TESL CANADA TEACHER TRAINING PROGRAM ACCREDITATION MANUAL

Created November 3, 2015

Revised October 22, 2026

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INTRODUCTION

There are many high-quality TESL training programs across Canada and internationally dedicated to preparing prospective English language instructors for the challenges of teaching in Canada and internationally. TESL Canada has developed an accreditation system for teacher training programs which meet the standards set for TESL Canada Professional Certificate Standard One, Two, or Three for teachers of adults.

The guidelines in this manual outline the requirements for facilities, resources, qualifications of personnel, institutional accreditation, length of time in operation, program content and assessment processes for English language teacher training programs (henceforth TTP) administered both in Canada and internationally.

Purpose

TESL Canada recognizes and endorses TTPs that provide high quality ESL/EFL teacher education that includes linguistic and pedagogical theory, methodology and practice to prepare teachers to teach English effectively in a wide variety of settings. The TTP standards outlined in this document are intended for teacher training programs for teachers of adults.

General Requirements

Although the full requirements of TESL Canada-accredited TTP can be found within the pages below, the general requirements for each Professional Standard are as follows:

A TTP that meets the TESL Canada Professional Standard 1 requirements includes a minimum of 100 hours of theory and methodology and a supervised practicum of a minimum of 20 hours with adult learners.

A TTP that meets the TESL Canada Professional Standard 2 requirements includes a minimum of 250 hours of theory and methodology and a supervised practicum of a minimum of 50 hours with adult learners.

A TTP that meets the TESL Canada Professional Standard 3 requirements includes a Masters of Arts in Applied Linguistics, TESOL, or closely related field and a supervised practicum of a minimum of 50 hours with adult learners.

APPLICATION REQUIREMENTS

Institutional Information

Please include the following information, and provide certified Canadian translations where applicable:

1. Name and address
2. Phone/fax/e-mail/website
3. Name of TTP and person in charge
4. Year program was established
5. Institutional history: include both ESL/EFL and TTPs operated at the institution
6. A copy of the published mission statement, program goals, or statement of principles for your program
7. Documentation of provincial, national or international institutional accreditation
8. Reports of institutional, ministry, or provincial quality reviews
9. Institutional membership in provincial, state, national or international professional associations

Published Program Information

Describe thoroughly and provide published information on the program, including:

- Entry requirements
- Teacher trainers' qualifications
- English language proficiency requirements
- Program length and program delivery mode(s)
- Number of credit hours
- Assessment/grading system including instructions for assignments (must be clearly stated and applied across programs)
- Trainee Handbook outlining: program background, entrance requirements (e.g. university transcript, language proficiency requirements and documentation required), type of certification received upon graduation, transfer credit if applicable, overview of curriculum and schedule of course offerings, where textbooks and other texts may be purchased, schedule of fees, regulations related to fee payment (e.g. late payment, refunds, differential fees), trainee rights, appeals, academic integrity and harassment policies
- Certification granted upon completion (certificate, diploma, university degree, postgraduate diploma/certificate)
- Copy of the certificate awarded to program graduates. TESL Canada logos cannot appear on graduation certificates in any form. Teachers considering TESL Canada teacher certification must apply separately for accreditation to TESL Canada
- Copy of ministry or institutional program accreditation
- Course outlines/syllabi
- Promotional materials
- Student or graduate testimonials

If the application is for an international delivery of a previously recognized program, include the following documentation according to type of program applied for:

1) If a program already accredited in Canada runs a one-time only delivery of their course with an international partner using their course, their trainers and their resources, **include documentation related to international facilities and practicum.**

2) If a program already accredited in Canada runs a one-time only delivery of their course with an international partner using their course, their resources, but local trainers, **include documentation related to international facilities, practicum, and trainers.**

3) If a program already accredited in Canada runs courses on an ongoing basis with the same international partner using their course, but the partner's trainers and resources, **include documentation related to international facilities, practicum, trainers and resources.**

Facilities and Resources

Describe how your program meets the following criteria:

1. Teacher training facilities must meet all licensing regulations of the jurisdiction in which they operate, including international program deliveries.
2. Facilities must be suitable for an educational program (Form C) – include a video walk-through of the facilities
3. A resource library must be present on site and accessible to trainees. A minimum of 30 teacher training books and 20 ESL/EFL classroom books with 50% newer than 15 years is required (see Form E). In addition to books, the resource library can include electronic resources and online publications.
4. A range of audio-visual/multimedia equipment must be available for trainee and teacher trainer use (audiovisual equipment, computer workstations, and digital projectors).
5. If this is a fully online program, describe the Learning Management System (LMS) and the videoconferencing application used.

Qualifications and Responsibilities of Teacher Training Personnel

Provide official documentation on qualifications of all personnel as follows (use Form F):

PROGRAM ROLE	DEFINITION	QUALIFICATIONS
FACULTY (TEACHER TRAINERS, TESL INSTRUCTORS)	Instructors delivering curriculum in TESL programs.	**REQUIRED TRAINING** - TESL Canada Certificate Standard 1 minimum for Standard 1 programs - TESL Canada Certificate Standard 2 minimum for Standard 2 programs - TESL Canada Certificate Standard 3 minimum for Standard 3 programs - **REQUIRED EXPERIENCE** at least 2,000 hours of experience in an adult English language teaching classroom, or equivalent. **RECOMMENDED:** MA or graduate degree with an appropriate focus, such as TESOL, ELT, Philology, Linguistics, Second Language Education, or Applied Linguistics.
PROGRAM DEVELOPERS/ COURSE DEVELOPERS	Program developers/ course developers.	**REQUIRED** to have a TESL Canada Certificate Standard 2 minimum for Standard 1 and 2 programs, and Standard 3 for Standard 3 programs, with at least 2,000 hours of experience in an adult English language teaching classroom, or equivalent. **RECOMMENDED:** MA or graduate degree with an appropriate focus, such as TESOL, ELT, Philology, Linguistics, Second Language Education, or Applied Linguistics.
PRACTICUM SUPERVISORS	Faculty or administrator responsible for organizing practicum placements, liaising with practicum	**REQUIRED** to have a TESL Canada Certificate Standard 2 minimum, with at least 2,000 hours of experience in an adult English language teaching classroom, or equivalent.

	mentors, and evaluating practicum interns' performance.	
PRACTICUM MENTOR TEACHER (COOPERATING TEACHER, HOST TEACHER)	Teacher who hosts and mentors practicum students in their classes, and may or may not contribute to interns' evaluation.	**REQUIRED:** TESL Canada Professional Certification Standard 1,2, or 3 with at least 2,000 hours of experience in an adult English language teaching classroom, or equivalent.
PROGRAM DIRECTOR/ COORDINATOR (DIRECTOR OF STUDIES, PROGRAM ADMINISTRATOR)	Person responsible for direct supervision of the teacher training program. May also be responsible for program/course development.	**REQUIRED**: to have a thorough knowledge of the discipline of Second Language Acquisition and TESL training methodology, and demonstrate understanding of and ability to develop curriculum and supervise teaching staff; to have qualification at a minimum of TESL Canada Professional Certification Standard 2 with at least 2,000 hours of experience in an adult English language teaching classroom, or equivalent; to be member of TESL Canada in good standing.
PROGRAM SUPPORT STAFF	Administrators who are not involved in program supervision, developing or delivering content.	Not required to be TESL certified

Definitions of TESL Canada Certification Standards One to Three are available on the TESL Canada website at: https://www.tesl.ca/index.php/certification/tesl-canada-professional-certification/certification-faq.

Any TTP personnel noted above, with the exception of program support staff, who are non-native speakers of English must demonstrate their proficiency in English by submitting their score in **one** of the following English language proficiency tests.

From November 24, 2025 onwards, non-native speakers will be deemed to have met the English language proficiency requirement if they have completed an in-person Master's or Doctorate in a relevant field from a university where the language of instruction for that specific degree is in English and completed in one of the countries listed below.

English Language Proficiency Tests*	**Score**
TOEFL iBT / TOEFL iBT Home Edition	For exams taken before January 21, 2026: Overall 101 with a minimum of 23 in Listening, 24 in Reading, 27 in Speaking and 27 in Writing For exams taken on or after January 21, 2026: Overall 5.25 with a minimum of 5 in Listening, 5 in Reading, 5.5 in Speaking and 5.5 in Writing
Or IELTS Academic / IELTS Academic Online	Overall 7 with a minimum of 7 in each skill area
Or completion of an undergraduate degree from an English-speaking university in one of the following countries: Canada, Anguilla, Antigua and Barbuda, Australia, Bahamas, Barbados, Belize, Benin, Bermuda, Botswana, British Virgin Islands, Cayman Islands, Cameroon, Dominica, Ghana, Grenada, Guyana, Jamaica, Montserrat, Nigeria, New Zealand, Republic of Ireland, Saint Kitts-Nevis, St. Lucia, St.Vincent, Seychelles, Sierra Leone, Trinidad and Tobago, Turks and Caicos Islands, United Kingdom, United States, Uganda, US Virgin Islands, Zambia, Zimbabwe.	

* Note that candidates can submit two or more IELTS or TOEFL reports done in the past two years, and the highest of the scores for individual skills will be considered.

Please take note of the following points:

- Teacher trainers who have listed English language teaching qualifications from programs denied TESL Canada teacher training program accreditation cannot use those programs to support their qualifications as teacher trainers.

Program of Studies

I. Coursework

Programs must consist of a minimum of 100 hours (for Standard 1) and 250 hours (for Standards 2) of instruction in English language teaching theory and practice (please note that the 100/250 hours is **course hours**). TESL training programs are minimally expected to address the areas listed below. Programs of longer length will cover the topics in more depth and also likely provide optional topics for their students. Programs at the Master's level may offer opportunities for students to engage in research.

Course content and assessment must validate the learning outcomes and include the topics below:

Learning outcomes:

1. Explore the principles of second language acquisition and andragogy and the linguistic, psychological, and sociocultural factors affecting second language acquisition, and articulate how these may affect course and materials design and delivery of classes.

2. Contextualize teaching practice within various language curricular models and/or frameworks, and develop appropriate daily, weekly, and semestral instructional plans in accordance with these.

3. Design level-appropriate and pedagogically feasible learning materials that draw on the learners' experience, interests, goals, and needs.

4. Establish familiarity with a wide range of teaching resources, including digital resources and online teaching tools, and choose materials and tools to meet learners' needs and enhance learners' engagement and motivation.

5. Implement teaching approaches, strategies and techniques based on the principles of second language acquisition language and in line with institutional and curricular constraints.

6. Understand key principles of assessment and evaluation, as well as different types of evaluation and ways of providing corrective feedback, and develop and implement assessments in line with institutional curricula and practices.

7. Gain awareness of the range of local and international organizations offering English language instruction, and prepare for successful job search and interviewing.

8. Structure educational technology applications to enhance second language acquisition.

Topics:

Historical perspective on second language teaching / Models of second language acquisition pedagogy:

- learning strategies and styles
- factors affecting language learning
- adult teaching and learning principles/andragogy

Linguistics:

- syntax
- phonetics and phonology
- morphology
- sociolinguistics
- discourse analysis
- pedagogical grammar

Methodological Issues:

- Lesson / unit planning
- Material analysis and development
- Curriculum for specific contexts (ESP, LINC, EAP)
- Teaching in synchronous and asynchronous environments

Methodology / techniques for teaching:

- Listening
- Speaking
- Reading
- Writing
- Grammar
- Vocabulary
- Pronunciation (including segmentals and suprasegmentals)
- Communication

Assessment / Feedback:

- Error Correction
- Standardized exams
- Classroom tests

Professional Issues:

- Resources
- Professional conduct and practice
- Classroom management (e.g., teaching large classes)
- Ongoing professional development

II. Practicum

Standard 1 programs must include a required 20 hours of supervised practicum (10 hours of classroom observation and 10 hours of practice teaching).

Standard 2 and 3 programs must include 50 hours of supervised practicum. (30 hours of classroom observation and 20 hours of practice teaching).

The required hours of classroom observations must:

- be under the direction of a qualified practicum supervisor and mentor teacher (minimum qualification: TESL Canada Standard 1, 2 or 3 with at least 2,000 hours of adult ESL/EFL classroom teaching, or equivalent)
- be conducted in adult settings (with 80% of the class over the age of 18) with classrooms of five or more ESL/EFL students. International placements may include placements in secondary schools.
- have required observation tasks associated with the placement
- cover a range of lesson types and a range of focus areas (i.e., be in areas covered in the theoretical part of the program curriculum and required by TESL Canada)
- include opportunities for reflection and discussion of observations with the mentor teacher and practicum supervisor

The required hours of supervised teaching must:

- be under the direction of a qualified practicum supervisor and mentor teacher for ALL of the practice teaching hours to allow for assessment and constructive feedback to the trainee
- include a report given orally and in writing to the trainee using both standardized forms and qualitative comments on a range of teaching skills as covered in the program curriculum and required by TESL Canada

Please provide published information on the practicum, including:

- Description of practicum requirements
- Number of hours of observation and practice teaching in addition to the 100/250 hours of instructional time
- Documentation on location, composition and size of classes in which practica take place

- Practicum placement requirements
- Qualifications of mentor teachers and practicum supervisors. Mentor teachers and practicum supervisors for distance practica must meet the same qualification criteria as for local practica
- Mechanism for supervision of practicum students, including:
    - frequency and duration of supervisor observation/assessment of trainees
    - method of feedback to trainees by mentor teachers
    - ways of communication between mentor teachers and practicum supervisors
- Evaluation /grading system
- Observation tasks that trainees complete during observation component
- Assessment tools and teaching reports that supervisors complete during practice teaching component
- Method of maintaining records on trainee practicum (i.e. location, mentor teachers, hours of observation and teaching observation reports)

The requirements for the practicum portion of the program can be met when conducted entirely in English by:

a. 100% face-to-face (ESL/EFL), or
b. 100% online synchronous (ESL/EFL), or
c. through a mix of either face-to-face or online synchronous (ESL/EFL).

Online synchronous environment requirements
Teaching in an online synchronous environment must include some of the following teaching modalities:

-Teacher-centred lectures/explanations
-Student-centred activities such as pair and group discussions and tasks delivered through a breakout room function
-Screen sharing of various media
-Using audiovisual technology (e.g., for listening and watching comprehension activities)
-Using the digital whiteboard and annotation tools
-Providing feedback in real time
-Classroom management (e.g., giving floor, managing class interaction, elicitation)
-Using external polling and assessment tools (e.g., Kahoot!)

** Online synchronous teaching environment are web-conferencing platforms (such as Zoom, Adobe Connect, Google Meet, Blackboard Collaborate, YouSeeU, Big Blue Button, Teams) or 3D Virtual Worlds (such as Second Life or VirBELA), where instruction requires participation of learners in real time.*

Policy for Distance, Online, and Blended Programs Approved by TESL Canada

Teacher training programs that are offered by distance education, online, or blended distance education/on-site delivery must meet the same standards and criteria as programs delivered entirely face-to-face.
In particular, these programs should meet the following criteria:

- The program must be based in Canada.
- Each program using the curriculum or other aspects of the program are required to submit individual applications.
- Program staff must meet all of the standards outlined in the Teacher Training Program Accreditation Application Form.
- Program participants (teacher trainees) must have access to appropriate facilities and resources as outlined in the Teacher Training Program Accreditation Application Form. This includes access to an appropriate number of recent books and audiovisual resources (TESL/TEFL and ESL/EFL) in libraries on site or through interlibrary loan, bookstores, online

and at education institutions.

Program participants (teacher trainees) must have sufficient access to program instructional staff by phone or email for at least 60% of their program to ensure their questions are answered and that they understand the course content. Programs should make special arrangements for students in remote areas and consult TESL Canada for special assessment regarding these cases.

- Program participants (teacher trainees) must receive a balance of theoretical and practical instruction and have opportunities to apply theory to practice in classrooms where they complete observations and practice teaching.
- Programs must demonstrate that assessment processes are in place to allow participants (teacher trainees) to demonstrate mastery of program content.

Policy for International Deliveries of TESL Canada Approved Programs

International program deliveries and practicum placements administered by recognized TESL Canada member programs are allowed and must meet the same facilities, staffing, resources, practicum and any other requirements currently in place for domestic programs and placements.

Program Entrance Requirements

1. Trainees applying for admission to programs must have completed their senior matriculation (Grade 12 or equivalent) and preferably an undergraduate degree. Note that an undergraduate university degree is TESL Canada's certification requirement for Standards 1, 2, and 3.
2. TESL Canada recommends that trainees who are non-native speakers of English must prove proficiency in English by submitting official documentation for **one** of the following English proficiency tests before they commence the program. However, TESL Canada leaves this to the program's discretion. English Language proficiency is a requirement for TESL Canada Professional Certification. From November 24, 2025 onwards, applicants will be deemed by TESL Canada to have met the English language proficiency requirement if they have completed an in-person Master's or Doctorate in a relevant field from a university where the language of instruction for that specific degree is in English and completed in one of the countries listed below.

English Language Proficiency Tests*	**Score – Program Trainees**
TOEFL iBT / TOEFL iBT Home Edition	**For exams taken before January 21, 2026:** Overall 101 with a minimum of 23 in Listening, 24 in Reading, 27 in Speaking and 27 in Writing **For exams taken on or after January 21, 2026:** Overall 5.25 with a minimum of 5 in Listening, 5 in Reading, 5.5 in Speaking and 5.5 in Writing
Or IELTS Academic / IELTS Academic Online	Overall 7 with a minimum of 7 in each skill area
Or Completion of an undergraduate degree from an English-speaking university in one of the following countries: Canada, Anguilla, Antigua and Barbuda, Australia, Bahamas, Barbados, Belize, Benin, Bermuda, Botswana, British Virgin Islands, Cayman Islands, Cameroon, Dominica, Ghana, Grenada, Guyana, Jamaica, Montserrat, Nigeria, New Zealand, Republic of Ireland, Saint Kitts-Nevis, St. Lucia, St.Vincent, Seychelles, Sierra Leone, Trinidad and Tobago, Turks and Caicos Islands, United Kingdom, United States, Uganda, US Virgin Islands, Zambia, Zimbabwe.	

*Note that candidates can submit two or more IELTS or TOEFL reports done in the past two years, and the highest of the scores for individual skills will be considered.

APPLICATION PROCEDURES

Institutions that are successful in obtaining TESL Canada Teacher Training Program Accreditation must be institutional members of TESL Canada.

Membership fees must be included with the Application for TESL Canada Teacher Training Program Accreditation at each anniversary date for the five years of accreditation. If institutions are unsuccessful in obtaining accreditation, the institutional membership fee will be refunded. Institutions must become recognized in order to be institutional members of TESL Canada.

Criteria for Evaluating Applications

I. Newly Established Teacher Training Programs

New teacher training programs that have been in operation for less than one year will be considered for **interim accreditation**. Interim accreditation is granted to new programs that meet TESL Canada application requirements and is intended to provide the opportunity for programs to demonstrate that they are able to meet and to sustain TESL Canada standards.

During the interim accreditation period the program must

- Be in continuous operation for a minimum of one program session, until a minimum of 10 students have completed the program. Continuous operation is defined as: normally scheduled terms without cancellation of the program due to insufficient numbers.
- Submit a TESL Canada Interim Status Session Report (Form A) for the session. The report will include the number of trainees per session, a description of the facilities, teacher trainers' qualifications and trainee evaluations (a minimum of 10 must be received).
- Report on any significant changes to the program that were not submitted in the original application, i.e. staff, facilities, curriculum.

Interim programs that meet the above criteria and maintain TESL Canada Teacher Training Standards will be granted full accreditation and will then be expected to comply with accreditation requirements as listed in 2 (b). A successfully completed interim period will be considered part of the overall five-year accreditation period. Interim status is limited to two years. After the two-year time limit, the program would have to apply as a new program. Students who graduate from an interim recognized program will be able to apply for TESL Canada certification once the program has received full accreditation. Graduates of recognized programs with interim status may also apply for certification through Prior Learning and Assessment Recognition (PLAR) before the program obtains full accreditation.

For TTPs that are not running, but would like to maintain their recognition during the teach-out period or until they run again, the suspension of the program is permissible for a period of time no more than three years during which time the program continues, but no new students are admitted (referred to as the teach-out period). During such time, the TTP would not be required to complete annual reports, but would need to continue to pay associate membership fees annually.

II. Established Teacher Training Programs

Established teacher training programs that have been in operation for more than one year or one session may apply immediately for **full accreditation**. Full accreditation is granted for a five-year period.

During this five year period, recognized teacher training programs must

- submit the TESL Canada Annual Report (Form B) each of the four years following accreditation
- submit annual membership fees with the Annual Report as follows:

The annual membership fee is **$165.00 + $8.25** in Alberta, British Columbia, Saskatchewan, Manitoba, Quebec, Yukon, Northwest Territories, or Nunavut, or **$165.00 + $21.45** HST in Ontario, **$165.00 + $23.10** in Nova Scotia, or **$165 + $24.75** in New Brunswick, Prince Edward Island, and Newfoundland and Labrador.

The annual membership fee for programs located outside of Canada is **$450 CAD, tax included.**

The annual report fee is **$110 + tax** for all programs.

After the five-year accreditation period has passed, established programs must reapply using the TESL Canada Program Accreditation Application Form and pay the full application fees.

III. Separate Application for Each Program Required

A full and separate application must be completed for each teacher training program. This includes a new franchise, partnership, satellite, one-time or long-term international delivery, or program delivered in association with another organization or institution that duplicates an existing program.

IV. Required Reporting of Changes to Recognized Programs

Substantial changes to a recognized program including changes in curriculum, staff, resources, or facilities must be reported within two months of the change. Failure to do so may result in TESL Canada Teacher Training Program Accreditation status being removed from the program.

For details or clarification on any of the above points, contact the TESL Canada office (admin@tesl.ca).

Notification to Trainees

TESL Canada accredited teacher training programs which accept trainees without undergraduate degrees or English Language Proficiency score must provide each trainee with notice in writing prior to enrollment that the trainee will not be qualified for the TESL Canada professional certification. This must be done by:

- including this information prominently on the program application form
- providing a letter prior to enrollment to all applicants who do not have an undergraduate degree
- keeping a copy of this signed letter on file for TESL Canada requests or site visit

TESL Canada recognized teacher training programs must provide each trainee with TESL Canada contact information as follows: PO Box 30001 RPO Prospect Plaza, Fredericton, NB, E3B 0H8; email: admin@tesl.ca; website: www.tesl.ca. This provides trainees with the opportunity to contact TESL Canada for information on TESL Canada professional certification upon completion of their program.

Review of Applications

Applications are reviewed by the TESL Canada Teacher Training Program Adjudicator. The Adjudicator shall not have a conflict of interest regarding the application under consideration. Should there be any questions regarding the application, TESL Canada will contact the institution.

In some cases, a site visit may be required as part of the review process. One week's notice will be given to programs prior to a site visit. Programs are expected to assist the evaluator through the visit.

As part of the program adjudication process, the Adjudicator may consult with the TESL Canada Standards Committee, which is appointed by the TESL Canada Board and consists of a minimum of three and a maximum of eight TESL Canada members representing different sectors of TESL.

Review Periods

Applications will be reviewed within eight weeks of receipt of the complete application. Accreditation is valid for five years.

Application Fee and 5-year Cyclical Review Fee

The initial application fee and the 5-year cyclical review fees for programs based in Canada is **$440.00 + GST/HST.**
The initial application fee and the 5-year cyclical review fees for programs based outside of Canada is **$1,200 CAD, tax included.**

Confidentiality

All documentation will be kept confidential. Applicants should retain a copy of the completed application, annual reports and other documentation for future reference.

Awarding of Teacher Training Program Accreditation Certificates

The applicant will receive a detailed report of the outcome of the application.

Fully recognized programs will receive a TESL Canada Teacher Training Program Certificate of Accreditation and have their names published in the *TESL Canada List of Recognized Teacher Training Programs* on the TESL Canada website. Institutions with interim status will be listed on the TESL Canada website as such and will receive a TESL Canada Teacher Training Program Certificate of Accreditation once they attain full accreditation.

Where an application outcome requires only minor revision to meet TESL Canada accreditation, the program will be allowed a period of 6 months to document that all changes have been made. Programs that are unable to document that all changes have been made may be invited to submit a new application after a full year from the original application date.

Where an application does not meet the requirements for accreditation, the program will receive a letter of explanation and may reapply for accreditation after a full year from the original application date. A new, full application must be submitted to reapply for accreditation from TESL Canada.

Program Quality Reviews

New programs are required to submit reports of institutional, ministry, or provincial quality reviews, and the same reports be required for 5-year accreditation renewal. If no such processes are in place or a report is unavailable, TESL Canada reserves the right to schedule a site visit and bill the program accordingly.

Program Appeals

Institutions which do not receive TESL Canada Teacher Training Program Accreditation may appeal to TESL Canada by submitting a letter of appeal along with documentation detailing grounds for appeal. A fee of $100.00 (plus applicable GST/HST) must accompany the letter of appeal.

The Appeal Committee consists of the TESL Canada President or designate, a TESL Canada member specialized in TESL training appointed by the President, and a TESL Canada member specialized TESL training nominated by the applicant. No Appeal Committee member shall be in a conflict of interest position. The decision reached by members of this committee is final.

Disclaimer

The TESL Canada Standards Committee recognizes content of programs based on material submitted by an institutional applicant and is not responsible for the accuracy of the programs' description.

To be recognized, a TTP must meet the program content requirements as well as the practicum requirements.

Individual certification criteria are separate from those of training institutions; for example, an undergraduate degree is a requirement for individuals but not for institutions. Instructor certification application criteria are outlined in detail in the application form.

FREQUENTLY ASKED QUESTIONS

1. **What is the purpose of TESL Canada Program Accreditation?**

The TESL Canada teacher training program accreditation process was set up to ensure that teachers have access to a certain standard of ESL teacher education in Canada. This is for the benefit of the entire discipline - ESL learners, teachers, employers and programs accreditation.

2. Who can apply for TESL Canada Teacher Training Program Accreditation? Are any programs exempt from this process?

Canadian-based and internationally-based English TTPs wishing to receive TESL Canada Teacher Training Program Accreditation are encouraged to apply. Only programs that do apply may be recognized; there are no exemptions to the process. Programs using any portion of another program that has previously been approved must apply separately. This is to ensure equal adjudication in all applications.

3. When during the year can applications be submitted for TESL Teacher Training Program Accreditation?

Applications are accepted on a continuous basis; a program can apply at any time of the year for TESL Canada Teacher Training Program Accreditation. To ensure continuous accreditation, reapplication should be made 1 month prior to the expiry date of the accreditation period.

4. What happens to an application once TESL Canada receives it?

A paid adjudicator reviews the application based on the teacher training program accreditation standards outlined on the TESL Canada website and in this manual. Once the adjudication process is complete, the adjudicator will write to the applicant with one of the following responses: award full or interim accreditation; make inquiries for further information or suggest minor changes; or inform the program that the standards for teacher training program accreditation have not been met. TESL Canada will also inform approved program contacts regarding the due date of their annual reports and the date of expiry of their accreditation.

5. What is the role of the Standards Committee?

The Standards Committee is a volunteer group of TESL professionals (and members of TESL Canada) from across Canada. The Standards Committee supports the adjudicator by advising on inquiries, issues, and appeals, and adjudicates in special cases. The committee also revises and sets new criteria for the standards as required, and ensures that the standards are clear and fair.

6. How long will the adjudication process take?

The initial adjudication process will take approximately 3 to 4 weeks and can take up to 8 weeks. If the adjudicator has questions about an application, the process will take an additional 3 to 4 weeks. If there is an appeal, it will take an additional 5 to 6 weeks to complete the process to allow for turn-around time and thorough adjudication.

7. What is "interim" teacher training program accreditation?

Interim accreditation is provided for programs that meet all the requirements, but have not yet been offered for a full cycle as outlined on the TESL Canada website. Interim status is necessary to ensure that programs

are ongoing and have been pilot tested and evaluated. Programs holding interim status will be listed on the TESL Canada website.

During the interim accreditation period the program must:

- Be in continuous operation for a minimum of one program session and until a minimum of 10 students have completed the program. Continuous operation is defined as: normally scheduled terms without cancellation of the program due to insufficient numbers.
- Submit a TESL Canada Interim Status Session Report (Form A). The report will include the number of trainees per session, a description of the facilities, teacher trainers' qualifications and trainee evaluations
- Report on any significant changes to the program that were not submitted in the original application, i.e. staff, facilities, curriculum.

Students will be able to use the program for professional certification retroactively once the program receives full accreditation. If a student wishes to apply before the program receives full accreditation, the application is through Prior Learning and Assessment Recognition (PLAR).

8. Is there an appeal process if an application is not recognized?

The Standards Committee will receive appeals, review them, and make a final recommendation. Unsuccessful applicants must wait one year before reapplying for TESL Canada Teacher Training Program Accreditation.

9. What are the practicum requirements for TESL Canada Program Accreditation?

Programs must have a required 20 hours of supervised practicum (50 hours for Standard 2 and 3 programs). 10 of these hours must be directed observation and 10 must be supervised practice teaching as outlined below (20 + 30 hours respectively for Standard 2 and 3 programs). In addition, the practicum must be thoroughly described in the application for TESL Canada Teacher Training Program Accreditation.

The 10 (30) hours of directed observations must:

- Be under the direction of an instructor certified a minimum of TESL Canada Professional Certificate: Standard One, Two, or Three with at least 2,000 hours of adult ESL/EFL classroom experience, or equivalent.
- Be conducted in adult settings (a minimum of 80% of students must be 18 years of age or older) with classrooms of five or more ESL/EFL students
- Have specific required observation tasks associated with the observation
- Cover a range of lesson types and a range of focus areas (i.e., in areas covered in the theoretical part of the program curriculum and required by TESL Canada)
- Include opportunities for reflection and discussion of observations with the mentor teacher and practicum supervisor

The 10 (20) hours of supervised teaching must:

- Be under the direction of an instructor certified a minimum of TESL Canada Professional Certificate: Standard One, Two, or Three with at least 2,000 hours of adult ESL/EFL classroom experience, or equivalent to ensure proper assessment and constructive feedback to the trainee

- Provide assessment and feedback orally and in writing to the trainee using both standardized forms and qualitative comments on a range of teaching skills as covered in the program curriculum and required by TESL Canada
- Be conducted in adult settings (a minimum of 80% of students must be 18 years of age or older) with classrooms of five or more ESL/EFL students
- Cover a range of lesson types and a range of pedagogical aspects as outlined in the areas covered in the theoretical part of the program curriculum and required by TESL Canada
- Include opportunities for reflection and discussion of teaching with the mentor teacher and practicum supervisor

10. What is the purpose of the practicum?

The purpose of the practicum is to help trainees demonstrate their knowledge and skill of TESL in both theory and practice and to support them in the development of their teaching. Serious applicants should want their program graduates to be able to accomplish these goals. Therefore, programs should outline how their practicum helps trainees apply theory in their classroom teaching and how it supports the improvement of trainees' teaching skills. Details of the practicum must be thoroughly described in the application for TESL Canada Teacher Training Program Accreditation.

11. What is the difference between a practicum supervisor and a mentor teacher? Do I need both?

The role of the practicum supervisor is to guide and observe the trainee. This person has the main role in assessing whether or not the trainee has achieved the goals of the practicum. Observation by the practicum supervisor for purposes of assessment should be for all 10 (20) hours. The role of the mentor teacher is to provide the trainee with a class of English language students, act as a teaching model, and provide daily teaching guidance to the trainee. It is possible that one person may be both mentor teacher and the practicum supervisor.

12. If Form F and resumes of Mentor Teachers/ Practicum Supervisors/ Teacher Trainers are submitted separately to TESL Canada for evaluation, will there be a fee?

Yes, there will be a fee of $ 25 ($75 for programs based outside of Canada) per Form F and resume starting July 1, 2015. There will be no separate charge for Form F and resumes submitted with the application package (New or Renewal) and Annual Report.

13. Can an approved program use TESL Canada Teacher Training Program Accreditation for promotional purposes?

Programs are encouraged to announce their accreditation status in their promotional materials for the benefit of their students and the profession. However, programs must not misrepresent what accreditation means. Programs should not imply that students will receive automatic TESL Canada Professional Certification, which is a separate process that each new teacher must pursue. Programs may, however, mention that successful graduates will be eligible for TESL Canada accreditation.

14. Can programs receive accreditation if students do not have baccalaureate degrees, or if they are mature students?

Yes, but all students must be informed in writing that they will not receive TESL Canada Professional Certification if they do not hold a baccalaureate degree. This is to ensure that those who wish to receive good training to work in ESL programs as volunteers, are not prevented from doing so.

15. Can a program receive accreditation if students are admitted without a minimum language requirement?

Yes, ELP scores are required for individual certification, but not for entrance into a TESL Canada Recognized teacher training program. Programs are expected to adhere to minimum language requirements for students in order to ensure that students in such programs are not held back by students whose linguistic abilities require improvement.

16. Will a program maintain its accreditation status if it changes its name or is purchased by another institution?

Major changes must be reported in writing to TESL Canada within two months. The TESL Canada adjudicator will review the change and ascertain if a new application is required. Minor changes can be reported in the required annual report to TESL Canada.

17. Will programs denied accreditation receive a refund of the application fee or TESL Canada membership fees?

No, the application fees cover the cost of adjudication. TESL Canada associate fees are refundable if the program is denied accreditation.

18. Can Canadian distance delivered teacher training programs within Canada apply?

Yes, special considerations for distance delivered and blended programs are outlined in the Policy for Distance Delivered and Blended Delivery Programs Approved by TESL Canada.

19. Will TESL Canada provide information regarding what to include in the annual report?

TESL Canada will send an annual report form to all approved programs at least 1 month prior to the annual report due dates. Annual reports are due on anniversary of recognition, for four years following accreditation.

20. Will TESL Canada visit programs for monitoring purposes?

Yes, TESL Canada reserves the right to visit programs to ensure that teacher training program accreditation standards are being upheld. Programs will be given one week's notice if a site visit is going to occur. Programs are expected to cooperate in full with the program evaluators.

21. Can a program lose its accreditation status?

Programs can lose their accreditation status under the following conditions:

- Failure to comply with accreditation standards
- False advertising/promotion related to implications of TESL Canada Teacher Training Program Accreditation
- Misuse of TESL Canada Teacher Training Program Accreditation status
- Failure to submit an annual report
- Failure to reapply by the 5-year expiry date
- Failure to pay application and annual report fees
- Serious complaints by students or program staff; such complaints will be investigated thoroughly before accreditation is withdrawn.