

# 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.

## 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.

### **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.

### **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.

### **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.

## **Curriculum Standard 5**

### ***Curriculum Delivery***

**Standard 5: The curriculum is delivered to the students in a way that enables them to achieve the stated learning outcomes. The principles of curriculum delivery are shared with stakeholders. Teaching and learning practices are carried out in a way that enables students to actively engage in the language learning process. Classroom instruction is monitored and necessary developmental actions are taken.**

### ***Required responses***

1. State the curriculum delivery principles within the program.
2. State how, where, and with whom the curriculum delivery principles are shared.
3. Explain how teaching and learning practices are monitored to ensure active engagement of students in the language learning process.
4. Explain how data from the monitoring process of classroom instruction is used to improve teaching and learning practices.

## 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.

### 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.

### 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.

## **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.

## **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.

## **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.

### **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.

### **Student Support and Services Standard 3**

#### ***Co-Curricular Activities***

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

#### ***Required responses***

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

### **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.



## 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.

### 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.

### 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

## **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.

## **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.

## **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

## **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.

## 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.

### **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.

### **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.

## **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.

## 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.

## 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. Teaching, Learning and Curriculum Delivery
5. Administrative Practices
6. Others (please specify)