Welcome to Unit 2 of the Commission on English Language Program Accreditation online preparation for your accreditation workshop. In this unit, we will discuss scope of accreditation.

PREPARING FOR THE WORKSHOP

- Watch the seven preparation unit slideshows
  1. CEA's Mission
  → 2. Scope of Accreditation
  3. CEA's Values
  4. Specialized Accreditation
  5. Accreditation Process
  6. The CEA Standards
  7. Planning and Review Standards
- Complete the worksheet for each unit
- Bring your questions to the workshop

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Now that you have learned about CEA's mission and thought about the role of mission in your own program or institution, let's turn to the question of scope.

Remember that nearly everything in these units is available in writing. For this slideshow, you will want to have easy access to the Accreditation Handbook that was emailed to you and correspondence with CEA describing, if any, the parameters of review for your program or institution. You may also like to have access to the CEA standards and the CEA Policies and Procedures, both available on the CEA website.

If you do not have these materials handy or have not yet downloaded the worksheet for Unit 2, please pause the slideshow and gather those materials now.

Remember that you can use your worksheet to note any questions or thoughts you have even if they are not related to the questions we've asked you.

Now we're ready to talk about scope of accreditation!

WHAT IS "SCOPE"?

- Defined by the U.S. Department of Education
- Accrediting agencies are programmatic or institutional accreditors or both
- CEA is both, also called a "hybrid" accreditor

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As we mentioned earlier, for accrediting agencies, the terms "program" and "institution" have specific meanings.

These specialized definitions derive from the fact that CEA chose to undergo review by the U.S. Department of Education to become recognized, which we will discuss further in Unit 4.

When applying to the Department of Education, an agency has to declare what it will be accrediting, what kinds of entities it will accredit, and this is called its scope.

The Department of Education recognizes accrediting agencies that review and accredit programs, or that review and accredit institutions, or that do both.

CEA accredits programs, which are housed within the reporting structure of a university or college that is itself accredited. So the college or university is the institution, and the program within that institution is what CEA accredits. CEA also accredits programs within government agencies. So this makes CEA a programmatic accreditor.

All other types of entities that CEA accredits – mostly those which are private schools but also those that are in other statuses such as non-profits – are not housed within the reporting line and governance of another accredited institution, so they are institutions within themselves. In this case, CEA is an institutional accreditor.

So, CEA's scope is as both a programmatic and institutional accreditor.

CEA ELIGIBILITY REQUIREMENTS

- An Intensive English Program (IEP) of at least 18 contact hours per week or 12 credit hours per term (hours and credit hours do not apply to non-U.S.-based programs)
- Curriculum designed for and primarily provided to post-secondary students
- Curriculum has sequenced levels of instruction
- In operation for at least one year
- Minimum of 8 months per year

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Before we go further, let's make a quick distinction between scope and eligibility.

Regardless of the scope, or in other words, what the parameters of your accreditation review must be, the same eligibility requirements must be met by all applicants to the process.

These are:

There must be an intensive English program or English language program. As noted in the slide, there are specific clock or credit hour requirements for U.S.-based programs. If the program is in a non-U.S. setting, the number of hours may vary.

Also, the program must have a curriculum designed to serve post-secondary students, and

The curriculum must have sequenced levels designed to move students through an organized course of study to increasing levels of proficiency.

And the program or institution must have been in operation for at least one year and must operate at least 8 months of each year.

These requirements are applied to all applicants, and you probably remember them from your eligibility application.

When you applied to CEA, the eligibility package required you to provide a wide range of information. CEA reviewed the information in order first to ensure your program or institution was eligible.

So now let's return to talking about scope.

SCOPE OF CEA ACCREDITATION

Within the United States:
- *Programmatic accreditation*
- *Institutional accreditation*

Outside the United States:
- *General accreditation for English language programs*

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You can find the distinctions and elements of scope outlined in several places, including on the first page of section one in your Accreditation Handbook. You may wish to pause the slideshow and tag those definitions for quick reference in the future. You can also find them in CEA's Policies and Procedures available on the website.

Because the terms related to categories of scope, when used by CEA, are driven by the parameters of U.S. Department of Education recognition and practices among the U.S. accreditation community, these terms necessarily apply within the United States.

For the part of CEA's activity that is conducted for sites outside the United States, these distinctions between programs and institutions are not pivotal, and CEA is free to identify the features of non-U.S. schools that can be reviewed within the CEA standards, and therefore CEA offers internationally what we call general accreditation.

So, CEA's scope has three categories: it is a programmatic accreditor and an institutional accreditor in the United States, and a general accreditor in international settings.

As part of your eligibility application, your *scope* was also established. Were you seeking to undergo accreditation as a program, or an institution, or seeking general accreditation?

Let's drill down a little bit into each one and see what range of school types exist

within each of the categories. As you can imagine, we'll be asking you to ensure that you are clear which type you are.

CEA ACCREDITATION:
U.S. PROGRAMS

Programmatic accreditation for:

- Intensive English Language Programs (IEPs) with a direct reporting line within the administration of an accredited university or college
- Additional regularly-offered non-credit English language teaching and learning programs
- IEPs within government agencies

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First we'll talk about programs that are housed within accredited institutions, those programs that typically are on college or university campuses and are governed by the university.

To be eligible for programmatic accreditation, there must be an Intensive English Program with a direct reporting line within the administration of an accredited university or college.

What if you have other program components in addition to your IEP? In all circumstances, the IEP must be eligible to undergo accreditation. But you may choose to have additional program components included in your accreditation process, as well. For instance, you may choose to submit as part of your self-study additional regularly-offered English language teaching and learning programs. And in some cases, if the sum of the intensive program plus these regularly-offered programs equals the entire unit that delivers the IEP, then it is possible to pursue accreditation for the unit itself.

The shape and structure of the intensive English program in a programmatic accreditation can take many forms. It can be determined to be intensive based on the DHS requirement that the program have 18 contact hours. It can also be determined as eligible for programmatic review if the full-time nature of the program is established through the credit hour system where 12 credit hours equal a full-time program.

If you are a credit-bearing program, we required evidence that there is an actual

program. The courses comprising the 12 credit hours cannot be simply a package of unrelated courses; they must be sequenced by level and meet the other eligibility requirements to qualify for programmatic accreditation.

CEA also accredits IEPs within government agencies. Even though the government agencies are not accredited themselves, they have the oversight that an accredited institution would have for the program.

So you may be among our workshop participants who are seeking programmatic accreditation for your IEP, possibly for additional programs plus your IEP, or for the unit within which your IEP is housed.

If you, or CEA, has any remaining questions about the scope of your accreditation, we will meet with you at the workshop, after which we'll document our final decisions so you can move forward with the process with certainty about what will be included.

CEA ACCREDITATION:
U.S. INSTITUTIONS

Institutional accreditation for independent English language schools/institutions that offer an Intensive English Program (IEP)

Note: CEA reviews all programs offered.

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Now let's talk about institutional accreditation. As we've said, CEA conducts institutional accreditation for schools that are not within other accredited institutions. You'll remember that institutional accreditation is largely for the private school arena but may include other governance models such as non-profits and some other types of schools.

When an institution is reviewed, because it is not housed within a larger reviewed entity, all of the programs conducted by that institution must undergo CEA review.

If you are seeking institutional accreditation, this requirement has implications for your self-study that we will be discussing further at the workshop.

If you are part of an institution that has multiple IEP locations, what CEA calls a multi-site, it is important to note that CEA accredits site by site, not the overall organization, and therefore each site conducts a self-study and undergoes review. There are various ways to organize the self-study and site visits for multi-sites, and we will devote focused time to your questions about this at the workshop.

We expect that if you are at an institution, you may have questions about how CEA's processes apply to you, and again, those are conversations we'll have time for at the workshop. If you haven't already, you may wish to jot down your questions on your worksheet.

CEA ACCREDITATION:
OUTSIDE THE UNITED STATES

General accreditation for English language programs in a variety of settings which meet CEA's eligibility requirements

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As we mentioned earlier, CEA offers general accreditation to sites outside the United States. If you are from an international school, this is good news for you because you do not have to worry about the distinction between programs and institutions. Your eligibility letter, supplemented by clarifications and discussion at the workshop will firmly define what will be included in your self-study, in your review, and thus what will be included when the accreditation decision is made.

You may be wondering why you are being asked to spend time on this esoteric "scope" language from the accreditation arena.

It's because there are implications for your self-study, your review, and ultimately for your accreditation.

First, the definition of your scope is part of the foundation of the eligibility determination that goes on the record.

Your eligibility letter or application correspondence indicates what has been accepted for the accreditation process. If you are from a site that is undergoing reaccreditation, your application for reaccreditation asked you to re-establish your eligibility.

You may want to pause the video and take a look at that information now. Now that you know the various categories of accreditation, your letter and correspondence should make it clearer which elements of your program or institution must or may be reviewed. If this isn't clear to you, or if for example you want to add another program or perhaps discuss multiple sites, note that information for questions to ask at the workshop.
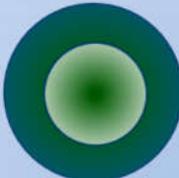
A second reason that scope is important is that scope will define what you must review in your self-study, what the reviewers will review, what the commissioners will make the accreditation decision on, and what the public will be told has been accredited, once you are done.

As we covered earlier in this unit, for a program on a university or college campus with a direct reporting line within that campus administration, eligibility and scope are rather straightforward: you provide evidence that you have ~~an~~ a post-secondary intensive program of 18 hours or more a week (or 12 credit hours or more per term), you verify that you have levels and that you operate at least 8 months out of the year, and then you are eligible.

For a site undergoing accreditation or reaccreditation as a program, there are options to add other programs or request review at the unit level, but overall, for a program, scope and eligibility, and thus self-study, are usually not complicated.

However, for institutions, there are complexities that may apply to you.

One is that CEA must be able to review all of the educational programs offered by the applicant institution or the institution is not eligible. What this means in practical terms is that if your private school offers, as many do, an intensive English program, a summer study vacation program, a conversation program, a teacher certification program, a package of foreign languages, a youth program … all of these must be language teaching and learning related, and you must self-study and submit all of it.

If you have been asked to examine your organizational structure in order to ensure that you are eligible for CEA, you will know what we are talking about, and if you still have questions, talk with us at the workshop. We will work with you to be sure you understand what you must include in your self-study. Once again, consider noting your questions on your worksheet for sharing with us.
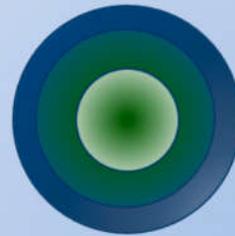
A third aspect of the importance of scope revolves around SEVP certification and the Accreditation Act. The Accreditation Act was passed in 2010 and became effective in December 2013. It requires all English language schools that want to be certified by SEVP to be accredited by a US Department of Education-recognized accreditor. For most programs within an accredited institution, the IEP meets this requirement by being included as a program on the university's regional accreditation, although there are some limited variations on this pattern. In these cases, CEA accreditation is optional relative to the SEVP requirement.

For a stand-alone school, there is no "overarching" institutional accreditor. The stand-alone school is the institution. And so for these schools, accreditation is not optional – they must be accredited if they want to apply for or maintain SEVP certification.

We should note that it is not a condition of CEA eligibility that your school be seeking SEVP certification, although most are.

REVIEW: SCOPE

- Are you representing a U.S. program, a U.S. institution, or an non-U.S. program?
- Review your eligibility correspondence; do you have any questions about what you will include in the CEA accreditation process?
- In addition to your IEP, do you offer other programs that you plan for CEA to review?

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If you have not been using your worksheet already, you may want to pull it out now.

Review any questions you already noted to see if you learned the answers along the way.

Then consider the review questions we've asked and write down your answers, as well as your own questions and thoughts.

And if you have questions about the scope of your review, be sure to make notes about them and bring them to the workshop. You can also forward them to info@cea-accredit.org so that someone can be in touch with you or be sure to talk with you at the workshop.

Thank you for your participation! When you are ready, you can move on to Unit 3: CEA's Values.