TESOL Diploma
Faculty of Education

Submitted Sept 2019
Program to commence September 2020

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1. INTRODUCTION

a. Background

The Faculty of Education will offer a TESOL diploma program accredited by TESL Ontario (https://www.teslontario.org/accreditation).

Students in the TESOL diploma program will earn a post-baccalaureate diploma in *Teaching English to Speakers of Other Languages* from Ontario Tech University and a TESL certificate from TESL Ontario. Graduates will be eligible to teach English to adults both here in Canada (in privately and publicly-funded institutions) as well as in a variety of institutions overseas. Graduates will be eligible to teach in publicly funded programs in Ontario only once they have applied for the TESL Ontario accredited membership and have been approved for the TESL Ontario Adult ESL Teacher Certificate of Accreditation.

Our program will run over two academic terms (i.e. September- April and/or January-August) and will be a hybrid program, with at least 72 hours of the TESL Ontario-required 250 hours taking place online in Adobe Connect. The program consists of eleven semester-length courses (nine 36-hour course equivalents) including 274 hours of coursework, 30 observation hours and 20 practicum hours. Taken full-time, the program can be completed in 8 months (two semesters).

b. Alignment with Vision, Mission, and Strategic Plan

This new TESOL diploma program aligns well with Ontario Tech's 2017-22 Strategic Plan in the following ways:

CHALLENGE: "Offer a greater variety of lifelong learning through career-focused professional development"

The TESOL diploma will appeal to individuals at a variety of stages in their professional lives, from those just starting out, to those looking for a mid-life career change. Since notice of our accreditation was posted on TESL Ontario's website, we have already had inquiries from a number of potential applicants including a woman preparing for a new post-retirement career.

INNOVATE: "Double the number of courses that mix technology and face-to-face education to make learner-centered environments, because transformative learning builds problem-solving capacity".

The TESOL diploma program will take a hybrid approach and combine face-to-face traditional classroom learning with online synchronous learning through Adobe Connect, as well as asynchronous learning through a Learning Management System.

CONNECT: "Offer practical hands-on learning experiences, like co-ops, internships, research practicums, international exchanges, and entrepreneurial opportunities to every student, because experiential learning develops the skills that employers want.
"Build research partnerships that fortify our university's key strengths, because our national and international collaborations open doors to new ideas and initiatives both locally and globally."

The TESOL program includes 50 hours in practicum placements, some of which must be in an online context. These opportunities for experiential learning ensure the marketability of our students to prospective employers. This program will also be an excellent research site for faculty with research interests in the field of language teaching and learning, and will allow for research collaborations with the English Language Centre as well.

Furthermore, the new TESOL program will align well with Ontario Tech's vision, mission and values.

VISION: The TESOL program will truly 'inspire graduates who will make an impact on the world' since, as teachers of the English language, they will facilitate learning in Canadian and international classrooms while interacting with immigrants, refugees and a multitude of other individuals looing to acquire/improve their English skills.

MISSION: The TESOL program will be 'technology-enriched' via its hybrid approach, but also through its focus on developing online language teaching skills in 'response to the evolving workplace' which has seen a growing trend in international schools hiring Canadians to teach English from home via videoconferencing.

VALUES: The TESOL program courses focus on an asset-based approach to supporting culturally and linguistically diverse students acquiring English as another language thereby embracing "respect, inclusivity and equity". The program's commitment to "quality and intellectual rigour" is evident through our choice to meet the standards of a regulatory body (TESL Ontario) and to offer the program as a diploma (post-undergrad degree) rather than as a certificate.

The Faculty of Education, Ontario Tech, is committed to providing educational opportunities to promote life-long learning. For many years, the Faculty of Education's Bachelor of Education program has provided first-class teacher education. For the past decade, the Master's program and the BA program in Educational Studies at Ontario Tech have enabled the faculty to develop deep expertise in online teaching, learning, and accessibility of programs.

The proposed Teaching English as a Second/Subsequent Language program meets the goals and mission of both the University and the Faculty of Education. The intent of the program is to provide a first-class education and training experience designed to meet the evolving needs of today's workplace and meet TESL Ontario standards of practice.

Teachers of English to speakers of other languages are in high demand globally and locally. With Canada's commitment toward immigration, there is a need for a steady supply of individuals who have Teaching English as a Second or Subsequent Language education. There is also a steady market abroad for persons who can teach English.

The proposed TESOL program at Ontario Tech will be supported by technology that will be used to increase access to the program. The proposed hybrid format will provide face-to-face and online components to allow ease of access to students who may already be working but need to acquire new skills. The Faculty of Education at Ontario Tech, through the Master's program and its Bachelor of Educational Studies and Digital Technology (BA ESDT) programs, has shown that it can provide an outstanding online educational experience. This proposed hybrid program will provide a needed service to the community, and will not only train students in Teaching English as a Second/Subsequent Language skills, it will also provide students with the necessary skills for online language teaching, as modelled by its professional faculty.

The Program will fall under the category of **Post-baccalaureate certificates (stand-alone, for-credit).** The TESOL diploma program will be administered through the Faculty of Education as a diploma program taught by Ontario Tech instructors, and our graduates will convocate with the rest of the Ontario Tech degree students. Our program has been accredited by the professional association TESL Ontario, which will regularly review our program to ensure we maintain the highest standards in English teacher training.

This diploma program lays the foundation for successful teaching of English as a Second/Subsequent Language. It provides the theoretical and practical experience to teach English within Canada and abroad. The program meets the requirements for TESL Ontario certification. The key concepts of the program include: linguistic and pedagogical theory, language teaching methodologies, phonetics and phonology,

culture, grammar and reflective practice. Students will apply the theory through observations and practice teaching in an ESL classes. Graduates of this program can pursue employment inside and outside of Ontario in Language Centres, Education, private schools, colleges and universities. Graduates will have to apply to TESL Ontario individually to obtain their TESL Ontario certification.

c. Student Demand

The chart in section e below shows the existence of current TESL Ontario accredited programs offered by post-secondary institutions in Ontario. The Faculty of Education is eager to fill an existing gap east of the GTA. A TESOL Program at Ontario Tech would be the only accredited program between Toronto and Ottawa. Our nearest competition would be in Toronto, and as a result, we believe there will be sufficient demand from individuals living east of Toronto to make an Ontario Tech TESOL program viable and profitable.

TESL Ontario requires a minimum of six students to run a course. We anticipate having 15-20 the first time we run the program (Sept 2020 - April 2021), with sufficient time to advertise. We will promote the program within our other three programs (BEd, BA and MEd/MA). Thereafter, we anticipate 25+ students per section, with two start points (Sept and Jan) which affords us greater appeal to our B.Ed. students who graduate in December and could transition into the TESOL program in January. The two start dates would also allow for increased interest amongst international students and Canadians living overseas.

The number of course offerings will be scalable based on demand, minimum enrollment numbers and the faculty's ability to meet demand. We foresee steady growth over time for the first 3 years and will expand as demand grows.

Table 1. Projected enrolment by year of operation and program year.

PROGRAM Enrolment Predictions

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Yr1	16	35	35	70	70	70
Yr2	0	0	0	0	0	0
Yr3	0	0	0	0	0	0
Yr4	0	0	0	0	0	0
Yr5	0	0	0	0	0	0
TOTAL PROGRAM	**16**	**35**	**35**	**70**	**70**	**60**

d. Societal Need

With Canada's commitment toward immigration, there is a need for a steady supply of individuals who have Teaching English as a Second or Subsequent Language training. There is also a steady market abroad for persons who can teach English. We do not anticipate drastic changes/reductions in immigration trends in the foreseeable future.

Three occupations, from the Ontario Job Futures website, that graduates from this proposed program may be employed in are:

1. College and Other Vocational Instructors (Most Ontario colleges host an ESL program for international students)

2. Educational Counsellors (International Student advising roles in educational contexts)

3.   Social and Community Service Worker (Settlement work with immigrants/refugees)

An application for accreditation was submitted to TESL Ontario in March of 2019 and notification of approval was given in June. (Accreditation certificate is attached as Appendix A.)

   e.   Duplication
As seen in the chart below of current TESL Ontario approved providers, there are few accredited programs in Eastern Ontario, resulting in a geographical gap from Toronto to Ottawa. The Faculty of Education is eager to fill this existing gap which can be found of the GTA. A TESOL Program at Ontario Tech would be the only accredited program between Toronto and Ottawa. Virtually all of the programs listed below are offered with on-site classes; whereas our program would include online courses, with an eye to offering an increasing number of courses online via Adobe Connect. Eventually, we will consider offering the entire program online with partner language schools handling the practicum evaluations. Currently, our nearest competition would be in Toronto, and as a result, we believe there will be enough demand from individuals living east of Toronto to make an Ontario Tech TESOL program extremely viable and profitable. This would be a stand-alone program, as per the requirements of TESL Ontario. The chart below underscores the differences among the programs with some being certificate programs, while others are diploma programs and still others are undergraduate or graduate degrees. We believe our post-baccalaureate diploma in Teaching English as a Second Language will be of interest to those wanting the academic rigour of a diploma program from a recognized university (rather than merely a certificate from a college or privately run company), but not wanting to undertake a graduate degree (Master of Arts in Language Teaching). Furthermore we believe our TESOL program will be of interest to our own Faculty of Education's BEd and BA graduates looking to increase their skill set and marketability in the field of education.

Other Ontario providers that offer similar programs:		
TESL Training Providers	**Accredited TESL Training Programs**	**Delivery Mode**
Algonquin College, Ottawa	Teachers of English as a second/Foreign Language – Ontario Graduate Certificate Program	On-site program
Brock University, St. Catharines	BA (Hons) Applied Linguistics/ Teaching English as a Subsequent Language (including TESL Certificate)	On-site program
Canadian Centre for Language & Cultural Studies (CCLCS), Toronto	TESL Certificate Program (Part 1 and Part 2)	On-site program
Canadian College of Educators, Mississauga	TESL Diploma Program	On-site program
Carleton University, Ottawa	Master of Arts, Applied Linguistics and Language Studies	On-site program
Carleton University, Ottawa	Certificate in Teaching English as a Second Language	On-site program
Centennial College, Toronto	Teaching English as a Second Language (Part 1 and Part 2)	On-site program
Conestoga College, Kitchener	TESL Certificate Program (Part 1 and Part 2)	Online program and On-site program
Fanshawe College, London	TEFL and TESL Programs (Stream 1 and Stream 2)	On-site program
Humber College, Etobicoke	TESL Post Graduate Certificate Program	On-site program

London Language Institute, London	TESOL Program (Certificate and Diploma)	On-site program
Niagara Catholic District School Bd, St. Catharines	TESOL Program (Certificate and Diploma)	On-site program
North American Business College of Sciences & Languages (NAB College), Mississauga	TESL Diploma Program	On-site program
Peel District School Board Mississauga	TESOL Program (Certificate and Diploma)	On-site program
Renison University College, University of Waterloo, Waterloo	TESOL Program (Certificate and Diploma)	On-site program
Seneca College, Continuing Education (CE), Toronto	TESL Program	On-site program

Toronto District School Bd, Toronto	TESL Training Program	On-site program
Trinity Western University, Langley, BC	Master of Arts in Teaching English to Speakers of Other Languages (MA TESOL)	Online program and On-site program
University of Saskatchewan Saskatoon	CERTESL Program - Requires students arrange own practicum - Distance-delivered, both paper-based & internet enhanced	Distance-delivered program
University of Toronto, Woodsworth College, Toronto	Teaching English to Speakers of Other Languages Certificate	On-site program
University of Windsor, Centre for English Language Development, Windsor	TESOL Certificate and TESOL Diploma	On-site program
York Catholic District School Board, Aurora	Practicum Certificate Training Program Offers only practicum component	On-site program
York University, Toronto	TESOL Certificate Program	On-site program

2. DEGREE REQUIREMENTS

a. Program Learning Outcomes

Degree Level Expectations	Program Learning Outcomes By the end of the program, students graduating will be able to… *Content of this cell reflects corresponding TESL Ontario Learning Outcomes found at https://www.teslontario.org/tesl-training-domains-and-outcomes	Relevant courses (provide course code and course title)	Assessment of Learning Outcomes (e.g. test, rubric, self-assessment, etc.)

Depth and breadth of knowledge	Draw on the learners' experience, interests, goals, and needs to design and implement relevant, authentic, and inspiring learning opportunities appropriate for the identified requirements of the learners.	**Foundations (TESL 100)**	1)Reflection Paper: 3-5 pages Discussion and comparison of the contexts for your L1 and L2 learning 2) In-class Grammar Quiz 3) Linguistic Analysis of a Commercially Available Lesson Plan 4) Professionalism
Knowledge of methodologies	Use various curricular models to develop appropriate plans of teaching/learning, learning materials, and activities to meet the needs and interests of the learners within the specific program/teaching organization.	**Methods 1 & 2 (TESL 101 and 201) Teaching Components 1 & 2 (TESL 102 and 202)**	1) Comparison of three Models-infographic 2) Sample Lesson Plan 3) Roundtable Leader 4) Professionalism
Application of knowledge	Use instructional flexibility, intercultural competence and interactive skills to create stimulating and relevant learning experience, and foster a sense of community among instructor and learners to best support learning.	**The Inclusive Classroom (TESL 203)** **Practicum 1 & 2 (TESL 105 and 205)**	1) Observation Reflection 2) Lesson Plan 3) Reflective Practitioner (Self Assessment of Teaching experience) 4) Professionalism
Communication skills	Adapt to the delivery needs of the hiring organization and the learners, with additional support as needed.	**Mobile Teaching and Learning (TESL 103)**	1) "Cutting Edge" Tech Talk : Short exploratory paper 2) Literature Review of Computer Assisted Language Learning (CALL) 3) LMS discussion board contributions 4) Professionalism
Awareness of limits of knowledge	Demonstrate an understanding of the importance of engaging in ongoing professional learning and reflection, through collegial discussion, action research, and dynamic interaction with her/his own learners in order to evaluate and challenge her/his own developing practice, and better meet the needs of learners.	**Reflective Practitioner (TESL 204)**	1) Community of Practice Review 2) Action Research Project 3) Critical Incident Case Study 4) Reflection Journal 5) Professionalism

Autonomy and professional capacity	Demonstrate an understanding of the influence of the instructional context in general (for example, government funded settlement program versus a college academic preparation course) and the unique demands of particular language programs (for example, multi-level, ESL literacy, and programs for specific purposes); and will be able to work with any combination of these features to best help learners to achieve their goals.	**Professionalism (TESL 104)**	1) Annotated Bibliography of ESL Professional Learning resources 2) Mock Conference or Webinar Proposal 3) LMS discussion board contributions 4) Professionalism

Progress assessment varies from course to course and includes syllabus & lesson planning, resource searches such as annotated bibliographies, peer teaching (in-class seminars), portfolios, reflection papers, as well as self- and peer- assessment. Additionally students will be encouraged to volunteer as ESL tutors with Ontario Tech's Student Learning Centre (https://studentlife.uoit.ca/student-learning/english-as-a-second-language-esl.php) as peer tutor or in the weekly Conversation Café, to develop their instructional skills. Course-specific assessment methods can be found within each course outline.

Each course consists of multiple assessment methods including a written (reflection, formal paper), oral (presentation, seminar/webinar), and pedagogical (lesson planning, instructional strategies) component. All courses include a Professionalism/Participation/Engagement grade that will reflect attendance, timely assignment submissions and overall engagement. In some courses, peer and self-assessment will also be incorporated.

Our program goal is to prepare language educators to teach in diverse contexts using state of the art theoretical frameworks, instructional strategies, and technological tools in all twelve of TESL Ontario's defining domains and using the corresponding outcomes (https://www.teslontario.org/tesl-training-domains-and-outcomes). Our assessment methods model those that we want our students to use when they are teachers in the language classroom: ensuring inclusion of all learners, targeting a variety of communication skills and supporting engagement.

   b.   Admission Requirements

The following is the required criteria to enter the program:
   1. A minimum of a bachelor's degree (conferred). For applicants with an international bachelor's degree, the conferred degree must be equivalent to a 3-year Canadian bachelor's degree.
   2. English facility requirements, where applicable (see English Facility Requirements below).
   3. Personal suitability for the program as determined via essay formatted responses to three questions (see Personal Suitability Questions below).

English Facility Requirements

In addition to satisfying the academic requirements, candidates will be required to present proof of English facility if they have not complied with one of the following:

1) Satisfactorily completed a minimum three-year Bachelor's degree or a graduate degree with English as the language of instruction at a university in Canada.

2)Satisfactorily completed a minimum three-year Bachelor's degree or a graduate degree in an English language school system* at a university outside Canada.

3) Satisfactorily completed grades 6-12 in Canada (each grade completed in one full school year), including minimum English Grade 12 score of at least 70%.

*An English language school system is one that is located in a country where English is the official language for primary, secondary and tertiary levels of education, as well as for government and commerce, and where all instruction is in English, except for language courses.

Note: Applicants from universities in countries where English is not the official language for education, government, and commerce, must provide results of an English language proficiency examination as part of their application. Tests must have been taken within the last 24 months at the time of submission of their application.

Proof of English facility is demonstrated by achieving acceptable scores in one of the following five options* (scores are valid for 2 years after the test date):

 (1) Test of English as a Foreign Language (TOEFL)
- iBT: Minimum requirement is a total score of 87, with at least 20 in Reading, 20 in listening, 19 in speaking and 20 in Writing. The TOEFL Institution Code for the UOIT is 7178. You must list this code correctly, or we will not receive your result. Website: https://www.ets.org/toefl

(2) International English Language Testing System (IELTS) Academic Version
- The minimum requirement is an overall band of 7, with no band score below 6.5 Website: www.ielts.org

 (3) Michigan English Language Assessment Battery (MELAB)
  (While MELAB was discontinued in June 2018, we understand that TESL Ontario still considers MELAB test reports taken prior to that date. Thus it is included here.)
- The minimum requirement is a score of at least 85. Website: www.cambridgemichigan.org/melab

 (4) Canadian Academic English Language Assessment (CAEL)
- The minimum score required to meet our English facility requirement is an overall score of 70 with no sub-score below 60. Website: www.cael.ca

 (5) Pearson Test of English (PTE) Academic
- The minimum score is 58. Website: https://pearsonpte.com/the-test/

Personal Suitability Questions

The following three questions will be part of the online application. Students will be required to provide 250 word responses (minimum) to each question:

1. What sorts of professional or personal, academic or professional experiences have you had that will contribute to your success in this program?
2. Describe some of the challenges associated with being an English language instructor in both a Canadian and an overseas context.
3. Describe how would establish an inclusive and welcoming classroom for your English language students.

c. Program Structure – Program Maps

The program consists of eleven semester-length courses (nine 36-hour course equivalents/27 credit hours) including 274 hours of coursework, 30 observation hours, and 20 practicum hours. Taken full-time, the course can be completed in 8 months (two semesters). When admission numbers warrant, we will offer students the option to study on a part-time basis. All courses are mandatory. Two courses will be taught fully online. All courses will have an online (asynchronous) component.

Our program will run over two 12 week academic terms and will be a hybrid program, with at least 72 hours of TESL Ontario's required 250 hours taking place online in Adobe Connect.

Courses in the TESOL program will comply with Ontario Tech's course scheduling (36 hours equals one full course or 3 credit hours; and 18 hours equals one half-course or 1.5 credit hours) in order to ensure that there are no conflicts when reserving classrooms in the Education building and to ensure that professor workload is based on the same formula. The first term will consist of 4 full courses and 2 half courses. The second term will consist of 3 full courses and 2 half courses.

All courses are required. Three of the first term courses are prerequisites for their second term counterparts (Methods 1>Methods 2; Teaching Components 1>Teaching Components 2; Practicum 1>Practicum 2).

The TESL Ontario-required 50-hour practicum has been incorporated into the student course load resulting in a total of 11 separate courses (nine 36-hour equivalents). Specifically, the 30 hours of Observation and 20 hours of Practice Teaching would be split between the two terms in the following way: a course called Practicum 1, taught in the first term will consist of 15 hours of observation + 10 hours of practice teaching + 11 in-class hours oriented towards enabling students to make connections between what they observe in classrooms, and the content of their courses (for a total of 36 hours). Likewise, a course called Practicum 2, taught in the second term will consist of 15 hours of observation + 10 hours of practice teaching + 11 in-class hours targeted at helping students build on their learning in course work to maximize the benefits of their observation and practice teaching experience.

d. Calendar Copy

TESOL Diploma (accredited TESL Ontario program)

General information

This program offered full-time lays the foundation for successful teaching of English as a Second or Subsequent Language. It provides the theoretical and practical experience to teach English within Canada and abroad. The program meets the requirements for TESL Ontario certification. (Note: graduates will need to apply to TESL Ontario individually to obtain TESL Ontario certification). The key concepts of the program include: linguistic and pedagogical theory, language teaching methodologies, phonetics and phonology, culture, grammar and reflective practice. Students will apply the theory through observations and practice teaching within an ESL classroom. Graduates of this program can pursue employment inside and outside of Ontario in Language Centres, Education, private schools, colleges and universities. Graduates will receive a diploma from the University, and TESL certification from TESL Ontario.

Admission requirements

Admission is competitive. The specific average or standing required for admission varies from year to year. Students are selected by taking into consideration a wide range of criteria including school marks, distribution of subjects taken, and performance in subjects relevant to the academic program. Possession of the minimum requirements does not guarantee acceptance. Preference will be given to applicants with the best qualifications.

The following is the required criteria to enter the program:

1. A minimum of a bachelor's degree (conferred). For applicants with an international bachelor's degree, the conferred degree must be equivalent to a 3-year Canadian bachelor's degree (minimum).
2. English facility requirements, where applicable (see http://uoit.ca/englishproficiency).
3. Personal suitability for the program as determined via supporting documentation (e.g. essay-formatted responses to questions related to the field of English teaching.

Practicum

The 50-hour practicum has been incorporated into the student course-load. Thirty hours of Observation and 20 hours of Practice Teaching is split between two terms in the following way: Practicum 1 (taken in the first term) consists of 15 hours of observation + 10 hours of practice teaching + 11 in-class hours oriented towards enabling students to make connections between what they observe in classrooms, and their studies. Practicum 2 (taken in the second term) consists of 15 hours of observation + 10 hours of practice teaching + 11 in-class hours. The instructor of the practicum course will also liaise with host teachers and assemble host teacher evaluations of the student's performance the ESL classroom, and make referrals to the student advisor and program director as required.

First Term (all courses are required) [15 credit hours]

TESL 100 Foundations
TESL 101 Methods 1
TESL 102 Teaching Components 1
TESL 103 Mobile Teaching and Learning
TESL 104 Professionalism
TESL 105 Practicum 1

Second Term (all courses are required) [12 credit hours]

TESL 201 Methods 2
TESL 202 Teaching Components 2
TESL 203 Socio-Cultural Contexts
TESL 204 Reflective Practitioner
TESL 205 Practicum 2

3. **RESOURCE REQUIREMENTS**

   a. Faculty Members, Current and New Faculty requirements

The Faculty of Education has experienced academic and administrative expertise in the area of English Language acquisition. A number of core faculty members have expressed an interest in teaching in the
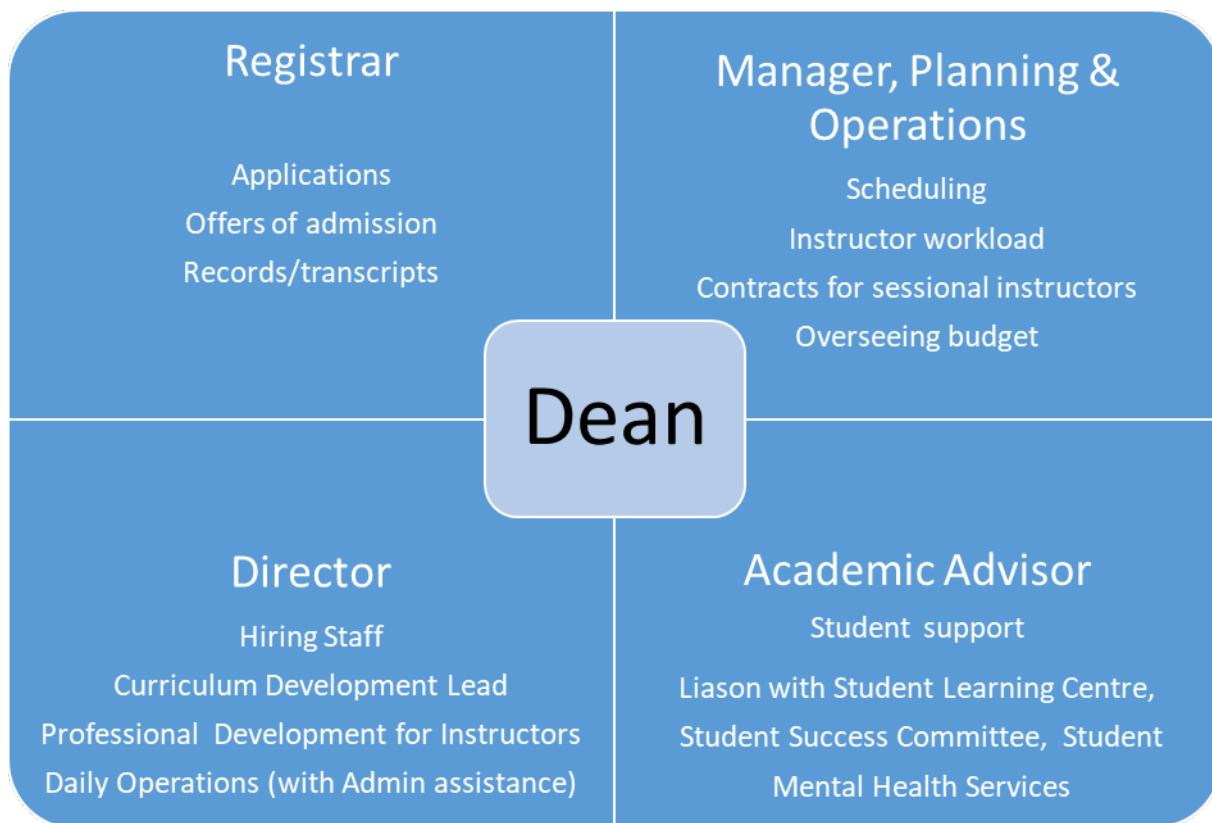
program and experienced part-time instructors will be hired as necessary. The participation of two to three core faculty members will ground the curriculum and ensure academic success at the post-baccalaureate University level. Existing administrative management and support staff are experienced with administering revenue based academic programs, such as the Additional Qualifications Program in addition to degree programs and non-credit Continuing Education courses. Additional administrative support is in place both within the Faculty of Education and within our central service units (Office of the Registrar, IT, Communications & Marketing, Human Resources, Payroll, etc.). The English Language Centre (ELC) also has established program and course offerings involving experienced instructors and administrative management and support staff. Below is a list of individuals who are qualified and have expressed interest in teaching in the TESOL program. See List of Appendices (page 19) for the link to CVs.

- Two Faculty of Education Associate Professors (Dr. Allyson Eamer and Dr. Jia Li)
- One Teaching Faculty Member (Dr. Diane Tepylo)
- One Faculty of Education Sessional Instructor (Dr. Robert Power)
- One Faculty of Education Administrator (Lori May)
- Five of Ontario Tech's English Language Centre teachers (Matthew Devlin, Rozita Bryant, Arleta Music, Jill Campbell and Sarah Khurshid)
- One Student Learning Centre Instructor (Tessa Troughton)

b. Additional Academic and Non-academic Human Resources

The TESOL program would run alongside the other degree, diploma, and certificate programs offered by the Faculty of Education. Admissions and registration would be handled via the Office of the Registrar (RO). Staffing and scheduling would be handled via the Dean, the Director, and the Manager of Planning & Operations. An Academic Advisor/Program Assistant would be available to assist students with program and personal concerns. Instructors would be drawn from amongst current professors with expertise in linguistics, online pedagogy and socio-cultural factors related to education, as well as from experienced TESL Ontario certified teachers, such as those currently teaching international students at Ontario Tech's English Language Centre. We will ensure that all instructors in the program meet TESL Ontario's eligibility standards for: Methodology Instructor, Practicum Supervisor, and Academic Coordinator as described at http://www.teslontario.org/ accreditation/trainer . Graduating students would convocate with other program graduands from the Faculty of Education at a June convocation organized by the university.

The following infographic presents the administrative structure of our TESOL program.

Registrar

Applications
Offers of admission
Records/transcripts

Manager, Planning & Operations

Scheduling
Instructor workload
Contracts for sessional instructors
Overseeing budget

Dean

Director

Hiring Staff
Curriculum Development Lead
Professional Development for Instructors
Daily Operations (with Admin assistance)

Academic Advisor

Student support

Liason with Student Learning Centre, Student Success Committee, Student Mental Health Services

   c. Academic and Non-Academic Supports

Information Technology Resources
IT Services strives to provide quality services to students at Ontario Tech. To support these objectives, the following components are included:

- Wireless network
- Wired network
- IT Service Desk
- General workstations
- Printing services

Wireless network

Wireless internet connection is available in public areas and open-air locations around the Ontario Tech campus where students congregate (North Oshawa and Downtown locations).

Wired network
To ensure the success of the technology-enriched learning environment, a comprehensive data network has been installed on campus. This includes a network drops in lecture halls and designated areas as well as network drops for each residence suite.

Ontario Tech students benefit from networked classrooms and learning spaces. Each ergonomically-designed space has data network connection access and electrical connections to ensure battery regeneration. In addition, classrooms include electronic projection equipment and full multimedia support.

IT Service Desk
The IT Service Desk is equipped with certified technicians and experienced IT professionals offering technical support services on a drop-in, call-in or email basis.

General Workstations (GUWs)
Ontario Tech undergraduate students are able to use general workstations available at the library and have access to BYOD TELE model course-specific software.

Printing services
Printing services are available to students in the following areas: labs, classrooms, study common areas, the Learning Commons and the Library. All Ontario Tech students receive print credits every year, more Printpacks can be purchased through the Campus Bookstore if students require additional printing services.

Teaching & Learning Centre

The mission of the Teaching and Learning Centre (TLC) at the Ontario Tech is to empower faculty to reach their potential as educators and to create a culture where effective teaching is valued. We champion the scholarship of teaching and implementation of pedagogy. We create valuable teaching and learning professional development experiences. We move Ontario Tech towards being a leader in teaching excellence, ultimately leading to greater student success.

The TLC provides faculty with a range of tools and facilities to assist them in providing a rich learning experience for students. Experts at the TLC provide support in various areas including curriculum development, multimedia design, learning technology and in the overall improvement of teaching practice.

In addition, the TLC funds teaching-related projects from the Teaching Innovation Fund (TIF) for proposals by faculty members aimed at developing new methods in teaching and learning. The TLC facilitates teaching awards at the University and supports faculty in their application for external awards and funding opportunities that focus on teaching and learning.

Student Services

All undergraduate students have access to an extensive support system that ensures a quality student experience. In addition to the outlined services below, students may also take advantage of the Campus Childcare Centre, Campus Bookstores, Housing and Living Resources as well as the Student Association. Further information can be found at: http://studentlife.uoit.ca/

Academic Advising
The TESOL Program Assistant and Program Director will be available to assist, guide or refer students in all academic and non-academic matters. Additionally an Academic Advisor and Program Assistant will be available to advise students.

Student Learning Centre
The Student Learning Centre fosters a high level of academic excellence in the Ontario Tech community by working with all Ontario Tech students, undergraduate and graduate, to achieve educational success. Foundational knowledge and prerequisite skills are essential to all university level courses, and competency with these skills is vital for strong academic performance. The subject specialists offer support services in mathematics, writing, study skills, ESL an physics. With the additional support of peer tutors and workshops, the Centre can further accommodate the needs of a specific course or program.
http://studentlife.uoit.ca/student-learning/

Student Accessibility Services

The staff work as a collaborative team to ensure students with disabilities have equal opportunities for academic success. The SAS operates under the Ontario Human Rights Code (OHRC) and the Accessibility for Ontarians with Disabilities Act (AODA). Services are provided for students with documented disabilities. Accommodation supports include but are not limited to:

- Adaptive technology training;
- Alternate format course material;
- Learning skills support;
- Testing support; and
- Transition support for incoming students.

Careers and Internships

The Career Centre offers comprehensive career service assistance and a variety of valuable resources to help students along their career paths:

- Assistance with creating effective job-search documents;
- Career Counselling;
- Interview preparation;
- Job market information; and
- Job search strategies.

A variety of events hosted on campus during the academic year including employer information and networking sessions, job fairs, and interviews conducted by leading employers.

Student Engagement and Equity

The Student Engagement and Equity supports students' successful transition into the university and provides opportunities for them develop your leadership and professional skills throughout their university career. Services provided through Student Engagement and Equity includes:

- Orientation and events through first year
- Specialized programming for first generation, graduate, indigenous, international, mature, online, transfer, and diploma-to-degree pathways students
- Equity and inclusivity programming
- Assistance and advice for living off campus
- Peer mentoring to help students through first year
- Opportunities to grow and develop leadership skills through the Ambassador program.

Student Mental Health Services

Student Mental Health Services helps students learn how to better manage the pressures of student life. Students can:

- Attend a drop-in session;
- Participate in events and activities that promote positive health and well-being;
- Access tools and resources online to learn about mental health and how to maintain good health and wellness;
- Work with a mental health professional to address concerns;

- Contact the Student Lifeline for immediate help and assistance; and
- Get answers to frequently asked questions about mental health.

Student Mental Health Services offers short-term counselling and therapy services to students. Students in distress will also be provided support and counselling as needed. There is no cost and services are confidential. For students who need long-term counselling support or specialized mental health services, Ontario Tech will provide referrals to assist the student in accessing resources in the local community or in the student's home community.

Athletics and Recreation Faculties
Ontario Tech offers a number of recreation facilities and fitness opportunities to meet all lifestyles and needs. On-campus facilities include the state-of-the-art FLEX Fitness Centre which overlooks Oshawa Creek, five gymnasiums, a 200-metre indoor track, two aerobic/dance studios, the Campus Ice Centre, Campus Fieldhouse , a soccer pitch, a fastball diamond, squash courts and an indoor golf-training centre.

Campus Health Centre
The Campus Health Centre provides assistance in numerous confidential health-care options including:
- A medical clinic with daily access to physician and nursing staff;
- Allergy injections, immunizations and influenza injections;
- An on-site laboratory (blood work, STI testing, throat swabs, etc.);
- Complementary Health Services featuring acupuncture, chiropractic, custom orthotics, massage therapy, nutritional counselling and physical therapy;
- Gynaecological health-care and prescriptions; and
- Treatment of disease, illness and injury.

Student Awards and Financial Aid
Student Awards and Financial Aid (SAFA) is dedicated to helping students understand the variety of options available to finance their education. Budgeting and financial planning are essential to their success and Student Awards and Financial Aid is on hand to help create the right financial plan. Financial assistance can be in the form of bursaries, employment (both on-campus and off), parental resources, scholarships, student lines of credit and the Ontario Student Assistance Program (OSAP).

d. Physical Resource Requirements

Currently the Faculty of Education has the physical (classroom), and online (synchronous Adobe Connect) space to meet TESOL program requirements. The Faculty will work with the RO and central scheduling to offer spring and fall term entry points. It is anticipated that offering day-time spring/summer courses and evening or weekend fall/winter courses will allow for better utilization of current space.

During the winter term of each academic year, there is considerable room availability due to second year BEd students finishing in December. During the fall term, the building is fuller but not at capacity; hence there will be no problem finding classroom space especially in the first few years of the program when class sizes will be small, and there will be only one section for each course. Currently only two of the courses are slotted to be offered fully online through Adobe Connect. This was a purposeful choice in order to establish the program and ensure highest possible engagement and quality course development; however over time, we can move towards offering an increasing number of courses online. Looking forward, the Faculty of Education building's lease for 11 Simcoe St North is up for renewal within a few years. Any relocation will take into account the need for classroom space for the TESOL program, bearing in mind that as the program grows, more courses will move online.

4. BUSINESS PLAN

a. Statement of Funding Requirement

PROGRAM FINANCIAL SUMMARY

See Appendix B file for Program Costs and Revenue

Comparable Tuition Costs:

1) Ontario Tech
9 courses x $638 = $5,742 plus ancillary $1,096 $6838

2) York University
7 courses including ancillary   **$7,532**

3) University of Toronto
8 courses x $659 = $5,272 plus ancillary $1,374.36   **$ 6,646**

4) Brock University
9 courses plus ancillary   **$ 7,931**

5. APPENDICES

A. TESL Ontario Certificate of Accreditation

B. Business Plan (Excel File)

C. Course Outlines (all of which have been approved by TESL Ontario and which reflect TESL Ontario's required content and number of instruction hours) can be found at https://drive.google.com/drive/folders/1Ms0T8x5xnKr1nGt4jKn-lQDcqFDFnvOn?usp=sharing
D. Faculty CVs can be found at https://drive.google.com/drive/folders/1Ms0T8x5xnKr1nGt4jKn-lQDcqFDFnvOn?usp=sharing
E. New course templates for each of the TESOL program courses.

TESL Ontario

Certificate of Accreditation
(INTERIM)

For TESL Training Programs Accredited by TESL Ontario

Ontario Tech University
Faculty of Education
TESL Training Program

Meets the TESL Ontario Accreditation Standards

Sharon Deng

Chair

Accreditation Renewal Due Date: September 2020

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CONNECTION • COMMUNITY • EMPOWERMENT

Accreditation Renewal Due Date: September 2020

Sharon Deng

Chair

PROGRAM FINANCIAL SUMMARY

Enrolement	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Year 1	20	30	60	60	60	60
Year 2	0	0	0	0	0	0
Year 3	0	0	0	0	0	0
Year 4	0	0	0	0	0	0
Year 5	0	0	0	0	0	0
TOTAL New Students	20	30	60	60	60	60

Revenue	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Domestic Tuition	$123,521	$190,839	$393,129	$404,923	$417,071	$429,583
International Tuition	$8,927	$13,792	$28,412	$29,264	$30,142	$31,046
Grant	$56,899	$85,348	$170,696	$170,696	$170,696	$170,696
Total Revenue	$189,346	$ 289,980	$ 592,237	$ 604,883	$ 617,909	$ 631,325

Course Summary	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
# of lecture sections	9	9	18	18	18	18
# of labs	0	0	0	0	0	0
# of tutorials	0	0	0	0	0	0

Required Hires	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
# of TTT	0	$ -	$ -	$ -	$ -	$ -
# of TF	0	$ -	$ -	$ -	$ -	$ -
# of PT Faculty	9	9	18	18	18	18

Expenses Academic Salaries	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	
FT Faculty	$ 7,500	$ 7,500	$ 7,500	$ 7,500	$ 7,500	$ 7,500	coordination
FT Benefits (18.5%)	$ 1,388	$ 1,388	$ 1,388	$ 1,388	$ 1,388	$ 1,388	
FT Total	$ 8,888	$ 8,888	$ 8,888	$ 8,888	$ 8,888	$ 8,888	

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
PT Faculty	$ 75,430	$ 79,201	$ 166,323	$ 174,639	$ 183,371	$ 192,540
Additional TAships	$ -	$ -	$ -	$ -	$ -	$ -
TAs	$ -	$ -	$ -	$ -	$ -	$ -
Lab Instructors	$ -	$ -	$ -	$ -	$ -	$ -
PT Benefits (11%)	$8,297	$8,712	$18,296	$19,210	$20,171	$21,179
PT Total	$ 83,727	$ 87,914	$ 184,619	$ 193,850	$ 203,542	$ 213,719
Total Academic Salaries	$ 92,615	$ 96,801	$ 193,506	$ 202,737	$ 212,430	$ 222,607

Support Staff Salaries		2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
.5 Admin Asst		$0	$34,000	$35,000	$36,000	$37,000	$38,000
	0	$0	$0	$0	$0	$0	$0
	0	$0	$0	$0	$0	$0	$0
	0	$0	$0	$0	$0	$0	$0
	0	$0	$0	$0	$0	$0	$0
Benefits (18.5%)		$0	$6,290	$6,475	$6,660	$6,845	$7,030
Total Support Staff Salaries		**$0**	**$40,290**	**$41,475**	**$42,660**	**$43,845**	**$45,030**

Operational Expense	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Instructional Supplies	$6,000	$9,000	$18,000	$18,000	$18,000	$18,000
Start-up	$0	$0	$0	$0	$0	$0
PD ($2,000/ faculty)	$0	$0	$0	$0	$0	$0
Travel	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000
Recruitment/Moving Expenses	$0	$0	$0	$0	$0	$0
Promotion	$10,000	$10,000	$5,000	$5,000	$5,000	$5,000
Telecommunication	$0	$0	$0	$0	$0	$0
Office Supplies	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000
Equipment	$100	$100	$100	$100	$100	$100
TOTAL Operating	**$19,100**	**$22,100**	**$26,100**	**$26,100**	**$26,100**	**$26,100**

Capital		2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	0	$0	$0	$0	$0	$0	$0
	0	$0	$0	$0	$0	$0	$0
	0	$0	$0	$0	$0	$0	$0
TOTAL Capital		**$0**	**$0**	**$0**	**$0**	**$0**	**$0**

Total Expenses	$111,715	$159,191	$261,081	$271,497	$282,375	$293,737

NET Income with Grant	$77,632	$130,789	$331,156	$333,386	$335,534	$337,589
NET Income without Grant	$20,733	$45,440	$160,460	$162,690	$164,838	$166,892
	10.9%	15.7%	27.1%	26.9%	26.7%	26.4%