



Commission on English Language Program Accreditation CEA Standards Excerpt 2017

According to its regular cycle of review activities, the Standards Review Committee reviewed the following standards areas in 2017:

- Administrative and Fiscal Capacity
- Student Services
- Recruiting
- Program Development, Planning and Review

The following changes have been approved by the Commission and are reflected in the *2018 CEA Standards for English Language Programs and Institutions*.

Administrative and Fiscal Capacity

Context

Different types of English language programs and institutions, with a range of administrative models, are eligible to apply for accreditation by CEA.

Examples include:

- Intensive English programs with a direct reporting line within the administration of universities- and colleges ~~, and community colleges,~~ which are accredited by a regional or national ~~other~~ institutional accrediting body. Such programs may be part of academic departments (such as ESL, English, linguistics, education), non-instructional units (such as student affairs or international student affairs departments), ~~or~~ continuing education units, or other units.
- Intensive English programs within government agencies.
- Independent English language schools/institutions that offer an intensive English program. Such institutions may offer other educational programs within CEA's scope ~~and possibly~~ TEFL teacher training, or foreign languages courses, ~~and youth or other~~ programs. Such institutions may be governed by individual proprietors, governing boards, or corporate managers and may exist as stand-alone single-owner schools, not-for-profit organizations governed by boards, or schools that are part of larger, multi-site systems.
- English language schools/institutions that are not governed by a university or college but conduct classes on a college campus. The use of university or college space by a non-university institution, and in some cases the provision of instruction by the institution to university or college students, is typically authorized by contractual agreements between the institution and the university or college. Such agreements may provide for varying levels of university or college involvement in the

Commented [CEA1]: Changes to this section align the language with the language in the *CEA Policies and Procedures*.

operations or administration of the English language institution.

~~[Intensive English programs within government agencies.](#)~~

- English language programs outside the United States which fall within CEA's scope of review.

No matter what their structure, size, and scope, programs and language institutions seeking accreditation must have an administrative structure that facilitates day-to-day operations and helps meet the program or institution's mission. Therefore, the programs or institutions must maintain adequate staff, facilities, and services and pay careful attention to administrative, legal, and policy issues. Because financial considerations affect whether and how effectively the program or institution can meet its goals, fiscal issues, policies, and practices are of paramount importance.

Administrative and Fiscal Capacity Standard 1: The program or language institution clearly defines and provides a rationale for formal linkages with other entities.

Discussion

The program or institution must provide a description of any organizational structure within which it exists or to which it is functionally related. For a program within a university, this could be a division or department as well as the university itself. For an institution, this could be a corporate structure. A program or institution must also describe its relationship to any external entity that exercises authority over it, including accreditors, committees, governing boards, formal business partners, owners, or government entities.

Administrative and Fiscal Capacity Standard 2: The program or language institution has an administrative structure and a system of governance that are effective in helping it achieve its mission and the mission of the host institution, if applicable. Administrator and staff positions within that structure are adequate in number and staffed with individuals who have appropriate education, training, and experience.

Discussion

English language programs and institutions exist within a variety of organizations and settings that will influence the administrative structure and system of governance. The appropriateness of the organizational design must be based on how well the administrative structure and the system of governance enable the program or institution to function and achieve its mission. Within the program or institution, adequate numbers and appropriate administrators and staff are paramount.

Adequate numbers of administrators and staff are important for a program or institution to accomplish necessary tasks in a timely manner and provide students with required services. The actual number of personnel will vary according to enrollment, internal structure, and the kinds of services the program or institution provides. An inability to provide services in a timely manner can be evidence of inadequate staffing. In any case, the program or institution should be able to provide a rationale for levels of staffing.

Programs and institutions must employ individuals with appropriate education, training, and experience to accomplish their assigned duties in all positions, and positions must be filled in a timely manner. The résumés of administrators and staff must show evidence of formal education, experience, and professional

training that qualify these employees for their positions. Also essential for administrators are knowledge related to the teaching of English to nonnative speakers or the teaching of other languages (if appropriate), knowledge related to school or enterprise management and experience related to one's assigned duties and responsibilities. Those who design and review curriculum, supervise faculty or and who guide assessment practices must possess appropriate education, training, and experience to do so. When faculty are placed into administrative positions or when outside administrators are brought in as managers, the program or institution must provide (or provide access to) the professional training and support required for such individuals to perform administrative functions. The program or institution must ensure that personnel who are added or reassigned are adequately prepared and qualified, even if reassignment is temporary due to fluctuating enrollments or special programs.

Commented [CEA2]: Individuals who supervise faculty must possess appropriate education, training, and experience to do so.

Administrators and staff have the responsibility to undertake professional development appropriate to their positions. Professional development enhances existing education, training, and experience and ensures that administrators and staff are exposed to new knowledge in their fields (see Administrative and Fiscal Capacity Standard 4).

In cases where administrator and staff positions comprise a variety of duties, such as administrators who teach or faculty who hold part-time administrative or advising duties, the characteristics of the positions must be clearly defined and planned to achieve program or institution goals. Full-time positions ensure continuity of services. If part-time administrators or staff are used, a program or institution must ensure that students receive all required services and that the benefits of full-time staffing are not lost.

Administrative and Fiscal Capacity Standard 3: Administrators and staff each receive a job description in writing at the time they are hired and at any time their duties or employment conditions change.

Commented [CEA3]: Editorial change only; no change in requirements of the standard.

Discussion

Employees must be provided with documentation of the full scope of duties and responsibilities related to their employment. They must be formally notified when there is a change in duties or responsibilities. They must be informed of the terms and benefits of their employment. The job descriptions or other official hiring and employment documents must include

- job responsibilities
- professional development expectations
- expected service to the institution or program and to the larger or host institution
- length of employment/appointment
- compensation and benefits
- administrative structure of the program
- policies regarding confidentiality of personnel records
- criteria and procedures for performance evaluation
- policies and procedures for termination
- grievance procedures

Administrative and Fiscal Capacity Standard 4: The program or language institution defines, encourages, and supports appropriate professional development activities for faculty, administrators, and staff.

Discussion

[This standard addresses professional development for all employees as a responsibility of the program or language institution.](#) The program or institution must define its standards for professional development and then encourage development by working with individual employees to set appropriate goals. The program or institution must document this support for professional development activities and its employees' participation in such activities. Professional development activities can include research, program development, continuing education, and participation in the wider professional community ~~(see Faculty Standard 2 and Administrative and Fiscal Capacity Standard 2).~~

Commented [CEA4]: Added language to clarify the focus of this standard on all employees as a responsibility of the program or language institution.

Commented [CEA5]: Removed non-meaningful references to other standards.

Administrative and Fiscal Capacity Standard 5: The program or language institution describes to administrators and staff clearly and in writing the performance criteria and procedures for evaluation at the onset of the evaluation period; conducts administrator and staff performance evaluations that are systematic, regular, fair, objective, and relevant to achieving program goals; and conveys evaluation results to administrators and staff in writing in a timely manner.

Discussion

The process of evaluating the performance of administrators and staff makes use of varied methods and data and ensures that evaluation systems are fully developed and clearly communicated to all relevant parties. While evaluations by the immediate supervisor may be appropriate in one context, evaluation by peers, faculty, or students may be more appropriate in other environments. In university or college settings and multi-site proprietary institutions, administrators and staff are typically subject to institution-wide evaluation procedures. Regardless of setting, implementation of review procedures must meet the requirements of this standard.

Administrative and Fiscal Capacity Standard 6: Administrators ensure that policies and procedures relating to program or language institution operations are in place, accessible to all who are affected by them, reviewed regularly, and implemented in a timely, fair, systematic, and ethical manner.

Discussion

Written policies and procedures, whether printed or electronic, communicate the shared principles and goals, as well as the necessary operational practices, of the organization. In order to function effectively, a program or institution must ensure (1) that written policies are in place to provide the rules and guidelines governing a range of administrative and academic matters and (2) that written procedures are in place outlining routine processes for students and employees.

A process must be in place that ensures that policies and procedures are up-to-date. In addition, good practice for the development and evaluation of policies and procedures involves the spectrum of individuals affected, including administrators, faculty, staff, and, in some cases, students.

Policies and procedures must be accessible to those most likely to be affected by them. Personnel policies and procedures must be included in faculty and staff manuals or handbooks. Student-related policies and procedures must be included in student handbooks.

Administrative and Fiscal Capacity Standard 7: Administrators ensure that there are means for the exchange of information among those who need it.

Discussion

The program or institution must have a variety of means to guarantee that relevant information is provided to or shared among students, faculty, staff, and administrators. Newsletters, email, social networking tools, suggestion boxes, staff meetings, town hall meetings, memos, bulletin boards, and many other approaches serve to provide information to those who need it and to facilitate communication among students and personnel. ~~If the program or institution uses electronic information dissemination and exchange, reliable access to the information, and secure access when appropriate, must be ensured.~~ Faculty, staff, and students must have reliable access to information, and secure access when appropriate, and ~~are~~ must be informed about their responsibilities for accessing information.

Commented [CEA6]: Language edited to reflect that use of electronic communication is more regularly used.

Administrative and Fiscal Capacity Standard 8: The program or language institution documents that it is in compliance with all local, state, and federal laws, as well as with any applicable institutional regulations.

Discussion

The administration must ensure compliance with laws and regulations related to a wide range of matters elements, such as facilities, student services, personnel, and instruction. The program or institution must describe the policies, practices, and documentation in place that demonstrates that it is in compliance. Relevant copyright laws must be observed.

In the United States, compliance with regulations of the U.S. Department of Homeland Security (DHS), particularly those that relate to student acceptance, the issuance of DHS forms, student transfer, reporting a student's normal and satisfactory progress through the course of study, and reporting requirements, is an important part of administration. The program or language institution must ensure that all administrators and staff involved in processing DHS documentation or advising students on DHS-related matters are knowledgeable about and follow current DHS regulations, including any regulations that may relate to distance education programs.

Administrative and Fiscal Capacity Standard 9: Financial, student, personnel, program, governmental, and contractual records are maintained and kept current, accessible, complete, accurate, and, when appropriate, secure. Reporting is done ethically and in compliance with the law.

Discussion

Programs and institutions must maintain records in the areas indicated in the standard, including electronic files, and must have stated policies regarding record keeping, record retention, and reporting. These policies must conform to the requirements dictated by the laws and regulations affecting the program or institution.

Commented [CEA7]: Language edited to account for the fact that electronic files are no longer unusual for record-keeping.

Administrative and Fiscal Capacity Standard 10: Contracts are in compliance with the law and in keeping with policies of the larger institution, where applicable. Contracts are drafted with appropriate guidance, undergo appropriate review, and are authorized by the appropriate individual(s).

Discussion

This standard applies to all contracts and agreements, including contracts for goods and services, agreements with institutions and agencies, and employment agreements. *Appropriate guidance* refers to expertise required in the preparation and review of contracts, typically provided by individuals with legal or fiscal expertise.

Administrative and Fiscal Capacity Standard 11: Financial supervision is conducted by qualified individuals who implement appropriate policies and procedures and follow accepted accounting practices to ensure the integrity of program or institutional finances.

Discussion

Financial planning is necessary to achieve the mission and goals of the program or institution. Good financial planning and management is conducted by qualified individuals. Further, financial management guarantees that expenditures are appropriate, consistent with the mission, and in keeping with the financial capabilities of the program or institution.

Good practices this standard seeks to encourage:

- The program or institution ensures through its hiring and management practices that personnel or contractors who are responsible for financial planning and implementation have the necessary training and appropriate professional background to be responsible for relevant accounting, fiscal oversight, and financial reporting duties.
- Financial policies and procedures are in alignment with the mission and goals of the institution, are consistent with general institutional practice, are subject to review, and support the provision of services to students.
- The program or institution demonstrates ability to maintain accurate accounting records and reporting instruments that reflect adequate controls.

Administrative and Fiscal Capacity Standard 12: Financial reserves are adequate and available to meet obligations to students, staff, and any contractual parties.

Discussion

A program or institution must maintain adequate financial reserves to enable it to provide whatever services a student has paid for; must inform students of the extent to which it is responsible for seeing students through to the end of the course of study; and must be able to fulfill the commitments it has made to faculty, staff, and contractual parties. Students have a right to expect that the fees they pay for services will result in the delivery of those services and that the program or institution will exist for the duration of their course of study.

Student Services

Context

Student services are typically non-instructional activities and programs designed to address personal, academic and cultural needs of students enrolled in language programs or institutions. Student services personnel provide support to students through pre-arrival, initial and ongoing orientation events and support the mission of the program. Although the types of services provided vary greatly, all programs and institutions have responsibilities and obligations beyond teaching language that must be addressed adequately to provide an effective learning environment.

The program or institution recognizes that students access routine student services within a social, cultural, linguistic, and institutional context unfamiliar to them, and it therefore demonstrates an informed awareness of students' needs in offering and delivering services such as orientation, housing, and counseling. Not all programs and institutions provide a full range of services. For example, some may not provide any housing-related services, and some may not provide recreational or social activities. Where student services are not directly provided by the program or language institution but are regularly promoted or are contracted by the program or institution, the site seeks to verify that services meet the needs of the program and are satisfactory to the students.

Distance education programs, which do not have students living away from home, provide student services related to effective virtual learning environments. These services include providing accurate technical information and timely technical support, as well as building a virtual learning community, if possible.

Student Services Standard 1: Admissions policies are consistent with the objectives and the mission of the program or language institution (and with the host institution, if applicable) and are implemented by properly trained and authorized individuals. The admissions process ensures that the student is qualified to enroll in and to benefit from the instructional program. Both the policies and the personnel who implement them adhere to ethical practices.

Discussion

Admission policies must be directly related to the program or institution's mission and goals and, where relevant, to those of the larger institution or organization (see Mission Standard 1). Admission policies [guide decisions serve as a guideline](#) regarding who shall or shall not be admitted, using clearly stated, consistently applied criteria. The policies take into account the maximum number of students a program can accommodate without compromising its academic and support services and facilities, the degree of heterogeneity desired, and the minimum/maximum proficiency level and ages served. Admissions decisions are based on complete information as determined by the program or institution to ensure that only qualified students are admitted.

Admission decisions are made by those trained, qualified, and authorized to do so. The issuance of the visa eligibility certificate is delegated properly to authorized personnel (in the United States, the Designated School Officials who are knowledgeable about immigration regulations concerning issuance of the visa eligibility certificate.)

Commented [CEA8]: Language used to model additional language in Recruiting and Program Development, Planning and Review contexts related to level of responsibility/accountability of programs in meeting the requirements of these standards.

Student Services Standard 2: The program or language institution provides academic and personal advising and counseling, as well as assistance in understanding immigration regulations. Such advice and assistance are provided in a timely and accurate manner by qualified individuals.

Discussion

The program or institution must provide students with sufficient numbers of advisers who have training appropriate to their job descriptions (see Administrative and Fiscal Capacity Standard 2). Students are made aware of how and where to access advisers.

Personal [advising and counseling](#) includes helping students adjust to living in the new country by providing information, explanations, and clarification of documents, nonacademic procedures, and routines. The counselors' role is to listen carefully to students and help them solve problems and cope with culture shock and emergencies by providing information. Students are referred to other qualified professionals, services, or programs when the students' needs exceed the resources and expertise available within the program or institution.

Commented [CEA9]: Used "advising and counseling" consistently throughout the discussion of this standard.

Academic [advising and counseling](#) includes providing students with comprehensible written information about program or institutional academic expectations, policies and procedures including placement, attendance, repeating levels or courses, advancement, and dismissal (see Student Services Standard 4). Students who do not make normal and satisfactory progress must be identified and counseled according to the program's stated policies. Such policies and counseling must make clear that normal and satisfactory progress is a requirement for students on student visas. Academic [advising and counseling](#) also includes helping international students understand the local system of education and academic behavior.

Immigration assistance includes helping students achieve informed compliance with immigration [regulations, if applicable to the students enrolled in the program or institution](#). If the program or institution cannot provide such assistance, it must refer students to other qualified professionals, services, or programs.

Commented [CEA10]: Sites which are not yet SEVP-approved, or international sites which do not enroll foreign students may not need to provide immigration assistance for the current student population.

Good practice includes having an advising staff who

- have knowledge of and contact with appropriate resources for academic, personal and immigration support for students,
- remain informed about current regulations and laws,
- maintain relationships with knowledgeable colleagues and staff and member leaders in [professional organizations \(e.g., NAFSA, EnglishUSA, etc.\)](#) [NAFSA: Association of International Educators](#), who respond to questions related to regulatory practice or act as liaisons with [SEVP, the DHS Service Centers](#)

Commented [CEA11]: Sites which are not yet SEVP-approved, or international sites which do not enroll foreign students may not need to provide immigration assistance for the current student population.

Student Services Standard 3: The program or language institution provides pre-arrival and ongoing orientation (1) to support students in their adjustment to the program or institution (and the host institution, if applicable) and to the surrounding culture and community and (2) to help them understand immigration regulations and procedures, as well as health and safety issues.

Discussion

The program or institution must have a comprehensive plan to help students understand the process of entering the country for purposes of study, how best to study, and how to adjust to a foreign culture, when applicable.

To facilitate the process for visa applications as well as to plan for timely arrival as required by the program, out-of-country student applicants must receive easily understood, appropriate written information from the school in sufficient time to accomplish these tasks. School transfer applicants or other in-country applicants must have access to correct, comprehensible information regarding the required transfer process in order to comply with immigration regulations.

International students face a multitude of adjustment issues. To help students function in their new environment, they need a clear, complete orientation to the program and its policies, to the host institution (if applicable), and to the surrounding community and possible cross-cultural issues. The students' orientation must include written information about instructional style, academic expectations, appropriate student conduct, student responsibility to maintain enrollment status in good standing, and health and safety matters. Following initial orientation, the orientation program must offer provide ongoing continuing support to both new and longer-term continuing students.

Commented [CEA12]: Clarification of the requirements of ongoing orientation. (Definition also added to the glossary)

Student Services Standard 4: The program or language institution seeks to ensure that students understand policies regarding enrollment, registration, attendance, repeating levels or courses, and progression through the program of study.

Discussion

Before students complete the enrollment and registration process, the program or institution must inform apprise them of appropriate and relevant policies regarding registration, withdrawal, and under what circumstances the program refunds any student fees paid.

The program or institution must have policies stating acceptable attendance, maximum number of times a level or course may be repeated, and maximum time to complete the full course of study. Students must be informed of these policies prior to the start of classes. Through regular advising as they progress through the program of study, students must be informed of policies regarding attendance, the effect of attendance on student progression consequences for excessive absences, and the effect of attendance on student immigration status, if applicable. Also, students must be informed of how many times they may repeat a level or course and what effect that may have on the student's immigration status if applicable.

Commented [CEA13]: Clarification to make clear that attendance (indirect evidence) should not affect the basis of the progression decision. Consequences should reflect attendance as a matter of student engagement, and involve probation and dismissal from the program. Progression decisions should be based on the student's ability to achieve the stated student learning outcomes in the curriculum based on direct evidence of achievement.

The program or institution must have policies in place regarding a student's failure to make normal and satisfactory progress, whether for academic reasons such as failing courses, repeating courses or levels beyond the maximum allowed, exceeding the maximum time in the program, or for other reasons such as failure to comply with school policies regarding attendance or other student conduct matters. Good practices include

- giving students written information regarding the services for which the student has paid
- clarifying the process for withdrawal and any deadlines with which the student must comply
- clarifying the process for refunds and ensuring timely payment of refunds

- having procedures in place ~~to assist for ensuring that~~ students who have limited English proficiency comprehend English language materials before they sign any contractual documents or make full fee payments for the term in which they enroll
- giving students a written policy regarding attendance and advising services that serve to reinforce the attendance policy
- giving students a written policy regarding repeating levels or courses within the program and the impact of repeating on student immigration status, if applicable
- giving students a written policy defining what constitutes normal and satisfactory progress in the program of study and advising students regarding this policy

Student Services Standard 5: Students have access to health insurance if required and, in all cases, students are informed about the need for adequate health insurance coverage.

Discussion

Medical care expenses ~~in the U.S.~~ can jeopardize a student's ability to meet financial obligations and consequently the student's ability to maintain full-time status, which is required to remain in good standing as defined by DHS regulations ~~in the United States~~. Whether medical insurance is required or not, the program or institution must provide comprehensible written information about the consequences/risks of failure to maintain such coverage.

Commented [CEA14]: Edit to resolve misplaced modifier.

A program or institution that requires specific medical insurance must inform students in writing of the required application process and costs for medical insurance coverage and of the risks incurred by letting coverage lapse.

Good practices include making available or recommending

- health insurance plans that are tailored to the needs of the student body
- written information regarding which services are covered and which are not, cost of the coverage, deductibles and co-payments required, and length of coverage
- written information about any optional coverage that can be obtained, such as that for spouses and dependents, dental care, and so on, as relevant

Student Services Standard 6: Students have access to social and recreational activities that provide a cultural context for their language acquisition and other studies, as appropriate.

Discussion

Students must have the opportunity to apply what they have learned in the classroom to real-life experiences. The program or institution must facilitate such opportunity by providing access to information regarding cultural, social, and sports activities available through the program or institution, through the host institution (where applicable), and in the surrounding community. Sufficient numbers of personnel must accompany any field trips or activities formally sponsored by the program, institution, or other contracted agencies/entities. Safety procedures must be in place for emergencies; if students sign waivers, the program or institution verifies the students' understanding of the implications. If school-sponsored activities are offered for additional fees, students are informed in advance of the fees required.

Good practices include

- having written information available in advance regarding recreational and social activities and, if sponsored by the program or institution, any costs involved
- having written procedures that are communicated to all staff regarding health and safety issues and how those procedures are to be communicated to student participants
- adhering to any laws or regulations related to conducting social and recreational activities

Student Services Standard 7: The program or language institution clearly states and fulfills its responsibilities regarding student housing.

Discussion

The program or institution must take responsibility for the accuracy of all written information disseminated to students about housing, whether by the program or institution or a contracted agency/entity (see Recruiting Standards 1, 2). An employee of the program or institution or the contracted agency/entity must personally inspect all contracted accommodations. The program or institution has procedures in place to investigate housing complaints properly and to solve problems without delay (see Student Complaints Standard 1).

If the program or institution conducts homestay operations, it must do so in a manner consistent with ethical practice and with regard for the educational objectives of the students. The program or institution informs homestay hosts of the student's non-immigrant status and related obligations with respect to their compliance with DHS regulations in the United States. The program or institution must provide an orientation that includes cross-cultural information and homestay program policies and procedures for both homestay host(s) and participating students. A staff member or other representative must be available to both host(s) and participating students for counseling as needed or in emergencies. If the program or institution contracts for homestays, it is responsible for verifying that the contracted agency/entity provides such orientation and support.

Good practice includes having the program or institution or its contracted agency/entity ensure that

- the student is placed in a safe, clean, livable environment that is conducive to achieving the student's educational purpose
- accommodations take into consideration respect for the student's personal privacy and religious beliefs and practices
- there are written policies available on request and that these policies are communicated to all appropriate staff

Student Services Standard 8: The program or language institution clearly states and consistently provides the extent of student services described in any written, electronic, or oral promotional information or in agreements.

Discussion

The program or institution must conduct its support services program in an ethical manner. Staff is appropriately trained and accessible to students [in order](#) to provide all [student](#) services [which for which the student has paid or that](#) have been promised. Such services may be contracted out, but the program or institution remains responsible for verifying that such services are provided as promised. If fees are charged for specific services, written fee schedules are available to the public. [\(see Recruiting Standards 1, 2\)](#).

Examples of good practice include

- clear statements of services provided in all written, electronic, or verbal promotional information or agreements
- written information about fees for services
- clearly written information about which services are part of the program and which are optional

Recruiting

Context

English language programs and institutions inform prospective students about the program or institution through a variety of means, including:

- study fairs
- videos and brochures
- webpages
- electronic social networking
- visits to schools and counseling offices abroad
- relationships with embassies, sponsors, third-party partners or recruiters, educational counselors, or student exchange programs

Programs and institutions have the responsibility to ensure that students and other interested parties receive accurate and complete information about the program or institution and other matters related to the student's decision to study. In addition, there is the possibility that prospective students, their parents, or their sponsors could misunderstand the information due to language difficulties, cultural differences, or inadequate knowledge of the country's geography and law.

[For sites which do not control one or more areas required for reporting in the standard, the program or language institution must demonstrate that a regular review process occurs to verify that recruiting activities continue to meet the needs of the program and its students. In cases where the program or language institution is not directly responsible for recruiting, describe the process for exchange of information, noting how information flows between the accredited program or language institution and the responsible unit or entity. The program or language institution must demonstrate how it ensures that students' well-being is protected throughout the recruiting process.](#)

Commented [CEA15]: Language added to clarify the level of responsibility and accountability of the site in cases where it may not directly supervise the areas under review. Sites are encouraged to contact staff for clarification, if needed. Language here is modeled after the Student Services context (see above).

Recruiting Standard 1: All program or language institution personnel follow ethical practices for recruiting students and promoting programs, and they ensure that the program or language institution's policies and procedures are made clear to prospective students and/or student sponsors. In any recruitment transaction, the students' interests and well-being are paramount.

Discussion

Persons engaged in recruiting students must focus on the welfare of both potential and actual applicants at all times. Admissions criteria, processes, procedures, and documents necessary for the application process must be clearly presented, both by the program or institution directly and by any agent, educational counselor, or contracted third party acting for the program or institution. The program or institution ensures that students are informed of the result of attending or completing the program or institution relative to eligibility requirements for admission to university or college classes, awarding of credit for attendance, enrollment in concurrent programs, or conditional admission to a university or college.

Good practice results when the recruiting staff, admission personnel, academic advisors, and all those to whom recruiting activities are delegated are well trained to describe clearly and accurately all aspects of the program or institution when recruiting and admitting students. In their marketing and recruiting

activities, such programs and institutions must not misrepresent themselves or others by either deliberately falsifying or selectively omitting information.

Recruiting Standard 2: All written, electronic, and oral information used to describe or promote the program or language institution to students and other relevant parties is accurate and complete.

Discussion

Printed materials, video presentations, and electronic media must contain clear, complete, current, and correct information about the program or institution's

- goals and purposes
- admission requirements and procedures
- hours of instruction
- program length
- calendar
- tuition and fees (actual costs or realistic estimates of costs for tuition, educational expenses, including technology requirements for blended or distance education when applicable, subsistence, and other fees) and the extent to which financial aid or scholarships are available to students
- location and facilities
- student services, such as **advising and counseling**, assistance with locating appropriate housing, help with application for university or college admission, and other services ~~(see Student Services Standard 9)~~
- blended or distance education, where applicable, such as the equipment and technical expertise possessed by the program or institution and the technology and technical expertise needed by the students

Commented [CEA16]: Consistent phrasing "advising and counseling" throughout

Commented [CEA17]: Removed non-meaningful reference to other standards

Good practice results when written, electronic, and verbal information materials

- make accurate claims about instructional programs and student services available
- state clearly whether admission to the program or institution is also admission to another concurrent or subsequent educational program
- realistically depict the program, its location, and the facilities used by students
- present clear information about all fees

Recruiting Standard 3: If a program or language institution has recruiting agreements or contracts with a third party, the program or institution ensures that it has complete information about the third party, assumes responsibility for monitoring the third party, and terminates the agreement if necessary.

Discussion

The program or institution must keep itself informed of the professional conduct of the third party. It must

- ensure that the third party does not misrepresent his/her relationship with the program or institution and does not perform services on behalf of the program or institution without proper authorization and training
- be prudent in evaluating third-party recruiters prior to contracting by soliciting information from students, other clients of the third party, and other sources that may be available
- obtain written confirmation that the third party is aware of and follows established codes of ethical practice governing recruiting and counseling students, such as NAFSA's Statement of Ethical Principles (Available from NAFSA)
- monitor the performance of all third parties with which it has agreements in light of the established principles, be vigilant and proactive in requiring adherence to these principles, and terminate the third-party relationships if it becomes evident that there is a pattern of unacceptable practice
- be kept informed of the fees charged to students and services rendered to students

Program Development, Planning, and Review

Context

The effective administration of an English language program or institution requires intentional, regular analysis of program goals and results. Such analysis is accomplished through structured, scheduled action that engages personnel specifically selected on the basis of their knowledge and responsibilities related to the area being analyzed within the program or institution.

To ensure that analysis of program goals and results is intentional and conducted regularly, good practice includes having written plans for the analysis. Such documents will include the plan calendar, the key elements and steps of the development or review process, essential data, and the designation of appropriate personnel to carry out planned activities. In addition, the written plan will define who is accountable for results, and the overall process will include the mechanisms that will be used to monitor and evaluate implementation of those results.

While ad hoc activities to improve program services are important, they do not accomplish what proactive and structured development or review does, which is to ensure that program elements are evaluated and revised before issues become entrenched and problematic.

For sites which do not control one or more areas required for reporting in the standard, the program or language institution must demonstrate that a regular review process occurs to verify that the area(s) not under direct control of the program continue to meet the needs of the program and its students. In cases where the program or language institution is not directly responsible for oversight or review of certain areas, describe the process for exchange of information, noting how information flows between the accredited program or language institution and the responsible unit or entity. The program or language institute must demonstrate how it ensures that students' well-being is protected throughout this review process.

Program Development, Planning, and Review Standard 1: The program or language institution has a plan, in writing, for development of the program or language institution as a whole, including planning, implementation, and evaluation.

Discussion

A documented process for development of the program or institution provides an opportunity for the program or institution (1) to ensure that its activities are consistent with achieving the goals as identified in its mission (see Mission Standard 1) and (2) to specify and evaluate the human, financial, and physical resources needed to reach those goals. The intent of this standard is to ensure that program and institution leaders undertake regular analysis, evaluation, and planning for the organization as a whole. Planned organizational development is characteristically strategic. It provides for consideration of internal and external factors that have an impact on the program or institution. It also provides for review and evaluation of existing administrative and fiscal policies and practices.

The process of program or institutional development must be undertaken in a formal systematic manner by administrators with input from appropriate individuals and other relevant sources.

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Commented [CEA18]: Language added to clarify the level of responsibility and accountability of the site in cases where it may not directly supervise the areas under review. Sites are encouraged to contact staff for clarification, if needed. Language here is modeled after the Student Services context (see above).

Commented [CEA19]: Language added to clarify the distinction between the two P DPR standards. P DPR 1 is about planning for the site as a whole, and P DPR 2 is about review of specific components.

Good practice includes reviewing and planning in the areas of

- mission and goals
- financial resources
- facilities, equipment and supplies
- internal and external factors that affect student enrollment, curriculum development, student achievement, faculty, and staff
- staffing and personnel needs
- administrative procedures
- operational policies

This standard requires a ~~written document~~comprehensive ~~written plan~~ describing the formal mechanism used for program or institutional development ~~as described in the Administrative and Fiscal Capacity Standards for the organization as a whole.~~ The written ~~document-plan~~ may be in chart, template, or other format—.

Commented [CEA20]: "comprehensive" added to clarify the requirements for the plan; provide language for reviewers to cite.

Regardless of format, the written plan must include the ~~following~~ structural components:

- ~~tasks,~~
- ~~process,~~
- ~~responsible parties~~
- ~~and~~ timelines,
- ~~as well as a~~ list of the documentation that provides ~~explicit~~ evidence that the plan has been implemented—.

Commented [CEA21]: No changes to content or standard's requirements; formatting change only.

In addition, the program or institution must maintain records showing the results of the organizational development process, noting actions that have been undertaken as a result of the process—.

Such actions become part of the process and components to be analyzed and evaluated in the next cycle.

Program Development, Planning, and Review Standard 2: The program or language institution regularly reviews and revises its program components and has plans, in writing, to guide the review of curricular elements, student assessment practices, and student services policies and activities. The plans are systematically implemented.

Discussion

Regular review of program components provides an opportunity to evaluate the effectiveness of existing curricula relative to the mission and goals of the program, student assessment practices, and student services policies and activities—.

Such a review must be undertaken in a formal, systematic manner by appropriate committees or individuals with input from faculty and students—.

Revisions that result from regular review must be monitored and evaluated for effectiveness in the next review cycle.

The written documents required by this standard must describe formal plans to guide the review—.

The written documents may be in chart, template, or other format and must be included in manuals or other materials that guide the program or institution's activities—.

~~Regardless of format, the written plans must include the tasks, process, responsible parties, timelines, as well as the documentation that provides evidence that the plans have been implemented.~~

Regardless of format, the written plan must include the following structural components:

- tasks,
- process,
- responsible parties
- timelines,
- list of the documentation that provides evidence that the plan has been implemented.

Commented [CEA22]: No changes to content or standard's requirements; formatting change only.

In addition, the program or institution must maintain records showing the results of the review cycle, noting any changes that have been adopted as a result of the review process.

Good practice in the review of curriculum includes reviewing the following:

- course goals, ~~course~~ objectives, student learning outcomes and syllabus for each course
- teaching materials
- methods and methodologies
- student outcomes
- feedback from faculty and students
- research in the areas of language acquisition and language teaching

Good practice in the review of achievement and assessment activities includes reviewing the following:

- ~~collecting~~ data about student performance relative to course objectives student learning outcomes (such as pass/fail rates) as well as
- data on ~~assessment, achievement of student learning outcomes and progression to the next level~~, program graduation, retention, and college admission, and reviewing the following:
 - placement tools
 - teacher-made tests
 - rubrics and other evaluation tools
 - end-of- term exams
 - reporting practices
 - articulation patterns with programs to which students may be admitted after program completion
 - methods by which the program or institution documents student achievement
 - reliability and validity studies of testing instruments relative to program objectives
 - faculty surveys and student satisfaction surveys
 - review of assessment and achievement research

Commented [CEA23]: No changes to content or standard's requirements; formatting change only.

Good practice in the review of student services includes reviewing the following: all the services below that are provided by a program

- admission policies
- promotional materials
- orientation materials and activities
- social and recreational activities
- personal, academic, and immigration advising services
- housing
- outside service providers
- feedback from students, faculty, staff, homestay hosts

Commented [CEA24]: Additional language added to context regarding level of responsibility/ accountability makes this phrase redundant.

Glossary

Achievement: The level of attainment in relation to a standard measure of performance, such as the goals and student learning outcomes of a particular course and/or level.

Achievement scale: The range of possible levels of language ability as represented by the levels of courses offered within the curricular program.

Achievement scale, interpretation of: The student learning outcomes attained or benchmarks achieved by students as a result of instruction, provided as part of the report given to students or made easily accessible to students and others who might need to know. The interpretation of an achievement scale provides descriptors of what the student can do with language written in terms of observable and measurable student learning outcomes. The descriptors are essentially a summary of the student learning outcomes to be achieved in a program of study for each course and level.

Administrators: All those employees who are involved in non-instructional administrative or management activities. Regardless of title, administrators, together with staff, comprise all non-instructional positions in a program or language institution.

Agent: A person or organization that, for compensation, (1) provides information to an English language program or institution about prospective students or provides information to prospective students about programs and institutions, as appropriate to their needs; (2) provides application and enrollment information; and (3) may provide other forms of academic, cultural, or travel information and services. Written agreements between the program or institution and the agent typically specify the parameters of representation and services. May also be called an educational consultant. (See *third-party recruiter*)

Appropriate instructional materials: Materials that further the instructional objectives of a course or learning situation. For example, if the course goal is to improve writing skills, the materials will relate to writing and associated writing skills, taking into account the level of the course and the proficiencies of the students.

Assessment: Evaluation of language skills, achievement, and/or proficiency with respect to set standards, stated criteria, and/or descriptions. Formal evaluation or measurement of attained/ achieved goals or outcomes as a result of instruction.

Competency: Ability inferred from performance of a skill.

Course: A component of a curriculum in which a teacher and students interact toward the achievement of predetermined goals, objectives, and student learning outcomes.

Course description: A description of the goals, methods, and timelines for a course.

Course goal: The overall intended outcome or target for the course. The goal guides the development of meaningful course objectives and informs the students and teachers of the purpose of the course.

Course objective: A specific curricular element taught through content and activities. The course objectives guide instruction and lesson planning in order to provide a learning experience for all students, and, in aggregate, address the course goals.

Current instructional materials/resources: Materials or resources that reflect current knowledge of language teaching and learning.

Curriculum: An education program that includes an educational goal or purpose, course objectives for all courses, statements of student learning outcomes for all courses, a process for teaching and learning, and a means of assessment.

Direct evidence: Evidence that demonstrates actual learning, actual performance or product.

Distance education/learning: Electronically mediated instruction delivered in various formats, including in blended formats with some face-to-face components. May be integrated into a regular course of study or may be a separate course or program.

EFL: English as a foreign language. Most often used to refer to teaching English as a foreign language, in a setting in which English is not a major language used by the surrounding society. (See *TEFL*)

ESL: English as a second language. Most often used to refer to the English used or taught in English-speaking settings or for long-term continuous purposes. (See *TESL*)

Ethical practices: Ethical practices refer to the forthright and transparent manner in which the language program or institution establishes policies and conducts operations. Ethical practices are characterized by fair and honest dealings, accurate information, consideration of individual's welfare and adherence to established principles of ethics.

Faculty: Instructional staff who have teaching responsibilities, may have non-teaching responsibilities (student advising, curriculum development, testing, etc.) and provide continuity and stability to the program.

Firm student identification: The means by which the program or institution ensures the integrity of student work in distance education, specifically including the means by which the Intensive English Program can ensure that a student enrolled in a distance education course is the same student who is submitting assignments or taking examinations via electronically mediated instruction.

Formal student complaint: A complaint of a more serious nature filed by a student following the written procedures provided to the student by the program or institution.

Full load: The number of instructional hours and other responsibilities that would be carried by a full-time faculty member as defined by the program or institution.

Full-time faculty: Faculty who hold positions defined by the program or institution as being 1.0 FTE (full-time equivalency) and who are available for assignment during the scheduled hours of operations.

Graduate teaching assistant (GTA): A graduate student who is also a teacher-in-training and who teaches courses in an English language program.

Homestay: An arrangement whereby a student resides for a period of time in a private home with a full-time resident host(s) who provides room and/or board, as specified in the hosting agreement.

Homestay host(s): An individual or individuals who extend hospitality, either voluntarily or for fees, in a private home. Time periods can range from one meal to overnight stays for an extended period of time.

Host institution: Contracted entity with which the English language program or institution has a relationship.

Indirect evidence: Involves data that are related to the act of learning and imply learning has occurred. A perception of learning.

Intensive English program (IEP): A postsecondary program that (1) offers participants a minimum of 18 class hours or 12 credit hours per week of English language instruction, (2) has a curriculum designed to serve the needs of nonnative speakers of English, (3) allows for the differentiation of participants by level of proficiency, and (4) offers instruction on an ongoing basis for at least eight months of each calendar year.

Instructional methodologies: Organized principles for language teaching that are based on accepted views of language, teaching, and learning.

Instructional staff: All those individuals involved directly or indirectly in instruction, including, for example, faculty, graduate teaching assistants, and language laboratory or technical staff.

Language proficiency: See *Proficiency*

Larger institution: The governing organization/institution in which the English language program is a unit/department or part of a unit/department.

Nonnative speaker: A person who did not learn English as a first language.

Normal progress: A student's movement through the course of study at an acceptable or reasonable pace based on expected achievement of the student learning outcomes within the curriculum. Policies related to normal and satisfactory progress account for academic progress as well as non-academic factors such as acceptable absences, repeating courses or levels, and overall time in the program or institution.

Norms of the field: Current practice in the field. The recognized boundaries of acceptable program standards by those operating in the field.

Ongoing orientation: Continuing support provided to students regarding adjustment to the program or institution and surrounding culture and community, which includes counseling and advising related to study skills, cross-cultural adjustment matters (if applicable), appropriate student conduct, ~~and~~ health and safety issues, and other matters

Commented [CEA25]: Added a definition of ongoing orientation, consistent with the language in the standard.

Part-time: Faculty or staff who hold positions of less than 1.0 FTE (full-time equivalency) as defined by the program or institution.

Partial load: The number of instructional hours and other responsibilities that would be carried by a part-time faculty member as defined by the program or institution.

Postsecondary education: Courses and/or programs that fulfill the requirements for an educational, professional, or vocational objective and are not avocational or recreational in character. All presume prior completion of a secondary level of education or its equivalent.

Practical application: Use of language in concrete settings for designated purposes.

Proficiency or Language proficiency: A language learner's competency or abilities in a language at a given time. The degree to which a nonnative speaker has demonstrated competencies using language for a specific purpose, academic or otherwise. Proficiency is attained through various means, including teaching, language immersion, self-study, and other means. Commonly accepted and recognized language proficiency measures are English language proficiency tests, proficiency scales or frameworks of reference.

Program of study: A coordinated, coherent group of courses provided by a program or institution, which may include levels from beginner to advanced.

Program placement of students: The process followed by a program or institution in the administration of a test or a series of tests or other evaluative procedures designed to reliably place students at an appropriate level. (See *reliability*)

Qualitative measures: Instruments or structured activities that measure factors that may not be quantifiable but that contribute to an understanding of the activity/event/situation being measured. Examples include measures such as portfolios, presentations, or project-based work.

Quantitative measures: Instruments or structured activities that measure that which can be assessed in quantitative terms, i.e., that which can be counted. Examples include measures such as true/false, multiple choice, or matching items.

Reliability: Evidence of consistency in the results of a testing, placement or other process. Such evidence of consistency rests upon data or information that has been collected, analyzed, and interpreted. Such data or information may be qualitative and/or quantitative in nature. Reliability implies that results of processes such as placement testing are dependable across testing cycles and consistently show alignment with a program or institution's levels and curriculum.

Satisfactory progress: See *Normal progress*

Sequenced courses: A graduated grouping of courses within a program of study (1) that provides a coherent and connected body of material and (2) in which a student may not enroll in a given course until able to demonstrate competency in meeting the student learning outcomes of the previous course in the sequence.

Significant progress: A quality of curriculum design shown by evidence that the curriculum for courses and levels include course goals, objectives, and student learning outcomes representing a substantial amount of curricular material and proficiency gain as appropriate for the model and mission of the

program.

Sponsor: A person or organization that supports a student's admission and enrollment in an English language program or institution. This person is not an official representative of the program or institutions and is not working under its auspices.

Staff: Employees who provide services to support administrators and faculty in carrying out the mission of the program or institution. Regardless of title, staff, together with administrators, comprise all non-instructional positions in a program or language institution.

Student level: A student's placement within the curriculum.

Student learning outcome: A description of what the student will know or be able to do with the language as a result of the course of instruction. A student learning outcome is written in terms of observable and measurable language skills. Along with course objectives, student learning outcomes provide the foundation of assessment by implying what will be assessed and appropriate methods of assessment.

Student needs: Set of desired outcomes as determined by an analysis of the anticipated linguistic, educational and social environments of the students.

Student services: The services required for proper learning and any additional student support services the program or institution has promised through its promotional literature or statements. Examples are counseling, housing, extracurricular activities, and college placement.

Syllabus: The organized content, methods/techniques, and objectives designed to support a particular course.

Teachers in training: Teachers in training may be student teachers, interns, graduate teaching assistants, or practicum participants who assist in the delivery of instruction.

Techniques: Instructional activities that flow from methodologies and are based on theories of language learning and teaching.

TEFL: Teaching English as a foreign language, in a setting in which English is not a major language used by the surrounding society.

TESL: Teaching English as a second language, in an English-speaking or English-bilingual setting.

TESOL: (1) Teachers of English to Speakers of Other Languages, Inc., a professional organization for individuals teaching ESL or EFL around the world.

(2) The field of teaching English to speakers of other languages for whom English is not the first language.

Third-party recruiter: An agent or educational consultant who has an agreement or contract to represent an English language program or institution in recruitment and marketing activities. (See *agent*)

Validity: Evidence that conclusions, for example those reached through and about assessment measures, are accurate and can be substantiated, i.e., they are verifiably linked to what is being tested or analyzed, and that rest upon sufficient data that is appropriately identified, collected, and analyzed. Such evidence and data may be quantitative, qualitative, or a combination of both.

Verification: Activities undertaken by site reviewers to provide evidence that standard have been met.