

### **CEA's Mission Statement**

CEA's mission is to promote excellence in the field of English language teaching and administration, as well as to protect the interests of students, through accreditation of English language programs and institutions worldwide. CEA achieves its mission by using widely-held standards to foster continuous program development through a rigorous process of regular self-assessment and peer evaluation.

*Accreditation Handbook*, Section 1

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

### **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 institution's mission statement?

**[Paste your organization's mission statement here]**

How was your mission statement developed?

When was it last reviewed? Did people affected by it have input?

Is it publicly available?

What else?

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

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**Other Notes**

### **Review Questions**

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

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

Are you at a multi-site?

2. Review your eligibility correspondence; do you have any questions about what you will include in the CEA accreditation process? (Bring your eligibility correspondence to the workshop if you'd like to discuss it.)
3. In addition to your IEP, do you offer other programs that you plan for CEA to review? If so, list them. If you're not sure, list them so that we can discuss them with you at the workshop.
4. What questions or thoughts do you want to raise at the workshop about scope and how it affects you and your review?

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### **Other Notes**

### **CEA's Values**

- Leading through advancing standards
- Advocating for students
- Respecting differences
- Supporting success
- Promoting continuous improvement, development, and learning
- Acting with integrity and care
- Embracing collaborative judgment

### **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?

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### **Other Notes**

**Accrediting Agencies:**

- Provide an objective means for recognition
- Build confidence of students and the public
- Foster a culture of continued improvement and produce positive change

**Specialized Accrediting Agencies:**

- Are developed by professional membership associations
- Show evidence of a maturing profession that wants to regulate itself
- Identify quality indicators and define the essence and core values of a field
- Are peer-developed and peer-driven

**Review Questions**

1. What questions do you have about CEA, the Accreditation Act, and your accreditation process?
2. Other than for legal/immigration reasons, what are three advantages to having your organization accredited by a 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?

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**Other Notes**

**CEA Accreditation Process:**

- Eligibility
- Workshop participation
- Plan for the Self-study
- Self-study
- On-site visit
- Commission review, decision
- Annual reporting
- Re-accreditation

**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?

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**Other Notes**

**CEA Standards Areas:**

- |  |   |
|--|---|
| 1: Mission (1)                             | 7: Recruiting (3)                                 |
| 2: Curriculum (3)                          | 8: Length and Structure of the Program (2)        |
| 3: Faculty (7)                             | 9: Student Achievement (4)                        |
| 4: Facilities, Equipment and Supplies (1)  | 10: Student Complaints (1)                        |
| 5: Administrative and Fiscal Capacity (12) | 11: Program Development, Planning, and Review (2) |
| 6: Student Services (8)                    |   |

**Review Questions**

1. Which of the CEA standards do you anticipate being difficult for you to evaluate?
  
2. What questions do you have about specific standards? Note any that don't seem to apply to your organization.
  
3. How do the CEA values relate to the 44 standards?
  
4. How does your organization's mission relate to the 44 standards?
  
5. What questions or thoughts do you want to raise at the workshop about the CEA standards?

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**Other Notes**

## Program Development, Planning, and Review Standards 1 and 2

Locate 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. You will also need the CEA standards document with context and discussion, which you can download from the [Standards page under About CEA](#).

1. Check off any of the following aspects below from PDPR 1 that are included in your program's written plan documents:

- Planning
- Implementation
- Evaluation

2. For what three other standards areas does PDPR 2 require written plans?

3. What barriers to planning do you face personally and within your program or 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 administration

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4. Check off the elements below that are included in your curriculum planning document. If you do not have a planning document to reference for PDPR 2 curriculum, you can begin to fill in the matrix attached to this worksheet.

- 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

5. Check off the elements below that are included in your student assessment planning document. If you do not have a planning document to reference for PDPR 2 student assessment, you can begin to fill in the matrix attached to this worksheet.

- 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 studies of testing instruments relative to program objectives
- Faculty surveys and student satisfaction surveys
- Review of assessment and achievement research
- Data about student performance relative to course objectives such as pass/fail rates
- Data on assessment, achievement of learning outcomes and progression to the next level, program graduation, retention, and college admission

6. 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, you can begin to fill in the matrix attached to 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

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

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

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**Other Notes**



**Draft** \_\_\_\_\_ **Planning Document**  
*(duplicate as needed)*

<b>TASK what</b>	<b>PROCESS how</b>	<b>RESPONSIBLE PARTIES who</b>	<b>TIMELINES when</b>	<b>DOCUMENTA- TION / EVIDENCE</b>

**Notes:**