SELF-EVALUATION REPORT

Introduction

This document contains guidelines for the preparation of the required self-evaluation report by TESL programs seeking *initial* accreditation.

The self-evaluation documents the program's compliance with the TESL Ontario accreditation standards. It is a thorough examination of the program's strengths and weaknesses, and indicates how the program can be improved.

Self-evaluation report is to cover one full session within 12 months of applying for TESL program accreditation.

SELF-EVALUATION REPORT SECTIONS

1. Title Page

This section includes:

1.1. Institution name and mailing address

1.2. TESL Program name, mailing address, and webpage address

1.3. Program director name, title, mailing address, phone number, and email address

1.4 Program contact person name, title, mailing address, phone number, and email address

1.5. Session covered by self-evaluation report

1.6. Self-evaluation report submission date

1.7. Full name, position, mailing address, phone number, email address, and signature of the staff member in charge of preparing this self-evaluation report.

2. Table of Contents

A Table of Contents should be included in the report.

3. Introduction

This section includes:

3.1. A brief history of the program

3.2. A brief summary of the self-evaluation report (300-400 words)

3.3. The webpage address where public notification of program registration (e.g. MTCU registration) is located.

3.4. The total student enrollment for the self-evaluation session.

3.5. The total number of program graduates for the self-evaluation session.

4. Program Description

4.1. Program Structure and Content

4.1.1. Describe the program structure and content: length of the program, program parts/components, course names and codes, course descriptions, course types (compulsory, optional, elective, online), course sequence, etc. Indicate how the program structure and content reflect the TESL training topics required or recommended by TESL Ontario.

4.1.2. Provide a list of the settings/institutions where students complete their practicum. Explain the selection of practicum settings in terms of the opportunities for TESL students to gain teaching experience.

4.2. Assessment

4.2.1. Describe the main methods and tools used to assess students' progress.

4.2.2. Describe how these assessment methods relate to the students' achievement of the program goals.

4.3. Program Coherence

4.3.1. Explain how the program goals and course outcomes fulfill the TESL training domains and outcomes recognized by TESL Ontario.

4.3.2. Explain how the achievement of program goals are monitored.

4.4. Curriculum and Modes of Delivery

4.4.1. Describe the primary teaching methods and delivery modes used in the program.

4.4.2. Elaborate on how these teaching methods and delivery modes relate to and help to meet the program learning outcomes. What other delivery modes are being considered as a way to improve the attainment of the program goals?

4.4.3. Provide a list of core teaching materials and resources (textbooks, online resources, libraries, journals, etc.).

4.4.4. Describe the criteria and process for selecting teaching materials.

4.4.5. Comment on how current and emerging trends and developments in the field of TESL are incorporated into the program curriculum.

5. Student Experience and Satisfaction

5.1. Explain how program goals are conveyed to students.

5.2. Provide course summaries and outlines available to students at the time of registration and/or at the beginning of the program.

5.3. Describe how students are advised and guided during the program (regarding admission, course selection, student services, etc.)

5.4. Describe complementary events such as conferences, seminars, and debates which your students have access to and take part in during the program.

5.5. Describe complementary events such as conferences, seminars, and debates which your TESL trainers have access to and take part in.

5.6. Describe the methods used to evaluate the training students receive.

5.7. Provide a <u>summary</u> of the course evaluation results and elaborate on student satisfaction with the program.

5.8. Explain how students' complaints are handled.

5.9. Describe the procedures to process student appeals.

6. Admission Requirements

Describe the program admission requirements.

7. TESL Trainers

For each TESL trainer, specify last name and first name, hiring start date, hiring end date (if applicable), areas of specialization as related to the program content

and structure, role(s) (academic coordinator, practicum supervisor, theory instructor, methodology instructor), and courses taught in the session covered by self-evaluation report.

8. Administrative Structure
Describe the TESL program administrative structure.