

## CONTEXT OF DEDAK STANDARDS

This document contains expanded definitions and content information regarding the standards. This section is to be used as a guiding document. All explanations regarding the standards provided under the Context heading can be used as reference points.

### 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.**

##### **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 Mission and Needs***

**Standard 1: The Language Program has learning outcomes that are consistent with the mission and are needs based.**

#### **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.**

#### **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**

#### ***Curricular Design and Materials***

**Standard 3: The curriculum design and instructional materials ensure 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.**

### **Context**

The amount of time devoted to education is sufficient for a student 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.

## MEASUREMENT AND ASSESSMENT

### **Measurement and Assessment Standard 1**

#### ***Level Determination***

**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.**

#### **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, there are measures in place to determine and correct faulty level 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 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.**

#### **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 precautions 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 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.**

## **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 makes them readily accessible to students.**

## **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. 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; a scale demonstrating the levels of achievement that can be reached through the curriculum/curricula offered by the Language Program; definitions of certain levels of achievement indicated on the scale as observable and measurable outcomes. 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.**

## **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.**

#### **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.**

#### **Context**

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

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

#### ***Extra-Curricular Activities***

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

#### **Context**

The Language Program plans, administers and evaluates extra-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, any fees, and any risks related to 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.**

#### **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, how the results will be shared with the students, and the means of grievances.

## **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.**

#### **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 the obtainment of the necessary qualifications for these positions.**

#### **Context**

The Language Program creates equal 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.**

#### **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.**

## **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 administrative and managerial processes that guide operations.**

## **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.**

## **Context**

The Language Program regularly stores all current information, including electronic files, and stores all information that needs to be archived in accordance to 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.**

## **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 commensurate with their assignments.**

#### **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 staff.**

#### **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**

**Standard 3: The Language Program evaluates the performance of faculty members in a fair, transparent, multi-directional and systematic approach.**

#### ***Performance Evaluation***

#### **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.**

### **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 trainings and conducts class observations.

## **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.**

#### **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**

**Standard 1: The Language Program continuously reviews the program components and implements improvements based on indicators.**

#### ***Continuous Improvement***

##### **Context**

The Language Program regularly reviews its components using a method based on evidence. During the review process, The Plan, Do, Check and Act Cycle 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 as well as their appropriateness in accordance to 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 efficiency 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 the results coming from these processes.