

11. Accreditation Standards Checklist

The following Accreditation Standards Checklist gives you a quick way of evaluating your institution's compliance with the Standards (also see E.12. Business Standards Checklist) Degree-granting institutions must also follow the requirements found in C.9. Policy on Degree Programs. See B.2. Guide to Self-Evaluation Report for more details.

I.	Institution Mission, Goals, and Objectives	
I.	A.	Description of the Mission, Goals, and Objectives
		The institution has documented that it 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 including an institutional commitment to providing quality distance education programs.
I.	B.	Review and Publication of the Mission Statement
		The institution has documented that instructors/faculty, administration, governing board, and institutional advisory committees, (if applicable) regularly review the mission statement, goals, and objectives. The institution has documented that its current mission statement, goals, and objectives are widely promulgated and readily accessible to students, faculty, staff, and other stakeholders.
I.	C.	Implementation of the Mission, Goals, and Objectives
		The institution has demonstrated 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 has documented that it identifies the key indicators it uses in determining how it is meeting its stated mission, goals, and objectives.
II.	Educational Program Objectives, Curricula, and Materials	
II.	A.	Description of Program Objectives
		The institution has documented that 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.
II.	B.	Appropriate Programs Objectives
		The institution has documented that the program objectives are 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.

II.	C.	Comprehensive Curriculum
		The institution has documented that 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.
II.	D.	Up-to-Date Curriculum
		The institution has documented that the curriculum/curricula reflect(s) current knowledge and practice. It also has documented that effective procedures are used continuously to keep it/them up-to-date. Internal course/program reviews are conducted on a periodic basis.
II.	E.	Comprehensive and Up-to-Date Instructional Materials
		The institution has documented that instructional materials are sufficiently comprehensive to enable students to achieve the announced program objectives. Also, that the instructional materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.
II.	F.	Examinations and Other Assessment
		The institution has documented that examinations and other assessment techniques are adequate evidence of the achievement of the stated learning objectives and outcomes. The institution has documented that it has published 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.
II.	G.	Authorship
		The institution has documented that qualified persons competent in distance study techniques and in their subjects or fields develop the curriculum content and prepare instructional materials.
II.	H.	Organization of Instructional Materials
		The institution has documented that the organization and presentation of the instructional materials are in accord with sound principles of learning and grounded in sound instructional design principles
II.	I.	Curriculum Delivery
		The institution has documented that online and written instructional materials are appropriately presented. The institution has documented that online materials fit the content and are delivered using readily available, reliable technology. Also, that institutional prepared material are keyed to the reading competence of the students in the program and be legibly reproduced.
II.	J.	Study Instructions
		The institution has documented that 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.

II.	K.	Educational Media and Learning Resources
		The institution has documented that learning resources for faculty and students are available and appropriate to the level and scope of program offerings. Also, 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 documented that it makes effective provisions for students to access learning resources and libraries that are appropriate for the attainment of program learning outcomes.
II.	L.	Student Privacy, Integrity and Identity
		The institution has documented that it has clear, specific, published policies related to student privacy, integrity, and academic honesty. The institution documented that it 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.
III.		Educational Services
III.	A.	Student Inquiries and Submissions
		The institution documented that relevant student inquiries are welcome and answered promptly and thoroughly. The institution documented that accurate assessment, correction services, and counseling by instructors/faculty are provided for assignments/lessons and examinations. Also, the institution has a process for maintaining and protecting the confidentiality of student records, e.g., grades, test results, etc.
III.	B.	Individual Differences
		The institution has documented that 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. Also, that 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.
III.	C.	Handling Unsatisfactory Student Progress
		The institution has documented that 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
III.	D.	Encouragement of Students
		The institution has documented that 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.
III.	E.	Student Evaluation of Courses
		The institution has documented that opinions of students are systematically sought as one basis for evaluating and improving instructional materials, the delivery of instruction, and educational services.
III.	F.	Appropriate Technology
		The institution has documented that it uses appropriate and readily accessible technology to optimize interaction between the institution and the learner and enhance instructional and educational services.

III.	G.	Resident Training
		The institution has documented that 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.
IV.		Student Support Services
IV.	A.	Assessment Services
		The institution has documented that 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.
IV.	B.	Student Records
		The institution has documented that essential, accurate student records are adequately and securely maintained and readily accessible.
IV.	C.	Student Support Services
		The institution has documented that it provides support services relevant to the students enrolled, such as financial aid guidance, counseling services, employment assistance and/or alumni services.
IV.	D.	Student Complaints
		The institution has documented that it has a policy 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.
V.		Student Achievement and Satisfaction
V.	A.	Achievement of Student Learning Outcomes and Benefits
		The institution has documented that it articulates student learning outcomes and it 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.
V.	B.	Student Satisfaction
		The institution has documented that it regularly collects evidence that students are satisfied with the instructional and educational services provided.
V.	C.	Progress Through the Course/Program
		The institution documents that students complete their studies at rates that compare favorably ¹ to those of courses/programs offered by programs offered by similar DETC-accredited institutions. ¹ “compare favorably” means each program’s graduation rate falls within 15 points of the mean for courses/programs at similar DETC institutions.
VI.		Qualifications and Duties of Owners, Governing Board Members, Officials, Administrators, Instructors/Faculty, and Staff and Reputation of Institution

VI.	A.	Owners, Governing Board Members, Officials, and Administrators
		The institution has documented that its 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.
VI.	B.	Chief Academic Officer and/or Department Heads
		The institution has documented that a qualified ² 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 institutions that use department heads or persons with similar titles are delegated educational, editorial, and research responsibilities within the departmental subject fields. ² qualifications for degree-granting institutions are described in C.9. Policy on Degree Programs.
VI.	C.	Instructors/Faculty/Staff
		The institution has documented that it has a sufficient number of qualified instructors/faculty ³ 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.
VI.	D.	Reputation of Institution, Owners, Governing Board, Officials, and Administrators
		The institution has documented that it 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.
VI.	E.	Professional Growth
		An institution has demonstrated 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.
VI.	F.	Succession Plan
		The institution has provided a written plan that outlines the process by which the leadership and management succession would be approached and realized. The institution has identified specific people, committees, or boards that would be responsible to carry on with the operation of the institution. The plan is reviewed and revised on an annual basis.
VII.	Admissions Practices and Enrollment Agreements	
VII.	A.	Admission Practices
		The institution has documented that its admissions policies, requirements, and practices of the institution fully conform to DETC Business Standard II. B. and C.9. Policy on Degree Programs.

VII.	B.	Enrollment Agreement (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 are made applicable to all future enrollees, not those currently enrolled. The institution also uses a written enrollment agreement/contract that conforms to the provisions of DETC Business Standards II. A. and II. B. Students are given copies of these written agreements/contracts and/or other written documents.
VIII.	Advertising, Promotional Literature, and Recruitment Personnel	
VIII.	A.	Advertising and Promotion
		The institution has documented that all of its advertising, promotional, and recruitment activities fully conform to DETC Business Standard I.A. and B. and to this accreditation standard.
VIII.	B.	Control of Student Recruitment Personnel
		The institution has documented that its policies and practices in the hiring, training, monitoring, managing, and evaluating of all sales or recruiting personnel fully conform to DETC Business Standard II.C. and to this accreditation standard.
IX.	Financial Responsibility	
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.
IX.	B.	Financial Management
		The institution has documented that individuals who oversee the fiscal and budgeting processes are qualified by education and experience. The institution has 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.
IX.	C.	Financial Sustainability and Stability
		The institution has demonstrated 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.
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.

IX.	E.	Demonstrated Operations
		In all respects, the institution has documented 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.
X.	Tuition Policies, Collection Procedures, and Cancellations/Refunds	
X.	A.	Tuition Policies
		The institution has documented that its tuition policies are in keeping with the provisions of the DETC Business Standards Section III.A.
X.	B.	Tuition Collection Procedures
		The institution has documented that its 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.
X.	C.	Tuition Cancellation/Refund Policies
		The institution has documented that it 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.
XI.	Facilities, Equipment, Supplies, and Record Protection	
XI.	A.	Facilities, Equipment and Supplies
		The institution has documented that it 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.
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.

XII.	Research and Self-Improvement	
XII.	A.	Planning and Evaluation
		An institution has provided 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.
XII.	B.	Research and Self-Improvement
		An 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.

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