DEDAK ACCREDITATION STANDARDS and CONTEXT

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In the DEDAK ACCREDITATION STANDARDS and CONTEXT document, the first part for each standard contains the self-study section to be filled out by Language Education Programs undergoing the accreditation process, followed by additional explanations and context information related to the standard. This document has been prepared for use as a reference.

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.

Context

The Language Program has a clear mission that is shared with program employees as well as current and potential internal and external stakeholders. The mission statement summarizes in broad terms the educational goals of the program, as well as other purposes. The mission statement serves as the principal guide for:

• administrators, to determine if decisions affecting the program or institution are appropriate,

• faculty and staff, to determine if activities carried out within the institution are appropriate,

• prospective students and the stakeholders, that have a stake in their choices to determine if the program's services are appropriate,

• stakeholders, to determine if the program has achieved its aims.

The mission statement is shared with all stakeholders through open access, the student handbook, the employee handbook, and other written documents. Because the mission statement forms the basis for all decisions affecting the program, the statement is periodically evaluated and updated in accordance with developments and changes in the program.

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.

Context

The Language Program has been organized in accordance with the institution's mission statement. As a whole, the Program is made up of different levels that correspond to the needs of the students. It is clear how student needs are determined and how the curriculum was designed to meet those needs. The curriculum has defined learning outcomes for each level.

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 by filling out the *Curriculum Equivalency Table* (see DEDAK Review Standards Verification Handbook Appendix 1).

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.

Context

Every level within the curriculum has learning outcomes. All learning outcomes are written, observable and measurable. The outcomes also define the academic readiness levels. The content of the levels presented in the curriculum are interrelated and sequential, and are structured in accordance with student needs and the aims of the program.

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.

Context

The curricular design and materials are appropriate for the students to achieve the learning outcomes. The program design and materials consider student diversity and individual learning differences.

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. Level progression and program completion rates are documented, monitored, and analyzed regularly.

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 the pass-fail rate (or progression rate) and completion rate determined by the language program to be acceptable, and provide the rationale for the rate. Indicate any variances in acceptable rates for certain courses or levels. Provide the rationale for the variance and how the variance is addressed.

Context

The amount of time devoted to education is sufficient and the program structure is appropriate for a student to achieve the learning outcomes. The structure of the program is suitable to achieve the learning outcomes, there are enough terms, weeks and hours devoted in the program, and planning has been carried out by taking in-class and out-of-class activities into consideration.

The program keeps track of student progression and program completion rates. The program documents, monitors and analyzes this data on a regular basis by collecting, aggregating, and analyzing level progression/ pass-fail and program completion data, and addresses issues related to unanticipated level progression /pass-fail or program completion rates.

Curriculum Standard 5

Curriculum Delivery

Standard 5: The curriculum is delivered through educational principles, methods and approaches applied by classroom instructors, to support students' achievement of the stated learning outcomes. The educational principles, methods and pedagogical approaches adopted by the program for the delivery of the curriculum are shared with stakeholders. Educational 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 based on evidence.

Required responses

1. State the educational principles and pedagogical approaches adopted for the delivery of the curriculum within the program.
2. State how, where, and with whom the educational principles, methods and pedagogical approaches considered appropriate for the delivery of the curriculum are shared.
3. Explain how educational practices in class 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.

Context

The Language Program ensures that the planned curriculum is delivered to the students in a way that allows them to learn and achieve the aimed learning outcomes. For this purpose, the educational principles, pedagogical approaches, and methods adopted and intended to be implemented are shared with teaching staff and other stakeholders. To enable their implementation in the classroom, the Language Education Program monitors the transmission of the curriculum and carries out necessary activities aimed at improving instruction based on evidence, to ensure that students actively participate in the learning process.

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 appropriate levels based on their language proficiency at the outset of the program and includes procedures to identify and correct any misplacement.

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. Explain how misplacements are identified and corrected.
5. Describe how the process of level placement assessment is kept secure.
6. State how the records of level placement assessment results are stored.

Context

The Language Program determines the language levels of the students at the outset of the program through measurable and observable standards. The program provides direct evidence that demonstrates the psychometric characteristics (reliability, validity, practicality) of the level placement tools. In terms of reliability, systems and procedures are in place to identify and correct any incorrect placement. The program clearly explains how the process of level placement assessment is kept secure. The results of the level placement are kept regularly and stored.

Measurement and Assessment Standard 2

Level Progression and Completion

Standard 2: By using psychometric measurement and assessment instruments that are aligned with the level outcomes, the Language Program can determine whether 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 by filling out the *Measurement and Assessment-Learning Outcome Equivalency Table* (see DEDAK Review Standards Verification Handbook Appendix 2).
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.

Context

The Language Program has a systematic and understandable measurement and assessment system in place. To progress through the program, expectations from students concerning measurement and assessment are clear and understandable. The measurement and assessment methods used to determine level progression and completion are consistent with the Language Program's learning outcomes, and tangible methods (such as piloting of exams by curriculum and/or test developers in the program, developing exam specifications, etc.) are utilized to ensure consistency. Achievement tests, formative tests, progression tests, quizzes, student achievement files, performance exams, etc. can be used as a part of measurement and assessment. As part of the methods used in measurement and assessment, necessary measures are taken to ensure the reliability of the subjective evaluations and the in-house standardization process (the same steps are also taken for level placement and proficiency exams when needed). The Language Program ensures that all measurement and assessment methods have strong psychometric characteristics, are kept secure and the results are stored systematically.

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 sound tests or measurement and assessment instruments. The various instruments used at different times remain consistent in verifying exit level achievement.

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 exit 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.

Context

The Language Program may determine proficiency through only one proficiency exam and/or more than one measurement and assessment method. These methods are expected to be based on observable, tangible criteria and be reliable, valid and practical. Despite being administered at different times, consistency in terms of level-appropriateness should be maintained, the results stored regularly, and the exam security maintained. The Language Program chooses equivalent, external proficiency exams in accordance with the relevant by-laws. The program ensures that the exams considered to be equivalent demonstrate the same specifications as outlined in the program's own proficiency exam.

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 provides them to students upon request.

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.

Context

The Language Program regularly keeps records of or provides reports of the language level achieved by students at the completion of the teaching program. These records or reports provide important evidence concerning the quality of the program. The respective records or reports can be presented to students in the form of a document when needed/requested. The document is expected to contain the following: The name and level of the lesson, course or program; the score or definition indicating the achievement of the program's aims and learning outcomes by the student. Not all information has to be present on the document. However, any information that is not included should be present in written documents such as handbooks, course syllabi and guidelines, and should be accessible to all stakeholders, as needed.

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.

Context

The Language Program informs all students in writing concerning the measurement and assessment instruments and the system used to determine level placement, advancement, completion and proficiency. In this context, the program routinely informs all students concerning their performances as related to each measurement and assessment instrument. Those students whose performance has been deemed insufficient are also notified of their situation.

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.

Context

A student orientation that contains information about the teaching program, the administration, student services and the measurement and assessment processes is provided to new students in order to acquaint them with the program.

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.

Context

The Language Program provides current information regarding the services offered to students through appropriate means.

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.

Context

The Language Program plans, administers and evaluates co-curricular activities that support the learning of the target language and the learning outcomes. The students are informed of the scope, the location and time, and any fees.

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.

Context

All students in the Language Program are provided information on how to file a grievance. Stated in writing and accessible to students are: The method of filing a grievance, the explanation of which authority will process the grievance, the steps to be followed during the inquiry, the principles of confidentiality, and how the results will be shared with the students.

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.

Context

The Language Program has an administrative structure and accompanying organizational chart that serves its mission statement.

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 acquisition 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 by filling out the *Table of Academic and Administrative Staff* (see DEDAK Review Standards Verification Handbook Appendix 3).
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.

Context

The Language Program creates opportunities for individuals with the necessary competencies to be assigned duties in accordance to the organizational chart.

The qualifications of the individuals assigned to duties as outlined in the organizational chart are in alignment with the position and the Language Program provides the necessary support to help those individuals gain and/or improve their competencies.

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

Context

Job descriptions are accessible to all staff and provide details on the expected roles and responsibilities of the respective position. Prior to beginning the position, the employee is informed about matters such as the authority and responsibilities of the position, performance criteria as well as development expectations.

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.

Context

The Language Program evaluates the performance of individuals on the organizational chart in a fair, transparent, multi-directional and systematic manner. Stakeholders are informed in a transparent manner concerning which criteria will be used during the evaluation, how the results will be shared, and how the results will be used.

Administrative Capacity Standard 5

Administrative and Managerial Processes

Standard 5: The Language Program has well-defined, current, and accessible 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 compliance of the managerial processes within the Language Program with laws, regulations and directives is ensured.

Context

The Language Program has administrative and managerial processes that are well defined, current and accessible. The Language Program takes the relevant laws, regulations, directives and decisions into consideration when structuring the administrative processes.

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, and who is authorized to access the stored information.

    - Student related information
    - Staff related information
    - Financial information
    - Contracts/protocols

- Information related to the Program like exams, materials etc.
- Other

Context

The Language Program regularly stores all current information, including electronic files, and stores all information that needs to be archived in accordance with the respective laws and regulations and shares it with authorized persons as necessary. All information is stored securely in accordance to the Act on the Protection of Personal Information in a manner that prevents any access by unauthorized persons.

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.

Context

All employees of the Language Program are informed about how to file a grievance concerning any complaint. All grievances are accepted according to procedure, evaluated, followed up, and reported on. All relevant documents are stored.

FACULTY

Faculty Standard 1

Qualifications

Standard 1: Faculty members in the Language Program have the qualifications and competencies required to fulfil their assignments.

Required responses

1. Describe the hiring and evaluation process for all faculty members employed by the Language Program.
2. Fill out the *Table of Faculty* for all teaching staff in the Language Program (see DEDAK Review Standards Verification Handbook Appendix 4).

Context

All faculty members employed by the Language Program are expected to possess the necessary professional competencies and skills and be proficient in all of the language skills of the language they teach. All full-time non-foreign faculty members are hired in accordance with the applicable laws, regulations, directives and decisions. There are defined minimum conditions concerning the professional competencies and skills expected from part-time and/or foreign faculty members.

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 all faculty members.

Required responses

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

Context

The Language Program provides faculty members with job descriptions and contracts concerning their positions prior to their employment and stores these documents in accordance with the principles of confidentiality. The Language Program also provides part-time faculty members with a contract that outlines their duties and responsibilities.

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.

Context

The Language Program regularly evaluates the performances of faculty in a fair, transparent, multi-directional and systematic manner to continuously improve the language education provided. Stakeholders are clearly informed concerning which criteria will be used during the evaluation, how the results will be shared, and how the results will be used.

The written performance evaluation results are shared with the respective faculty member by taking the principles of privacy and confidentiality into consideration.

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.

Context

The Language Program organizes and offers in-service training activities concerning teaching and teacher development. Thus, in order to create effective teaching processes, the Language Program organizes an orientation for new faculty members, encourages all faculty members to keep their theoretical and applied knowledge in the field up-to-date, offers needs-based professional development activities and conducts class observations as needed.

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.

Context

The Language Program has the necessary internal and external spaces (classrooms, offices, workspaces, lavatories, etc.), equipment (technology, furniture and other office equipment) and materials (course materials, reference sources, office and classroom materials) to support the achievement of the educational and service aims. These are accessible to all persons, including disabled individuals.

CONTINUOUS IMPROVEMENT

Continuous Improvement Standard 1

Continuous Improvement

Standard 1: The Language Program continuously reviews and improves 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 in the last review cycle and the practices and improvements related to these decisions by filling out the *Program Review Table* (see DEDAK Review Standards Verification Handbook Appendix 5).

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)

Context

The Language Program regularly reviews its components using a method based on evidence. During the review and improvement process, The Plan–Do–Check–Act (PDCA) or another parallel cycle is followed. As part of this process, evaluation takes place in terms of the efficacy of the curriculum, the student evaluation method and processes, the services and their application, effective teaching, administrative procedures, as well as their appropriateness in accordance with the program's mission and aims. The Program is monitored to evaluate the changes and improvements made as a result of the above-mentioned process as well as to evaluate the effectiveness of the review cycle. These processes are available in writing and are applicable and accessible. All program related decisions and improvements are made and applied based on these processes, and their documented results.