuously trained with respect to institution policies, learner needs, instructional approaches and techniques, and the use of appropriate instructional technology. The institution has clear, consistent procedures to evaluate faculty performance.*

³ qualifications for degree-granting institutions are described in C.9. Policy on Degree Programs.

1. Provide evidence that the institution has a sufficient number of qualified instructors/faculty to give individualized instructional service to each student. Provide the faculty-to-student ratios for each course. Provide resumes in **EXHIBIT 43** (see sample on page 46).
2. Provide in a Table in **EXHIBIT 44** (see sample on page 46) with the names and qualifications of each instructor/faculty member (an academic/educational degree that is at least one higher than the degree awarded by the program in which he/she teaches and/or the appropriate specialized credentials). List the courses taught by each instructor/faculty, the hours they work per week, other professional experiences that qualify him/her for the position, any special training they have received in distance learning, and any activity in research, publishing, and/or involvement with the appropriate professional associations.
3. ~~For each instructor/faculty, indicate in **EXHIBIT 45** the:~~ (same as Exhibit 44)
 - a. ~~Weekly = weekly hours of service rendered~~
 - b. ~~Educ. = extent of formal education~~
 - c. ~~Spec. Trng. = type of special training~~
 - d. ~~Exper. = experience qualifying him or her for the position~~
 - e. ~~Active = activity in trade and professional associations, unions, and professional writing~~

4. Explain how the institution maintains files containing the individual credentials of instructors/faculty and how the institution validates individual resumes and transcripts. As a minimum, the institution must have an original transcript in its files for the person's highest level degree earned.
5. Describe how faculty are carefully screened for appointment, and are properly and continuously trained with respect to institution policies, learner needs, distance learning andragogy, instructional approaches and techniques, and the use of appropriate instructional technology. Attach the stated policies and criteria in **EXHIBIT 46** for instructor/faculty employment.
6. Demonstrate that the institution has clear, consistent procedures to evaluate faculty performance. Provide sample evaluations in **EXHIBIT 47**.
7. Provide copies of policy manuals or faculty handbook in **EXHIBIT 48** that have been prepared for the guidance of instructional personnel. Explain any training programs provided the faculty/instructors.
8. If outside instructors/faculty, consultants, technical advisors, researchers, subject matter specialists, or other such individuals are used, explain the criteria for hiring them, identify who supervises them, and how they are supervised.
9. Explain how instructors/faculty assists in developing and updating instructional materials, especially course content, and how instructors/faculty are used in the distance study portion of the course, i.e., in assignment/lesson and exam grading, telephone consultation with students, academic counseling, online instruction, course revision, development of study guides, etc.
10. Describe the contractual arrangements with the above individuals/groups, amount and type of service rendered by each one, and the method of compensation used for each one. Provide samples of contracts for such individuals/groups in **EXHIBIT 49**.
11. Describe the institution's organizational guides for instructors/faculty and any tuition assistance and development programs for faculty.
12. Describe any professional development plan for the instructors and faculty.
13. Provide data on instructor/faculty turnover for the last three years and explain why this turnover occurred.

Degree Programs:

14. Provide evidence that each faculty member possesses an academic/educational degree that is one higher than the degree awarded by the program in which he/she teaches. In judging competence of faculty, consideration shall be given to the academic preparation and experience of each instructor and the faculty's comparability to faculty of other appropriately accredited resident institutions. (C.9.)
15. Explain how the institution is meeting the requirement in C.9. Policy on Degree Programs, Standard VI: Qualifications of Instructors/Faculty.
16. Explain any exceptions that were made and documented for professionals whose experience and reputation qualified them for appointment as part-time or adjunct faculty members.

17. Describe the policies and procedures for preventing and/or resolving complaints against faculty and state where they are published and made available to all students. (C.9.)

VI. D. Reputation of Institution, Owners, Governing Board, Officials, and Administrators: *The institution and its owners, governing board members, officials, and administrators possess sound reputations and possess a record of integrity and ethical conduct in their professional activities, business operations, and relations. (Rev 10/11)*

- 1 Explain how the institution and its owners, governing board members, officials, and administrators possess a sound reputation and shows a record of integrity and ethical conduct in their professional activities, business operations, and relations. Has any individual above ever been debarred by federal or state authorities from participating in any funding programs?
- 2 State how the institution is free from any association with activity that could damage the standing of the accrediting process, such as illegal actions, unethical conduct, or abuse of consumers.

VI. E. Professional Growth: *An institution demonstrates its interest in improving instruction through upgrading faculty and staff. Faculty and staff are encouraged to become members of professional organizations, to review and apply relevant research, to pursue continuing education or training in their respective fields, and to enhance their skills in developing and using electronically delivered, online, or other forms of distance study.*

1. Identify professional organizations with which the instructors/faculty and staff are affiliated, and explain their involvement with each.
2. List the names of instructors/faculty and staff and the relevant professional meetings they have attended during the past two years.
3. Explain how the staff is active in DETC activities. List any meetings attended, courses completed, etc.
4. State what training and self-development efforts are sponsored or are encouraged by institution's management for the professional development of instructors/faculty and staff.
5. Describe any in-house training programs for instructors/faculty and staff.

VI. F. Succession Plan: *The institution has a written plan that outlines the process by which the leadership and management succession would be approached and realized. Identify specific people, committees, or boards that would be responsible to carry on with the operation of the institution. The plan should be reviewed and revised on an annual basis. (Rev 8/11) (moved from XII.C.)*

1. Provide a copy of the management's plan for succession in **EXHIBIT 50**. Outline the process by which the leadership and management succession would be executed.
2. Identify specific people, committees, or boards that would be responsible to carry on with the operation of the institution.
3. Explain how the plan is reviewed and revised on an annual basis.

VII. ADMISSION PRACTICES AND ENROLLMENT AGREEMENTS

Preamble: The institution's admission practices and enrollment agreements conform to DETC Business Standards and C.9. Policy on Degree Programs.

VII. A. Admission Practices: *The admissions policies, requirements, and practices of the institution fully conform to DETC Business Standard II.B. and C.9. Policy on Degree Programs.*

1. Provide the institution and program admission requirements. Explain and document how the institution discloses in writing the scope and nature of its courses/programs, and its educational and training objectives, and how the institution protects student privacy.
2. Document where the institution states that it does not discriminate in its admissions because of race, sex, color, creed, age, religion, or national origin in admitting students.
3. Explain the *process* for establishing the program admissions policies. Explain how the institution establishes the qualifications that an applicant must possess to successfully assimilate the educational materials.
4. Describe how the institution takes reasonable measures to assure that the student has no physical limitation that will prevent success in the program contemplated. Such measures may be: 1) the publication of a clear description of physical handicaps or disabilities which could prevent successful completion; 2) the inclusion of an appropriate question or questions on the admission application which will alert the institution to a potential problem and which would trigger further action by the institution; and 3) the requirement of a doctor's statement in questionable cases. (C.9.)
5. Describe any evidence that shows that students who meet the minimum admission standards can achieve the announced objectives of the course/program. Explain how the institution determines with reasonable certainty, prior to acceptance of the applicant, that the applicant has been informed of and has proper qualifications to enroll in the course/program.
6. Explain the institution's policy on admitting students still in high school or students within compulsory school age, and document how the institution obtains permission from the appropriate, responsible parties that pursuit of the course/program will not be detrimental to any compulsory schooling.
7. Document how the institution makes certain that the applicant was informed that he/she had been accepted into the program and that the official transcripts or required documentation must be received by the institution within one enrollment period not to exceed 12 semester credits, or the student will not be accepted into the program.
8. Explain what controls ensure that the admissions policy, requirements, and practices are consistently and uniformly applied. If the institution enrolls a person *not* meeting established qualifications for admission, explain and document how it is keeping a record showing the reasons for acceptance of that person.
9. If a specific education level is required for institutional and/or program admission, explain how it is determined, if any exceptions are made, and the basis for these exceptions.
10. Describe how educational requirements for admission are documented (e.g., diploma or transcript).

11. Describe any policies and **procedures** used in evaluating previous education obtained through school enrollment.
12. Describe any policies and **procedures** that permit students to receive credit for prior non-school learning. Provide a copy of the policy(ies) and procedure(s).
13. Identify the position of the person who makes acceptance decisions, including those in marginal cases, and explain the criteria used in making these decisions.
14. Identify the principal reasons why students are denied admission by the institution or program.
15. Explain the policies and **procedures** for informing prospective students of any requirements for governmental or other licensing, certification, or registration procedures, which apply directly or indirectly to the particular areas served by the institution's programs.
16. Explain the **procedure** for students being admitted and registering online. Describe what documentation the institution requires for online enrollment.
17. Explain if the institution provides incentives for making referrals. Document that any incentive does not exceed a nominal value (no greater than \$100 per year). (6/11)

Degree Program(s)

18. Describe the admissions policies, **procedures**, requirements, and prerequisites.
19. Describe how the institution meets the requirements stated in C.9. Policy on Degree Programs, Standard VII: Admission Practices, including exceptional cases.
20. Describe how the institution's admissions standards and process require that applicant students whose first language is not English (per C.9. Policy on Degree Programs, under Standard VII: Admission Practices). Explain how students must pass the TOEFL test with the minimum TOEFL scores for degree programs that are offered in English OR any of the other options as detailed in Policy C.9. Show how admissions records for degree program applicants' accommodate the recording of the applicant's TOEFL score or other scores.
21. Describe how any non-U.S. institution transcripts of degree seeking applicants that are not presented in English are either evaluated by (a) an appropriate, competent third party service; or (2) are translated into English by a trained, qualified transcript evaluator fluent in the original language on the transcript. In either case, the evaluator or the service must have expertise in the educational practices of the country of origin. They must include an English translation, along with the original transcript. Both documents must be on file at the institution.
22. State the institution's policies for transfer credits and explain how they are validated. Verify that the institution is meeting the requirements in C.9. Standards VII. Admission Practices, Maximum Allowable Transfer Credit and Transfer Credit Policies.
23. Give the number of students in the last calendar/fiscal year who were awarded transfer credit into your institution and the average number of credits awarded.

24. State the institution’s policies and describe the validating *procedures* for credit for experiential learning and other non-school prior learning. Verify that it is meeting the requirements in C.9. Policy on Degree Programs, Standard VII: Admission Practices, Experiential Equivalent Credit.
25. Explain how the person who evaluates academic transcripts or portfolios of experiential learning are properly qualified and trained for his/her assignments.
26. Give the number of students in the last calendar/fiscal year who were awarded credit for experiential learning and other non-school prior learning and the average number of credits awarded.

VII. B. Enrollment Agreements (Contracts): *The written enrollment agreement and/or other written enrollment documents specify clearly the nature and scope of the course or program, the services and obligations of the institution, and the responsibilities, obligations, financial and otherwise, of the student. Any changes in tuition, fees, and course or program policies and procedures must be made applicable to all future enrollees, not those currently enrolled. The institution must use a written enrollment agreement/contract that conforms to the provisions of DETC Business Standards II. A. and II. B. Students must be given copies of these written agreements/contracts and/or other written documents.*

1. Provide sample copies of enrollment agreements/contracts in **EXHIBIT 51** and show where the cancellation and refund policy is printed.
2. Submit copies of any affirmation forms, telephone verification scripts, or other forms used to process student applications, enrollment agreements, or contracts in **EXHIBIT 52**.
3. Describe the *procedures* for transmitting a copy of an enrollment agreement or contract to a student and for handling any down payment.
4. Describe how sales representatives or recruiting personnel handle any registration or tuition receipts, and describe *procedures* used to monitor such practices.
5. For online enrollments, describe how prospective students are presented the policy prior to submitting their application.
6. Describe how the shipping and handling charges are shown on the enrollment agreement or contract if separately charged.
7. Provide evidence that the institution is meeting Business Standards II.A. Provide the person(s) name who is responsible for ensuring compliance and reference any appropriate Exhibits:
 - *The institution ensures that each applicant is fully informed of the rights, responsibilities, and obligations of both the student and the institution listed in enrollment agreement before it is signed by the applicant. (6/11)*
 - The enrollment agreement is written in the same language as the language of the promotional presentation.
 - The institution provides the student with ready access to and a copy of the institution’s tuition refund policy. It also determines with reasonable certainty that the student has been informed of the policy prior to enrolling.

- The terms of the refund policy are clearly disclosed in the institution’s enrollment agreement, catalog, and website.
 - If a termination date is used on contracts, the date is, at a minimum, one and one half the projected time to complete the course(s) or the projected completion time plus 12 months, whichever is less.
 - *The enrollment agreement is signed by the student and accepted by the institution. A copy of the accepted enrollment agreement is made available to the student within 10 days of acceptance and maintained as part of the student’s record. (6/11)*
8. **Degree Programs:** Explain how the institution provides a clear statement concerning tuition and fee payments and the schedule for paying them must be included on the enrollment and admission forms. The statement also includes the projected maximum cost of the program where a student continues to the statute of limitations at the current tuition rate, but allows for acceptable tuition increases. (C.9.)
9. **First Professional/Professional Doctoral Degrees:** The enrollment form or agreement is unique for the First Professional degree program OR the Professional Doctoral Degree program. It includes a clear statement concerning tuition and fee payments and the applicable refund policy, and the schedule for paying them must be included on the enrollment and/or admission forms. (C.9.)

VIII. ADVERTISING, PROMOTIONAL LITERATURE, AND RECRUITMENT PERSONNEL

Preamble: The institution advertises its programs truthfully and has adequate control of its sales or recruiting personnel

VIII. A. Advertising and Promotion: All advertising, promotional, and recruitment activities of the institution fully conform to DETC Business Standard I.A. and B. and to this accreditation standard.

1. Describe the advertising and promotion programs of the institution, and explain who is responsible for the philosophy and techniques used in the preparation of these programs.
2. Provide evidence that the institution is meeting Business Standards I.A. and I.B. Provide the person(s) name who is responsible for ensuring compliance and reference any appropriate Exhibits:

Business Standards I.A.

- All advertisements, website copy or promotional literature with respect to the institution, its personnel, its courses and services, or the occupational opportunities for its graduates are accurate, clear, and readily accessible to the public and clearly indicate that training or education is being offered at a distance.
- The institution’s name and street address must appear in catalogs, enrollment agreements, published promotional literature, websites, and official DETC listings (P.O. Box numbers are not considered physical addresses). At a minimum, all advertisements must include the city and state of the institution and/or the institution’s website URL or destination.
- The word “guarantee” is not used in advertisements. The word “free” is not used to describe any item, service, or materials regularly included as part of the institution’s curricula offerings (see III.A).

- Testimonials and endorsements are truthful and current (less than 4 years old, except for those historical in nature). Signed student consent forms are kept on file.
- Advertisements do not imply that employment is being offered and are placed in the appropriate place in media, e.g., under sections identified for education, training, or instruction.
- *Institution's website makes available information on program requirements, course descriptions, tuition and related costs, schedules, course delivery formats, and its catalog, prior to the collection of personal contact information. (Rev 8/11)*
- The institution must disclose in its catalog and on its website information which accurately describes the institution and its programs. At a minimum, the institution must disclose to prospective students, prior to enrollment, the admission policies, description of its programs, grading policies, appropriate technology requirements, statement of all fees and tuition, refund policy, and contact information including hours of operation and holiday schedules. Degree-granting institutions must include items listed in C.9. Policy on Degree Programs.
- Institution discloses on its website, its enrollment forms, and in its catalog that the acceptance for transfer of its academic credits is determined by the receiving institution.
- *The institution routinely provides reliable, current and accurate information to the public on their website on its performance, including student achievement, as determined by the institution. (8/11)*
- The institution does not provide the names of other institutions as triggers for their own sponsored links on Internet search engines.
- Any incentives offered to prospective students to enroll do not exceed a nominal value of \$100.

Business Standards I.B.

- The institution refers to its accredited status as, “Accredited by the Accrediting Commission of the Distance Education and Training Council” “Accredited by the DETC Accrediting Commission,” “*accredited member of DETC*” or “DETC Accredited.” An institution may use the term “accredited programs,” “accredited courses,” and/or “nationally accredited” when referring to its individual programs, courses, and/or institution. *(Rev 10/11)*
- The word “accredited” is not be used in conjunction with certification programs.
- *Courses and programs are approved by DETC before the institution advertises them or enrolls students. (8/11)*
- The institution states its accredited status in its catalog and on its website. DETC’s name, address, and telephone number is published in the institution’s catalog, along with a link to DETC’s website (www.detc.org). *(Rev 10/11)*
- The institution only refers to DETC’s recognition by the U.S. Department of Education as, “The Accrediting Commission of the Distance Education and Training Council is listed by the U.S.

Department of Education as a nationally recognized accrediting agency.”

- The institution only refers to DETC’s recognition by the Council for Higher Education Accreditation as, “The Accrediting Commission of the Distance Education and Training Council is a recognized member of the Council for Higher Education Accreditation.”
- *The institution publicly corrects any misleading or inaccurate information it releases on its accreditation status, contents of reports of the examining committee from accreditation-related visits, and/or actions taken by the Accrediting Commission with respect to the institution. (10/11)*

3. Explain any discounts, premiums, or cash awards made to individuals who refer other prospective students.
4. Provide evidence in **EXHIBIT 53** supporting any advertised employment opportunities that have been or are available for graduates/completers of each program. Demonstrate how advertisements do not imply that employment is being offered and are placed in the appropriate place in media, e.g., under sections identified for education, training, or instruction.
5. If outside advertising agencies are retained, explain how the advertising copy is reviewed and controlled by the institution. Describe procedures in place to ensure that any third party lead providers or referral companies comply with DETC Business Standards.
6. Supply copies in **EXHIBIT 54** of all advertising and promotional literature; telephone, radio, and TV sales scripts; Web site information; and mailing pieces used within the last 12 months to invite inquiries from prospective students or to inform of institutional programs. (These items should also be on display and available for viewing during the on-site visit. Website URLs must also be presented, and if special user I.D. or passwords are required, please provide them for members of the DETC Examining Committee.)
7. Supply copies in **EXHIBIT 55** of all sales letters, printed materials, and catalogs mailed or delivered to individuals on a direct mail basis or in response to inquiries from prospective students. (To ensure conformity with the DETC Business Standards, refer to Appendix A of the *DETC Accreditation Handbook*.)
8. Describe how advertising and promotional budgets are established for any given fiscal period, and tell what percent of the institution’s total operating budget is used for advertising and promotional purposes.
9. **Degree Programs:** State whether the institution’s catalog contains all of the required elements per C.9. Policy on Degree Programs, Standard VIII: Advertising Requirements.
10. Describe how the institution permanently archives its catalogs. (C.9.)
11. Verify that no direct or implied promise is given that it is easy to earn the degree or that it is easy to earn in a short period of time. (C.9.)

VIII. B. Control and Monitoring of Student Recruitment Personnel*: *The institution’s policies and practices in the hiring, training, monitoring, managing, and evaluating of all recruiting or sales personnel fully conform to DETC Business Standard II.C. and to this accreditation standard.*

*(*Any personnel, including employees or contractors, who enroll prospective students (e.g., telemarketers, enrollment advisors, etc.)*

1. Describe the selection criteria and *procedures* used in screening, recruiting, and hiring recruiting personnel.
2. Explain how the institution has full responsibility for the actions, statements, and conduct of its student recruitment personnel, including any required licensures or registrations.
3. Explain and document how the institution adequately trains its student recruitment personnel (including providing them with a sales manual or materials covering applicable procedures, policies and presentations) and provides them with accurate information concerning employment, remuneration, and a signed written agreement. Supply in **EXHIBIT 56** copies of current manuals and letters and bulletins provided for guidance with recruiting. Include copies of all training manuals, scripts, or guidelines used.
4. Describe how the institution maintains appropriate and current records on its student recruitment personnel.
5. Describe how the institution routinely monitors for compliance with standards its student recruitment personnel, including any independent organizations providing prospective applicants names to the institution. (6/11)
6. Describe how recruiting personnel are supervised, monitored, and evaluated. Show evidence that each recruiter clearly understands and takes seriously the “Code of Ethics for Student Recruitment Personnel of the DETC” as stated in the DETC Business Standards, and that copies of the signed “Code of Ethics” are kept in the appropriate files.
7. Describe the selection criteria and the training, supervision, and monitoring process of any other outside agencies or persons (other than the institution’s sales personnel) used to solicit prospective students.
8. Describe any direct mail, telemarketing, or other marketing methods used by recruiting personnel and other outside agencies or persons.
9. If sales recruitment personnel are employed, answer the following:
 - Number of sales personnel;
 - Number that are full-time; i.e., the institution provides the sole source of income;
 - The title used to designate sales personnel; and
 - Average length of service.
10. Provide copies in **EXHIBIT 57** of any studies and/or records of institutional trends in compensation levels, turnover, supervisory ratio, and number of complaints about sales recruitment personnel. Provide a complete description of all the sales recruitment personnel compensation plans used. Provide the percent of turnover for the institution’s sales force for the last two years, and state what the average length of service is for sales recruitment personnel and sales supervisors, if any.
11. Document how student recruitment personnel (including telemarketing staff) comply with applicable federal and state laws, including any industry guides issued by the FTC, and how the institution checks to make certain they do not: (1) use any title that indicates special qualifications for career guidance, counseling, or registration; and (2) place advertisements without the appropriate written authorization from the institution.
12. Explain how the student recruitment personnel’s written agreement with the institution spells out the responsibilities, rights, and provisions of both the institution and the student recruitment personnel. Supply copies of sample written agreements/contracts with student recruitment personnel in **EXHIBIT 58**.

13. Describe the policies and *procedures* used to license and bond student recruitment personnel in the various states.
14. Explain how student recruitment personnel are informed of and kept up-to-date on changing relevant federal and state laws.
15. If recruitment supervisors are used, report the number of such supervisors, criteria used to select and evaluate them, and the number of persons whom they supervise.
16. If the sales organization is large, describe what policies and *procedures* are used to ensure the ethical conduct of sales recruitment personnel and sales supervisors, if any.
17. If the institution has a sales organization, give the following information for each office in the sales organization:
 - a. Name of office
 - b. Address of office
 - c. Name of supervisor
 - d. Dates of employment
 - e. Amount of salary or compensation
 - f. Added incentives
 - g. Territory covered
 - h. Number of sales recruitment personnel

IX. FINANCIAL RESPONSIBILITY

Preamble: The institution can document that it is financially responsible and can meet its obligations to students. It can document two years' of continuous, sound and ethical operations. It has qualified and capable persons controlling its financial matters. The institution can demonstrate that it will continue to operate as a going concern for the benefit of students, is not exposed to undue risk, and is capable of producing accurate and timely financial information. It can prove that its name is reputable and free of taint.

- IX. A. Financial Practices:** *The institution shows, by complete, comparative financial statements covering its two most recent fiscal years, that it is financially responsible and that it can meet its financial obligations to provide quality instruction and service to its students. (Financial statements must be prepared "in conformity with generally accepted accounting principles.") The institution has budgeting processes that demonstrate the current and future budgets are sufficient to allow the institution to accomplish its mission and goals. (Rev 10/11)*
1. Submit copies in **EXHIBIT 59** of the institution's, or in the case of corporate-owned institutions the parent's, **comparative** annual financial statements for the last two fiscal years, including a Balance Sheet, Income Statement, Statement of Cash Flow, and Explanatory Notes. Financial statements must be prepared "in conformity with generally accepted accounting principles." This includes the use of the accrual method of accounting. (See the "Policy Financial Statement" in C.10. Policy on Financial Statements in the *DETC Accreditation Handbook*.) If the parent's financial statements do not include operating statements for the institution itself, separate institution statements should also be included.
 2. Submit a copy of the "Letter of Financial Statement Validation" in **EXHIBIT 60** per C.10. Policy on Financial Statements.
 3. Submit a copy of the Teach-Out Commitment in **EXHIBIT 61** using the appropriate form in Appendix E in the *DETC Accreditation Handbook* (3 or 4) completed and signed by the ultimate owner or corporate entity accepting all obligations for the fulfillment of agreements made with students.

4. Describe the budget-making process used by the institution and document how budgets are sufficient to allow the institution to accomplish its mission and goals successfully.
5. Describe how current assets are sufficient to meet the current liabilities, and describe any cost control/analysis systems used. Demonstrate that there are sufficient current assets to handle a teach-out of students?
6. State if the institution or any corporate owners ever declared bankruptcy. If the institution is a small corporation (less than \$10 million), sole proprietorship, or partnership, then the institution must state if the individual owners, officers, directors, or governing board members have ever declared bankruptcy for any educational institution or business in which they were a principal.
7. Describe what reserves are kept for honoring future service obligations, bad debts, and refunds.
8. Explain how the accounts payable (numbers, amounts, and age) reflect sound financial responsibility and management.
9. Describe how inventories of instructional materials for programs are adequate for current and future servicing requirements.
10. Describe the extent and allocation of insurance coverage. Explain if there have been any significant claims made in the past 3 to 5 years.
11. For an institution with resident training program(s), explain what liability coverage is available for students at resident training sites.

IX. B. Financial Management: *Individuals who oversee the fiscal and budgeting processes are qualified by education and experience. The institution must have adequate administrative staff for effectively operating, and at least one person who is qualified and able to prepare accurate financial reports in a timely manner. Internal auditing trails and controls are in place to ensure finances are properly managed, monitored, and protected. Adequate safeguards are in place to prevent unauthorized access to online and on-site financial information. (Rev 10/11)*

1. Identify and provide the appropriate qualifications of the person(s) that demonstrate that he/she is qualified by education and experience to prepare accurate financial reports in a timely manner. Explain if these people are bonded if required by state law. List any bonding or insurance retained to insure against fraudulent conduct.
2. Describe the institution's internal audit trails and controls that are in place to ensure finances are properly managed, monitored, and protected.
3. Describe what financial polices and procedure the institution has in place to ensure that its finances and financial data are properly managed, monitored and protected, including the prevention of unauthorized access to online and on-site financial information.

IX. C. Financial Sustainability and Stability: *The institution can demonstrate that it maintains adequate administrative staff and other resources to operate effectively as a going concern and is not exposed to undue or insurmountable risk. Any risk that exists is adequately monitored, manageable, and insured. (Rev 10/11)*

1. Describe how the institution maintains adequate administrative staff and other resources to operate effectively, including the ability to continue to operate in the event of a nature disaster and/or financial calamity.
2. Explain how the institution is not exposed to and is protected from any undue or insurmountable risk.
3. If any risk exists, describe them and explain how it is monitored, managed, and insured against.
4. Describe what safeguards are in place to prevent unauthorized access to online and on-site financial information. Explain what security systems are in place to deter theft, sabotage or other threats.

IX. D. Financial Reporting: *Financial statements are prepared in accordance with DETC Standards and Policies including C.10. Policy on Financial Statements. An independent CPA's audit or review report accompanies these statements, and a written plan is provided that documents how the institution can resolve any challenges or anomalies identified in the CPA's report.*

1. Describe the qualifications and experience of the institution's independent auditing firm.
2. Include copies of the auditor *opinion letters* that accompany the institution's financial statements in **EXHIBIT 62**.
3. Describe any deviations from DETC C.10. Policy on Financial Statements or GAAP principles that the independent auditor felt had to be taken in conducting the institution's audit.
4. For any challenges, anomalies or threats facing the institution and which have been identified by the independent audit firm, describe how the institution is addressing and resolving them, and include the institution's written plan.
5. **Degree Programs:** The institution documents with its financial statements that it has sufficient liquid assets to provide for a staff and faculty of unqualified merit that characterizes a quality-focused degree-awarding college or university. There are adequate funds readily available for attracting superior faculty, in-service training, a high level faculty to learner interactivity, faculty research, continuous improvement of curricula and services. (C.9.)

IX. E. Demonstrated Operations: *In all respects, accredited institutions must document continuous sound and ethical operations, as well as the necessary resources to accommodate demand and to ensure all learners receive a quality educational experience. Applicant institutions must document two continuous years of sound and ethical operation under the present ownership and with the current programs offered as a bona fide electronically delivered, online, or other delivery method of distance study. This documentation shall show that the name being used by the institution is free from any association with activity that could damage the reputation of the DETC accrediting process, such as illegal actions, fraud, unethical conduct, or abuse of consumers. (Rev 10/11)*

1. Document that the institution has had at least two continuous years of experience/operation as a distance study institution under the current ownership and with the current programs. Provide evidence that the institution offers instruction predominately at a distance.

2. Describe how the institution has achieved two years of sound and ethical operation for its most recent operating period. State that the name of institution is free from any association with activity that could damage the standing of the accreditation process.
3. Describe how the institution's inventories of texts, kits, and other instructional materials are maintained, and discuss how inventory levels are kept current.
4. Demonstrate that the institution has the allocation of resources to the advanced degree program does not detract from the other offerings of the institution. (C.9.)

X. TUITION POLICIES, COLLECTION PROCEDURES, AND REFUNDS

Preamble: The institution has fair and equitable tuition, collection, and cancellations/refund policies.

X. A. Tuition Policies (An institution that does not charge tuition need not complete this section.): Tuition policies are in keeping with the provisions of the DETC Business Standards Section III.A.

1. Describe how the following is verified: Institutions must use **Total Course Price** in preparing enrollment agreements, calculating refund amounts and collecting student accounts. **Total course price** includes charges for tuition, registration, educational services and instruction. Total Course Price also includes earned financial charges, and any fees that are charged to all students for required services, such as proctoring, technology access, and library services. Costs expended for normal shipping and handling are not subject to refund (after the expiration of the 5 calendar day cooling-off period).
2. Provide evidence that the institution is meeting Business Standards III.A. Provide the person(s) name who is responsible for ensuring compliance and reference the appropriate Exhibits:
 - The costs expended for optional or special services, such as expedited shipment of materials, experiential portfolio assessment, or other optional services such as dissertation binding, must be disclosed effectively to prospective students and are not subject to refund (after the expiration of the 5 calendar day cooling-off period).
 - High Schools and degree-granting institutions employing an admissions review process may charge a one-time non-refundable fee not to exceed \$75.
 - If the institution requires or permits students to purchase textbooks or other required materials separately, the institution must make *available to the student on its website, catalog, or enrollment agreement "a best effort estimate" of the costs of the textbooks and materials needed for successful completion of course/program. If an institution is participating in Title IV programs, it must disclose accurate course material information, including ISBN and retail prices. The institution's textbook pricing policy for new or used textbooks must be fair to students. (Rev 6/11)*
 - The total course price for any program must be the same for all persons, with the exception of discounts for well-defined groups.
 - Any variation in Total Course Price must be *bona fide*. This applies to scholarships, limited time institution aid grants, discount offers, special prices, or announcements of price increases, all of which must occur during a specified period and must state a specific date of execution or termination. The

Total Course Price may be varied, and special discounts or payment plans be offered, as long as the Total Course Price remains the same for all enrollees during a specific period of time.

— The institution must disclose to students on the enrollment agreement any additional charges to the student associated with verifying student identity.

3. State whether the total program/course price is the same for all students at a given time (except for allowable discounts). Provide samples of discounts used in the last 12 months.
4. State if price discounts have a published termination date.
5. Explain how any aptitude tests and student contests are administered and how the results are used and related to price discounts.
6. Describe any scholarship programs, indicate the sources of funds for them, identify who selects the recipients, and list the criteria used in selection.

X. B. Tuition Collection Procedures: *Tuition collection practices and procedures are fair. They encourage the progress of students and seek to retain their good will. The institution exercises its right to protect its finances through collection practices in keeping with sound and ethical business standards. Such practices take into account the comparable rights and interests of the student. Collection procedures also conform to DETC Business Standard Section III.D.*

1. Describe in detail the policies and **procedures** for the institution's collection of tuition.
2. Supply a complete set of all sample notices and collection letters used by the institution in **EXHIBIT 63**.
3. If outside collection agencies are used, provide the name and address of each agency used, and provide copies of the signed contract(s) with each agency and collection procedures used by it.
4. Provide in **EXHIBIT 64** a sample of the written ethical standards furnished by the institution to any outside collection agencies.
5. Demonstrate that collection notices, letters, forms, and telephone scripts used by collection agencies conform to ethical business practices. Include samples used by each agency in **EXHIBIT 65**.
6. If outside collection agencies are used, state the percentage of accounts that are turned over to such agencies.
7. Explain how the institution monitors each outside agency's adherence to its collection policies and procedures in conformance with DETC Business Standards and these accreditation standards.
8. Explain how collection policies and practices encourage the student to continue with the program of study.

X. C. Tuition Refund Policies: *The institution recognizes that there are legitimate reasons why enrolled students may not be able to complete their programs with benefit to themselves. Accordingly, the institution has a policy for equitable tuition adjustments or refunds in such cases that conform to DETC Business Standards Section III.B. and III. C. Records are maintained on tuition refunds and enrollment cancellations to provide a reference source for management analysis.*

1. Describe the policies and **procedures** used in the settlement of students’ accounts in cases where there are legitimate reasons why the enrolled students may not be able to complete the program with benefit to them. Provide documentation of refunds and how they are calculated in **EXHIBIT 66**. Include a copy of the refund template used.
2. Explain how refunds to students are made within 30 days after date of request and identify where it is stated that a student may cancel “in any manner.”
3. Explain the procedure used by the institution for a student who has paid in full but no longer wants to submit assignments/lessons for grading but wants to receive all of the instructional materials.
4. Describe any institutional or program policies relating to the release of kits to students and the students’ return of equipment, including any tuition payment policies that apply to the kits or equipment. Include examples of how students are informed of these policies.
5. If students are permitted to acquire published textbooks separately, state the policy that applies to this procedure.
6. For the 12-month period covered by enrollments and completions represented in the institution’s profile (Institutional Summary Profile), compile a table in **EXHIBIT 67** listing these statistics for each program/course of study:
 - a. Name of Course/Program = Name of each course or program
 - b. Ref. Req. = Number of students who requested refunds
 - c. Ref. Appr. = Number of refund requests approved by the institution
 - d. Ref. Denied = Number of refund requests denied by the institution
 - e. Days to Appr/Deny = Average number of days to approve or deny refund requests
 - f. Days to Remit = Average number of days to remit refund after request was made
 - g. # of Ref. = Total number of refunds remitted to students

Sample Table for Refunds

Name of Course/Program	Ref. Req.	Ref. Appr.	Ref. Denied	Days to Appr/Deny	Days to Remit	# of Ref.

7. Show the institution’s refund schedule and how refunds are calculated. For example, what would be the refund due a student who had just completed the third assignment/lesson in a 12-assignment/lesson course? What about four assignments/lessons or five or six or none?
8. Refer to the exhibit and highlight where the refund policy is stated on the enrollment agreement/contract.
9. List all legal actions or other formal investigations initiated against the institution by students during the last two years because of refund or other financial issues, and indicate briefly the current status and/or disposition of each. Also list any legal actions initiated against students by the institution.
10. List any local, state, and/or federal government agency (such as the Federal Trade Commission) or consumer agency investigations and/or actions taken against the institution in the past five years. Include complaints received from non-government bodies such as CHEA, Better Business Bureaus, Chambers of Commerce, etc.

11. State if the institution operates under any local, state, or federal government consent decrees and/or orders and/or voluntary assurances of compliance. Describe fully.

XI. FACILITIES, EQUIPMENT, SUPPLIES, AND RECORD PROTECTION

Preamble: The institution has adequate facility, equipment, supplies, and record protection.

XI. A. Facilities, Equipment, and Supplies: *The institution maintains sufficient facilities, equipment, and supplies to achieve its mission and goals and support its programs and future growth. A written plan exists to maintain and upgrade facilities, equipment, and supplies. The plan states the resources that will be budgeted to support its goals. Buildings, workspace, and equipment comply with local fire, building, health, and safety regulations and are adequately equipped to handle the educational program(s) of the institution. (Rev 10/11)*

1. Explain and document how the institution maintains sufficient facilities, equipment, and supplies to achieve its mission and goals and support its programs and future growth.
2. Provide a copy of the institution's written plan to maintain and upgrade facilities, equipment, and supplies, and explain what resources are budgeted to support the plan's goals.
3. Document that the buildings, workspace, and equipment comply with local fire, building, health, and safety regulations and are adequately equipped to handle the educational program(s) of the institution.
4. Provide a basic floor plan in **EXHIBIT 68** indicating the occupant/activity in each area, and explain how workspace is functional, hygienic, safe and satisfactory.
5. Describe any special purpose equipment, first aid equipment, computers, record systems, or other technologies used, and indicate which equipment is owned or leased.
6. Describe any disaster recovery plans developed by the institution.

XI. B. Record Protection: *Institutional financial and administrative records and students' educational records are maintained in a reasonably accessible place and are adequately protected as long as they are likely to be needed. Protection may be by: (1) an active fire suppression system, or (2) passive protection using two-hour rated files or vaults for hard copy files/records, or (3) using off-site back up files for electronic files/records. Other records are maintained in accordance with current educational, administrative, business, and legal practices.*

1. Describe the organization and management of the administrative office(s) responsible for maintaining financial, administrative, and student records. Explain how financial, administrative, and student records are maintained, stored, and retained.
2. Describe how long student educational records are kept and how they are kept legible and accessible. If electronic records are used, explain how the systems are back-up and adequately protected.
3. Describe the type of equipment or other means used to protect financial, administrative, and student records from vandalism, theft, damage, or fire. Describe how paper files are protected in fire-proof filing cabinets or a fire suppression system; and how the electronic files are back up off-site.

XII. RESEARCH AND SELF-IMPROVEMENT

Preamble: The institution conducts continuous planning, evaluation, research, and self-improvement studies and appropriately applies their results.

XII. A. Planning and Evaluation: *An accredited institution has a written plan that is designed to identify internal and external trends and patterns, optimize opportunities, address challenges, reflect on achievements, and maintain quality. The planning enables the institution to improve services to students, ensure the professional growth of its instructors/faculty and staff, and provide for the long-term quality and growth of the institution. The institution collects and analyzes data on a systematic, consistent basis to monitor the status and effectiveness of the plan and evaluates its full range of services.(Rev 8/11)*

1. Describe how the institution has a written plan that is designed to identify internal and external trends and patterns, optimize opportunities, address challenges, reflect on achievements, and maintain quality. Provide a copy of the institution's written plan in **EXHIBIT 69**.
2. Explain how the planning enables the institution to improve services to students, ensure the professional growth of its instructors/faculty and staff, and provide for the long-term quality and growth of the institution.
3. Describe how the institution collects and analyzes data on a systematic, consistent basis to monitor the status and effectiveness of the plan and evaluates its full range of services. In particular discuss how results of the institution's outcomes assessments have been incorporated into the plans for self-improvement.
4. Explain how the institutional improvement plans the institution has or will undertake for its long-term development, improvement, or expansion of its curriculum and services for its students, instructors/faculty, and staff.
5. Explain how the plan contributes to improving institutional quality and provides adequate and realistic growth of the institution and the personnel needed to support the growth, as well as the finances needed.
6. Identify and briefly describe the major strengths and weaknesses of the institution.
7. As candidly as possible, describe the significant challenges currently facing the institution. State how the process of DETC self-evaluation has helped to clarify/identify these challenges as well as other major issues or problems. Describe what plans have been developed to meet these challenges and solve these problems and the process(es) for implementing solutions.
8. List, in order of importance, those activities or innovations undertaken in the past five years/most recent strategic planning cycle considered particularly worthy of notice by the Examining Committee.
9. State what institutional problems, actions, or policies should be emphasized to the Examining Committee as examples of significant institutional achievements in quality distance study.
10. Discuss the ways in which the institution has contributed to the overall advancement and enhancement of the field of distance study in the past five years.

XII. B. Research and Self-Improvement: *An accredited institution shows evidence of continuous progress and self-initiated efforts to improve operations and educational offerings and services. Sound research procedures and techniques are used to measure how effectively the stated institutional mission, goals, and objectives are being met.*

1. Identify who is responsible for conducting and/or overseeing research activities.
2. If appropriate for the institution, identify what basic/scholarly/pure research studies have been done or are being done by instructors/faculty and staff and explain the benefits or intended benefits for the researchers' fields of study and/or the institution.
3. Describe any systematic research, evaluation, and quality controls carried on for institutional improvement.
4. Explain how the institution evaluates its programs and services.
5. Describe any analytical studies in terms of their characteristics, background, progress, etc.
6. Submit any other material or data giving evidence of present efforts to extend and/or improve the institution.
7. **Degree Programs:** Explain how the institution demonstrates improvement and upgrading by membership and active participation in professional associations; application of recent research results in both the academic and clinical/practical portions of the program; and continuing study and practical experience in the profession, related subject areas, adult education, and distance education.

Share any comments on the process of self-evaluation or accreditation the institution would care to offer, and list any suggestions for improvement of the process. Also, list any additional questions for the "Guide to Self-Evaluation Report" that would help present the merits of the institution, and list/identify those questions that could be modified or deleted in the "Guide."

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Revised November 2011

Sample for Course Data for EXHIBIT 4

Title	1 st Enroll	Lst. Revised	New Stu.	Act. Stu.	Graded	Hrs/ Credit	Max. to Comp	Comp. Doc/Crs	Price
Accountin	Oct	2002	250	300	4	135	3 mos.	3	\$350*

Legend to Table with Course Data (EXHIBIT 4)

Title = title of course.

1st Enroll = date (month, year) first student enrolled.

Lst. Revised = date course was last revised.

New Stu. = number of new students enrolled in the last full calendar/fiscal year.

Act. Stu. = number of students presently actively studying.

Graded = number of school-evaluated assignments, lessons, or examinations per course.

C Hrs. = total hours or credit hours typical enrollee must spend to complete the course. Explain in a footnote the method used to determine hours.

Max. to Comp. = maximum number of months students are allowed for completing the course.

Comp. Doc./Crs. = type of completion documents (e.g., diploma, certificate) or credits awarded. Typically, 1 credit equals 45 hours.

Price = total course price (tuition, fees, books, equipment, etc.). Indicate if books are included in the price.

***Price does not include books.**

Please total #new students and #active students' columns.

SAMPLE TABLE FOR EXHIBIT 5

- Title = Title of degree program.
- Credits = Number of credits required to earn the degree.
- Gen. Ed. = Number of General Education credits required for degree.
- Avg. Yrs. = Average number of years it takes to complete the degree.
- Date 1st enroll = Date the 1st student was enrolled in the degree program.
- Deg. Awd = Number of degrees awarded since the beginning of program.
- # Enroll = Number of students enrolled in the program since it began.
- # Act. = Number of students actively studying.
- Price = Cost of the full degree program.

Sample of Table for Degree Programs

Title	Credits	Gen. Ed.	Avg. Yrs.	Date 1 st enroll	Deg. Awd	# Enroll	# Act.	Price
Bachelor of Science in Computer Technology	126	60	6	1986	2,526	5,000	450	\$18,000
TOTAL	<i>Please total # Enroll & # Active Students</i>							

Legend:

- Title = Title of degree program
- Credits = Number of credits required to earn the degree
- Gen. Ed. = General Education credits required to complete the degree
- Avg. Yrs. = Average number of years it takes to complete the degree
- Date 1st enroll = Date the 1st student was enrolled in the degree program
- Deg. Awd = Number of degrees awarded since beginning of program
- # Enroll = Number of students enrolled in the program since it began
- # Act. = Number of students actively studying
- Price = Price for the full degree program

SAMPLE EXHIBIT 9

Associate of Science in Computer Technology

	Your Institution	ACT Institute (DETC)	EXY University (Nationally)	University of State (Regional)	University of ZXY (Regional)
Program Objectives	Describe your program here				
Number of Credits for degree	60	60	62	60	60
Core Courses	36				
General Education	15				
Electives	9				
Course titles:					
-Information systems Mgt	Required		Required		Required
-Info Systems Analysis and Design	Required	Required	Required		
Etc.					

Sample of Qualifications of Faculty/Instructors (Exhibit 44)

Instructor/ faculty Name	Formal Education (institution & earned degrees)	Justification for any exceptions made for lack of required degree	Courses Taught	Weekly hours	Other Professional Experience Qualifying him/her for position	Special training in distance learning	Activity in research, publishing or professional associations
Mr. John Doe	B.S. in Business Administration, Boston University M.B.A., University of Maryland		BAM 105 – Intro to Business BAM 110 – Intro to Accounting BAM 223 – Principles of Economics	32 (PT)	President of CPA firm	Certificate in Online Teaching and Learning, University of Wisconsin- Extension	Published book, <i>The Organizational Mind and DE</i>
Dr. Mary Smith	B.A. in Psychology, University of Maine M.A. Sociology, Michigan State University Ph.D.		PSY 102 Intro to PSY PSY 150 Health PSY	40 (F)	Adjunct Professor, University of Toronto		

**Sample of Table for Courses and
Faculty (Exhibit 43)**

Name of Course	Instructors/Faculty	Number of Active Students	Ratio of Students to Instructors
BAM 105 – Introduction to Business BAM 110 – Introduction to Accounting	Mr. John Doe Mr. Frank Wright Mr. Tom Smith Mr. William Bob	340	1:85
BAM 223 – Principles of Economics	Mr. John Doe Dr. Sally Roth Dr. Wong Hung	150	1:30