

DEDAK ACCREDITATION PROCESS FOR PROGRAMS HANDBOOK

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DEDAK ACCREDITATION PROCESS HANDBOOK

This handbook has been prepared to provide English Preparatory Programs that will be reviewed with guidance concerning details about the review program and how the process will be conducted. The handbook contains information about the accreditation process, the site visit, the types of accreditation decisions and the types of documents the institution must prepare.

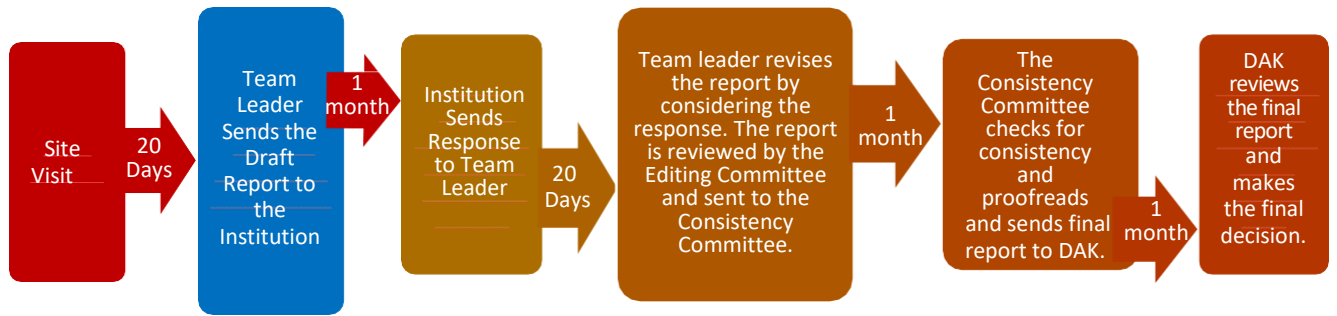
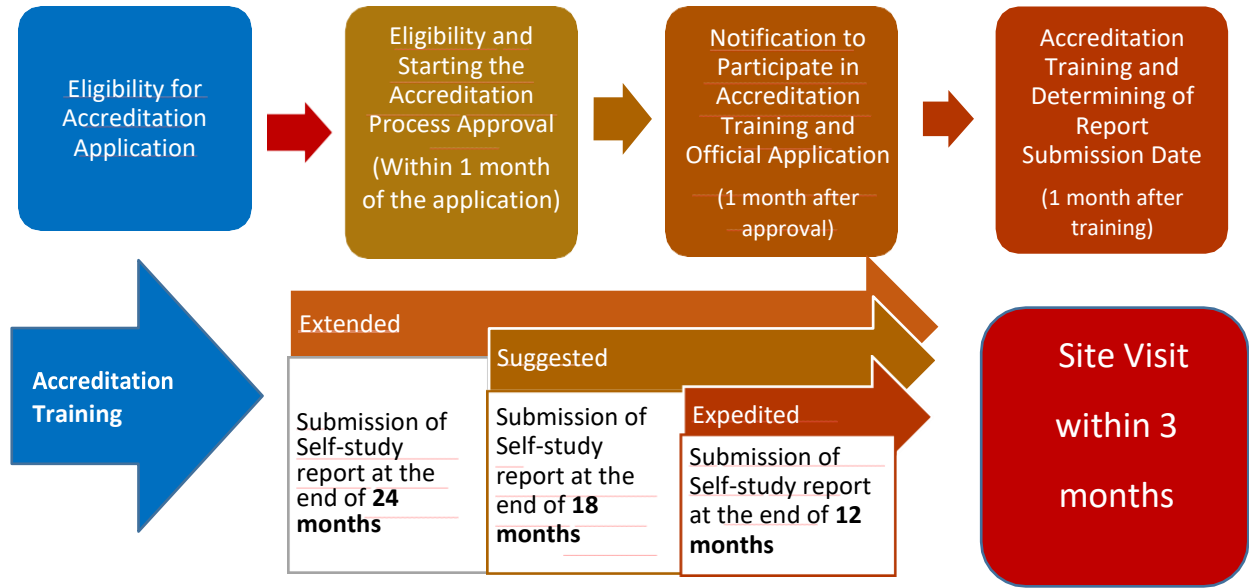
Accreditation Process

The DEDAK accreditation review is initiated and continued upon the application of a language education institution/program. Programs that wish to initiate an accreditation review process first complete a preliminary application form and submit it to DEDAK. These applications are submitted every year to DEDAK until the end of October. The institution's accreditation application is reviewed by DAK for eligibility. If necessary, DAK may request additional information and documents from the institution making the application. After DAK has completed its review, a decision is made as to whether the institution's accreditation application will be accepted. Once accepted, the total accreditation fee and payment conditions will be communicated to the respective institution by the end of the month of December that follows the month in which the application was submitted.

Representatives of institutions/programs that have made an application for accreditation and have had their submissions approved take part in an accreditation workshop organized by DAK. The institution begins to prepare the self-study report using the format and content specified by DEDAK and presents the self-study report in 12 to 18 months after the conclusion of the workshop. If necessary, DAK may request additional information and documents from the institution making the application. The time notification is also the start date for the preparing of the self-study report. At the end of the prescribed time, the self-study report is submitted along with all the appendices to DEDAK. Three months before the delivery date of the self-study report, the institution can file a written request to DEDAK asking for a 6- or 12-month extension. An extension can only be requested once. Three months before the deadline for institutions to submit their self-study reports, DEDAK organizes an interim meeting aimed at answering questions and providing information about completing reports, submission, and site visit processes. The submission of the self-study report cannot exceed 24 months, including the extension. Any institution that cannot submit at the end of this period will be considered to have withdrawn their application.

45 days after the submission of the self-study report to DEDAK, the report is reviewed by the reviewers and a date for the site visit is organized with the institution. 20 days after the site visit, the draft report prepared by the reviewer team is sent to the respective institution for review. The institution is given 20 days to review the draft report and make any objections or requests for changes. The institution can accept the draft report as is or request changes. The reviewer team prepares the draft report by taking the institution's comments into consideration and submits it to DAK. After the report is checked for consistency and proofread, the final report is written by DAK and a final decision is made.

The review and accreditation process are summarized in the flow below:



According to this framework, the review process is made up of three basic stages: pre-visit activities, site visit and the post-visit activities.

Site Visit

The site visit is made up of 2 full and 1 half day. The aim of the site visit is to verify the information, explanations and documents contained in the self-study report. The visit is conducted in accordance to a pre-planned flow.

According to this framework, the review process is made up of three basic stages: pre-visit activities, the site visit and post-visit activities. The success of the review stage is contingent on all three stages being concluded in a thorough, timely and professional manner.

Pre-Site Visit

The aim of the pre-site visit activities is to assemble a team that can correctly evaluate the quality of the program, review the self-study report prepared by the institution and create a plan to go over the additional documents, interviews and reviews during the site visit.

The teams that will review language education programs are made up of a team leader chosen by DAK and 2 program reviewers, also chosen by DAK, from a pool of reviewers. The transportation and accommodation expenses are coordinated by the team leader and funded by the institution to be visited. DAK asks the team members to state whether they have any conflicts of interest with the institution they have been assigned to review. If any reviewer has a conflict of interest, a new reviewer is assigned. The date for the site visit is decided on by the team leader and the institution's authorized manager/self-study coordinator at a time that is conducive to the team members and the institution. All pre-visit activities are planned by the team leader in conjunction with the institution's accreditation representative/unit manager to meet all additional information, additional documents and review requests.

The team leader and the institution's accreditation representative prepare a draft visit program together. The program is prepared by taking the size of the institution, how large each group is (part-time, full-time staff) and the hours the staff will be on campus into consideration. All communication between the team and the institution is conducted through the team leader.

Site Visit

The purpose of the site visit is to verify the information contained in the self-study report, review information and documents that are not clear, assist in determining the institution's strong areas and those that need developing and as proof of meeting DEDAK accreditation standards, review the documents and information prepared by the institution on site.

The initial meeting of the site visit is conducted with the participation of the team leader and reviewers and the institutional manager and representative(s) chosen by the manager. During the meeting the DAK team leader provides information about the process and the purpose of the visit. During the visit, the reviewers conduct interviews with administrative and academic staff, students and managers and participate in classroom observations. During the interviews and the classroom observations, interview question forms and classroom observation forms that were prepared by DAK are used. The team leader sets aside time to visit student affairs, human resources, dormitories (if present), offices and common areas like the canteen. The classroom observations should be planned to last 15-20 minutes and represent different levels and content. The reviewers should verify the information contained in the self-study report for each standard by utilizing the check list for each standard.

The review team conducts an exit meeting with chosen institutional representatives as the final activity of the site visit and provides information about the post-site visit program findings. Any information about the accreditation decision is not given in the exit meeting.

Post-Site Visit

The reviewer team prepares the draft preliminary review report based on the findings for each standard within 20 days of the site visit and shares it with the institution's/program's accreditation representative/unit manager. The institution has the right to respond to the comments concerning non-standard areas outlined in the preliminary review report prepared by the review team within 20 days of the site visit. The purpose of this one-month period given to the institution is to give the institution a chance to correct any missing and/or incorrect information presented in the report. If there are any concerns observed during the site visit in the report, the institution may be asked to create an action plan and document it. This document is then referred to by DAK during the next interim visit or the review of the interim report. If DAK does not receive any response within 1 month from the institution, the institution will be considered to have accepted the review report and has foregone its right to object to the review in its entirety.

At the end of this period, the review team prepares the draft report. This report contains a short summary of the self-study report, a list of all the interviews and reviews conducted during the site visit, findings for all standards and any corrections sent by the institution within 1 month. The prepared report is sent by the team leader to DAK electronically. After checking for consistency and proofreading, the report is presented to DAK members for approval. Reports approved by DAK are the final reports to be sent to the institutions. DAK arrives at their final decision based on this report.

Accreditation Decisions

According to the DAK review report, one of the following decisions is arrived at and communicated to the institution by taking the extent to which the standards have been met, the importance of unmet standards to the quality process and the depth of the problem into consideration:

1. AA (Awarding of Accreditation) – This decision indicates that the program fully or nearly fully meets DEDAK standards. This decision can only be arrived at as a result of a General Review (GR) and is valid for 5 years until the next GR.
2. RBIR (Review Based on Interim Report) – This decision indicates that the program must strive to meet the partially met or unmet standards in a stronger manner to ensure full compliance with the standards by the next general review. The nature of the partially met or unmet standards, the corrective measures taken by the institution do not subsequently require a site visit for reevaluation. However, the institution must prepare and present an interim report that focuses on the corrective measures taken. This decision can only be arrived at after a GR and is valid for 2 years.
3. IR (Interim Review) – This decision indicates that the program must strive to meet the partially met or unmet parts of standards in a stronger manner to ensure full compliance with the standards by the next general review. The nature of the partially met or unmet standards subsequently require corrective measures taken by the institution and a site visit for reevaluation. The institution must prepare and present an interim report that focuses on the corrective measures taken before the visit. This decision can only be arrived at after a GR and is valid for 2 years.
4. EBIR (Extension Based on Interim Report) – This decision indicates that the institution has taken the necessary precautions to improve the partially met or unmet standards outlined in the previous RBIR decision. This decision can only be arrived at through a RBIR. This decision

extends accreditation until the next general review and is valid for 3 years.

5. IRBE (Interim Review Based Extension) – This decision indicates that the institution has taken the necessary precautions to improve the partially met or unmet standards outlined in the previous IR decision. This decision can only be arrived at through an IR. This decision extends accreditation until the next general review and is valid for 3 years.

6. AC (Awarding of Candidacy) – This decision can be arrived at after a GR, IR or RBIR. This decision indicates that the partially met or unmet standards outlined after the GR cannot possibly be met after either the IR or RBIR. If this decision is delivered after the IR or RBIR, it indicates that the expected improvements for the partially met or unmet standards have not been accomplished. In this situation, the program is given candidacy status. Within 18 months after being given candidacy status, the institution submits a report to DAK outlining the improvements made to the partially met and unmet DEDAK standards. The review conducted at the end of this process is at the GR level.

7. AD (Accreditation Denial) – If a program that has been given AC status reapplies and as a result of a GR, the conditions are still present for an AC decision, the program cannot be given AC status a second time. In such a situation, an AD decision is arrived at and the program's candidacy status comes to an end.

8. T (Termination) – This decision is typically arrived at when an institution and/or program is shut down.

Decision Principles

The review team submits its accreditation decision recommendation based on a review of the documentation for the 8 main standards and sub-standards. The Consistency Committee and DAK arrive at an accreditation decision based on the principles outlined below.

5-year accreditation: This decision is given when the criteria for at least 7 of the 8 main standards are met.

2-year accreditation: This decision is given when the criteria for a minimum of 5 main standards have been generally met and up to 3 main standards have been partially met (If the partially met standards lead to students achieving B1+ level proficiency and successfully completing the program, candidacy status is granted until the deficiencies are addressed).

Candidacy: This decision is given when, from 8 main standard areas, 3 to 4 main standards are generally met, and up to 4 or 5 main standards are partially met, or up to 2 standards are not met. Despite these conditions, the decision is also contingent upon observing improvements in the process, efforts towards improvement, and the infrastructure required for improvement.

Denial: This decision is given when the criteria for more than 2 main standards have not been met or more than 4 main standards have been partially met. This verdict is arrived at if improvements in the process are not observed, no efforts towards improvement are demonstrated and the necessary infrastructure for improvements is not observed to exist.

Important Reference Documents

A list of important reference documents for programs that are considering starting the accreditation process or have just started can be found below. These documents can be accessed under the “Documents” section of the DEDAK web site.

- ✓ DEDAK Standards Turkish
- ✓ DEDAK Context of Standards Turkish
- ✓ DEDAK Standards English
- ✓ DEDAK Context of Standards English
- ✓ DEDAK Review Standards Verification Handbook
- ✓ DEDAK Guidelines for Writing the Self-Study Report
- ✓ CEFR B1+ Level Descriptor

DEDAK SITE VISIT EXAMPLE PROGRAM

SITE VISIT DAY 1 EXAMPLE PROGRAM

Time	Activity	Title of Person to be Interviewed	Place	Reviewer Team
8:00-8:30	Team arrives on campus			
9:30 – 9:00	Initial Meeting	All employees		All
9:00 – 9:45	Campus Tour			All
9:45 -10:30	Interview	Upper management		All
10:30– 11:30	Interview	Top Manager of the Program		All
11:30– 12:30	Team Work Hour			
12:30 – 1:30	Lunch Break			
1:30-2:00	Lesson Observation			Reviewer 1
1:30-2:50	Lesson Observation			Reviewer 2
2:00-2:20	Lesson Observation			Reviewer 1
2:00-2:20	Lesson Observation			Reviewer 2
2:30-3:30	Interview	Level Coordinators		Reviewer 1
2:30-3:30	Interview	In Service Training Unit		Reviewer 2
3:00 – 3:30	Team Work Hour			
3:30 – 3:50	Lesson Observation			Reviewer 1
3:30 – 3:50	Lesson Observation			Reviewer 2
4:00 – 4:20	Lesson Observation			Reviewer 1
4:00 –4:20	Lesson Observation			Reviewer 2
4:30 –	Team Work Hour			

SITE VISIT DAY 2 EXAMPLE PROGRAM

Time	Activity	Title of Person to be Interviewed	Place	Reviewer Team
8:30 – 9:00	Team Work Hour			
9:00 – 9:20	Lesson Observation			Reviewer 1
9:00 – 9:20	Lesson Observation			Reviewer 2
9:30 – 10:00	Interview	Assessment Unit		Reviewer 1
9:30 – 10:00	Interview	Writing Center Manager		Reviewer 2
10:00 – 10:30	Ara			
10:45 – 11:20	Interview	Level 1, 2 and 5 students		Reviewer 1
10:45 – 11:20	Interview	Level 3 and 4 students		Reviewer 2
11:30 – 12:30	Interview	Meeting with full-time faculty members		Reviewer 1
11:30 – 12:30	Interview	Meeting with hourly-paid faculty members		Reviewer 2
12:30 – 1:30	Lunch Break			
1:30 – 2:00	Interview	Student Affairs		Reviewer 1
1:30 – 2:00	Interview	HR		Reviewer 2
2:00 – 2:30	Interview	Administrative Assistant		Reviewer 1
2:00 – 2:30	Interview	Planning Office		Reviewer 2
3:00-3:30	Team Work Hour			
3:30 – 4:30	Interview	EMI program instructors		Reviewer 1
3:30 – 4:30	Interview	Students that graduated from or are students in an EMI program		Reviewer 2
4:30 –	Team Work Hour			

SITE VISIT DAY 3 EXAMPLE PROGRAM

Time	Activity	Title of Person to be Interviewed	Place	Reviewer Team
9:00 -10.00	Interview – if needed	Designated person		All
10.00 – 12:00	Team Work Hour			All
12:00 – 13:00	Exit Interview			All