

The Program

The program structure is effective, professional, and ethical, ensuring the best interests of learners in terms of administration, planning, marketing, and delivery.

1. The program has a clearly articulated statement of its mission, philosophy, and goals, which is both available to and developed with input from stakeholders.⁵

- Documents exist that clarify the following:
 - The mandate of the program.
 - The role of the program in a larger institution and/or the community (local, national and/or international).
 - Broad program goals.
 - Assumptions (regarding language learning, language teaching, adult education, etc.).
 - Unique aspects of the program (in terms of mission, goals, learner population, practices, etc.).
 - Other.
- A selection of the following stakeholders provided input into these documents:
 - Administrative, instructional, and support staff.
 - Learners.
 - Advisory bodies (e.g., board).
 - Funders.
 - Community/business leaders.
 - Other agencies involved with learners and/or graduates of the program (e.g., employers, professional associations, educational institutions).
 - Other.
- Mission, philosophy, and goals of the program are clearly communicated to
 - Administrative, instructional, and support staff.

⁵ See TESOL (2003), Standards 1A and 1E

- Learners.
- Advisory bodies (e.g., board).
- Funders.
- Community/business leaders.
- Other agencies involved with learners and/or graduates of the program (e.g., employers, professional associations, educational institutions, marketing agents or agencies).

2. The program follows ethical, transparent, and financially sound procedures for the management of funds, meeting legal, funding and regulatory requirements and maintaining procedures to facilitate the financial stability of the program.

- The program has an annual budget
- The budget is developed with input from relevant stakeholders.
- The program has systems in place for the following:
 - Collecting funds.
 - Tracking expenditures within the budget.
 - Reporting financial information to stakeholders, the broader institution, funders, and other relevant external bodies.
- Policies and procedures related to student fees, refunds, and cancellations are clearly communicated to learners.
- Adequate budgeting is in place to ensure
 - Sufficient and fairly remunerated staff.
 - Ongoing professional development.
 - Adequate facilities.
 - Support services.
 - Ongoing curriculum development.
 - Current materials/resources.
 - Other.

3. The program complies with legal requirements regarding confidentiality, privacy, freedom of information and copyright legislation.

- Public institutions comply with the requirements of the *Freedom of Information and Protection of Privacy Act* (FOIP).
- Private or non-profit organizations comply with Alberta's *Personal*

Information Protection Act (PIPA).

- Staff are familiar with those requirements of the acts (FOIP or PIPA) that are relevant to their jobs.
- Access to learner records is controlled and secure.
- Learners sign waivers to release personal information.
- Personal information and student work is displayed or published only with written permission.
- Staff are familiar with the requirements of copyright legislation, and are asked to abide by copyright laws.

4. The program structure is effective and clearly delineated, with policies and personnel to support instruction and ensure the smooth running of the program.

- An organizational chart delineating the reporting structure of the program (and broader institution if relevant) is available to staff and stakeholders.
- Policies and/or procedures for the following are in place and followed, and communicated to instructional and other staff:
 - Allocation of teaching assignments.
 - Accessing supply/substitute teachers.
 - Waiting lists.
 - Record keeping.
 - Registration.
 - Other.

5. The needs of the learners, along with input from community, educational, workplace and other stakeholders, are considered in initial and ongoing program planning.

- Input from learners is used for program planning and review, including consideration of the following:
 - Learners' needs and goals (as individuals, members of families, communities, and workplaces).
 - Proficiency levels in listening, speaking, reading, writing.
 - Special needs (literacy, learning disabilities).
 - Learner success rates in terms of
 - Skills and knowledge gained.
 - Transfer into (and/or success in) other

programs or employment.

- Input that may affect student enrollment (e.g., community demographics, retention patterns, learner needs, workplace and community needs, resources, political and other world events⁶) is gathered from a selection of the following sources:
 - Federal, provincial or local government sources and funders.
 - Relevant community and business leaders.
 - Co-workers, employers, and professional associations if relevant.
 - Educational service providers (e.g., a university department into which graduates of the program are headed).
 - National/international language marketing agencies and representatives.
 - Other.
- Program plans include
 - Long range goals.
 - Strategies.
 - Resources.
 - Timelines.
 - Outcomes for success.

6. There are processes in place for regular program evaluation.

- Program evaluation is regularly scheduled and takes place every ____ year(s), or sooner, depending on circumstances.
- The program is evaluated on its ability to serve the highest good of the learners who participate in it.
- Program evaluation takes into account a selection of the following:
 - Feedback from learner evaluations.
 - Records of learner progress.
 - Feedback from alumni.
 - Input from instructors.
 - Input from administrators.
 - Input from funders.
 - Input from an external consultant.

⁶ See TESOL (2003), Standard 10.

- Other (e.g., Languages Canada annual review of observation of standards; Languages Canada triennial site visits).

7. The program has effective and varied strategies in place for learner recruitment.

- The program identifies learners who would be best served by the program through some of the following:
 - Reviewing census data, literacy surveys, demographic reports, immigration reports, etc.
 - Reviewing changes in enrollment trends and attendance patterns over time.
 - Networking with local cultural, religious, resettlement, or educational organizations.
 - Networking with international educational and other organizations.
 - Other.
- The program solicits input from learners and representatives of learner communities regarding effective recruitment strategies.
- The program employs a variety of strategies for raising awareness of the program and recruiting learners, for example,
 - Advertising in community and cultural media.
 - Establishing a presence at public and cultural events.
 - Developing a referral network of agencies serving potential students.
 - Ensuring that current and sufficient promotional materials are provided to referral agencies.
 - Encouraging potential students to come to the facility through open house or student shadowing events.
 - Other.
- Strategies for recruiting learners are regularly evaluated for effectiveness (e.g., by tracking how learners hear about a program).

8. Promotional materials and recruitment activities present a clear, accurate, current⁷ and comprehensive picture of program offerings, services, and related costs, enabling prospective students to make an informed choice.

- Promotional materials and recruitment activities reflect current courses, services, facilities, locations and staff qualifications.
- Promotional materials are readily available in print-based and web-based formats.
- Promotional materials are available in the native languages of the predominant learner populations.
- Promotional materials include clear descriptions of program offerings, including
 - Dates.
 - Hours.
 - Levels.
 - Prerequisites.
 - Registration processes.
 - Content/focus of the program(s).
- A clear statement of all fees and costs related to the program is available to potential students, including any costs related to the following:
 - Tuition.
 - Application fees and registration.
 - Placement tests.
 - Letters of reference.
 - Letters of invitation.
 - Cancellations.
 - Late registrations.
 - Airport meeting services.
 - Books/materials.
 - Other.
- A clear statement of policies and procedures related to refunds, deadlines, and penalties (e.g., for cancellations or late registrations) is available to potential students.
- There is a process in place that ensures the regular updating of promotional materials to reflect changes in program.

⁷ See Languages Canada (2009), Section G: Marketing and Recruiting

9. The program supports collaboration with other educational organizations, ESL providers, and community stakeholders, thereby raising awareness of the program, avoiding duplication of services, and identifying potential gaps to be filled.

- Links are maintained with a selection of the following stakeholders:
 - Other ESL providers.
 - Other education service providers.
 - Employers.
 - Library.
 - Community/cultural agencies.
 - Settlement and counselling agencies.
 - Language assessment agencies.
 - Centre for Canadian Language Benchmarks.
 - Other.
- The program encourages participation of educational, community, professional, business, trade, and professional bodies by any of the following:
 - Encouraging joint activities with other education programs or organizations.
 - Encouraging program staff to participate in committees alongside representatives of those bodies.
 - Inviting representatives of those bodies to provide input into program planning.
 - Inviting representatives of those bodies to participate in work fairs or job shadow programs.
 - Inviting representatives of those bodies to present in class.

10. Scheduling, location, length and delivery of classes take into account the needs of learners.

- The program offers courses at different times in response to learner needs.
- There are processes in place to periodically review learner needs related to timing and location of classes.⁸
- Alternate modes of course delivery are considered, for example,

⁸ See TESOL (2003), Standard 112

- The use of technology for delivering instruction.
- Online delivery of courses.
- Part-time versus full-time courses.
- Daytime versus evening/weekend courses.

11.A learner-instructor ratio that takes into account the best interests of the learner is maintained.⁹

- The program has and follows a clearly stated policy regarding maximum class size.¹⁰
- The program takes the following into consideration when determining class sizes:
 - Literacy level of learners (maximum of 10 students per literacy class ideal)¹¹.
 - Proficiency level of learners.
 - Class focus (i.e., content classes could be bigger).
 - Size of classroom.
 - Other.
- Instructional aides and volunteers are used to ensure a lower learner/instructor ratio, especially in classes with literacy and lower proficiency learners.

⁹ See TESOL (2003), Standard 1J

¹⁰ A maximum class size of 18 is recommended (see NEAS Australia, 2008).

¹¹ Best Practices with LINC Literacy Learners (retrieved from atwork.settlement.org) recommends a maximum of 10 students in a literacy class.

References and Further Reading: The Program

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