

Intensive English Program (IEP) *Evaluator Guidelines*

This document is a direct reflection of the State Regents' Intensive English Program Approval and Review policy which governs this process. (A copy of the policy is included in this notebook.) Detailed below are the required program performance standards that IEP evaluation teams use to direct the review process. **THE IEP MUST MEET ALL STANDARDS FOR APPROVAL.** Using "yes" or "no," please indicate in the space provided if the IEP meets the required standards. Space for your comments is also provided after each standard. [Note: IEP's will be evaluated based on college-bound students only; students utilizing the program for other reasons will not be included in the IEP's evaluation.]

IEP STANDARDS FOR APPROVAL

NOTE: The evaluation of and recommendation for the IEP must be made in terms of these standards.

Language Program

Mission

The IEP must have a written statement describing how its goals, objectives, and future plans support the mission of preparing students for college work as it relates to State Regents' policy. If associated with an institution, the IEP must indicate evidence of cooperation and support.

Does the IEP meet this standard? _____

Notes:

Promotion

IEP promotion materials must accurately describe program goals, admission requirements, hours of instruction, program length, academic calendar, prices, and student services.

Does the IEP meet this standard? _____
Notes:

Recruitment

The IEP must adhere to ethical student recruitment standards as described in the NAFSA: Association of International Educators Code of Ethics and in the Standards for Postsecondary Intensive English Programs approved by the American Association of Intensive English Programs (AAIEP), both of which are included in this notebook.

Does the IEP meet this standard? _____
Notes:

Admission

Student admission to the IEP must rest with the program/institution and must not be delegated to an external third party.

Does the IEP meet this standard? _____
Notes:



Curriculum

- Quality: The IEP will use current methods, materials, and technologies to provide effective language instruction designed to prepare students for college-level work.

Does the IEP meet this standard? _____
Notes:

- Scope: The curriculum must consider all language skill areas: listening, speaking, reading, and writing, in addition to addressing campus/community acculturation.

Does the IEP meet this standard? _____
Notes:

- Written Documentation: The IEP must have a written curriculum document clearly outlining goals and objectives for all levels of instruction as well as individual course syllabi for distribution by faculty to their students. Criteria for advancement and program completion should be articulated in the curriculum document.

Does the IEP meet this standard? _____
Notes:

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- Testing and Placement: Testing and placement must be executed in accordance with professional standards.

Does the IEP meet this standard? _____
Notes:

- Faculty/Student Ratio: The ratio should represent proportions that the ESL field recognizes as effective and should be appropriate to the goals of a particular course and classroom size.

Does the IEP meet this standard? _____
Notes:

Assessment

The IEP must utilize a formal system of assessment to include evaluation of personnel, courses, and student progress toward stated goals. Broad participation of faculty, staff, and students is required in the assessment process. Selection of assessment instruments and other parameters (target groups, scheduling of assessments, etc.) is the responsibility of the IEP. Where appropriate, internationally standardized instruments should be employed. Data collected from assessments should serve as the basis for program modifications.

Does the IEP meet this standard? _____
Notes:

Contact Hours

Excluding lab work, students must experience 18 or more teacher-instructed contact hours per week over a period of no less than 12 weeks (216 hours or more) or experience an equivalent number of teacher-instructed contact hours over a longer period not to exceed 18 weeks.

Does the IEP meet this standard? _____
Notes:

Class Levels

The IEP must offer a sufficient array of class levels to accommodate students' needs.

Does the IEP meet this standard? _____
Notes:

Administration

Director

There is a program administrator with a main responsibility for the leadership and management of the IEP. Academic administrative personnel should have master's degrees or equivalent training/experience in a field appropriate to their responsibilities.

Does the IEP meet this standard? _____
Notes:

Policy Description

The IEP administration or institutional administration must clearly articulate policies and employment practices.

Does the IEP meet this standard? _____
Notes:

Record Keeping

An accurate record system for students and personnel must be established. Student data should include enrollment history, tracking of student success, and immigration documentation.

Does the IEP meet this standard? _____
Notes:

Faculty

Full-Time

In order to maintain instructional continuity, there must be a core of regularly employed teachers who teach a full load (as defined by the IEP) and receive an appropriate salary and fringe benefits.

Does the IEP meet this standard? _____
Notes:

Degree Level

The members of the IEP faculty have at least master’s degrees in Teaching English as a Second Language (TESL) or training and/or experience appropriate to their course assignments.

Does the IEP meet this standard? _____
Notes:

Faculty Responsibility

Instructional contact hours should include class presentation, student contact out of class, committee work, and staff meetings. Workloads should be comparable to similar IEP’s in like settings.

Does the IEP meet this standard? _____
Notes:

Professional Development

Faculty must have adequate opportunity and support for in-service training/professional development.

Does the IEP meet this standard? _____
Notes:

Student Services

Advising

Each ESL student must be assisted with academic planning and have access to follow-up immigration counseling and a written grievance procedure.

Does the IEP meet this standard? _____
Notes:

Orientation

The IEP or the institution must provide student orientation for the language program, the parent institution if applicable, and the local community.

Does the IEP meet this standard? _____
Notes:

Extracurricular Activities

The IEP or the institution must address cross-cultural issues to assist student adjustment and have IEP students participate in extracurricular activities.

Does the IEP meet this standard? _____
Notes:

Finance

Refund Policy

The IEP or the institution must provide students with a written explanation of the refund policy.

Does the IEP meet this standard? _____
Notes:

Physical Facilities

The learning resources of the IEP must be sufficient to enable students to develop the learning competencies described above. Adequate office, classroom, and laboratory facilities must be provided. Access to college libraries and instructional activities is highly desirable.

Does the IEP meet this standard? _____
Notes:

Evaluator Signature: _____

Date: _____