TESL Training Program Accreditation Application

Required Information & Documentation

Introduction

TESL Ontario welcomes TESL training program accreditation applications from universities, community colleges, school boards, settlement agencies, and career colleges in Ontario.

The following list outlines the required information and documentation to be included in an application for TESL Program Accreditation. It is designed to ensure that the TESL training program meets the standards and expectations set by TESL Ontario in areas such as program design, curriculum, assessment, administration, trainer qualifications, and student experience. Each section specifies the materials and explanations that must be provided to demonstrate the program's quality, coherence, compliance, and accountability. If you have any questions, contact TESL Ontario at accreditation@teslontario.org.

1. Application Form
Completed and signed Form A-6: TESL Program Accreditation Application

2. Table of Contents
A Table of Contents is included in the application package.

3. Introduction
   3.1. A brief history and description of the host institution and the TESL training program
   3.2. A copy of the program's or host institution's mission statement

4. This section applies only to career colleges.
Career colleges must be legally registered under the Ontario Career Colleges Act, 2005, and their TESL training programs must meet all approval and regulatory requirements of the Ontario Ministry of Colleges and Universities and be approved by the Superintendent of Career Colleges.
   4.1. A copy of the career college's legal registration certificate under the Ontario Career Colleges Act, 2005

4.2. A copy of the TESL program's official approval letter or confirmation from the Superintendent of Career Colleges

4.3. Program approval number (if applicable)

4.4. Scope of approval (e.g., course description, duration, intended outcomes)

4.5. If available, copies of any ministry-issued program outlines or compliance reports

4.6. The webpage address where public notification of the career college's registration and the TESL training program's approval is posted.

4.7. Legal documentation confirming the current ownership of the career college (e.g., articles of incorporation, business registration records, or equivalent legal documentation).

5. Program Description

5.1. Program Structure and Content

5.1.1. Describe the training structure and content: duration of the program, program components, course names and codes, course descriptions, detailed course outlines, duration of each course, course types (compulsory, elective), and course sequence.

5.1.2. Indicate how the program structure and content reflect the "[TESL Ontario Accredited Training Structure and Topics Framework](.)."

5.1.3. Provide copies of the agreements, contracts, or letters of understanding signed by and between the training provider and the schools where students complete their practicum course. Explain the selection of practicum settings in terms of the opportunities for TESL students to gain teaching experience.

5.1.4. Explain how the practicum course reflects the TESL Ontario practicum requirements outlined in the "[Practicum Requirements & Mentor Teacher's Role and Responsibilities](.)" document.

5.1.4.1. Describe the process and documentation used to verify that each mentor teacher holds valid OCELT certification and has a minimum of 2,000 hours of adult ESL teaching experience (including at least 1,400 hours in Canada).

5.2. Assessment

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

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

5.2.3. Provide a copy of the program's assessment and grading policy, including progression and graduation requirements.

5.3. Program Coherence

5.3.1. Explain how the program goals and course outcomes fulfill the "[TESL Ontario Accredited Training Domains and Outcomes](#)."

5.3.2. Explain how the achievement of program goals is monitored.

5.4. Curriculum and Modes of Delivery

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

5.4.2. Elaborate on how these teaching methods and delivery modes relate to and help to meet the program learning outcomes.

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

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

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

5.4.6. Describe how the program addresses accessibility for students with disabilities.

5.4.7. Describe the physical and/or virtual infrastructure (e.g., classroom facilities, hardware, software, or Virtual Learning Environments) that supports the program and ensures a high-quality educational environment.

6. Student Experience and Satisfaction

6.1. Explain how program goals are conveyed to students.

6.2. Provide copies of the course summaries and detailed outlines available to the students at the time of registration or at the beginning of the program.

6.3. Describe how students are advised and guided during the program regarding admission, course selection, student services, students' rights and responsibilities, health and safety, appeals, and complaints.

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

6.5. Describe complementary professional development events, such as conferences, seminars, debates, workshops, and webinars, which your TESL trainers have access to and take part in.

6.6. Describe the methods for students to evaluate the quality of the training they receive (e.g., student surveys, course evaluations).

6.7. Explain how students' complaints are handled.

6.8. Describe the procedures for receiving and processing student appeals.

6.9. Provide a copy of the policy or procedures addressing accessibility and accommodations for students with disabilities.

7. Admission Requirements

7.1. Describe the program admission requirements.

> **Important Note on Admission Requirements and Waivers**
> If the training provider's admission requirements regarding minimum educational qualifications (e.g., bachelor's, master's, etc.) and English language proficiency (ELP) are different from those of the TESL Ontario [teacher certification application](#), the training provider must have the candidates sign a waiver before they are admitted into the training program, confirming that they are aware of the requirements of the TESL Ontario teacher certification application. The training provider keeps the signed waivers on file.
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> TESL Ontario is under no obligation to certify TESL program graduates who apply for OCELT certification unless they meet TESL Ontario's degree and ELP requirements. The training provider is solely responsible for any and all claims on the part of its students/graduates if it fails to obtain signed waivers from them before they are admitted to the program.

7.2. If applicable, include a copy of the waiver document.

8. TESL Trainers

For each TESL trainer, provide the following information and documentation:

- Full name
- TESL Ontario membership number
- Valid TESL Ontario TESL Trainer certificate
- TESL trainer roles for which they have been approved by TESL Ontario (academic coordinator, practicum supervisor, theory instructor, methodology instructor)
- Courses they are or will be teaching in the TESL training program
- An up-to-date copy of each TESL trainer's resume
- A description of the TESL trainer evaluation process

- A description of how TESL trainers' professional development (PD) is supported and tracked

9. Administrative Structure

9.1. Organizational Chart: Provide a clear organizational chart of the program's administrative structure, showing all key personnel, their titles, and their reporting relationships.

9.2. Roles and Responsibilities: Describe the specific roles and responsibilities of the program's key administrative staff (e.g., Program Director, Academic Coordinator, administrative support staff).

9.3. Program Staffing: Describe the staffing and resources allocated to the program, including staff-to-student ratios and how the program is supported by the host institution's general administrative services.

9.4. Decision-Making: Explain the processes for administrative decision-making, including how the administration communicates with instructional staff and students.

9.5. Financial Supervision: Provide a description of the procedures in place for the financial supervision of the TESL training program.

9.6. Legal and Regulatory Compliance: Provide a statement or documentation confirming that the TESL training program and its host institution comply with all local, provincial, and federal laws, and meet all applicable ministerial and institutional regulations.

10. A signed and dated copy of the TESL Ontario "[Code of Conduct & Terms and Conditions for TESL Program Accreditation](#)"

11. A sample copy of the certificate, diploma, or degree that is awarded to graduates of the program. This sample must be marked as VOID or DRAFT.