CEA Standards for English Language Programs and Institutions

CEA Standards
Updated January 2017

CEA Standards for English Language Programs and Institutions
Revised and reprinted January 2017

Acknowledgments

The 2017 *CEA Standards for English Language Programs and Institutions* are the result of contributions by many committed professional over many years. The original standards, developed in 1995-1997, were derived from the *TCA Standards for Intensive English Programs,* which were developed by the TESOL Accreditation Advisory Committee (AAC), a committee of subject matter experts who engaged with the field to ensure clear and valid standards. Since that time each Standards Review Committee of the Commission has conducted annual review of the standards, again with regular input from the field. Thus, CEA acknowledges the AAC for authorship of the original standards, the Commission members who have regularly provided updates and improvements in the years since, and those active members of the field who have provided information and feedback to ensure that the *CEA Standards* continue to reflect current good practices.

The Commission on English Language Program Accreditation acknowledges the support of Teachers of English to Speakers of Other Languages, Inc. (TESOL) for the development of the original standards. CEA also acknowledges other organizations that were early supporters of CEA's work to refine the standards, including

The TOEFL Policy Council of the Educational Testing Service;
International Communications Inc. (TOEIC Services America);
the American Association of Intensive English Programs (AAIEP), now EnglishUSA; and
University and College Intensive English Programs (UCIEP).

Commission on English Language Program Accreditation
1001 North Fairfax Street
Suite 630
Alexandria, VA 22314
www.cea-accredit.org

Copyright © 2017 Commission on English Language Program Accreditation
All rights reserved.

Introduction

The *CEA Standards for English Language Programs and Institutions* (referred to in this document as the *CEA Standards*) serve as the foundation for English language programs and language institutions that are applying to be accredited by the Commission on English Language Program Accreditation (CEA). The *CEA Standards* can also serve as standards of good practice for English language professionals and organizations interested in program improvement and especially to anyone in the initial stages of developing a new English language program or institution.

The *CEA Standards* are designed to ensure that students receive quality English language training no matter what kind of program or institution they attend. They were written with various types of English language teaching organizations in mind, including independent, stand-alone institutions; proprietary schools; independent English language institutions under contract with colleges and universities; college- and university-based and administered programs; non-profit schools; and international schools that meet CEA's eligibility requirements. Given the variety of settings where English language teaching is offered and given the fact that the field of English language teaching is continually changing, the standards are written to allow programs and institutions that meet them to offer the best possible language instruction for their students.

Development and Maintenance of the CEA Standards for English Language Programs and Institutions

The *CEA Standards* were initially developed by the Accreditation Advisory Committee (AAC), which was convened by Teachers of English to Speakers of Other Languages, Inc. (TESOL) in 1995. ACC members were recognized for their interest in standards and in quality education in general, for their familiarity with different types of English language programs and institutions, for their experience as leaders of professional associations involved in English language teaching, and for their knowledge of the field of teaching English as a second/foreign language and education in general. They also had previous involvement in the development of standards or of program review materials for other associations, and several had served as accreditation evaluators for regional and programmatic accrediting bodies.

Several principles guided initial development and have continued to form the foundation of the *CEA Standards:* to help English language programs and institutions provide a quality educational experience for their students; to ensure that standards can be applied equally and fairly to all types of English language programs and institutions; and, due to the importance of peer review in the accreditation process, to capture the professional experience and deep knowledge of professionals in the field.

The initial step in drafting the standards was to review standards from a variety of sources and to consider a variety of perspectives about standards for English language programs and institutions both in and outside the United States. Public input into their development was essential. In addition, the standards needed to adhere to the requirements for specific standards areas, as identified by the U.S. Department of Education regulations for recognized accrediting agencies. The process resulted in an integrated body of standards based on the experience of members of the AAC and the input from the field through presentations at conferences and on the web. The standards were initially published by TESOL and then later, in 1999, by CEA as the *CEA Standards for English Language Programs and Institutions*.

Once developed, standards must continue to be clear and relevant, and thus good practice in quality assurance requires that standards be periodically reviewed and revised if necessary. To ensure that the *CEA Standards* continue to reflect good practice in the field of English language teaching, learning, and administration and that they maintain relevance, the Commission's Standards Review Committee is charged with ongoing review and revision of the standards. By CEA policy, such review is methodical and based on data collected from those involved in the accreditation process, including sites undertaking self-study, peer reviewers, staff, and Commissioners. The data includes formal evaluation of the standards by those who use them, surveys initiated by the Standards Review Committee, discussion with CEA's Constituent Council of accredited sites, analysis of trends in the field, and public comments provided during a mandatory period before adoption of any revisions.

Thus, the *CEA Standards* are maintained through planned review and revision conducted on a regular basis. The Standards Review Committee conducted a complete review of the standards in 2010; the revised edition was published effective 2011. The *2017 CEA Standards* comprising the current document include revisions in several standards areas adopted following planned review and discussion since 2011, ensuring that the standards are current and are the result of engagement with the field. The process and changes resulting in these *2017 CEA Standards* are available at www.cea-accredit.org. Procedures for the regular review of standards can be found in the *CEA Policies and Procedures.*

CEA Standards for English Language Programs and Institutions

Table of Contents

CEA Standards for English Language Programs and Institutions 1

Mission *7*

Curriculum *9*

Faculty *11*

Facilities, Equipment, and Supplies *17*

Administrative and Fiscal Capacity *19*

Student Services *25*

Recruiting *31*

Length and Structure of the Program of Study *35*

Student Achievement *37*

Student Complaints *43*

Program Development, Planning, and Review *45*

Glossary 49

CEA Standards for English Language Programs and Institutions

Mission

Mission Standard 1: The program or language institution has a written statement of its mission and goals, which guides activities, policies, and allocation of resources. This statement is communicated to faculty, students, and staff, as well as to prospective students, student sponsors, and the public, and is evaluated periodically.

Curriculum

Curriculum Standard 1: The curriculum is consistent with the mission of the program or language institution, appropriate to achieve the organization's goals and meet assessed student needs, and available in writing.

Curriculum Standard 2: Course goals, course objectives, and student learning outcomes are written, appropriate for the curriculum, and aligned with each other. The student learning outcomes within the curriculum represent significant progress or accomplishment.

Curriculum Standard 3: The instructional materials and methodologies are appropriate and supportive of course objectives.

Faculty

Faculty Standard 1: Faculty members have education and training commensurate with their teaching assignments.

Faculty Standard 2: Faculty have experience relevant to teaching students at the postsecondary level in their areas of assignment and demonstrate an ongoing commitment to professional development.

Faculty Standard 3: Faculty who teach English demonstrate excellent proficiency in English. In language institutions where languages other than English are taught, faculty demonstrate excellent proficiency in the languages they teach.

Faculty Standard 4: Teachers in training are appropriately selected, trained, and supervised for the instructional situations in which they are placed.

Faculty Standard 5: Faculty members each receive a job description and all the terms and conditions of employment in writing at the time they are hired and any time their duties or employment conditions change.

Faculty Standard 6: The program or language institution has an adequate number of faculty, whose duties are structured to permit timely and effective completion.

Faculty Standard 7: The program or language institution describes to faculty clearly and in writing the performance criteria and procedures for evaluation at the onset of the evaluation period; conducts faculty performance evaluations that are systematic, regular, fair, objective, and relevant to achieving program or institutional goals; and conveys evaluation results to faculty in writing in a timely manner.

Facilities, Equipment, and Supplies

Facilities, Equipment, and Supplies Standard 1: The program or language institution has facilities, equipment, and supplies that support the achievement of its educational and service goals; are adequate in number, condition, and availability; and are accessible to students, faculty, and administrators.

Administrative and Fiscal Capacity

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

Administrative and Fiscal Capacity Standard 2: The program or language institution has an administrative structure and a governance system 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.

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

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

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.

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.

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

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.

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.

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).

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.

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

Student Services

Student Services Standard 1: Admissions policies are consistent with program objectives and with 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 benefit from the instructional program. Both the policies and the personnel who implement them adhere to ethical practices.

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.

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 to 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.

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.

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.

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.

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

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.

Recruiting

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.

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.

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.

Length and Structure of Program of Study

Length and Structure of Program of Study Standard 1: The calendar states the number of terms per year, the number of weeks per term and the number of hours of instruction per week. The calendar is consistent with and supportive of the program or language institution's stated mission and goals.

Length and Structure of Program of Study Standard 2: The program or language institution's curricular design clearly indicates the levels of instruction and specifies how students progress through a full program of study.

Student Achievement

Student Achievement Standard 1: The program or language institution has a placement system that is consistent with its admission requirements and allows valid and reliable placement of students into levels.

Student Achievement Standard 2: The program or language institution documents in writing whether students are ready to progress to the next level or to exit the program of study, using instruments or procedures that appropriately assess the achievement of student learning outcomes for courses taken within the curriculum.

Student Achievement Standard 3: The program or language institution maintains and provides students with written reports that clearly indicate the level and language outcomes attained as a result of instruction.

Student Achievement Standard 4: The program or language institution informs students of the assessment procedures used to determine placement, progression from level to level, and completion of the program, as well as their individual results.

Student Complaints

Student Complaints Standard 1: The program or language institution makes available to students, in writing, procedures by which they may lodge formal complaints. The program or language institution documents and maintains records of formal student complaints, as well as the resolution of any such complaints.

Program Development, Planning, and Review

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, including planning, implementation, and evaluation.

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.

Mission

Context

The smooth functioning of an English language program or institution, as well as the determination of how it operates within established standards, depends on the existence of a mission statement. This mission statement, developed and reviewed regularly by program staff, provides a basis for all program or institution activities. The program or institution's resources must be allocated to best achieve its mission.

Mission Standard 1: The program or language institution has a written statement of its mission and goals, which guides its activities, policies, and allocation of resources. This statement is communicated to faculty, students, and staff, as well as to prospective students, student sponsors, and the public, and is evaluated periodically.

Discussion

Each program or institution must have a clearly defined mission that is communicated to and understood by individuals who work for or are served by the program or institution. The mission statement summarizes in broad terms the educational and service goals of the program or institution, as well as any other purposes. The mission statement serves as the principal guide for:

- administrators, to determine if decisions affecting the program or institution are appropriate
- faculty and staff, to determine if their activities within the program or institution are appropriate
- current students, to determine if their evolving educational and personal goals are met
- prospective students and those who have a stake in their choices, to determine if the program or institution's programs and services are appropriate
- the public, to inform it of the purposes of the program or institution and to determine if it is achieving those purposes

The mission statement must be clearly written in terms easily understood by students, staff, and the public. It must be available to current and prospective students or their sponsors and to prospective and current employees through materials such as student recruitment literature, employee handbooks, and informational documents. Because the mission statement forms the basis for all decisions affecting the program or institution, the statement must be evaluated and updated periodically to reflect new goals or shifts in the focus of its educational programs or services and whenever activities and policies are conceived, implemented, or revised.

Curriculum

Context

The curriculum is the structure through which an English language program or institution accomplishes its instructional mission. Curriculum is defined as an instructional program that includes:

- an educational goal or purpose
- objectives for each course in the curriculum
- statements of student learning outcomes
- process for teaching and learning
- means of assessment

An individual English language program or institution may have more than one curriculum. For example, curricula may be skills-based, content-based, or product-oriented. They may be offered on site or at a distance. Whatever the approach, each curriculum must be responsive to assessed student needs and subject to regular review for possible modification. Because good practice is informed by research, those who design, review, and revise the curriculum must be knowledgeable about language acquisition and pedagogy, including issues affecting curriculum design. Carefully developed course goals (the overall intended outcome or target for the course), course objectives (what will be taught), and student learning outcomes (what the student knows or can do as a result of the course of instruction) must be in place. Together, these elements are key underpinnings of the quality of the educational program offered by the program or institution.

Curriculum Standard 1: The curriculum is consistent with the mission of the program or language institution, appropriate to achieve the organization's goals and meet assessed student needs, and available in writing.

Discussion

Each curriculum, including curricula delivered for face-to-face, blended, or distance learning, must have adequate and appropriate levels to meet the assessed needs of the students through a continuity of learning experiences. Programs and institutions must document how a curriculum relates to the mission, how it is organized, the number and sequencing of classes, and whether the classes are offered for credit.

Good practice includes having a written curriculum that has a logical progression from one level to the next and having a curriculum appropriate for the known needs of a particular group or category of students. Therefore, programs and institutions must document how the needs of the student population(s) sought, enrolled, and graduated from the program were assessed and established and how the curriculum is designed to meet those needs.

While the program or institution may present the elements of a curriculum in various places or formats, the overall curriculum design must include, for each course, written goals, objectives, and statements of student learning outcomes by which student achievement will be judged. Good practice also requires that, from term to term, the curriculum demonstrate consistency of objectives within a course or level.

See the Student Achievement Standards for a complete discussion of the elements of student achievement and assessment.

Curriculum Standard 2: Course goals, course objectives, and student learning outcomes are written, appropriate for the curriculum, and aligned with each other. The student learning outcomes within the curriculum represent significant progress or accomplishment.

Discussion

The courses in the curriculum must be interrelated, interdependent, appropriately sequenced, and shown to accomplish the goals of the program (see Mission Standard 1). Course objectives specify the curricular elements that will be taught and that, in aggregate, address course goals. Student learning outcomes, which are descriptions of what the student will know or be able to do with the language as a result of the teaching of course objectives, must be written, observable, measurable, and able to be expressed in terms of academic readiness or practical applications.

A student's level of attainment will be measured relative to these level objectives and outcomes, which together form the basis of the program's quality claims. Therefore, these elements must represent significant progress, accomplishment or proficiency gain for a student moving through the curriculum (see Student Achievement Standard 2). Programs and institutions differ in their missions, educational goals, and types of students served; thus, "significant progress" will be relative to the norms of the field for the educational program model provided. The program or institution must be able to demonstrate that the curricular goals, objectives, and student learning outcomes are within the expected range for the program's mission and model. This can be accomplished in various ways. Examples include but are not limited to documenting that the curriculum is mapped to an established external scale, that it is based on a scope and sequence validated for the program or institution's model, or by presenting research verifying that the curriculum conforms to norms of established or accredited programs or institutional models.

Additionally, the program or institution must be able to demonstrate that the course of study represented by the curriculum's levels and terms, and the time required by a student to complete the course of study if the student is making normal and satisfactory progress, is within the norms of the field for the educational program model.

Curriculum Standard 3: The instructional materials and methodologies are appropriate and supportive of course objectives.

Discussion

The curriculum, including curricula for face-to-face, blended, or distance learning, must use materials and methodologies appropriate for teaching language and other skills to students of different backgrounds, abilities, ages, learning styles, and goals and who have different communicative needs and levels of achievement or proficiency. Course goals and course objectives must guide choices of instructional and resource materials that are clearly related to instructional activities and assignments, readily available to students and faculty, and supportive of methodologies and course objectives.

Faculty

Context

Faculty are the most significant variable in determining instructional quality. This quality manifests itself through faculty performance in many ways. Faculty members' duties include, for example,

- transforming course objectives and course materials into useful learning activities for students
- developing their own materials, tailoring them to fit the needs of specific students
- guiding students in the acquisition of English and in understanding a target culture and that culture's ways of viewing the world
- affirming learners' own cultural and linguistic backgrounds
- applying their knowledge of language, culture, cross-cultural communication, and language acquisition to assist learners in achieving their own objectives efficiently
- implementing research findings in the classroom

Good practice is established when the faculty qualifications directly align with and support the stated mission and curriculum of a program or institution.

In order to ensure a quality face-to-face, blended, or distance education experience, a program or institution must employ faculty who meet accepted professional standards with regard to educational background, professional experience, and proficiency in the language being taught.

Faculty Standard 1: Faculty members have education and training commensurate with their teaching assignments.

Discussion

Individuals with instructional responsibilities must possess the knowledge and training to make informed decisions about classroom practice and to deliver effective instruction in the courses to which they are assigned. (This includes knowledge and training relevant to blended or distance education in programs and institutions where one or more of the various forms of blended or distance education are offered.)

This standard requires employment of faculty who have appropriate academic credentials and who demonstrate an adequate knowledge of principles required for effective language instruction. Informal preparation may be useful and may enhance faculty members' effectiveness, but formal education is a necessary component of their preparation. Faculty requirements must be consistent with and directly support the program or institution's mission, established curriculum, and other program components.

Formal education requirements for faculty:

- The bachelor's degree is considered the baseline qualification for teaching in a postsecondary language program or institution.
- The master's degree is highly valued and is considered the baseline qualification for teaching college and university preparation courses.
- In some program or institutional contexts, the doctorate may be the appropriate degree and may be required by the program or institution.

In cases where the bachelor's or master's degree is not in ESL/EFL, language teaching faculty, including teacher-trainers, must have a specific knowledge base and skill set that includes, at a minimum, the following:

- language teaching methodology
- the nature of language/languages (e.g., introduction to linguistics)
- the structure of English (e.g., syntax, phonology, morphology, discourse)
- second language acquisition
- intercultural communication (e.g., sociolinguistics, cross-cultural studies)
- practicum experience

If English language institutions independent of a college or university offer teacher-training certificates, requirements for teacher-trainers include all the above, plus additional training in language teaching pedagogy and methodology at least equivalent to the certificate content being taught.

In the case where an institution requires its teacher -trainers to hold a specific certificate (e.g., for CELTA teacher trainers), the certificate is in addition to the bachelor's degree.

Faculty Standard 2: Faculty have experience relevant to teaching students at the postsecondary level in their areas of assignment and demonstrate an ongoing commitment to professional development.

Discussion

This standard accommodates the wide range of instructional experiences and professional development experiences that instructors bring to a program or institution.

Good practice includes employing faculty who possess knowledge of the needs of students, familiarity with specific issues in language instructional settings, and practice in the application of language teaching principles in both supervised and independent instructional settings. In addition, they should have experience relevant to the program or institution's mission, whether it is English for academic preparation, English for professional purposes, English for self-improvement, blended, or distance learning, or for teacher training. Specifically, language faculty should have

- taught courses in an English language program or institution
- had a supervised practicum experience or taught English in supervised settings
- taught English or other languages to adult and/or postsecondary students in supervised settings
- participated in professional development activities relevant to the program or institution's goals
- participated in the development and teaching of blended or distance education courses or programs, if applicable

In cases in which the faculty member does not have appropriate experience relevant to his/her individual teaching assignments and to the mission of the program or institution, the administration must demonstrate that careful monitoring and developmental support are provided for the faculty member while he/she is developing the experience required by this standard.

In addition, as education professionals, faculty have a responsibility to undertake appropriate and regular professional development. Continuous professional development enhances and complements relevant teaching experiences and ensures that faculty continue to have the knowledge and skills to perform effectively. Professional development activities include but are not limited to

- conference attendance and participation
- development of materials
- teacher exchange experiences
- research
- professional reading
- mentoring opportunities
- publications
- in-house training and workshops

The program or institution's responsibilities to and support for professional development of instructional and administrative personnel are addressed in Administrative and Fiscal Capacity Standard 4.

Faculty Standard 3: Faculty who teach English demonstrate excellent proficiency in English. In language institutions where languages other than English are taught, faculty demonstrate excellent proficiency in the languages they teach.

Discussion

Faculty must have language proficiency appropriate to their teaching assignments. With regard to speakers of different varieties of English, the program must demonstrate that faculty members' proficiency in specific varieties of English is consistent with the program or institution's mission, as well as the objectives of the specific courses being taught.

The good practice this standard seeks to encourage is the employment of faculty who demonstrate excellent proficiency in the target language appropriate to their teaching assignments. To that end, programs and institutions must have in place policies and procedures for determining faculty language proficiency.

Faculty Standard 4: Teachers in training are appropriately selected, trained, and supervised for the instructional situations in which they are placed.

Discussion

Programs and institutions that use teachers in training (such as student teachers, interns, graduate teaching assistants, or practicum participants) demonstrate that they provide a quality classroom experience for the program or institution's students as well as for the teacher in training, by practicing effective selection, training, and supervision of the teacher in training. Such programs and institutions must provide careful monitoring and developmental support for teachers in training to ensure that the program meets its instructional objectives, and maintains its overall quality and continuity.

The good practices this standard seeks to encourage are that programs and institutions

- maintain an effective balance of teachers in training and faculty
- ensure that teachers in training have experience in language teaching or academic preparation for language teaching before being given instructional responsibilities
- ensure that teachers in training are supervised by individuals who possess, at a minimum, the educational level and experience required in Faculty Standards 1 and 2, and that those supervisors have significant involvement in curricular and instructional procedures for the program
- ensure that there are regular and systematic classroom observations and meetings of teachers in training and other faculty and that there are regularly scheduled one-on-one consultations between the supervisor and the teacher in training.

Faculty Standard 5: Faculty members each receive a job description and all the terms and conditions of employment in writing at the time they are hired and any time their duties or employment conditions change.

Discussion

Written job descriptions must be consistent with other evidence of faculty duties and responsibilities and must specify responsibilities expected of faculty in the areas of

- teaching and teaching support activities, including blended or distance education assignments, if applicable
- professional development
- service to the program and/or larger institution

Employment policies of the program or institution, including policies regarding confidentiality of faculty records, termination, and grievance procedures, and faculty rights and responsibilities must be available to faculty. Written terms and conditions of employment at the time a faculty member is hired must describe

- length of employment/appointment
- teaching load
- responsibilities outside the classroom, including any responsibilities related to blended or distance education programs, if applicable
- compensation and benefits
- criteria, procedures, and timelines for performance review

Faculty must be provided with revised job descriptions and written terms and conditions of employment whenever conditions change.

Faculty Standard 6: The program or language institution has an adequate number of faculty, whose duties are structured to permit timely and effective completion.

Discussion

The program or institution must pay sufficient attention to maintaining adequate numbers of faculty. Each faculty member's duties must reflect the systematic and rational allocation of program resources and responsibilities.

Responsibilities directly related to the instructional role of faculty include

- teaching
- lesson preparation
- planning and development of materials
- assessment of student work
- conferences with students
- online or virtual responsibilities in blended or distance education programs

Other responsibilities may include

- curriculum development, test preparation, and textbook selection
- research
- professional development
- test administration
- administrative and/or student services responsibilities

Regardless of the specific duties, the program or institution is responsible for ensuring that the faculty can complete their assigned duties effectively.

Good practice is demonstrated when faculty:

- have realistic job descriptions that set achievable tasks
- are able to complete their duties in an effective and timely manner

See Administrative and Fiscal Capacity Standard 2 for discussion of appropriate staffing practices regarding faculty who have administrative responsibilities.

Faculty Standard 7: The program or language institution describes to faculty clearly and in writing the performance criteria and procedures for evaluation at the onset of the evaluation period; conducts faculty performance evaluations that are systematic, regular, fair, objective, and relevant to achieving program or institutional goals; and conveys evaluation results to faculty in writing in a timely manner.

Discussion

The program or institution must demonstrate an open-minded, developmental, and reliable evaluation of faculty. Effective evaluation methods are marked by appropriate notification, appropriate frequency of administration, consideration of multiple sources of data, and which are conducted by individuals who are qualified to do so. The standard seeks to discourage capricious or unplanned evaluation, evaluation procedures that rely on single methods, procedures that do not allow for faculty input, or procedures that do not allow faculty members to respond to their evaluation.

All activities to be evaluated must reflect the program or institution's educational goals and the faculty members' job descriptions. Evaluation procedures must be available to faculty in writing and must

- be conducted on a regular basis
- be based on data collected from more than one source
- be based on data collected over a specified period of time
- be thorough, well-documented, and consistent with program or language institution's mission and goals

Facilities, Equipment, and Supplies

Context

Facilities, equipment, and supplies make up the setting for quality instruction, whether on site or through distance education, and contribute to the establishment of a positive environment for successful learning and services to students. Faculty must be provided with facilities, workspace, supplies, technology, and equipment for delivery of instruction, including blended or distance education. Administrators and staff must have adequate working conditions, facilities, and resources to achieve the mission and goals.

Facilities, Equipment, and Supplies Standard 1: The program or language institution has facilities, equipment, and supplies that support the achievement of its educational and service goals; are adequate in number, condition, and availability; and are accessible to students, faculty, and administrators.

Discussion

The facilities of the program or institution must be adequate in size and easy for students to access. Students must have a sufficient supply of learning materials and appropriate facilities to support and promote their learning.

Facilities include, but are not limited to,

- buildings (exteriors and interiors)
- classrooms
- faculty and administrative workspaces
- restrooms
- other areas used by the program, students, faculty, or administration

Equipment includes, but is not limited to

- electronic equipment for instruction, office, and student activities
- workspace, classroom, and student area furniture and fixtures

Supplies include, but are not limited to

- graphic display materials
- language learning, teaching and assessment materials
- reference materials
- office and classroom supplies
- facility maintenance supplies

Well-maintained classrooms, laboratories, and student areas of sufficient size and number must be available to students and be conducive to learning. Administrator and faculty work areas must be of sufficient size and number to ensure effective teaching, administrative, and student services functions. All facilities should be clean, safe, located in secure settings, and be adequately lighted and ventilated.

Facilities and equipment must be properly maintained and available from class to class and session to session through legally secured lease/contract or ownership of the premises. Equipment must be in good working condition and in sufficient quantity to meet the needs of all students, faculty, administrators, and staff.

Facilities, equipment, and supplies are accessible to all students, faculty, administrators, and staff, including those with disabilities, at times and places consistent with the stated mission and goals. Where a program is part of a larger institution or campus, or where an independent language institution contracts with a larger institution, the location of the program within the larger organization supports the achievement of the program's educational and service goals and helps promote the integration of international students into the academic/professional community. Programs and institutions that meet this standard are characterized by a lack of complaints or requests for an improved learning or work environment.

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, colleges, and community colleges, which are accredited by a regional or 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.

- Independent English language schools/institutions that offer an intensive English program and possibly TEFL teacher training, foreign languages, and youth 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 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 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.

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 at the time they are hired and at any time their duties or employment conditions change.

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

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).

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 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 are informed about their responsibilities for accessing information.

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 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.

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 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.)

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 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.

Academic 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 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 the program or institution cannot provide such assistance, it must refer students to other qualified professionals, services, or programs.

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 NAFSA: Association of International Educators, who respond to questions related to regulatory practice or act as liaisons with the DHS Service Centers

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. The orientation program must offer continuing support to both new and longer-term students.

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 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, 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.

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 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 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.

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 to provide all services 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.

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 counseling, assistance with locating appropriate housing, help with application for university or college admission, and other services (see Student Services Standard 8)
- 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

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

Length and Structure of the Program of Study

Context

The mission and goals of the program or institution can be realized only through a structure that is appropriate and adequate relative to the level of instruction and the length of the instructional terms. These standards, therefore, relate to the calendar and the organizational design of the program.

Length and Structure of Program of Study Standard 1: The calendar states the number of terms per year, the number of weeks per term and the number of hours of instruction per week. The calendar is consistent with and supportive of the program or language institution's stated mission and goals.

Discussion

An orderly and sequential flow of terms of instruction is essential. The program must provide the necessary number of terms, weeks per term, and hours of instruction per week to enable the student sufficient time for successful completion of a course or series of courses (see Curriculum Standards 1, 2). In addition, the program or institution indicates how many hours per term within its instructional component are devoted to the following: teacher contact hours, educational field trips, testing, orientation, social events, language laboratory/media center, and other specified activities. If distance education is a part of the program or institution, these hours must also be taken into consideration.

Length and Structure of Program of Study Standard 2: The program or language institution's curricular design clearly indicates the levels of instruction and specifies how students progress through a full program of study.

Discussion

The program or institution must be able to demonstrate that the time allotted for instruction is adequate for students to achieve the stated goals of individual courses and the stated goals of the program of study as a whole. In order to do so, the program or institution must monitor patterns of student progression through the courses and levels of the curriculum, and must be able to document that students, in the aggregate, progress through the program of study by achieving course, level, and program student learning outcomes as anticipated by the design of the curriculum.

Data that can be used to document that the program or institution monitors the adequacy of the length and structure of the program include, among other information:

- average pass/fail patterns for courses, levels, and the program as a whole
- rates of promotion at each level and for the program as a whole
- average time required for a theoretical student to complete all levels in the curriculum
- average actual time students spend in levels within the curriculum

When patterns of student achievement in courses and levels or patterns of progression through the program of study as a whole are not as anticipated, the program or institution must be able to explain how it addresses the matter. Factors that may be monitored or reviewed in order to explain unanticipated or unacceptable passing or progression rates for a course, level, or the program as a whole include, among other factors:

- the profile of students in the course, level, or program
- the curricular load assigned to the period(s) of instruction
- the amount of time allotted to instruction
- assessment practices

Student Achievement

Context

CEA's primary philosophy is that accreditation is focused on the student. Thus, student achievement, monitored through sound assessment practices, must be the heart of the English language program.

Assessment of achievement must be based on statements of student learning outcomes that are aligned with course objectives. A student learning outcome, as a description of expected student competence or performance with the language, is generally a statement of what the student will know or be able to do as a result of the course of instruction. This statement is written in terms of observable and measurable language skills or demonstrable knowledge. Student achievement of learning outcomes will likely be shown by both qualitative and quantitative means. In any case, direct evidence of the attainment of student learning outcomes is required of all accredited programs and institutions (see Glossary: *Achievement, Achievement Scale, Proficiency*, *Direct evidence,* and *Indirect evidence*).

English language programs and institutions serve students with a wide range of educational goals, of which English language learning is a part. For example, students may engage in study to improve speaking skills or writing skills for general purposes, may seek integrated skills or language for academic readiness, may desire to improve oral fluency for personal or professional reasons, or may pursue a language immersion experience. Further, whatever their short-term, long-term, and language learning goals, students begin instruction with varying levels of competence in the English language and its skill areas, varying primary languages, and various cultural approaches to language learning. For these reasons, programs and institutions establish a mission and promote their program and services to the student market(s) they serve. Within that mission, they hire faculty, develop curriculum, offer student services, and enroll, instruct, and assess students.

Good practice requires that student learning outcomes within the curriculum be transparently linked to the mission, types of students, and student goals (see Curriculum 2). Programs and institutions must ensure that students are learning by documenting that they are achieving the student learning outcomes within the curriculum and are progressing through the courses, levels, and program as a whole at a normal and satisfactory rate. Further, in assessing achievement, the programs or institutions must use valid and reliable assessment practices and assessment instruments appropriate to the curriculum.

In addition, programs and institutions must have the components of effective assessment processes in place. Assessment components foster programmatic and operational integrity when they are part of a methodical and integrated system. The overall system of assessment contributes to program continuity and coordination by providing a sound basis on which decisions are made regarding admissions, placement, advancement through the levels, and completion of the program. Such a system of assessment includes the operational, academic, and student service components addressed in the four Student Achievement standards. CEA expects that the program will have the following components in place:

- Admissions and placement practices that align with the program or institution's mission and curriculum levels
- Measurement or assessment practices that use valid and reliable tools and systems for determining achievement and level-to-level progression and that align with placement practices, course goals, and course objectives and with stated student learning outcomes

- Written achievement scales and progress reports that document achievement and provide feedback on that achievement to students and sponsors
- Methods of informing students and stakeholders of progress in or completion of the program

Whether learning is face-to-face, blended, or distance, the program or institution must assure the integrity of student placement and achievement, i.e., firm student identification, exam security, and secure and timely exam evaluation. (See Glossary: *Firm student identification*.) An established and appropriate system of distance education assessment contributes to continuity and coordination by providing a sound basis (1) on which decisions regarding admissions, placement, and advancement through the levels can be made and (2) for determining when students have achieved the goals of the program of study.

Student Achievement Standard 1: The program or language institution has a placement system that is consistent with its admission requirements and allows valid and reliable placement of students into levels.

Discussion

Programs and institutions must ensure that students are placed into levels on the basis of consistent, reliable, and valid measures of proficiency. In order to ensure that placement instruments are reliable measures, the program must ensure security of the tests. In addition to having valid measurement tools, good practice includes having a set of reliable placement procedures. Programs and institutions may use published placement materials, valid and reliable in-house materials, or a combination of the two. The program must be able to demonstrate how it has determined that the measurements and procedures used for placement allow the program to meet the standard (i.e., that the instruments and procedures used for placement are effective in distributing students into correct program levels). Further, programs need to describe the curricular link, showing how the placement instruments and processes they use (1) evaluate skill or content areas cited in the program curriculum and (2) clearly differentiate language ability levels of learners. Procedures must be in place for re-evaluation of placement should there be appeals by students.

If distance or blended learning is used, programs and institutions must ensure that students are firmly identified and that they are placed into levels on the basis of consistent measures of assessed proficiency at the time they enter the program (see Curriculum Standard 1).

Student Achievement Standard 2: The program or language institution documents in writing whether students are ready to progress to the next level or to exit the program of study, using instruments or procedures that appropriately assess the achievement of student learning outcomes for courses taken within the curriculum.

Discussion

The good practices that the standard seeks to encourage include consistent use of assessment practices that

- make clear what is expected in order to progress in the program
- provide direct evidence that students are making normal and satisfactory progress in terms of the stated student learning outcomes
- are grounded in acceptable assessment research

Programs and institutions must determine and document that students have attained the student learning outcomes established within the curriculum. To do so, programs must use consistent and reliable means for effectively assessing and recording student progress. In keeping with good curriculum design practices, the means of assessment are expected to be appropriate in that they align with the program or institution's mission, curriculum objectives, student learning outcomes, and the structure of the program (see Mission Standard 1, Curriculum Standards 1 and 2, and Length and Structure of Program of Study Standard 2).

The degree of a student's progress must be based on direct evidence demonstrating how well the student meets the stated student learning outcomes of given courses or levels. Indirect evidence of student learning may be useful but is not evidence that a student has achieved student learning outcomes. Indicators of student engagement and effective study skills such as attendance, effort, and completion of homework are important elements of student success, but are not direct evidence of achievement of student learning outcomes and should not be factored in as the basis of progression through the course of study.

Direct evidence of learning is typically demonstrated by documentation of multiple forms of assessments. In assessing student progress, the program is expected to use instruments or procedures that meet the norms of good practice as elaborated in second language learning and assessment research and that are accepted in the language-learning arena. Programs may use qualitative and/or quantitative measures (see Glossary) when determining if students have attained stated student learning outcomes, including but not limited to such tools as standardized tests, comprehensive exams (teacher-made or institution-made), portfolios, rubrics, or scales.

Since various assessment methods may be used, the program should be able to explain how the multiple assessment practices are aligned and how they contribute to coherence and consistency in the program relative to student achievement. Further, the program should describe how it determines the appropriateness of the assessment procedures that document progress, from initial placement to level progression to completion of the program.

Programs and institutions that include distance or blended learning as part of their curricular offerings should have policies and procedures in place to maintain the privacy of student assessments.

Student Achievement Standard 3: The program or language institution maintains and provides students with written reports that clearly indicate the level and language outcomes attained as a result of instruction.

Discussion

The intent of this standard is to ensure that written student reports focus on attained language outcomes as a result of instruction. Thus, the program or institution's system for reporting the attained language outcomes for each student must consist of:

1. a written report to be provided to students, including but not limited to:
   - the name and level of the course in which the student has been enrolled
   - a grade, score, mark, or narrative indicating the degree to which the student has mastered the student learning outcomes;
2. an achievement scale, which is the range of possible levels of language ability as represented by the levels of courses offered within the curricular program;
3. an interpretation of that scale, which provides descriptors for each course within each level written in terms of observable and measurable student learning outcomes.

If these essential parts of the reporting system—course achievement levels, an achievement scale, and an interpretation of the scale—are not available on the written report, they must be available and easily accessible, such as on the syllabus or in a student handbook, not only to students but also to others who might need to know, such as parents, employers, sponsors, or admissions officers.

Achievement is defined in the Glossary as the level of attainment in relation to a standard measure of performance, such as the goals and outcomes of a particular course and/or level. Therefore, the achievement scale and its interpretation must be aligned with the written course goals and course objectives the program presents in response to Curriculum Standard 2 and with observable and measurable student learning outcomes as described in Curriculum Standard 2 and Student Achievement Standard 2. As stated in both standards, course objectives and the related student learning outcomes must represent significant progress or accomplishment relative to the norms of the field.

The written report may include an evaluation or report of other factors related to the student's engagement or performance, such as attendance, effort, or completion of homework. In cases where the report includes such other factors, the program or institution must make clear the achievement level that the student has attained for the course irrespective of these other factors.

In addition, good practice requires that individual achievement reports be methodically collected and retained according to the program or institution's policy on record keeping. Analysis of these data in the aggregate allows programs and institutions to make specific statements about what students have learned as a result of their respective courses of study and to provide information about student performance relative to goals such as program graduation, retention, and college admission. In sum, these cumulative progress data support the quality claims of the program.

Student Achievement Standard 4: The program or language institution informs students of the assessment procedures used to determine placement, progression from level to level, and completion of the program, as well as their individual results.

Discussion

The Student Achievement standards require evidence of valid and reliable evaluation of student achievement at all stages of a student's program of study, including at placement, during progress within the curriculum of the program or institution, at the completion of the course levels taken, and/or at the completion of the full program of study if the student seeks to complete the full program. The program or institution must inform students of the assessment procedures used to determine their progress in achieving the stated goals of the program. Equally important, each student must be regularly informed of his/her individual progress as revealed by the assessments.

Good practices include

- informing the student about initial placement instruments and procedures as well as a course of action if he/she disagrees with placement decisions
- describing to the student the relationship between course grades and promotion from one level to another, the impact of attendance and/or effort on grades or promotion, and the appeal procedure
- providing to the student, in writing, the requirements for level promotion and program completion
- providing to the student, in writing, an explanation of the course goals and objectives and the expected student learning outcomes

A program or institution in compliance with this standard will be able to document

- timely reporting to the student of his/her progress through a level and/or completion of the course
- policies and procedures to monitor and counsel students as they progress through the program
- student conferences and recommendations when normal and satisfactory progress is in question
- student conferences or other actions taken when policies related to attendance, repeating courses or levels, or time in the program are not met.

Student Complaints

Context

This standard area deals with procedures for responding to formal complaints made by students. It is not the intent of these standards to require the program or institution to record or respond to every critical comment; however, it must put in place procedures to handle formal (written) complaints.

Student Complaints Standard 1: The program or language institution makes available to students, in writing, procedures by which they may lodge complaints. The program or language institution documents and maintains records of formal student complaints, as well as the resolution of any such complaints.

Discussion

The program or institution must have in place student complaint procedures and ensure that students, including both on-site and distance education students, if relevant, know what these procedures are. Such procedures typically include directions to students for resolving a range of questions and concerns, from relatively minor to larger issues and complaints. The procedures must include a process by which a student may lodge a formal written complaint of a more serious nature. Personnel who have the requisite authority and training must resolve such complaints, and records of formal complaints and their resolution must be maintained.

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. Within an English language program or institution, two types of structured analysis occur. One focuses on planning for development of the program- or institution-at-large, which will include, for example, review of program mission, study of external trends and challenges, evaluation and allocation of budgets and resources, and future planning. The second is analysis focused on the review of the primary services- the educational services (academic program, curriculum, and student achievement practices and results) and the student services- for the purpose of continuous improvement of those services.

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.

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, 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.

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 describing the formal mechanism used for program or institutional development as described in the Administrative and Fiscal Capacity Standards. The written document may be in chart, template, or other format. Regardless of format, the written plan must include the tasks, process, responsible parties, and timelines, as well as a list of the documentation that provides explicit evidence that the plan has been implemented. 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. 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

- goals and objectives 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

- collecting
  - data about student performance relative to course objectives such as pass/fail rates
  - data on assessment, achievement of student learning outcomes and progression to the next level, program graduation, retention, and college admission

- reviewing
  - 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

Good practice in the review of student services includes reviewing

- 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

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 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.

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.