CEA Standards for English Language Programs and Institutions

Mission

Mission Standard 1: The program or institution has a written statement of its mission and goals, which guides activities, policies, and allocation of resources. This statement is communicated to faculty, students, and staff, as well as to prospective students, student sponsors, and the public, and is evaluated periodically.

Curriculum

Curriculum Standard 1: The curriculum is consistent with the mission of the program or institution; appropriate to achieve the organization’s goals and meet assessed student needs; and available in writing.

Curriculum Standard 2: Course goals and objectives are written and are appropriate for the curriculum.

Curriculum Standard 3: The instructional materials and methodologies are appropriate and contribute to the mastery of course objectives.

Curriculum Standard 4: The program or institution has a plan, in writing, for regular curriculum review and for modification of all curricular components.

Faculty

CEA assumes that the collective word faculty refers to each individual faculty member.

Faculty Standard 1: Faculty has education and training commensurate with their teaching assignments.

Faculty Standard 2: Faculty has experience relevant to teaching students at the postsecondary level in their areas of assignment and demonstrates an ongoing commitment to professional development.

Faculty Standard 3: Faculty who teach English demonstrate excellent proficiency in English. In institutions where languages other than English are taught, faculty demonstrate excellent proficiency in the languages they teach.

Faculty Standard 4: Programs or institutions that use graduate teaching assistants (GTAs) demonstrate that teaching assistants are enrolled in graduate degree programs in a related field appropriate to their teaching assignments. GTAs are appropriately selected, trained, and supervised for the instructional situations in which they are placed.

Faculty Standard 5: Faculty has working conditions appropriate for assigned responsibilities.

Faculty Standard 6: Faculty receives a job description and all the terms and conditions of employment in writing at the time each is hired and any time duties or employment conditions change.

Faculty Standard 7: Faculty duties are structured to permit timely and effective completion.

Faculty Standard 8: The program or institution describes to faculty clearly, and in writing, the performance criteria and procedures for evaluation at the onset of the evaluation period; conducts faculty performance evaluations that are systematic, regular, fair, objective, and relevant to achieving program or institutional goals; and conveys evaluation results to faculty in writing in a timely manner.

CEA Standards, 2010
Facilities, Equipment, and Supplies

Facilities, Equipment and Supplies Standard 1: The program or institution has facilities, equipment, and supplies that support the achievement of the stated goals and objectives; are adequate in number, condition, and availability; and are accessible to students, faculty, and administrators.

Administrative and Fiscal Capacity

Administrative and Fiscal Capacity Standard 1: The program or institution provides a rationale for all linkages with external bodies.

Administrative and Fiscal Capacity Standard 2: The program or institution has an effective administrative structure and governance system consistent with its mission and with the mission of the host institution, if applicable.

Administrative and Fiscal Capacity Standard 3: Administrative, faculty, and support positions are adequate in number, staffed appropriately, and structured to facilitate the achievement of program or institutional goals.

Administrative and Fiscal Capacity Standard 4: Administrative personnel have appropriate education, training, and experience to accomplish their assigned duties and to meet program or institutional goals.

Administrative and Fiscal Capacity Standard 5: Administrators and staff have working conditions appropriate for their assigned responsibilities.

Administrative and Fiscal Capacity Standard 6: Administrators and staff receive written job descriptions at the time of employment and any time their duties or terms of employment change.

Administrative and Fiscal Capacity Standard 7: The program or institution defines, encourages, and supports appropriate professional development activities for faculty, staff, and administrators.

Administrative and Fiscal Capacity Standard 8: The program or institution describes to administrative and support staff clearly and in writing the performance criteria and procedures for evaluation at the onset of the evaluation period; conducts administrative and support staff performance evaluations that are systematic, regular, fair, objective, and relevant to achieving program goals; and conveys evaluation results to administrative and support staff in writing in a timely manner.

Administrative and Fiscal Capacity Standard 9: The program or institution has a plan, in writing, for development of the program or institution, including planning, implementation, and evaluation.

Administrative and Fiscal Capacity Standard 10: Operational policies are developed and evaluated by appropriate individuals, disseminated in writing to all who are affected by the policies, reviewed regularly, and implemented in a timely, fair, systematic, and ethical manner.

Administrative and Fiscal Capacity Standard 11: Administrators ensure that there are means for the exchange of information among those who need it.

Administrative and Fiscal Capacity Standard 12: The program or institution documents that it is in compliance with all local, state, and federal laws as well as with any applicable institutional regulations.

Administrative and Fiscal Capacity Standard 13: All financial, student, personnel, program, governmental, and contractual records are maintained and kept current, accessible, complete, accurate and, when appropriate, secure. Reporting is done ethically and in compliance with the law.
Administrative and Fiscal Capacity Standard 14: All contracts are in compliance with the law and in keeping with policies of the larger institution, where applicable. Contracts are drafted with appropriate guidance, have undergone appropriate review, and are authorized by the appropriate individual(s).

Administrative and Fiscal Capacity Standard 15: Financial supervision is conducted by qualified individuals who implement appropriate policies and procedures and follow accepted accounting practices to ensure the integrity of program or institutional finances.

Administrative and Fiscal Capacity Standard 16: Financial reserves are adequate and available to meet obligations to students, staff, and any contractual parties.

Student Services

Student Services Standard 1: Admissions policies are consistent with program objectives and with the mission of the program or institution (and with the host institution if applicable), and are implemented by properly trained and authorized individuals. The admissions process ensures that the student is qualified to enroll and benefit from the instructional program. Both the policies and the personnel who implement them adhere to ethical standards and good practice.

Student Services Standard 2: The program or institution provides academic and personal advising and counseling, as well as assistance in understanding DHS regulations. Such advice and assistance are provided in a timely and accurate manner by qualified individuals.

Student Services Standard 3: The program or institution provides pre-arrival and ongoing orientation to support students in their adjustment to the program or institution (and to the host institution if applicable), and to the surrounding culture and community, and to promote their understanding of DHS regulations and procedures and health and safety issues.

Student Services Standard 4: The program or institution seeks to ensure that students understand policies regarding enrollment and registration.

Student Services Standard 5: Students have access to health insurance coverage as required by federal and state laws, DHS regulations, and institutional policies.

Student Services Standard 6: Students have access to social and recreational activities that provide a cultural context for their language acquisition and other studies, as appropriate.

Student Services Standard 7: The program or institution clearly states and fulfills its responsibilities regarding student housing.

Student Services Standard 8: The program or institution clearly states and consistently provides the extent of student services described in any promotional literature or other agreements, written or verbal.

Student Services Standard 9: The program or institution has a plan, in writing, for the regular review and revision of its student services policies and activities.

Recruiting

Recruiting Standard 1: The program or institution follows ethical standards for recruiting students and promoting its programs. Its policies and procedures are made clear to prospective students and/or student sponsors. In any recruitment transaction, the students' interests and well-being are paramount.

CEA Standards, 2010
Recruiting Standard 2: All promotional literature describing the program or institution is accurate and complete.

Recruiting Standard 3: Students are informed of the benefits they receive for tuition and fees, including complete and accurate information about the academic program and calendar, student life, and facilities.

Recruiting Standard 4: If there are agreements with a recruiting agent, the program or institution ensures that it has complete information about the agent and assumes the responsibility for monitoring the agent and terminating the agreement if necessary.

Length and Structure of Program of Study

Length and Structure of Program of Study Standard 1: The calendar states the number of terms per year, the number of weeks per term and hours of instruction per week, and is consistent with and supportive of the program or institution’s stated mission and goals.

Length and Structure of Program of Study Standard 2: The program or institution’s organizational design clearly indicates the levels of instruction and specifies how students progress through a full program of study.

Student Achievement

Student Achievement Standard 1: The system of assessment is consistent with admission requirements and allows valid and reliable placement of students into levels.

Student Achievement Standard 2: The program or institution documents in writing whether students have attained the learning objectives for courses taken within the curriculum, using instruments or procedures that appropriately assess whether students are ready to progress to the next level or to exit the program of study.

Student Achievement Standard 3: The program or institution maintains written reports of attained proficiency for each student.

Student Achievement Standard 4: The program or institution informs students of the assessment procedures used to determine placement, progression from level to level, and completion of the program, as well as their individual results.

Student Achievement Standard 5: The program or institution has a plan, in writing, for regular review and modification of its assessment and reporting practices.

Student Complaints

Student Complaints Standard 1: The program or institution makes available to students in writing procedures by which they may lodge formal complaints.

Student Complaints Standard 2: The program or institution documents and maintains records of formal student complaints as well as the resolution of any such complaints.