

Unit 1: CEA Mission

Resources

Accreditation Handbook, Section 1

<http://www.cea-accredit.org/about-cea/mission-and-values>

CEA Policies and Procedures, Section 1.2

Review Questions

1. What does CEA's mission tell you about your professional community?

2. Did any aspects of CEA's mission surprise you? What were they?

3. Knowing the importance CEA places on mission, what are your thoughts on the guidance provided by your program's or language institution's mission statement?
 - a. How was your mission statement developed?
 - b. When was it last reviewed? Did people affected by it have input?
 - c. Is it publicly available?
 - d. What else?

4. What questions or thoughts do you want to raise at the workshop about CEA's mission and how it affects you?

Other Notes

Unit 2: Scope of Accreditation

Resources

Accreditation Handbook, Section 1

<https://www.cea-accredit.org/accreditation/scope>

CEA Policies and Procedures, Section 4

Review Questions

1. Are you representing a US program, a US institution, or a non-US program or institution?

Will you be seeking programmatic, institutional, or general accreditation?

Are you representing a multi-site organization?

2. Review your eligibility correspondence; do you have any questions about what will be included in the CEA review and accreditation process?
3. Which program or program(s) are included in the scope of review by CEA? List them below.
4. What questions or thoughts do you want to raise at the workshop about scope and how it affects you and your review?

Other Notes

Unit 3: CEA's Values

Resources

Accreditation Handbook, Section 1

<http://www.cea-accredit.org/about-cea/mission-and-values>

CEA Policies and Procedures, Section 1.4

CEA's Values

- Leading through Advancing Standards
- Advocating for Students
- Respecting Different Educational Approaches
- Supporting Success
- Promoting Continuous Improvement, Development, and Learning
- Acting with Integrity and Care
- Embracing Collaborative Judgment
- Valuing Diversity

Review Questions

1. Which of the CEA values most resonate with you?

2. How do CEA's values impact your view of the accreditation process that you are undertaking?

3. How did looking at the CEA values change the way you think about your own organization?

4. What questions or thoughts do you want to raise at the workshop about CEA's values?

Other Notes

Unit 4: Specialized Accreditation

Resources

<https://aspa-usa.org/about-accreditation/>

<https://www.congress.gov/111/plaws/publ306/PLAW-111publ306.pdf>

Review Questions

1. What questions do you have about CEA, your accreditation process, or the Accreditation Act, if applicable?
2. What are three advantages to having your organization accredited by a USDE-recognized specialized accreditor?
 - a.
 - b.
 - c.
3. How might you contribute in the future to the ongoing development of indicators, good practices, and values in English language teaching and programming?
4. What questions or thoughts do you want to raise at the workshop about specialized accreditation?

Other Notes

Unit 5: Accreditation Process

Resources

Accreditation Handbook, Section 1

<https://cea-accredit.org/accreditation/process>

CEA Policies and Procedures, Section 5

Review Questions

1. After the workshop, what is the next step in the accreditation process, and what is its purpose?
2. Have you identified a self-study coordinator? Who else will be involved in your self-study process?
3. What questions do you have about the site visit?
4. What questions do you have about the Commission's decision-making process and possible decisions?
5. What questions or thoughts do you want to raise at the workshop about the CEA accreditation process?

Other Notes

Unit 6: The CEA Standards

Resources

Accreditation Manual, Tab 2: *CEA Standards for English Language Programs and Institutions*

<https://cea-accredit.org/about-cea/standards>

CEA Policies and Procedures, Section 2

CEA Standards Areas:

Mission (1)

Program Development, Planning, and Review (2)

Curriculum (3)

Faculty (7)

Facilities, Equipment and Supplies (1)

Administrative and Fiscal Capacity (12)

Student Services (8)

Recruiting (3)

Length and Structure of the Program (2)

Student Achievement (4)

Student Complaints (1)

Review Questions

1. How do the CEA values relate to the 44 standards?
2. How does your program or language institution's mission relate to the 44 standards?
3. Which of the *CEA Standards* do you anticipate being difficult for you to respond to or demonstrate compliance with?
4. What questions do you have about specific standards?
5. What questions or thoughts do you want to raise at the workshop about the *CEA Standards*?

Other Notes

Unit 7: Planning and Review

Resources

Accreditation Manual, Tab 2: *CEA Standards for English Language Programs and Institutions*

<https://cea-accredit.org/about-cea/standards>

Your program's or language institution's strategic or master planning document, as well as any planning documents you use for regular review of curriculum, student assessment, and student services.

Program Development, Planning, and Review (PDPR) Standards 1 and 2

1. What are some advantages to having (or developing) a written planning document?

2. What barriers to planning do you face within your program or language institution?
 - Staff and faculty already overloaded, can't add planning to their schedule
 - Too many urgent issues to address
 - Not confident or experienced in strategic planning
 - Resistance to planning among faculty or administrators
 - Other units or departments are responsible for certain areas that affect us

 - _____

 - _____

3. Does your program or institution have a written plan for development?
 - Yes
 - No
 - I'm not sure
 - It's under development

4. If yes, does your written plan include the following structural components?
 - tasks
 - processes
 - responsible parties
 - timelines
 - list of the documentation that provides evidence that the plan has been implemented
 - N/A- we don't have a formal written plan (yet)

5. What other parties, entities, or units are involved in planning and review for your program or language institution?
- Central office/ headquarters
 - Home department/unit
 - Board of directors
 - Other : list here
6. Which of the following review areas from PDPR 1 are included in your program's written plan document(s)?
- 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
 - policies and procedures
 - I'm not sure
7. For what three other areas does PDPR 2 require written plans?
8. Check off the review areas below that are included in your written plan for review of curricular elements. If you do not have a planning document to reference for PDPR 2 curricular elements, see the blank sample chart at the end of this worksheet.
- course goals, course objectives, student learning outcomes and syllabus for each course
 - teaching materials
 - methods and methodologies
 - student outcomes
 - feedback from faculty and students
 - research in the areas of language acquisition and language teaching

9. Check off the review areas below that are included in your written plan for review of student assessment and achievement. If you do not have a planning document to reference for PDPR 2 student assessment practices, see the blank sample chart at the end of this worksheet.

- data about student performance relative to student learning outcomes (such as pass/fail rates)
- data on program graduation, retention, and college admission
- 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

10. Check off the elements below that are included in your student services planning document. If you do not have a planning document to reference for PDPR 2 student services policies and activities, see the blank sample chart at the end of this worksheet.

- 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

11. How would you describe the role of planning in the cycle of continuous improvement?

12. What questions or thoughts do you want to raise at the workshop about planning and review?

Other Notes

