

11. Accreditation Standards Checklist

The following Accreditation Standards Checklist gives you a quick way of evaluating your institution’s compliance with the Standards. You should be able to answer “Yes” to all of the applicable standards. The requirements for degree-granting institutions may be found in C.9. Policy on Degree Programs. (Please note that this list is not all inclusive of all the DETC Accreditation Standards.)

Yes	No	Institutional Profile: Institution provided—
		organizational chart
		copies of state licenses and/or approval
		table with course data
		program data on degree programs
Yes	No	I. Institution Mission, Goals, and Objectives: Institution provided –
		(a) clear well-defined mission statement, goals, and objectives
		Degree Programs: Programs are appropriate to institution’s mission, goals, and objectives
		(a) evidence of the institution’s commitment to providing quality educational programs
		(b) proof that mission statement, goals, and objectives are regularly reviewed
		(c) evidence that it is fulfilling its mission, goals, and objectives
		(c) evidence that the mission statement, goals, and objectives are published and shared with appropriate people
		Degree Programs: evidence that the programs are recognized and generally accepted by the higher education and/or relevant professional communities
Yes	No	II. Educational Program Objectives, Curricula, and Materials: Institution provided –
		(a) clearly defined program objectives
		(b) appropriate program objectives
		(b) attainable programs objectives
		(c) evidence of comprehensive curriculum (comparability)
		Degree Programs: evidence that the curriculum shall quantitatively and qualitatively approximate the standards and learning outcomes in effect at other accredited postsecondary institutions offering the same degree.

		(II. Educational Program Objectives, Curricula, and Materials: Institution provided –) <i>continued</i>
		Degree Programs: evidence of demonstrated learning outcomes for the appropriately degree level: Associate (60 semester or 90 quarter hours); Baccalaureate (120 semester hours or 180 quarter hours); Master’s (36 semester hours or 54 quarter hours); First Professional (50 semester hours beyond the Baccalaureate); Professional Doctoral (60 semester hours beyond a Master’s or if in same discipline, not less than 90 graduate semester hours after the baccalaureate).
		Degree Programs – General Education Requirements: evidence of courses including English, human communications, mathematics, natural sciences, social sciences, and the arts and humanities. Associate (15); Baccalaureate (30)
		(d) evidence of current and up-to-date curriculum
		(d) evidence of internal course/program reviews on a periodic basis
		(e) evidence instructional materials are reviewed and revised
		(e) evidence of measurable lesson objectives
		(e) copy of the course development guide/manual
		(e) evidence that instructional materials are sufficiently comprehensive
		(e) lists of textbooks, authors, publishers, copyright dates, etc.
		Degree Programs: evidence that instructional procedures, texts, and materials are appropriate to the purposes, curricula, and standards of accredited postsecondary degree-awarding institutions offering similar programs.
		(f) examinations which measure learning outcomes
		Degree Programs: evidence that students’ achievements are assessed by an appropriate number of proctored examinations appropriately spaced throughout the program of study.
		(g) evidence of qualified course developers
		(h) evidence that instructional materials are organized and presented in accord with sound principles of learning and instructional design
		Degree Programs: evidence that semester or quarter hours are measured by learning outcomes normally achieved through 45 hours of student study (one credit/semester hour) or 30 hours of student study (one quarter hour credit).
		(i) evidence of appropriately curriculum delivery, including online
		(i) evidence of reliable technology used for delivery of curriculum
		(i) evidence of appropriate reading level with institutional prepared materials
		(j) evidence of adequate how to study instructions (study guide)
		(k) evidence of effective use of teaching aids and learning resources

		(II. Educational Program Objectives, Curricula, and Materials: Institution provided –) continued
		(l) evidence of clear, specific, published academic policies related to student integrity and academic honesty
		(l) evidence the institution has a student identity verification process
Yes	No	III. Educational Services: Institution provided –
		(a) evidence of promptly and thoroughly answering students’ questions
		(a) evidence of published course extension policy
		(a) evidence of adequate assessment services
		(a) copies of the published academic grading policies
		Degree Programs: evidence that the institutions informs students on an on-going basis of their academic progress and standing in the program
		Degree Programs – Advanced Degrees: evidence that the appropriate support staff that is experienced in serving and/or has been trained to service First Professional and Professional Doctoral degree programs is available
		(b) evidence of adequate provisions for individual differences
		(c) evidence of an adequate policy for handling student failures
		(d) evidence that students are adequately encouraged to start, continue, and finish
		(e) evidence that it systematically applies student evaluations of instructional and educational services
		(e) evidence of appropriate interaction between the institution and the student
		(f) evidence that appropriate technology is used to enhance learning
		Degree Programs: evidence that institution makes provisions for students and faculty to have access to educational media and learning resources, including appropriate library services
		Degree Programs: evidence that access to a collection of professional educational materials are provided for faculty and administrators to keep in breast of trends, developments, techniques, research, and experimentation
		Degree Programs: evidence that faculty and instructional supervisory personnel are involved in the selection of resources
		Degree Programs: evidence that new course offerings and increases in student enrollment reflect added allocations of resources for ensuring student access to educational media and learning resources.
		Degree Programs – Advanced Degrees: evidence that students have access to library resources sufficient for the completion of the requirements for that degree programs; and evidence that the institution provides library services at a distance or through arrangement with location institutions

		(III. Educational Services: Institution provided –) continued
		Degree Programs – Advanced Degrees: evidence that the institution provides or makes arrangements with a local institution for any research and laboratory facilities needed to complete the requirements for the advanced degree program and to encourage use of these facilities for professional study and achievement
		Degree Programs – Advanced Degrees: evidence that the institution provides opportunities for regular interpersonal communication between and among the students, the faculty advisors, faculty members, involved practitioners, and fellow students
Yes	No	IV. Student Services: Institution provided –
		Degree Programs: evidence that when technology is used to deliver any part of the program, training and support in the use of that technology is provided for both students and faculty
		(a) evidence of assessment services that are guided by published grading policies
		(a) copies of the Student Handbook
		(a) evidence of academic counseling by instructor/faculty or qualified staff member
		(a) evidence that adequate proctoring services are provided (degree-granting)
		(b) evidence that essential student records are adequately maintained
		Degree Programs: evidence that institution has policies and procedures for keeping records on students' academic progress (achievement of course and program learning objectives and outcomes, examination results, etc.)
		Degree Programs: evidence that these policies and procedures are maintained in accordance with applicable professional requirements and state laws
		Degree Programs: evidence that records of students' academic results are maintained permanently
		(b) sample of transcript
		(b) sample of diploma
		(c) evidence that competent counseling is available upon request
		(c) evidence of alumni services
		Degree Programs – Advanced Degrees: evidence that a qualified and appropriate administrator is appointed (See Policy C.9.)
		Degree Programs – First Professional Doctoral: evidence of a supervisory dissertation committee of at least three faculty members (see Policy C.9)
Yes	No	V. Student Achievement and Satisfaction: institution provided –
		(a) evidence that demonstrates students achieve learning outcomes
		(a) evidence that the institution articulates student learning outcomes

		(V. Student Achievement and Satisfaction: institution provided –) continued
		(a) evidence that the institution has a systematic and ongoing process for assessing student learning
		(a) evidence that shows the results are used to improve programs, curricula, instruction, faculty development, and services
		(b) evidence that students are satisfied with instructional and educational services
		(c) evidence that students progress through the course at an acceptable rate
		(c) a copy of the institution’s Outcomes Assessment Plan
		(c) student satisfaction data (response to 3 questions) & rates are above 75%
		(c) completion and graduation rates are comparable with other similar DETC institutions
		(c) table showing areas assessed and methods
		Degree Programs: evidence that institutions publishes policies and procedures for preventing and/or resolving faculty conflicting of interests
Yes	No	VI. Qualifications of Owners, Board, Instructors/Faculty: Institution provided –
		(a) evidence that shows a record of integrity and ethical conduct by the institution, owners, board, and administrators
		(a) evidence that CEO and other top administrators are qualified
		(b) evidence that the educational director or CAO is qualified
		(c) evidence that the department heads are qualified and involved in upgrading educational materials and services
		(d) evidence that the instructors/faculty are qualified
		Degree Programs: evidence that faculty have appropriate qualifications to each at degree-level – General Education: evidence that faculty have a degree in the assigned subject field or have a Baccalaureate degree, including 18 semester hours in the subject field. Instructors in technical fields must possess, at a minimum, a Baccalaureate Degree in the assigned subject field. Preferably, a number of the faculty should possess a graduate degree. Associate: evidence that faculty hold a Baccalaureate degree and demonstrate expertise in the subject field of the degree discipline Baccalaureate: evidence that faculty hold a Master’s degree in the assigned subject field or a Master’s degree relevant to the program being offered Master’s: evidence that faculty hold a graduate degree relevant to the program being offered. Majority of the faculty must possess a relevant terminal degree. First Professional: evidence that all teaching faculty and involved practitioners hold the First Professional or higher degree in a subject area relevant to the program that is being offered.
		(d) evidence that instructors/faculty are sufficient (provided instructor/student ratios)

Yes	No	(VI. <i>Qualifications of Owners, Board, Instructors/Faculty: Institution provided –</i> <i>continued</i>
		Degree Programs – Advanced Degrees: evidence that the institution has a sufficient number of qualified faculty members and practitioners to meet the academic and, if necessary, the clinical needs and requirements of the program
		(d) evidence that faculty are carefully screened for appointment
		Degree Programs – Advanced Degrees: evidence that institution has a policy and procedure for pairing a student with a faculty advisor
		Degree Programs – Advanced Degrees: evidence that all teaching faculty who instruct doctoral students have terminal degrees from appropriately accredited institutions
		Degree Programs: evidence that the institution documents exceptional cases and justifies the academic and professional preparation of faculty members teaching in their programs
		(d) evidence that faculty are properly and continuously trained with respect to institution policies, learner needs and use of appropriate technology
		(d) evidence that performance of faculty and staff is evaluated
		(d) evidence that official transcripts of instructors/faculty are maintained
		(d) table of instructors/faculty and qualifications
		(d) copies of Faculty Handbook or Policy Manual for instructors
		(e) evidence that the institution demonstrates interest in improving instruction through upgrading faculty and staff
		(e) evidence that faculty and staff are encouraged to enhance knowledge through outside organizations, research, continuing education or training, etc.
Yes	No	VII. Admission Practices and Enrollment Agreements: Institution provided –
		(a) admission policies, requirements, and practices conform to DETC standards
		Degree Programs: evidence that the institution admits qualified students – Undergraduate: must hold a high school diploma or its equivalent Master’s: must hold a Baccalaureate degree from an appropriately accredited institution First Professional: must hold an earned postsecondary degree, preferably both baccalaureate and master’s degree Professional Doctoral: must hold an earned baccalaureate or master’s degree (with a minimum of 30 graduate-level hours)
		Degree Programs: evidence that students who do not hold a degree from a postsecondary institution where English is the principal language of instruction must receive the appropriate TOEFL or iBT score: Undergraduate (500 or 61); Master’s (530 or 71); First Professional (550 or 80), and Professional Doctoral: (550 or 80).
		(a) policy and procedures for evaluating experiential learning

Yes	No	<i>(VII. Admission Practices and Enrollment Agreements: Institution provided –) continued</i>
		Degree Programs: evidence that for equivalent credit purposes, adequate validating procedures are clearly stated and published and the institution consistently applies the procedures
		Degree Programs: evidence that institution has a process of documenting and validating experiential equivalent learning that is systematically and regularly evaluated
		(a) policy and procedures for evaluating credit
		(a) evidence of allowable transfer of credit
		Degree Programs: the person evaluating experiential learning and/or transfer credit is properly trained
		Degree Programs: evidence that the institution has and implemented a fair and equitable policy regarding transfer credit (see Policy C.9. – Transfer Credit Policies 13 items)
		Degree Programs: evidence that institution conforms to allowable maximum transfer credits: Undergraduate: 75% (including maximum 25% for experiential or equivalent credit); Master's: 50% (including 25% for experiential or equivalent credit); First Professional: 50% (for both transfer and experiential credits); Professional Doctoral: 15% (no experiential learning permitted)
		(a) official transcripts for admission and/or transfer students
		Degree Programs: evidence that institution maintains official transcript (electronic or in print) to verify the student's qualifications for admission to the program
		Degree Programs: evidence that transcripts not in English are evaluated by an appropriate third party and translated into English or a trained transcript evaluator fluent in the language on the transcript. In this case, the evaluator has expertise in the educational practices of the country of origin and include an English translation of the review.
		(a) sample of validating test and other assessment for admission
		(b) Enrollment Agreements – which includes:
		- statement of institution's obligations
		- statement of student's obligations
		- refund policy
		- how students may cancel
		- five day period in which to cancel and return all monies
		- signature of student and date
		- signature of institutional representative and date
		- total price of course (including all materials)
		- special fees (transcript evaluations, portfolio assessment, expedited shipping)

Yes	No	<i>(VII. Admission Practices and Enrollment Agreements: Institution provided –) continued</i>
		- payment terms (if any)
		- special tuition discounts
		- special offers
		- termination date on contract (optional)
		- separately priced items (textbooks)
		> total cost of required textbooks
		> title, author, publisher, ISBN, condition, price
		(b) evidence that students are given a copy of the enrollment agreement and other documents
Yes	No	VIII. Advertising, Promotional Literature and Recruitment Personnel: Institution provided –
		(a) evidence that advertising and promotional literature conform to DETC Business Standards
		(a) copies of advertising and promotional materials
		(a) copies of catalogs, which include:
		- beginning and end date of catalog
		- mission statement, goals, and objectives
		- names and titles of administrators of the institution
		- the legal control, names of trustees, directors, and/or officers of the corporation
		- a general statement of accredited status and governmental approvals, licensing and other recognition
		- hours of operation, including holiday schedule, and faculty/instructor's availability
		- list of full-time and part-time faculty, listed separately with degrees held and conferring institutions and the area of teaching specialization
		- academic calendar
		- admission policy (specific to each degree offered)
		- statement of curriculum objectives and list of courses/programs with descriptions (course number, credits, objectives, etc.)
		- expectations for maintaining satisfactory academic progress
		- explanation of grading policies, transfer of credits, and equivalent, and statement on transfer of credits
		- assessment and proctoring procedures

Yes	No	(VIII. Advertising, Promotional Literature and Recruitment Personnel: Institution provided –) continued
		- student code of conduct and academic and non-academic dismissal policies
		- complaint or grievance procedures
		- student identity verification procedures
		- student financial aid program policy disclosures, as required by federal regulations, if participating in Federal Student Aid
		- graduation requirements, including minimum passing grades
		- statement of fees, tuition, and all regular and special charges
		- statement of refund policy that conforms with DETC Business Standards
		- student services available (include a description of counseling and/or placement services available to students, if any)
		- if offering Professional Doctorate degrees, a statement that CHEA has not yet recognized DETC’s authority to accredit these programs
		- evidence that the institution is permanently archiving its catalogs
		(b) evidence that policies and practices in hiring, training, monitoring, managing, and evaluating recruitment personnel conform to DETC Business Standards
		(b) copies of written agreements with recruitment personnel
		(b) copies of all recruitment personnel signed Code of Ethics
Yes	No	IX. Financial Responsibility: Institution provided –
		(a) documentation that demonstrates its financial stability with a recent two-year comparative financial statement that is either audited or independently reviewed
		(b) documentation that institution has been owned by the present owners for at least 2 years
		(b) documentation that demonstrates continuous ethical operations for 2 years under present ownership
Yes	No	X. Tuition Policies, Collection Procedures, and Refunds: Institution provided –
		(a) evidence that tuition policies are fair and equitable and conform with DETC Business Standards
		(b) evidence that collection practices and procedures are fair
		(b) evidence that cancellation and refund policy conforms with DETC Business Standards
		(c) documentation of refunds (how they are calculated) conform to DETC Business Standards
		(c) provided table of refunds

Yes	No	XI. Plant, Equipment, and Record Protection: Institution provided –
		(a) evidence that buildings conform with local fire, building, health, and safety regulations
		(b) evidence that student educational records are maintained and protected
		(a) evidence of a written long-term improvement plan
		Degree Programs: evidence that institution has policies and procedures for improving instruction and upgrading faculty, practitioners, and staff.
		(a) evidence that the institution evaluates its programs and services
		(b) documentation that demonstrates evidence of continuous growth and improvement
		(b) evidence of systematic research, evaluation, and quality controls
		(c) an adequate written plan of succession