



# **AAIEP MEMBERSHIP APPLICATION/ RENEWAL PROCEDURES**

## **PROGRAM SELF-APPRAISAL (PSA) and ACCREDITATION ATTESTATION**

*Revised August 2011*

### **Introduction**

#### **What is AAIEP?**

The American Association of Intensive English Programs (AAIEP) is an organization of programs represented by their directors who:

- Promote ethical and professional standards for intensive English language programs.
- Encourage and facilitate evaluation of intensive English programs.
- Provide liaison between intensive English programs and other organizations whose concerns for international students overlap with those of AAIEP.
- Work to increase awareness abroad of opportunities for English language study in the United States.
- Advocate for federal rules and policies which support the access of international students to U.S. education.

#### **AAIEP Program Membership Eligibility**

1. Membership in AAIEP is open to intensive English language programs in the United States that have been in operation for at least one year at the time of application and offer a minimum of 18 contact hours of class per week. These programs must document compliance to the AAIEP Standards and meet the association's accreditation requirements. (See below.) Membership is held by individual programs. In the case of

member programs with multiple sites, all sites must be individually accredited and apply for individual membership, and *all sites must submit the PSAs at the same time*. Existing members with multiple sites that are not all accredited will have a grace period that mirrors the current law: Unaccredited sites must demonstrate commitment to accreditation by December 14, 2011 and receive accreditation by December 14, 2013.

The following qualifiers determine when a program is separate and exclusive from other programs that may be operated by the same governing body:

- a program has a distinct and separate location;
- program is distinct in its marketing materials;
- a program has a distinct and separate I-20 identifying code;
- a program is independent from any other office or site for administrative, curricular, and/or fiscal purposes.

In most cases, the key determinant in differentiating a single-site program from a multiple-site program is geographic distance, i.e. if a student cannot effectively attend classes at two sites as a part of a single course of study, the programs should be considered independent and separate.

The AAIEP Executive Board has the sole discretion to classify a program for membership purposes as either a single-site or a multiple-site, in consultation with the Vice President for Standards and in keeping with the qualifiers listed above.

### **Documentation**

Membership in AAIEP requires that new applicants and renewing programs document and make publicly available clear, complete, and correct explanations of their major policies and procedures as well as state their adherence to all applicable laws concerning the operation of their program.

A program submits different documentation depending upon its accreditation and/or governance:

1. An IEP that is accredited by **ACCET or CEA** submits these documents:
  - a) **AAIEP PSA Attestation Form** (last 3 pages of this document)
  - b) Copy of the most recent accreditation letter from either of these two accrediting bodies
  
2. An IEP that is under the governance of a regionally accredited institution\* submits all of the following documents:
  - a) Copy of the institution's letter of accreditation
  - b) Statement from the Program Director's supervisor stating that the program **is under the institution's governance and that the supervisor has read the PSA and agrees with the content**
  - 3) **AAIEP Program Self-Appraisal (PSA)** with supporting documents; all questions on the PSA must be answered completely and honestly, and so stipulated by instructors, as well as administrators, of the IEP.

### **Special Instructions for UCIEP Members**

If the IEP is also a member of UCIEP (University & College Intensive English Programs), an abbreviated form of the AAIEP PSA may be submitted along with a **copy of the IEP's most recent UCIEP certificate**. Please see specific instructions within this form. UCIEP members that are accredited by CEA should submit the **AAIEP PSA Attestation Form** (see #1 above)

rather than the abbreviated PSA. Both the PSA Form & Guidelines, and the PSA Attestation Form are included to this document. Please take care to use the appropriate forms.

\* **Regional accreditation for AAIEP membership includes accreditation through *only* the following accrediting bodies recognized by the Council for Higher Education Accreditation (CHEA):**

- Middle States Association of Colleges and Schools Middle States Commission on Higher Education (MSCHE)
- New England Association of Schools and Colleges Commission on Institutions of Higher Education (NEASC-CIHE)
- North Central Association of Colleges and Schools The Higher Learning Commission (NCA-HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACS)
- Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges (WASC-ACCJC)
- Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities (WASC-ACSCU)

### **Application Fee**

Programs applying (i.e. non-members wishing to join):

- Include with the PSA or PSA Attestation Form a check or money order for \$200 made payable to *AAIEP* (Tax ID# 84-1115436). **Unfortunately, AAIEP cannot accept credit card payments at this time.**

Renewing programs (i.e. current members submitting for 5-year review) do not need to pay the application fee.

## **AAIEP PROGRAM SELF-APPRAISAL (PSA) PROCEDURES & GUIDELINES**

**(For programs not accredited by ACCET or CEA)**

### **PSA Application Steps**

1. Each program, or individual site in the case of multiple-site programs, completes the AAIEP PSA and provides the required documentation.
  - Documentation guidelines within the PSA Form help programs determine appropriate documentation. **Be sure to review these guidelines as you complete the PSA.**
  - In order for a program to qualify for membership, **all requested materials must be attached**; in addition, all questions in the PSA must be answered in the affirmative or the “Not Applicable” box checked. An explanation should be attached if a “YES” answer cannot be given. An appended explanation is also required for any documentation that cannot be supplied. These explanations should address issues as succinctly as possible.
  - AAIEP encourages programs to involve faculty members in the compilation of the PSA. The self-study process can lead to program improvement; insight from faculty members is essential for this.
2. The IEP Program Director signs the PSA. In addition, as a form of internal verification, the PSA must also be signed by either:
  - (a) Three program faculty members who indicate that they agree with the accuracy of the statements made; OR
  - (b) The supervisor of the IEP Program Director plus two faculty members who verify the accuracy of the statements made.
3. The PSA is submitted to AAIEP. Please see specific application procedures below for mailing information.
4. Members of the AAIEP Executive Board review PSAs at meetings held three times a year. Please review the specific application procedures for submission deadlines. Only AAIEP Executive Board members and the Central Office staff have access to PSAs.
5. Following review, the Board notifies applicants of their status. If a PSA is deemed incomplete, the Board will notify the applicant program regarding which areas are incomplete.
6. Programs that are accepted as AAIEP Members reaffirm the on-going validity of their original answers to the PSA questions annually when they renew their membership by paying dues. In addition, every five (5) years from the initial acceptance as AAIEP members, programs are required to complete and submit a new PSA and regional accreditation documentation; or, if they are members of UCIEP, the abbreviated PSA and proof of UCIEP membership; or, if they are accredited by CEA or ACCET, the PSA Attestation Form and proof of accreditation.

## **Specific PSA Application Procedures**

1. Submit the PSA in a 3-ring binder with clearly labeled dividers for each attachment.
2. Place in the front of the binder a copy of the IEP institution's most recent letter of regional accreditation and a statement from the Program Director's supervisor **stating that the program is under the institution's governance and that the supervisor has read the PSA and agrees with the content.**
3. Put the completed signature sheet (at the end of this document) in the front of the binder, just after the accreditation and governance documents (#2 above). The completed, original PSA Form should follow.
4. For every unit of documentation requested in the PSA, a divider section with corresponding numbered submissions should be included. **Because divider sections will contain more than one page, all documentation must be presented and numbered consecutively.**
  - On the PSA, refer the reviewing team to the attachment which contains your program literature and indicate on which page of your brochure/handout the information is found (e.g., "See Divider E, Attachment #1, pp. 2-3").
  - In each section of your binder, **highlight the pertinent information** and note in the margin of your documentation (e.g., E1, E2, etc.).
  - PSAs not organized in an appropriate, easily understandable format will not be read.
  - It is often difficult to determine what exactly will serve as appropriate documentation. The guidelines have been written to offer suggestions on what AAIEP is looking for when it requests documentation. It may be helpful to go back to the standards and read the standard if you are unsure about the PSA question. (See #6 below.) Any documentation requested is done so in order to support a Standard. The key is to offer compelling evidence that demonstrates that your program meets the standard.
5. Write an explanation to non-applicable questions or yes/no questions you have not answered in the affirmative on the PSA Form. Programs vary, and notes that explain differences will help the reviewing team determine whether or not your program meets the standard.
6. The PSA is based on the AAIEP Standards. Be sure that your answers and the documentation are relevant to the standards being reflected in the questions. **Label all responses to match the PSA Form.**

NOTE: Each item refers to a standard but **not all standards are included on the PSA Form.**

Before completing the PSA and submitting it to AAIEP, be sure to review the complete AAIEP Standards. You can find them in the publication, *AAIEP Member Profiles*, and on the AAIEP website ([www.aaiep.org/about/standards](http://www.aaiep.org/about/standards)).
7. New applications for membership must include with the PSA a \$200.00, non-refundable, application fee. Renewing programs do not need to submit this fee.
8. Using a receipted mailing service, send the completed PSA and (for new applicants only) a check or money order for \$200 made payable to AAIEP to:

**AAIEP Central Office  
PO Box 1158  
Pacifica, CA 94044  
Phone: (415) 926-1975  
Fax: (415) 354-3322**

Our Federal Tax ID is #84-1115436. Unfortunately, AAIEP cannot accept credit card payments at this time. Current members submitting their PSA for their 5-year review do not need to pay this fee. *Be sure to keep a copy of your PSA for your future reference as the PSA sent to us will not be returned.*

9. PSAs must be received in time to be read at AAIEP Executive Board meetings, which take place three times a year. **PSAs must be received by**

- **January 1 for the Winter meeting**
- **May 1 for the Spring meeting**
- **September 1 for the Fall meeting**

Programs may sometimes be able to submit just after one of the deadlines if arrangements have been made in advance with the AAIEP Central Office.



## AAIEP PROGRAM SELF-APPRAISAL (PSA) FORM

*Revised August, 2011*

**NOTE SPECIAL INSTRUCTIONS FOR UCIEP MEMBERS:**  
Skip Sections A, B, C, and D.  
Complete only the following questions:  
Section E (all), Section F (1-13), Section G (all).

• **Is a letter of accreditation from the IEP's parent institution included as proof of regional accreditation?**

\_\_\_ **YES** Provide a copy of the institution's letter of accreditation from a regional accrediting body (see instructions for list of recognized bodies)

• **Is a statement included from the Program Director's supervisor stating that the program is under the institution's governance and that the supervisor has read the PSA?**

\_\_\_ **YES** Provide a copy of the statement from the Program Director's supervisor stating that the program is under the institution's governance.

***STOP! If you cannot answer "YES" to the questions above, the AAIEP Executive Board will not review your PSA. Please contact AAIEP with any questions about this.***

***Continued on next page →***

**A. Statement of purpose and goals:**

1. Where is the IEP written statement of its purpose and goals available to the public? Indicate where it is located (including for multiple sites).  
Attach copy of statement.

*A key phrase here is “available to the public”. This statement of purpose and goals most often appears in the brochure, website, or in materials mailed out with information requests. If the statement does not appear in your brochure, note how it is available to the public in your explanation.*

**B. Administration:**

1. Identify the Director with the main responsibility for the leadership and management of the IEP.

Attach business card showing name and title.

*A key phrase here is “the main responsibility.” It is recognized that IEP Program Directors’ responsibilities and duties vary greatly, but the relationship between the responsibilities and the operation of the IEP needs to be shown. If the Director divides responsibilities, how the IEP constitutes a main responsibility in this divided context needs to be explained.*

- 2a. Provide copies of personnel policies for both faculty and staff in written form; specifically, statements related to 1) confidentiality of records; 2) hiring; 3) firing; 4) promotion; 5) salaries; 6) benefits; 7) pay increases; 8) grievance procedures; and 9) work load.

Attach and label copies of statements.

*The intention is to ensure that personnel policies are in writing and are readily available to personnel. A statement for each of the policies listed needs to be attached. A table of contents from a policy manual will not suffice. If a policy handbook is supplied, please note on which pages the required policies can be found and highlight those sections. If different policies apply to full-time and part-time employees, both sets of policies need to be included.*

- 2b. Provide written job descriptions for all personnel.

Attach copies for 1) faculty; 2) administrators; and 3) staff.

*The intention is to ensure that personnel employed by this program are provided with comprehensive job descriptions outlining their duties. This standard relates not only to the teaching staff, but to all program personnel.*

- 2c. Provide orientation materials for all new personnel, both full-time and part-time.

*Possible submissions include: orientation schedule and agenda, guidelines, etc.*

3. Provide the following evaluation instruments:
  - 3a. Evaluation of administration conducted by faculty and staff.
  - 3b. Program evaluation\* conducted by students.
  - 3c. Course evaluations conducted by students.
  - 3d. Instructor evaluation\*\* conducted by administration.
  - 3e. Instructor evaluation\*\* conducted by students.

*\*The intention is to ensure that programs offer an opportunity for students to provide feedback on the overall program, not just a specific course with a specific instructor. Evaluation of curriculum, textbooks, program policies, facilities etc. might be included in a program evaluation form.*

*\*\*Two types of evaluation procedures should be included here. One will be the way in which teachers receive feedback from the students on their teaching performance. The other will be the way in which administrators provide feedback to teachers on their teaching performance. For some programs, this involves the use of standardized forms. Other programs, however, have a process that may or may not incorporate forms. The documentation needs to clearly show the way that, on a regular basis, faculty receive feedback from both students and administrators. If a process is used and written feedback is provided, inclusion of a sample of how feedback is given [with the names appropriately removed for anonymity] may be included as documentation.*

### **C. IEP Faculty Requirements:**

*Please refer to AAIEP Standards C1 to C3 below:*

**C1** *In order to maintain instructional continuity, there is a core of regularly employed teachers who teach a full load (as defined by the IEP) and receive an appropriate salary and fringe benefits.*

**C2** *Each member of the IEP faculty has at least a master's degree in TESL or training and/or experience appropriate to his/her course assignment(s).*

**C3** *There is a written statement that describes the assignment of full-load and part-load teaching hours in terms of the needs and goals of the program and the IEP is committed to staffing its classes with full-load teachers in accordance with this statement.*

1. Provide the number of regularly employed teachers, full and part-time, and their teaching loads.
2. Provide the number of instructors employed on a temporary basis.
3. List the degrees and experience of all faculty employed at the IEP.
4. Describe the IEP faculty's working conditions, facilities, and resources.

**D. Program Curriculum:**

1a. Include an overview of the written IEP curriculum, including observable performance objectives for all levels of instruction. (*Note: Full course syllabi are not required.*)

1b. List and explain the criteria for advancement from level to level and for completion of the program, including methods for evaluating student performance.

*The intention here is to ensure that a program has a written document which clearly illustrates that the program it offers has a curriculum to guide it. Documentation provided should allow the reviewing team to clearly see that the standards for program curriculum have been met.*

2. Does your curriculum allow for pedagogical approaches, methodology and content which accommodate the assessed needs of students of different backgrounds, abilities, ages, learning styles, goals and communicative needs?

\_\_\_\_\_ YES    \_\_\_\_\_ NO

3. Attach a representative list of text/materials currently/typically used in the IEP reflecting up-to-date materials used for instruction.

*This documentation is most often handled by including a current book list and a representative list of supplementary books available to teachers.*

4. Provide a current sample course schedule (meeting times and dates) of program sessions.

*The intention is to ensure that the IEP offers the program of study that the curriculum describes.*

5. List the student/teacher ratio and explain why this is appropriate to meeting the goals of all courses offered.

*The intention is to ensure that the ratio reflects the best current knowledge in the ESL field regarding effective class sizes.*

### E. Student Admissions Policies and Procedures:

1. Provide documentation or explanations on how admission criteria are conveyed to prospective students. Indicate where the IEP admission criteria (e.g. age, academic requirements, etc.) are clearly stated. Attach copy of program literature/brochure or website information.
2. Are the IEP admissions personnel familiar with, and do they abide by, SEVIS rules and regulations that apply to IEPs? \_\_\_\_ YES \_\_\_\_ NO
3. Does the responsibility to admit a student rest with the institution and is it never delegated to an outside third party? \_\_\_\_ YES \_\_\_\_ NO

### F. Students and Student Services:

1. Provide the IEP literature that describes student services.
2. Attach information related to 1) program and living costs; 2) insurance regulations and costs; and 3) refund policies. This information must be clearly stated in simple written language and provided to students prior to their admission.  
*The key phrase is "prior to their admission." Student handbooks provided at orientation after the students have arrived do not document this standard. The program should provide the information to students prior to their arrival.*
3. Attach copies of pre-arrival information that provides detailed, accurate information in simple language to assist the student from the time s/he selects the program until s/he arrives at the IEP.
- 4a. Attach copies of pertinent immigration information (e.g., an overview of how to obtain a visa prior to departure from the home country.)  
*The intention is to ensure that students are provided with accurate information on what they need to do in regard to immigration regulations and procedures.*
- 4b. Do students have access to follow-up immigration counseling after arrival at the IEP? \_\_\_\_ YES \_\_\_\_ NO
5. Attach a statement requiring non-immigrant, full-time students to have major medical insurance, acceptable to health providers in the U.S., which is sufficient to cover the major expenses of illness, accident, hospitalization, medical evacuation and repatriation.

6. Attach copies of written information provided by the IEP to assist students with future academic (undergraduate, graduate, etc.) placement.  N/A

*The intention is to ensure that students are not misled into believing they have been admitted to college or university programs when they are admitted into an IEP. Further, if an IEP offers college placement counseling, the program needs to indicate how students are informed of the extent of these services. If your program offers a college placement or advising service, the program needs to document this.*

7. If the IEP cannot meet a student's needs in its program, does it provide referrals for transfer of students to other IEPs or appropriate programs?

YES  NO

8. Attach documents related to expectations of appropriate student conduct and responsibilities to maintain enrollment status in good standing which are provided to students.

*The intention here is to ensure that students understand what rules of conduct are expected of them within the IEP. Documentation should illustrate how this is communicated to the students in writing.*

9. Do students have access to appropriate information regarding personal counseling, academic advising, and referrals to trained professionals when necessary?  YES  NO

10a. Are academic and personal records, as well as immigration information, if applicable, maintained on each student?  YES  NO

10b. Are these records kept confidential and made available only in accordance with current laws and regulations and the policies of the IEP and/or host institution?  YES  NO

11. Attach documentation of forms used to report student progress and achievement.

*The intention is to ensure that programs have a formal way to report to students and/or sponsors on student progress and achievement in the program. Often this is documented through an example of a student midterm and grade report/transcript.*

12. Attach documentation of statements used to make clear the extent of the IEP responsibility for assistance in locating housing.

*The intention here is to ensure that students are given information on the program's services in regard to housing. In order to document this, a program needs to ask the*

*question: What type of housing assistance do we provide? Whatever the answer to this question is, the follow up question is: How do we communicate this to our students? The answer to this question is the documentation required.*

13. If the IEP arranges housing, document the written standards guiding the IEP in the selection of accommodations and the monitoring of their quality.

N/A

*This is only completed if the IEP provides housing services.*

14. Attach orientation documentation related to 1) the language program, and 2) the surrounding community.

*Documentation to support this standard should include information given to the students, often in the form of a packet, at orientation.*

15. Attach copies of written academic policies or procedures made available to students related to 1) placement, 2) attendance, 3) advancement, and 4) dismissal.

*The review team should be referred to the divider and sub-sections in which they can see the actual information and statements available to students on placement, attendance, advancement, and dismissal.*

16. Provide written grievance procedures, specific to the IEP, for students to follow.

*The intention is to ensure that there is a grievance procedure, specific to the IEP, available to students and that it is communicated to them. Documentation should include the policies/ procedures available to students.*

## **G. Marketing and Recruiting:**

1. Attach IEP recruitment literature that accurately and honestly represents the IEP in a clear, complete and correct manner.

2. Do the recruiting staff, admissions personnel and academic advisors clearly and accurately describe the IEP in their recruitment and admission of students?  YES  NO

3. Do promotional materials, photographs and visuals realistically depict the program, its location and the facilities used by IEP students?

YES  NO

4. Do promotional materials, presentations, and recruitment personnel make only justifiable claims about instructional programs and other services available?  YES  NO

5. Do promotional materials state clearly whether or not admission to the IEP is also admission to another concurrent or subsequent educational program?  YES  NO  N/A

6. In its marketing and recruiting activities, does the IEP avoid misrepresenting its competitors?  YES  NO

### **EXPLANATIONS OF NON-APPLICABLE QUESTIONS**

With the exception of F-6, F-13 and G-5, please identify by section and number any questions which a] cannot be answered in the affirmative and/or, b] are missing requested documents. Provide an explanation for each. Attach additional pages as needed.



## PROGRAM SELF-APPRAISAL (PSA) INFORMATION & SIGNATURES

Name of Intensive English Program: \_\_\_\_\_

Name of Affiliation/Institution (if applicable): \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_ Web: \_\_\_\_\_

Check One: New Program Application \_\_\_\_\_ Program Renewal \_\_\_\_\_ (ID# \_\_\_\_\_)

*Programs using this form must be under the governance of a regionally accredited institution (i.e. typically a college/university): The institution's letter of accreditation and a statement from the Program Director's supervisor stating that the program is under the institution's governance must be attached.*

In making application for membership to the American Association of Intensive English Programs, we the undersigned testify that we have read the Standards and that the Program Self-Appraisal information contained herein is true and accurate to the best of our knowledge.

\_\_\_\_\_  
Program Director Signature

\_\_\_\_\_  
Print name and date

\_\_\_\_\_  
Faculty Member Signature

\_\_\_\_\_  
Print name and date

\_\_\_\_\_  
Faculty Member Signature

\_\_\_\_\_  
Print name and date

\_\_\_\_\_  
Faculty Member Signature

\_\_\_\_\_  
Print name and date

\_\_\_\_\_  
Supervisor of IEP Program Director Signature

\_\_\_\_\_  
Print name and date

**NOTE: Four signatures are required above:** either the Program Director and three (3) faculty members OR the Program Director, two (2) faculty members, and the Program Director's supervisor.



## AAIEP PSA ATTESTATION OF ACCET / CEA ACCREDITATION

Upon reviewing other self-studies that intensive English programs must complete, the AAIEP Executive Board approved the PSA Attestation Form for programs that have been accredited by either the Accrediting Council for Continuing Education and Training (ACCET) or the Commission on English Language Program Accreditation (CEA). **Only programs accredited by ACCET and CEA should complete the following PSA Attestation Form in lieu of the full PSA.** These programs should also provide AAIEP with a copy of the most recent accreditation certificate from CEA or ACCET. (An approval letter from the appropriate accrediting body is also acceptable.)

***UCIEP members  
accredited by CEA should  
complete this.***

Like the PSA (Program Self-Appraisal), the IEP Director must sign the Attestation Form. In addition, as a form of internal verification, one of the following options should be chosen: (a) three (3) program faculty members must sign the Attestation Form indicating that they agree with the accuracy of the statements, or (b) the supervisor of the IEP Program Director and two (2) faculty members must sign the Attestation Form indicating agreement with the accuracy of the statements. Before signing, all signatories should read the complete AAIEP Standards ([www.aaiep.org/about/standards](http://www.aaiep.org/about/standards)).

After the initial submission and approval of the PSA Attestation Form, programs will be expected to pay dues if they have not already done so. (Dues for the 2011-2012 membership year have been set at \$575.) Programs then reaffirm the on-going validity of the original answers as part of the annual renewal of membership. Upon expiration of current accreditation, each program submits a new PSA Attestation Form showing that it has successfully renewed with the appropriate accrediting body.

In completing the PSA Attestation Form, programs must endorse the full standards document and meet all other criteria for membership in AAIEP as outlined in the association's bylaws. (As noted above, the Standards are available on the AAIEP website. To review the Bylaws, please contact the AAIEP Central Office.) Only AAIEP Executive Board members or Board delegates will have access to the PSA Attestation Forms.

### **Application Fee**

- Programs applying (i.e. non-members wishing to join): Include with the Attestation Form a check or money order for \$200 made payable to *AAIEP* (Tax ID# 84-1115436). **Unfortunately, AAIEP cannot accept credit card payments at this time.**
- Renewing programs (i.e. current members) do not need to pay this fee.

Send the completed PSA Attestation Form and (if necessary) a check or money order for \$200 to the AAIEP Central Office.



## PROGRAM SELF-APPRAISAL (PSA) ATTESTATION FORM (for ACCET/CEA)

Name of Intensive English Program: \_\_\_\_\_

Name of Affiliation/Institution (if applicable): \_\_\_\_\_

Address:

\_\_\_\_\_  
\_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_ Web: \_\_\_\_\_

Check One: New Program Application \_\_\_\_\_ Program Renewal \_\_\_\_\_ (ID# \_\_\_\_\_)

### Accreditation Verification

Our intensive English program is accredited by:

\_\_\_\_\_ **ACCET** (Expiration: \_\_\_\_\_) \_\_\_\_\_ **CEA** (Expiration: \_\_\_\_\_)

### Letter of Accreditation

A letter and/or a certificate confirming accreditation is enclosed. By verifying this information, we understand that we are not subject to submitting the long form of the AAIEP Program Self-Appraisal (PSA).

### True and Accurate Information

In making application for membership to the American Association of Intensive English Programs, we the undersigned testify that we have read the AAIEP Standards and that the information contained in this Attestation Form is true and accurate to the best of our knowledge.

\_\_\_\_\_  
Program Director Signature

\_\_\_\_\_  
Print name and date

\_\_\_\_\_  
Faculty Member Signature

\_\_\_\_\_  
Print name and date

\_\_\_\_\_  
Faculty Member Signature

\_\_\_\_\_  
Print name and date

\_\_\_\_\_  
Faculty Member Signature

\_\_\_\_\_  
Print name and date

\_\_\_\_\_  
Supervisor of IEP Program Director Signature    Print name and date

**Four signatures are required above:** either the Program Director and three (3) faculty members OR the Program Director, two faculty members, and the Program Director's supervisor.