



APPLICATION FOR MEMBERSHIP (IEPs)

RECENT CHANGES IN MEMBERSHIP REQUIREMENTS

Members of AAIEP approved a change to the AAIEP Bylaws whereby all member programs would fall into one of these three categories by September 30, 2008:

1. Accredited by the Accrediting Council for Continuing Education and Training (ACCET).
2. Accredited by the Commission on English Language Program Accreditation (CEA).
3. Under the governance of a regionally accredited institution (typically a college or university).

This change has not impacted ACCET or CEA-accredited current and prospective members: such programs continue to submit the form “AAIEP PSA Attestation of ACCET/CEA Accreditation” (see the last three pages of this PSA form). These programs do not need to submit the full PSA (Program Self-Appraisal).

Prospective members not accredited by ACCET or CEA must be under the governance of a regionally accredited institution (typically a college or university). Such programs must submit, in addition to the PSA, 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. For a list of regional accrediting associations, see one of the following:

- Council for Higher Education Accreditation – Directory of Regional Accrediting Organizations
www.chea.org/Directories/regional.asp
- U.S. Department of Education – Regional Institutional Accrediting Agencies
www.ed.gov/admins/finaid/accred/accreditation_pg7.html

Programs that are members of the Consortium of University and College Intensive English Programs (UCIEP) may submit a shortened version of the PSA. Specific instructions for UCIEP members can be found on the following pages.

Current members that did not fall into at least one of the three categories listed above had to provide proof that they had begun the ACCET or CEA accreditation process. Such members needed to become accredited no later than September 30, 2008, unless granted an extension by the AAIEP Executive Board.

For more information, go to the site (www.aaiep.org) and click on “AAIEP Membership” or contact AAIEP’s Vice President for Standards (standards@aaiep.org).

Updated November 2008



AAIEP APPLICATION

PROGRAM SELF-APPRAISAL (PSA)

and

ACCREDITATION ATTESTATION

Revised November 2006; updated February 2009

AAIEP Membership Application / Renewal Procedures

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

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 AAIEP Core Standards. Membership is held by individual programs. Organizations with multiple sites may seek individual memberships for one or more of their sites, with each site supplying documentation of compliance to AAIEP standards and paying AAIEP membership fees and annual dues (set at \$550 for 2009-2010 year). There is no blanket membership for multiple-site programs.

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 the **AAIEP PSA Attestation Form** (last 3 pages of this document), together with a **copy of the accreditation letter** from either of the two accrediting bodies.
2. An IEP that is under the governance of a regionally accredited institution submits **1) a copy of the institution's letter of accreditation, 2) a statement from the program director's supervisor stating that the program is under the institution's governance and 3) the AAIEP Program Self-Appraisal (PSA)** with its 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.
 - *If the IEP is also a **member of UCIEP** (University & College Intensive English Programs), an abbreviated form of the **PSA** may be submitted along with a **copy of the IEP's most recent UCIEP certificate**. (See specific instructions within PSA form.) UCIEP members that are accredited by CEA should submit the shorter AAIEP PSA Attestation Form (#1 above) rather than the abbreviated PSA.*

Both the PSA Form & Guidelines and the PSA Attestation Form are attached here. Please take care to use the appropriate form.

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). **AAIEP cannot accept credit card payments.**
- Renewing programs (i.e. current members submitting for 5-year review) do not need to pay this fee.



AAIEP PROGRAM SELF-APPRAISAL (PSA) FORM & 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 questions in the PSA must be either 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 either by (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 and two faculty members who verify the accuracy of the statements made.
3. The PSA is submitted to AAIEP. See specific application procedures for mailing information.
4. Members of the AAIEP Executive Board review PSAs at meetings held three times a year. (See specific application procedures for submission deadlines.) Only AAIEP Board members and the Director of the Central Office 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 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 letter of regional accreditation and a statement from the program director's supervisor stating that the program is under the institution's governance.
3. Put the completed signature sheet (page 13 here) 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 piece of documentation requested in the PSA, type or clearly print a note on the PSA form directing the review team to the appropriate divider section and page numbers. **Indicate pertinent information with a bright highlighter. If a divider section contains more than one page, all pages must be numbered.**
 - For example, item B.2.a of the PSA might look like this:

Are there statements concerning working conditions for personnel including confidentiality of records, hiring, firing, promotion, salaries, benefits, pay increases, grievance procedures and work load? Yes (attach and label copies of statements, e.g. faculty workload, staff and faculty benefits) [See Divider #3, pp. 1-6]
 - **Highlight** the sections / paragraphs of attachments which provide evidence that the standard is being met. For example, when answering item E.1, *Are the IEP admission criteria clearly stated in the program literature?*, refer the reviewing team to the attachment which contains your program literature and indicate on which page the information is found, e.g., "See attachment #2, pp. 9-10." **Highlight** this section in the literature and **note** in the margin: E1.
 - 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 ideas 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 have questions about the PSA question. Any documentation requested is

to support a standard. The key is to offer compelling evidence that demonstrates that your program meets the standard.

5. Write on the PSA form explanations to non-applicable questions or questions you have not answered in the affirmative. Programs vary and notations which explain differences will help the review 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.

NOTE: Each item refers to a standard. **Not all standards are included on the PSA form. Label all responses to match 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 online (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 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
229 North 33rd Street
Philadelphia, PA 19104-2709
Tel: 215-895-5856

(Federal tax ID# 84-1115436) **AAIEP cannot accept credit card payments.** Current members submitting their PSA for their 5-year review do not need to pay this fee.

Be sure to keep a copy of the 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 meetings of the AAIEP Executive Board, which meets three times a year. **PSAs must be received by January 1 to be read at the winter meeting, May 1 for the spring meeting, and September 1 for the fall meeting.** Programs are sometimes able to submit just after one of the deadlines if arrangements have been made with the AAIEP Central Office.

AAIEP Program Self-Appraisal Form

The numbering of each item below references the AAIEP Standards. Since not all standards are included on the PSA form, some numbers are skipped. Please be sure to label all documentation to match the PSA form (and, hence, the Standards).

**SPECIAL INSTRUCTIONS FOR UCIEP MEMBERS: Skip Sections A, B, C, and D.
Complete only the questions within borders in Sections E, F, and G.**

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

____ **YES** (Provide copy of the institution's letter of accreditation from a regional accrediting association.) and a statement from the program director's supervisor stating that the program is under the institution's governance.)

- **Is a statement from the program director's supervisor stating that the program is under the institution's governance included?**

____ **YES** (Provide 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 2 questions above, the AAIEP Executive Board will not review your PSA. Please contact AAIEP for questions about this.

A. Statement of purpose and goals:

1. Does the IEP have a written statement of its purposes and goals available to the public?
_____ **YES** (attach copy of statement)

A key phrase here is "available to the public". This statement of purposes and goals most often appears in the brochure 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. Is there a director with a main responsibility for the leadership and management of the IEP?
_____ **YES** (attach business card showing name and title)

A key phrase here is "a 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 shown.

- 7.a. Are personnel policies for both faculty and staff available to all employees in written form?
Specifically:

Are there statements concerning working conditions for personnel including confidentiality of records, hiring, firing, promotion, salaries, benefits, pay increases, grievance procedures and work load? _____ **YES** (attach and label copies of statements, e.g. faculty workload, staff and faculty benefits)

The intention here is to assure that personnel policies are in writing and are readily available to personnel. Statements for each of the policies listed need 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.

7.c. Are all personnel given written job descriptions? ____YES (attach copies for faculty, administrators, and staff)

The intention here is to assure that personnel working for this program are provided with job descriptions outlining their duties. This standard is not focused on just the teaching staff, but on the total operation of the program.

7.e. Does the IEP provide an orientation to program goals and standards for all new personnel, both full-time and part-time? ____YES

9. Are there opportunities for faculty and staff to provide feedback to administrators on the administrators' performance? ____YES

10. Does the program administration provide for evaluation of the program by students? ____YES (attach copy of program, not class, evaluation forms)

A key phrase here is "of the program". The intention here is to assure that programs offer a chance for students to offer feedback on the overall program, not just a specific class with a specific instructor. Evaluation of curriculum, textbooks, program policies, facilities etc. might be included in an evaluation of the program. The documentation requested here is different from that asked for in PSA item C.10, which would include student evaluation forms of their teachers and classes.

15. Is the program administered in accordance with the law and with regard for the safety and welfare of all employees and students? ____YES

C. IEP Faculty:

2. Do the members of the IEP faculty have at least a master's degree or TESL training and/or experience appropriate to their course assignments? ____YES

4. Is there a core of regularly employed teachers who teach a full load (as defined by the IEP)? ____YES

9. Does the IEP faculty follow the IEP's written curriculum and policies for the program? ____YES

10. Are the IEP faculty regularly evaluated by students and administrators? ____YES (attach copy of evaluation forms or evaluation procedure)

A key phrase here is "students and administrators". 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 which 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.

14. Does the IEP faculty have adequate working conditions, facilities and resources to achieve program goals? _____YES

D. Program Curriculum:

1.a. Does the IEP have a written curriculum, periodically updated, which includes observable performance objectives for all levels of instruction? ___YES*

1.b. Does the program specify the criteria for advancement from level to level and for completion of the program, as well as the methods for evaluating student performance? _____ YES*

**(For a & b above, attach copy of curriculum, or curriculum overview. Include objectives, criteria for advancement from level to level and for program completion, and methods for evaluating student performance)*

The intention here is to assure that a program has a written document which clearly shows 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 the curriculum allow for varying methodology and content which accommodate the assessed needs of students with different backgrounds, abilities, ages, learning styles, goals and communicative needs? _____YES

4. Are adequate, up-to-date materials available for instruction? _____YES (attach representative list of text/materials currently/typically used in the IEP)

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

6. Are the length and intensity of program sessions sufficient for the accomplishment of curriculum goals and are they clearly stated in program literature? _____YES (attach program description/brochure)

The intention here is to assure that the IEP can provide the program their curriculum describes in the time frame advertised in their literature.

7. Is the student/teacher ratio appropriate to the goals of each particular course? _____YES

8. Are available supplies, equipment, furniture and classroom space adequate to achieve program goals? _____YES

UCIEP members need only complete areas within borders.

E. Student Admissions Policies and Procedures:

1. Are the IEP admission criteria, e.g. age, non-native speaker, clearly stated in the program literature? _____YES (attach copy of program literature/brochure)

This request for documentation reflects back directly to the standard. The program should provide documentation or explanations on how their admission criteria are conveyed to prospective students.

2. Are the IEP admissions personnel familiar with and do they abide by BCIS rules and regulations that apply to IEPs? _____ YES

3. Does the responsibility to admit a student rest with the institution and is never delegated to an outside third party? _____ YES

UCIEP members need only complete areas within borders.

F. Students and Student Services:

1. Does the IEP provide the student services as described or stated in promotional literature or written or verbal agreements? _____ YES

2. Is information related to program and living costs, student financial obligations, insurance and refunds clearly stated in simple written language to students prior to their admission? _____ YES (attach copies of documents related to this question)

The key phrase here 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 sent to students prior to their arrival to document this PSA item.

3. Does pre-arrival information provide 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? _____ YES (attach copies of pre-arrival information)

4.a. Do students receive pertinent immigration information, e.g. some overview of how to obtain a visa, prior to departure from their home country? _____ YES (attach copies of information)

The intention is to assure that students are provided with accurate information on what they need to do in regard to immigration regulations. For example, if they are applying for F-1 visas, is information on this process provided?

4.b. Do students have access to follow-up immigration counseling after arrival at the IEP? _____ YES

5. Are non-immigrant, full-time students required 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? _____ YES

6. Do IEPs assisting students with academic placement clearly state the extent of their services and responsibilities? _____ N/A _____ YES (attach copies of written information)

The intention is to assure 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 told the extent of these services. If your program indicates a college placement or advising service, the program needs to address this item with documentation.

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

8. Does the IEP provide complete orientation to the language program, to policies concerning students, to related academic institutions and to the surrounding community with relevant written information? ____YES (attach copy of written information)

Key points here are "to the language program, to policies concerning students, to related academic information and to the surrounding community". Each program should be providing an orientation to their program and the surrounding community. Documentation to support this standard should include information given to the students (often in the form of a packet) at orientation.

9. Does the IEP provide cross-cultural and survival orientation for students to ease their adjustment to the new environment? ____YES

10. Are written academic policies and procedures, including placement, attendance, advancement and dismissal, made available to students? ____YES (attach copies of policies)

The items requested in this PSA item need to be documented. The review team should be referred to the divider section in which they can see the actual information available to students on placement, attendance, advancement, and dismissal.

11. Are expectations of appropriate student conduct and responsibilities to maintain enrollment status in good standing clearly communicated to students in writing? ____YES (attach copies of statements/documents)

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

12. Do students have access to appropriate information regarding personal counseling, academic advising, and referrals to trained professionals when necessary? ____YES

15. Are there written grievance procedures, specific to the IEP, for students to follow? ____ YES

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

Are students made aware of these procedures? ____YES (attach copies of procedures)

16.a. Are academic and personal records, as well as immigration information, if applicable, maintained on each student? ____YES

16.b. 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

17. Does the IEP provide a clear explanation of its reported evaluations of student progress and achievement? ____YES (attach copy of explanatory material)

The intention here is to assure that programs have a formal way to report to students and/or sponsors progress and achievement in the program. Often this is shown through an example of a student grade report. Programs that do not have a formal grade reporting form in place would need to document this in a way which clearly indicates that a standard way of reporting progress and achievement is used.

18. Does the IEP make clear the extent of its responsibility for assistance in locating housing and for the quality of the housing? YES (attach copy)

The intention here is to assure that students are given information on the program's services in regard to housing. In order to document this a program needs to ask itself 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 for this item.

19. If the IEP arranges housing, are there written standards guiding the IEP in the selection of accommodations and the monitoring of their quality? N/A YES (attach copy)

This statement is only answered if the IEP provides housing services. If the IEP uses campus housing, an outside housing service, or provides its own internal housing assistance, some documentation is required which shows that the entity in charge of housing has some way of monitoring quality.

UCIEP members need only complete areas within borders.

G. Marketing and Recruiting:

3. Do the recruiting staff, admissions personnel and academic advisors clearly and accurately describe the IEP in their recruitment and admission of students? YES

4. Does the IEP provide literature which accurately and honestly represents the IEP in a clear, complete and correct manner about the program's goals and purposes, admission requirements and procedures, hours of instruction, program length, calendar, prices, and related services including counseling, assistance with locating appropriate housing and help with application for university admission? YES

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

6. Do promotional materials, presentations and recruitment personnel make only justifiable claims about instructional programs and other services available? YES

7. Do promotional materials state clearly whether or not admission to the IEP is also admission to another concurrent or subsequent educational program? YES NA

8. In its marketing and recruiting activities, does the IEP avoid misrepresenting its competitors? YES

EXPLANATIONS OF NON-APPLICABLE QUESTIONS

With the exception of F-6, F-19, and G-7, 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.



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 these programs should complete the following PSA Attestation Form in lieu of the full PSA. These programs should also provide AAIEP with a copy of the 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
attestation form.*

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 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 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).

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 2009-1010 membership year have been set at \$550.) 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). AAIEP cannot accept credit card payments.
- 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 (address below).



**PROGRAM SELF-APPRAISAL (PSA)
ATTESTATION FORM**

Name of Intensive English Program: _____

Name of Affiliation/Institution (if applicable): _____

Address: _____

Telephone: _____ Fax: _____

Email: _____ Web: _____

Check One: New Program Application _____ Program Renewal _____ (Program 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.

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

OR

Supervisor of IEP Program
Director Signature

Print name and date

Note: Four signatures are required: either the program director and three faculty members or the Program Director, two faculty members, and the program director's supervisor.