

FOREIGN LANGUAGE TRAINING (FLT) TEMPLATE (Excluding Intensive English Programs)

The Foreign Language Training (FLT) Template must be completed by institutions offering English and other foreign language training (excluding Intensive English Programs) within an avocational learning environment. The template supplements and augments ACCET Document 3.1 – Analytic Self-Evaluation Report (ASER), which incorporates the ACCET Standards for Accreditation (Document 2). The template expands upon the ACCET Standards specifically referenced herein by adding Specific Field Criteria and Supplemental ASER Questions/Statements, in order to elicit a more relevant and valid self-evaluation of the institution and emphasize those standards where unique characteristics are identified.

AVOCATIONAL FOREIGN LANGUAGE INSTITUTIONS (Excluding Intensive English Programs)

Avocational English and other foreign language courses/programs (excluding Intensive English Programs) are offered to students at the postsecondary level to develop or enhance their language skills for the purpose of professional or personal growth/development.

SPECIFIC FIELD CRITERIA & SUPPLEMENTAL QUESTIONS/ STATEMENTS

STANDARD IV – CURRICULA

The institution's curricular design, materials, and outcomes measurements follow sound educational practices.

- A. Educational Goals and Curricular Objectives: The institution's programs and courses have appropriate educational goals and curricular objectives. The curricular content and learning experiences are preplanned and present a sound, systematic, and sequential educational methodology. Sufficient and appropriate knowledge and skill elements are included to ensure adequate preparation for the expected performance outcomes in the specific program or course for which the students enroll.**

When required as a part of a program, an externship, internship, or other training-related work experience is based on a preplanned outline of the specific knowledge, skills, and experience to be acquired.

Specific Field Criteria for Foreign Language Training: All foreign language programs define specific objectives by sequential performance levels. Each level consists of clearly delineated language skills. Student-to-instructor ratios for programs are maintained at a level commensurate with the training presented.

Supplemental ASER Questions/Statements for Foreign Language Training:

- What is the institution's established teacher-to-student ratio? Indicate the rationale for determining this established ratio.

- B. **Program/Instructional Materials**: Program materials, including syllabi, lesson plans, instructional guides, and texts demonstrate the appropriate scope, sequence, and depth of each program or course in relation to the stated goals and objectives. Instructional materials, including supplementary textbooks, software, learning activities, visual aids, electronic links, and other teaching tools support the goals and objectives. All materials are up to date, readily available, and facilitate positive learning outcomes.

Specific Field Criteria for Foreign Language Training: All instructional materials are up-to-date and appropriate to the institution's system of sequential performance levels. Instructional materials address the cultural diversity and differences in learning styles among the institution's population.

Supplemental ASER Questions/Statements for Foreign Language Training:

- What is the institution's policy on teacher-made instructional materials? How are non-textbook instructional materials (pictures, games, websites, newspaper and magazine articles, etc.) integrated into lesson plans and utilized to support the published curriculum? Who has oversight of this process in order to ensure quality of the educational experience?

- C. **Performance Measurements**: Performance measurements are written and are periodically evaluated and updated to ensure instructional effectiveness. The institution has a sound, written assessment system that contains a set of defined elements, such as a grading scale, weighting factors, tests, quizzes, reports, projects, attendance, and/or participation, which are appropriately related to the performance objectives of the program or course.

Specific Field Criteria for Foreign Language Training: Both initial assessment and proficiency exams are employed for the evaluation of performance standards. A valid and reliable instrument is used for the initial assessment of all enrollees for placement into appropriate levels. A valid and reliable test instrument that is nationally recognized is also used for an external validation on the acquisition of language proficiency, at a minimum, in fulfillment of the institution's exit requirements.

Supplemental ASER Questions/Statements for Foreign Language Training:

- Are externally developed testing instrument used for initial assessment to determine the applicant's language proficiency level for placement into skill levels? If this instrument was developed in-house, describe the process by which it was developed. Either way, explain how test results are correlated to the proficiency levels embodied in the institution's own system of sequential performance levels.

- D. **Curriculum Review/Revision**: The institution uses effective and systematic procedures, including completion and, if applicable, placement results to continuously monitor and improve the curriculum. The written procedures include soliciting feedback from relevant constituencies, such as faculty, students, graduates, employers, and advisory/certification boards. The procedures focus on a comprehensive review of the curriculum as it relates to the expected learning outcomes.

Specific Field Criteria for Foreign Language Training: Policies and procedures exist in the curricular review process ensuring that current methodologies, theories, and materials are examined.

Supplemental ASER Questions/Statements for Foreign Language Training:

- Provide evidence that the institution has examined current methodologies, theories, and materials as part of its curricular review process. Describe any changes made to the institution's curricula as a result of this review.
- How does the institution stay current on issues relating to pedagogical theory and methodology within the language teaching profession?

STANDARD V – INSTRUCTIONAL DELIVERY

The institution utilizes appropriate and effective instructional methods and other resources to ensure sound instructional delivery.

- A. Instructional Methods: Instructional methods encourage active and motivated responses from participants. Policies and procedures are in place to ensure that the curricula are followed and that there is consistency of application by all instructional staff. The instructional methodology is consistent with contemporary industry standards and appropriate to the educational goals and curricular objectives, facilitates learning, and serves the individual learning needs and objectives of participants. Instructional methods provide encouragement, challenges, and learning opportunities for all enrolled participants, taking into account different backgrounds, learning abilities and styles, and prior levels of achievement.**

Specific Field Criteria for Foreign Language Training: Instructional methods include interactive teaching strategies that recognize various modalities of learning (i.e., visual, audio, and kinesthetic), learning styles, and cultural backgrounds. Instructors demonstrate knowledge of students' learning styles and are able to modify instruction as appropriate. Institutions employ classroom methods in which instructor use of language is minimized and student use of language is maximized.

Supplemental ASER Questions/Statements for Foreign Language Training:

- Provide an example of how a particular lesson addressed students' individual needs, whether relative to learning modalities, learning styles, or cultural background.

STANDARD VI - INSTRUCTIONAL PERSONNEL

The institution ensures that qualified instructors, under professional and capable direction, effectively deliver educational and training services.

- A. Qualifications of Instructional Personnel: Instructional personnel possess the appropriate combination of educational credential(s), specialized training and/or certification, work experience, and demonstrated teaching and classroom management skills, which qualifies them for their training assignments.**

Specific Field Criteria for Foreign Language Training: The institution maintains written policies that define the minimum levels of education, training, and experience required of instructors. Instructional staff have, at minimum, a bachelor's degree with foreign language classroom teaching experience or a bachelor's degree in teaching ESL or a foreign language with foreign language classroom teaching experience. Instructional staff also demonstrate near-native proficiency in English.

- C. Instructor Orientation and Training: The institution follows a written policy that demonstrates the effective orientation and training of instructional personnel to ensure a consistent, high level of quality instruction. The institution's policy for the continued professional development of instructional personnel is systematically implemented, monitored, and documented.**

Specific Field Criteria for Foreign Language Training: Continuing education and in-service training include in-house workshops and seminars as well as membership in regional and/or national professional organizations. Reasonable provisions are made for faculty to attend conventions, meetings, and workshops held by these organizations. Participation is documented.

STANDARD VIII – EVALUATION

The institution utilizes appropriate methods of evaluation to ensure that outcomes are consistent with the mission and goals. The institution maintains all required documentation.

- A. Student Progress: The institution uses effective means to assess and record the progress of participants. Semester credits, quarter credits, clock hours, and/or continuing education units are used to denote the successful completion of the education and training services provided. Assessment results are documented consistently in accordance with institutionally established performance outcomes and are communicated to all participants. Participants are informed of their progress on a regular and timely basis. Institutions required under explicit regulatory authority to assess student progress, utilize sound written policies and procedures that clearly describe the institution's requirements for satisfactory academic progress.**

Specific Field Criteria for Foreign Language Training: The institution has a written policy that determines whether a student is making satisfactory progress and is in good standing. Assessment standards include documentation of both the in-house and external standardized examinations. Students' progress to the next performance level is determined by the institution's prescribed measures of competency, which must include reading, writing, listening, and speaking.

Supplemental ASER Questions/Statements for Foreign Language Training:

- Describe the institution's satisfactory progress policy and what it means to be in "good standing." Demonstrate that the policy has been implemented and is enforced.
- State the criteria used for determining a student's eligibility for advancement to the next performance level in terms of observable performance objectives.
- Indicate the impact on the overall grade/assessment of both in-house achievement exams and external proficiency exams.