

INTENSIVE ENGLISH PROGRAM (IEP) TEMPLATE

INTRODUCTION

The Intensive English Program Template must be completed by institutions offering Intensive English Programs (IEPs) to supplement and augment ACCET Document 3.1 – Analytic Self-Evaluation Report (ASER), which incorporates the ACCET Standards for Accreditation (Document 2). The template expands upon the ACCET Standards specifically referenced herein by adding Specific Field Criteria and Supplemental ASER Questions/Statements, in order to elicit a more relevant and valid self-evaluation of the institution and to emphasize those standards where unique characteristics are identified.

INTENSIVE ENGLISH PROGRAMS:

Intensive English Programs (IEPs) are English language courses or programs specifically offered for avocational purposes to students at the high school and postsecondary level, with an emphasis on the postsecondary students. English as a Second Language (ESL) is the main subject being taught in these programs. Students attend avocational IEPs for a variety of reasons, the most common ones being: (1) to enhance their language skills for personal growth and development; and (2) to prepare them for studies at American high schools, colleges, and universities, or in other educational programs.

SPECIFIC FIELD CRITERIA & SUPPLEMENTAL QUESTIONS/ STATEMENTS

STANDARD I – MISSION

The institution has a mission that is compatible with the ACCET mission, scope, and standards.

A. Mission Statement: The institution clearly states its mission, thereby providing a definitive basis upon which to deliver and assess the education and training programs in an ethical, quality management environment. The reasons for offering the education and training services are consistent with the institution's mission and are documented by either a needs assessment or market experience.

Specific Field Criteria for Intensive English Programs: Institutions teaching English to non-native speakers define their mission by identifying the particular mixture being offered of English as a Foreign Language (EFL), English as a Second Language (ESL), English for Academic Purposes (EAP), English for Specific Purposes (ESP), etc., as appropriate.

STANDARD II – MANAGEMENT

The institution is capably and responsibly managed.

A. Governance: The institution has a governing board and/or senior management team that is responsible for developing and maintaining an effective framework of written strategies and

policies. This management structure ensures the integrity and effectiveness of the institution and its compliance with statutory, regulatory, and accreditation requirements.

Specific Field Criteria for Intensive English Programs: Senior management ensures that immigration information, as required by the Department of Homeland Security (DHS) for all non-immigrant visa holders, is maintained on these students and records are kept confidential, with access restricted to authorized personnel.

Supplemental ASER Questions/Statements for Intensive English Programs:

- Who is the Principal Designated School Official (PDSO) for the organization? How many additional Designated School Officials (DSOs) are on staff?
- How does the institution stay current on immigration issues? Who is responsible for monitoring operations to ensure compliance with DHS regulations?
- If the institution is regulated, licensed, or approved by a state agency, provide that agency's contact information. Include a copy of any regulations and/or standards relating to the state oversight of IEP's, along with a narrative of how the institution monitors its compliance with such standards and copies of documentation evidencing the institution's compliance with the agency's regulations and/or standards (e.g. ~~evidence that the institution's training equates to standardized test scores required for admission~~ **evidence that the institution's cancellation and refund policy is consistent with the state's policy**).

STANDARD IV – CURRICULA

The institution's curricular design, materials, and outcomes measurements follow sound educational practices.

A. **Educational Goals and Curricular Objectives:** The institution's programs and courses have appropriate educational goals and curricular objectives. The curricular content and learning experiences are preplanned and present a sound, systematic, and sequential educational methodology. Sufficient and appropriate knowledge and skill elements are included to ensure adequate preparation for the expected performance outcomes in the specific program or course for which the students enroll.

When required as a part of a program, an externship, internship, or other training-related work experience is based on a preplanned outline of the specific knowledge, skills, and experience to be acquired.

Specific Field Criteria: All IEPs define specific objectives by sequential performance levels. Each level consists of clearly delineated language skills. Student-to-instructor ratios for programs are maintained at a level commensurate with the training presented.

B. Program/Instructional Materials: Program materials, including syllabi, lesson plans, instructional guides, and texts demonstrate the appropriate scope, sequence, and depth of each program or course in relation to the stated goals and objectives. Instructional materials, including supplementary textbooks, software, learning activities, visual aids, electronic links, and other teaching tools support the goals and objectives. All materials are up to date, readily available, and facilitate positive learning outcomes.

Specific Field Criteria for Intensive English Programs: All instructional materials are up-to-date and appropriate to the institution's system of sequential performance levels. Instructional materials address the cultural diversity and differences in learning styles among the institution's population.

C. Performance Measurements: Performance measurements are written and are periodically evaluated and updated to ensure instructional effectiveness. The institution has a sound, written assessment system that contains a set of defined elements, such as a grading scale, weighting factors, tests, quizzes, reports, projects, attendance, and/or participation, which are appropriately related to the performance objectives of the program or course.

Specific Field Criteria for Intensive English Programs: Both initial assessment and proficiency exams are employed for the evaluation of performance standards. A valid and reliable instrument is used for the initial assessment of all enrollees for placement into appropriate levels. A valid and reliable test instrument that is nationally recognized is also used for an external validation on the acquisition of language proficiency, at a minimum, in fulfillment of the institution's exit requirements.

Supplemental ASER Questions/Statements for Intensive English Programs:

- Which testing instrument is used for initial assessment to determine the applicant's English skills for placement into skill levels? If this instrument was developed in-house, describe the process by which it was developed. Either way, explain how test results are correlated to the proficiency levels embodied in the institution's own system of sequential performance levels.
- Provide a clear statement and documentation of the institution's use of in-house achievement examinations and outside proficiency examinations and any relationship between the two examinations.

D. Curriculum Review/Revision: The institution uses effective and systematic procedures, including completion and, if applicable, placement results to continuously monitor and improve the curriculum. The written procedures include soliciting feedback from relevant constituencies, such as faculty, students, graduates, employers, and advisory/certification boards. The procedures focus on a comprehensive review of the curriculum as it relates to the expected learning outcomes.

Specific Field Criteria for Intensive English Programs: Policies and procedures exist in the curricular review process ensuring that current methodologies, theories, and materials are examined.

STANDARD V – INSTRUCTIONAL DELIVERY

The institution utilizes appropriate and effective instructional methods and other resources to ensure sound instructional delivery.

A. Instructional Methods: Instructional methods encourage active and motivated responses from participants. Policies and procedures are in place to ensure that the curricula are followed and that there is consistency of application by all instructional staff. The instructional methodology is consistent with contemporary industry standards and appropriate to the educational goals and curricular objectives, facilitates learning, and serves the individual learning needs and objectives of participants. Instructional methods provide encouragement, challenges, and learning opportunities for all enrolled participants, taking into account different backgrounds, learning abilities and styles, and prior levels of achievement.

Specific Field Criteria for Intensive English Programs: Instructional methods include interactive teaching strategies that recognize various modalities of learning (i.e., visual, audio, and kinesthetic), learning styles, and cultural backgrounds. Instructors demonstrate knowledge of students' learning styles and are able to modify instruction as appropriate. Institutions employ classroom methods in which instructor use of language is minimized and student use of language is maximized.

B. Externships/Internships: Written policies and procedures for the supervision and evaluation of externships/internships are established and followed by the institution to ensure consistency and effectiveness. The institution provides an adequate number of sites to ensure appropriate and timely learning experiences in its externship/internship program.

Specific Field Criteria for Intensive English Programs: In accordance with SEVIS regulation, no externship/internships may be conducted as part of the institution's course/program offerings to non-immigrant students under the institution's Form I-20.

STANDARD VI - INSTRUCTIONAL PERSONNEL

The institution ensures that qualified instructors, under professional and capable direction, effectively deliver educational and training services.

A. Qualifications of Instructional Personnel: Instructional personnel possess the appropriate combination of educational credential(s), specialized training and/or certification, work experience, and demonstrated teaching and classroom management skills, which qualifies them for their training assignments.

Specific Field Criteria for Intensive English Programs: The institution maintains written policies that define the minimum levels of education, training, and experience required of

instructors. ~~Instructional staff have, at minimum, a bachelor's degree with ESL classroom teaching experience or a bachelor's degree in teaching ESL or a foreign language with ESL classroom teaching experience.~~ Instructional staff must have at least: (1) a bachelor's degree with at minimum of ~~three~~ six months of ESL or foreign language classroom teaching experience or (2) a bachelor's degree along with a certificate in teaching ESL or a foreign language, that includes a practice teaching component. The institution maintains written policies that define the minimum levels of education, training, and experience required of instructors. Instructional staff also demonstrate near-native proficiency in English.

C. Instructor Orientation and Training: The institution follows a written policy that demonstrates the effective orientation and training of instructional personnel to ensure a consistent, high level of quality instruction. The institution's policy for the continued professional development of instructional personnel is systematically implemented, monitored, and documented.

Specific Field Criteria for Intensive English Programs: Continuing education and in-service training include in-house workshops and seminars as well as membership in regional and/or national professional organizations. Reasonable provisions are made for faculty to attend conventions, meetings, and workshops held by these organizations. Participation is documented.

STANDARD VII – ADMISSIONS AND STUDENT SERVICES

The institution recruits and enrolls only qualified participants who can reasonably be expected to benefit from the education and training services and provides student services appropriate to their needs.

A. Recruitment: Informational and promotional materials, advertising, and representations made by or on behalf of the institution for recruiting purposes make only justifiable and provable claims regarding the courses, programs, costs, location, instructional personnel, student services, outcomes, and other benefits. All communication with prospective students is ethical and honest. The institution does not state or imply that employment, occupational advancement, and/or certification and licensing are guaranteed.

Specific Field Criteria for Intensive English Programs: IEPs that recruit the majority of their students from outside the United States use marketing/sales methods that may include the establishment of overseas admissions offices; appointment of counseling agents; attendance at educational fairs; and/or advertisement in print media, websites, radio and/or television.

Supplemental ASER Questions/Statements for Intensive English Programs:

- Describe all of the communication channels through which potential students receive promotional literature (e.g., personal contacts, advertising, official organizations, public fairs, the educational establishment, web sites, and overseas representation).

- Does the institution make use of recruiting agents in other countries? Describe the relationship between the institution and the agent, including the type of agreement signed.
- How does the institution ensure its compliance with DHS regulations regarding the recruitment and admission of international students?

B. Enrollment: The institution's policy for enrollment is clearly stated, defined, and in compliance with statutory, regulatory, and accreditation requirements. Reliable and regular means are utilized to ensure that, prior to acceptance, all applicants are able and qualified to benefit from the education and training services. The enrollment process is preplanned, effective, and regularly monitored by the institution to ensure its integrity.

The institution provides in its enrollment agreement or contract full disclosure of the rights, obligations, and responsibilities of all parties, including (1) all costs stated in clear and explicit language, and (2) cancellation and refund policies that comply with statutory, regulatory, and accreditation requirements. The written enrollment agreement or contract is furnished to appropriate parties before any payment or obligation is made.

Specific Field Criteria for Intensive English Programs: The institution's enrollment documents (including enrollment agreements and catalogs, as applicable) are provided in a language the student understands, or the institution verifies and attests that the translated content is understood by the enrollee. IEPs that are strictly avocational in nature, as a general procedure, do not require students to sign separate enrollment agreements, but rather, a combined application/enrollment agreement form.

Supplemental ASER Questions/Statements for Intensive English Programs:

- How does the institution ensure that students understand their obligations under the student visa program?

D. Student Services: Student services, consistent with the mission and learning objectives of the institution, are provided.

Specific Field Criteria for Intensive English Programs: The institution provides a broad range of student support services such as housing, cultural orientation, activities, part-time, post-completion externship/internship programs, etc.

Supplemental ASER Questions/Statements for Intensive English Programs:

- Provide sample promotional literature that describes the student services offered.
- Describe housing assistance that the institution provides to students in arranging homestays, campus housing, apartments, or other housing arrangements. Describe the process for securing, assessing, and continually evaluating student housing. Who is responsible for these

tasks? How does the institution verify student satisfaction with their accommodations? Provide sample documentation.

- Does a member of the administrative staff provide assistance to those students who wish to continue their studies in American universities or vocational programs? If so, describe the assistance given in choosing the appropriate program and site as well as that given with the application process.
- Describe orientation activities conducted both prior to arrival and on-site. How does the institution assist students through their stay with problems arising from linguistic breakdown, cross-cultural differences, or overly high or false expectations? Does the institution assist students' cultural adjustments to living in the United States by providing orientation (both written and oral) to students regarding local laws, the community, and academic policies and procedures including level placement, attendance, advancement and dismissal?
- Provide a copy of the information the institution disseminates to students about health insurance.

STANDARD VIII – EVALUATION

The institution utilizes appropriate methods of evaluation to ensure that outcomes are consistent with the mission and goals. The institution maintains all required documentation.

A. Student Progress: The institution uses effective means to assess and record the progress of participants. Semester credits, quarter credits, clock hours, and/or continuing education units are used to denote the successful completion of the education and training services provided. Assessment results are documented consistently in accordance with institutionally established performance outcomes and are communicated to all participants. Participants are informed of their progress on a regular and timely basis. Institutions required under explicit regulatory authority to assess student progress, utilize sound written policies and procedures that clearly describe the institution's requirements for satisfactory academic progress.

Specific Field Criteria for Intensive English Programs: The institution has a written policy that determines whether a student is making satisfactory progress and is in good standing. Assessment standards include documentation of both the in-house and external standardized examinations. Students' progress to the next performance level is determined by the institution's prescribed measures of competency, which must include reading, writing, listening, and speaking.

Supplemental ASER Questions/Statements for Intensive English Programs:

- Describe the institution's satisfactory progress policy and what it means to be in "good standing." Demonstrate that the policy has been implemented and is enforced.

- State the criteria used for determining a student's eligibility for advancement to the next performance level in terms of observable performance objectives.
- Indicate the impact on the overall grade/assessment of both in-house achievement exams and external proficiency exams.