DEDAK ACCREDITATION STANDARDS

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This document is to be completed as a self-study by language programs that are undergoing the accreditation process.

MISSION

Mission Standard 1

Compatibility and Communication of the Mission

Standard 1: The Language Program has a clear, written, and transparent mission that communicates its goal and is based on the needs of its stakeholders. The mission is shared with all internal and external stakeholders and reviewed periodically.

Required responses

1. State the mission of the Language Program.

2. Explain how the mission is achieved through the Language Program's educational and other activities.

3. Explain how the mission is shared with different stakeholders.

4. State when the current mission was last reviewed as well as the process and timeline for its periodic review.

Verification

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Program self-recommendations
Describe the planned changes within the Language Program under this standard, if any.

CURRICULUM

The expected learning outcomes at the exit level of foreign language preparatory programs that prepare students for an institution of higher learning whose medium of instruction is in a foreign language should be at a minimum level of B1+ according to the Common European Framework of Reference for Languages (CEFR).

Curriculum Standard 1

Consistency with the Mission and Needs

Standard 1: The Language Program has learning outcomes that are consistent with the mission and are needs based.

Required responses

1. State how the Language Program's mission aligns with the curriculum and describe how it guides and is in accordance with the curriculum.
2. List the methods/sources/data/tools that are used to determine the curricular needs of the program.

    ___ data collected from program students (student surveys, student focus group meetings, etc.)
    ___ analysis of data collected from students that have successfully completed the program
    ___ analysis of data collected from institutional graduates
    ___ analysis of data collected from departmental faculty members
    ___ analysis of data collected from language program faculty members
    ___ other (specify)

3. State how the methods/resources/data/tools utilized in the needs analysis were used in the design of the curriculum. Explain how these are used to determine the needs and how the results are used.

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Program self-recommendations
Describe the planned changes within the Language Program under this standard, if any.

Curriculum Standard 2

Content and Learning Outcomes

Standard 2: The content of the Language Program aligns with the aim and learning outcomes of the program, is in alignment with student needs, and is suitable to achieve the targeted learning outcomes.

Required responses

1. State the learning outcomes for each level in the program for different language knowledge and skills.

2. Describe how learning outcomes within different levels of the program are sequenced and progress.

3. State where and how the learning outcomes within different levels of the program are made available.

4. State the conditions in which levels in the program may be combined and how learning outcomes can be achieved under such circumstances.

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Program self-recommendations
Describe the planned changes within the Language Program under this standard, if any

Curriculum Standard 3

Curriculum Design and Instructional Materials

Standard 3: The curriculum design and instructional materials ensure the achievement of the learning outcomes.

Required responses

1. State the approach underlying the curriculum design and explain how it contributes to the achievement of the learning outcomes.

2. List the curricular materials and technologies used in the curriculum. Explain how the materials and technologies are chosen and how they contribute to the achievement of the learning outcomes.

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Program self-recommendations

Describe the planned changes within the Language Program under this standard, if any

Curriculum Standard 4

Program Length and Structure

Standard 4: The total length and structure of the curricular program is in alignment with the achievement of the stated learning outcomes. The length of the curricular program has been planned to allow for learning, an appropriate amount of time has been devoted to each level, and the course hours and the structure of the program have been designed accordingly.

Required responses

1. State the program calendar in the table below (changes can be made to the table as needed).

	Level X	Level Y	Level Z	Level W
Term/Module number				
Number of weeks				
Number of hours per week				

2. Explain how the program structure and the designated length of time are suitable for the achievement of the learning outcomes.
3. If any term/module during the academic year is longer or shorter than normal (such as the summer term), explain how the curricular program aims are achieved.
4. If a program accepts students into the program after the declared start date (transfer students, late-registered students, vertical transfer students, etc.), state how these students can achieve the learning outcomes.
5. State where the academic calendar (start date, term/module lengths, hours per week, exam dates, etc.) of the Language Program is made available.

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Program self-recommendations

Describe the planned changes within the Language Program under this standard, if any.

MEASUREMENT AND ASSESSMENT

Measurement and Assessment Standard 1

Level Placement System

Standard 1: The Language Program has a level placement system that allows valid and reliable placement of the students at the outset of the program.

Required responses

1. Explain the level placement process.
2. Explain the level placement standards.
3. Explain how the reliability, validity, and practicality of the level placement instruments are maintained. Present direct evidence to support this explanation.
4. Describe how the process of level placement assessment is kept secure.
5. State how the records of level placement assessment results are stored.

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Program self-recommendations
Describe the planned changes within the Language Program under this standard, if any.

Measurement and Assessment Standard 2

Level Progression and Completion

Standard 2: By using quality psychometrical measurement and assessment instruments that are appropriate for the level outcomes, the Language Program can determine if a student is able to progress to the next level and/or has successfully completed the relevant level.

Required responses

1. Describe the level progression and completion processes.
2. Explain how the level progression and completion instruments align with the learning outcomes.
3. Explain how the reliability, validity and practicality of the level progression and completion instruments are maintained. Present direct evidence to support this explanation.
4. State how the measurement and assessment processes for level progression and completion are kept secure.
5. State how the measurement and assessment results of level progression and completion are stored.

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Program self-recommendations

Describe the planned changes within the Language Program under this standard, if any.

Measurement and Assessment Standard 3

Proficiency (The language proficiency for foreign language preparatory programs that prepare students for an institution of higher learning where the medium of instruction is in a foreign language should be at a minimum level of B1+ in accordance with the Common European Framework of Reference for Languages-CEFR.)

Standard 3: The Language Program assesses the proficiency of the students through psychometrically qualified tests or measurement and assessment instruments. The various instruments used to determine proficiency at different times are consistent in verifying that level achievement is ensured.

Required responses

1. Describe how the proficiency of students that successfully complete the program is determined.
2. State the standards for proficiency.
3. Explain how the reliability, validity and practicality of the proficiency instruments are maintained. Present direct evidence to support this explanation.
4. Describe how the instruments used to determine proficiency at different times are consistent in verifying level achievement.
5. Explain how equivalent external proficiency exams are identified.
6. State the procedures followed to ensure the proficiency exam is kept secure. Explain how records of proficiency exam results are stored.

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Program self-recommendations

Describe the planned changes within the Language Program under this standard, if any.

Measurement and Assessment Standard 4

Level Documentation

Standard 4: The Language Program maintains written records that document the achievement of the exit level and the learning outcomes at the end of the educational program and makes them readily accessible to students.

Required responses

1. Explain what type of information is stored for program students concerning their level achievement.
2. Describe what type of information is included in the documentation provided to students.
3. If any of the information stored is not included in the documentation provided to students, explain where it can be accessed.

Verification

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Program self-recommendations
Describe the planned changes within the Language Program under this standard, if any.

Measurement and Assessment Standard 5

Notification of Students

Standard 5: The Language Program regularly notifies students concerning measurement and assessment instruments and processes, as well as their own performance.

Required responses

1. Explain how the students are informed about the measurement and assessment instruments and the system.
2. Provide how the following information about the measurement and assessment processes is shared with students:
   - The effect on level advancement or completion of the scores received from the measurement and assessment instruments;
   - The effect on level advancement or completion of indirect factors such as attendance and participation;
   - Proficiency exams, accepted equivalent exams, or other measurement and assessment instruments used to determine proficiency;

- The processes for receiving feedback on and disputing all measurement and assessment instruments;

3. Describe how all students can monitor their advancement and how students are informed of this process.

Verification

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Program self-recommendations

Describe the planned changes within the Language Program under this standard, if any.

STUDENT SUPPORT AND SERVICES

Student Support and Services Standard 1

New Student Orientation

Standard 1: The Language Program conducts a new student orientation, providing students with all relevant information regarding the program.

Required responses

1. Explain how and when the new student orientation is presented and describe the content.
2. State how late-registered students obtain the same relevant information.

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Program self-recommendations
Describe the planned changes within the Language Program under this standard, if any.

Student Support and Services Standard 2

Notification of Students

Standard 2: The Language Program provides information concerning all available services to the students.

Required responses

1. Explain how students are informed of the services available to them.

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Program self-recommendations
Describe the planned changes within the Language Program under this standard, if any.

Student Support and Services Standard 3

Co-Curricular Activities

Standard 3: The Language Program offers extra-curricular activities to its students to support their learning, as well as encouraging and monitoring student participation.

Required responses

1. Provide a list of extra-curricular activities offered to students in the last academic year, and state the number of students participating in these events.
2. Describe how these extra-curricular activities support learning outcomes.
3. Explain how students are informed of the extra-curricular activities and how students are encouraged to participate in these activities.

Verification

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Program self-recommendations
Describe the planned changes within the Language Program under this standard, if any.

Student Support and Services Standard 4

Student Grievances

Standard 4: The Language Program has an open, transparent, fair, accessible and ethical written grievance process for student complaints. Students are informed about the process. **The Language Program maintains the records of grievances and their resolutions, and ensures their confidentiality.**

Required responses

1. Describe the student grievance process.
2. Explain how the grievance process is shared with the students.
3. Describe how all documents related to grievance are stored.
4. Provide a list of grievances and their resolutions for the last academic year.

Verification

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Program self-recommendations

Describe the planned changes within the Language Program under this standard, if any.

ADMINISTRATIVE CAPACITY

Administrative Capacity Standard 1

Administrative Structure and Mission Alignment

Standard 1: The Language Program has the necessary managerial structure to fulfill its stated mission.

Required responses

1. Provide the Language Program's organizational chart.

2. Explain how the managerial structure with the units and positions in it supports the mission**.**

3. If there are units within the university and/or the program that are not part of the organizational chart but contribute to the mission, provide a list and explain the support these units provide.

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Program self-recommendations
Describe the planned changes within the Language Program under this standard, if any.

Administrative Capacity Standard 2

Faculty Positions and Assignment Processes

Standard 2: Individuals are appointed to the positions identified on the Language Program's organizational chart in accordance with their appropriateness and their competencies. The Language Program provides support for the development of and/or the obtainment of the necessary qualifications for these positions.

Required responses

1. Explain the assignment process for positions on the organizational chart.
2. State the competencies of the personnel and explain why they are appropriate for their respective assignments.
3. Describe how the program provides support for pre-service and in-service training to the assigned persons and/or candidates in order to fulfill their duties.

Verification

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Program self-recommendations
Describe the planned changes within the Language Program under this standard, if any.

Administrative Capacity Standard 3

Notification of Assignment, Responsibility and Rights

Standard 3: The Language Program has written, current job descriptions for the positions described in the organizational chart and these descriptions are accessible to all stakeholders.

Required responses

1. Explain how the duties and responsibilities of faculty that have administrative positions are shared.

Title of position	Job description (Yes/No)	Where it is accessible

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Program self-recommendations
Describe the planned changes within the Language Program under this standard, if any.

Administrative Capacity Standard 4

Performance Evaluation

Standard 4: The performance evaluation process for individuals in the Language Program organizational chart is systematic, defined and accessible to those individuals.

Required responses

1. Describe the performance evaluation process for individuals in the organizational chart. Explain how this process is administered systematically, fairly and in accordance with the job descriptions.
2. Describe how the individuals in the organizational chart are made aware of the performance evaluation standards and procedures, and how the results are shared.

Verification

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Program self-recommendations
Describe the planned changes within the Language Program under this standard, if any.

Administrative Capacity Standard 5

Administrative and Managerial Processes

Standard 5: The Language Program has administrative and managerial processes that guide operations.

Required responses

1. Describe the type of existing documentation concerning administrative and managerial processes and where they are kept.
2. Explain how the administrative and managerial processes are updated.
3. State how the managerial processes within the Language Program are kept in alignment with laws, regulations and directives.

Verification

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   Verification on site

Program self-recommendations
Describe the planned changes within the Language Program under this standard, if any.

Administrative Capacity Standard 6

Protection of Information

Standard 6: The Language Program organizes, archives and secures all student, staff, financial, program and contractual information. This information is shared in accordance with the rules and regulations as stated in relevant legal articles and directives.

Required responses

1. State how the listed items below are organized, archived and protected in accordance with the Act on the Protection of Personal Information.

- Student related information
- Staff related information
- Financial information
- Contracts/protocols
- Information related to the Program like exams, materials etc.
- Other

Verification

Documentation in the report

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Program self-recommendations
Describe the planned changes within the Language Program under this standard, if any.

Administrative Capacity Standard 7

Employee grievances

Standard 7: The Language Program has an open, transparent, fair, accessible and ethical process concerning employee grievances. Employees are informed of the process. All documentation related to the process are stored and treated confidentially.

Required responses

1. Describe the employee grievance process.
2. Explain how the grievance process is shared with employees.
3. Describe how the documentation related to grievances is stored.

Verification

       Documentation in the report

       Verification on site

Program self-recommendations

Describe the planned changes within the Language Program under this standard, if any.

FACULTY

Faculty Standard 1

Qualifications

Standard 1: Faculty members in the Language Program have the qualifications and competencies commensurate with their assignments.

Required responses

1. Describe the hiring and evaluation process for all faculty members employed by the Language Program.

Verification

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Program self-recommendations
Describe the planned changes within the Language Program under this standard, if any.

Faculty Standard 2

Notification of Assignment, Responsibility and Rights

Standard 2: All faculty employed by the Language Program have contracts and written job descriptions. The job descriptions are accessible to staff.

Required responses

1. Explain how the job descriptions and contracts are shared with faculty members.

Verification

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Program self-recommendations
Describe the planned changes within the Language Program under this standard, if any.

Faculty Standard 3

Performance Evaluation

Standard 3: The Language Program evaluates the performance of faculty members in a fair, transparent, multi-directional and systematic approach.

Required responses

1. Explain the performance indicators that are used.
2. State how faculty members are informed about the performance evaluation process.
3. Describe the steps taken to ensure the performance evaluation is fair, transparent, impartial and systematic.
4. Explain how the principles of privacy and confidentiality concerning the results of the performance evaluation are maintained.

Verification

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Program self-recommendations
Describe the planned changes within the Language Program under this standard, if any.

Faculty Standard 4

Professional Development

Standard 4: The Language Program plans and conducts in-service trainings and professional development activities.

Required responses

1. Explain how the in-service activities are determined, planned and made available.
2. Describe how the areas for development concerning professional competence and skills of the faculty are determined and how their development is monitored.
3. Describe the new faculty orientation program: its content and how and when it is presented.

Verification

Documentation in the report

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Program self-recommendations

Describe the planned changes within the Language Program under this standard, if any.

FACILITIES, EQUIPMENT AND SUPPLIES

Facilities, Equipment and Supplies Standard 1

Facilities, Equipment and Supplies

Standard 1: The Language Program has the necessary infrastructure, workspace, resources, technology and equipment to achieve its mission and goals.

Required responses

1. Enter the requested numbers.

_____ average number of students per term over the last 12 months
_____ average number of students per classroom
_____ number of available permanent classrooms
_____ square meters per permanent classroom
_____ number of classrooms used during peak student enrolment time over the last 6 months
_____ number of administrators and staff
_____ number of workspaces for administrators and staff
_____ workspaces for administrators and staff in square meters
_____ number of full-time faculty
_____ number of workspaces for full-time faculty
_____ workspace for full-time faculty in square meters
_____ number of part-time faculty
_____ number of workspaces for part-time faculty
_____ workspace for part-time faculty in square meters
_____ number of learning support centers
_____ learning support centers in square meters
_____ Other

2. Describe how the program ensures that areas, equipment and materials are of sufficient size and number; are accessible to the authorized personnel; and are clean, safe and secure.

3. List the equipment, material and supplies available for use in the Language Program.

Verification

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Program self-recommendations
Describe the planned changes within the Language Program under this standard, if any.

CONTINUOUS IMPROVEMENT

Continuous Improvement Standard 1

Continuous Improvement

Standard 1: The Language Program continuously reviews the program components and implements improvements based on indicators.

Required responses

Explain the review process and the indicators/tools used during the process for the areas indicated below. Describe how the process and the results are shared with the respective stakeholders. State the decisions taken during the last cycle of review and the follow-up actions and improvements based on these decisions.

1. Curriculum/Teaching Program
2. Measurement and Assessment
3. Student Support and Services
4. Other areas (specify)

Verification

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Program self-recommendations

Describe the planned changes within the Language Program under this standard, if any.