

Program Review: Action Plan - Progress Report
TESL Certificate Program
[February 17, 2026]

Curriculum and Assurance of Learning			
Goal 1 As per the TRC Calls to Action for education, more explicitly focus and elaborate the program (OCOs, content, learning tasks, assessments) so as to fostering TESL practitioners' capacity for embodying intercultural understanding, empathy, and mutual respect in their professional practice (Action 63.iii) and integrating Indigenous knowledge and teaching methods into their TESL classrooms (Action 62.ii).			
Task	Key Milestone/Measurable Outcome	Progress Made	Planned Action
Review meeting	Agree on extent of revisions required	Initial consultation with the TESL revision working group completed	Draft specific content modules focusing on TRC Calls to Action
TESL program revision working group	Revisions to TESL PLOs, CLOs, infusion of content, learning tasks, assessments	We have revised all our course outlines	Implement in September 2026
OCO Revisions	OCO, PLOs passed through UEC	New course outlines 2026-they have gone through FECHD curriculum committee	
Goal 2 Redevelop TESL 408 to achieve a balanced focus across course learning outcomes, support students in applying linguistic knowledge to teaching in a LINC context, and improve the continuity and holistic integration among and across the TESL Certificate courses.			
Task	Key Milestone/Measurable Outcome	Progress Made	Planned Action
Review meeting	Agree on extent of TESL 408 revisions required	Reviewed course outlines	Finalize the integration of context applications into the TESL 408 syllabus.
Project work	Revisions to TESL 408 learning outcomes and content completed	Revised course outlines	
OCO Revisions	OCOs, PLOs passed through UEC	Course outline has been updated for TESL 408	

Student Achievement			
Goal 3 Resolve student preparedness issues and create a student information package that orients new students to the program, establishes program expectations and requirements, exposes them to pre-practicum volunteer opportunities in the field, supports those with minimal teaching experience, and guides them towards timely program completion of the program.			

Task	Key Milestone/Measurable Outcome	Progress Made	Planned Action
Complete student information package	Following achievement of other goals, the TESL working group will produce a package for the Fall 2025 intake	We have started to write a package for TESL students	Complete package by fall 2026
Goal 4 Re-evaluate the use of Hyflex in program delivery in light of competing needs/opportunities: i) providing access for remote students to the program, ii) expanding opportunities to deliver program to all-remote/international students, iii) ensuring program quality, student achievement because only a small number of remote students (typically 2, 3) attend online, iv) managing departmental capacity issues which currently make practicums impossible beyond Southwestern BC.			
Task	Key Milestone/Measurable Outcome	Progress Made	Planned Action
Prevent registration of remote students for 2024/2025; honour continued attendance of existing remote students	Revise website to reflect no new remote learners starting Fall 2024 in TESL 400 or 408; ensure consistent messaging in Future Students' Office, department coordinator, TESL advisor	We continue to offer remote learners access to the program because of low enrolment	No action planned
Evaluate opportunities for a TESL program customized to remote students – 2025/2026 launch	Establish working group – planning and decision needs to be complete for new calendar copy deadline in January 2025	Researching TESL Canada's updated requirements for online practicums	

Governance and Resources			
Goal 5 Secure incremental increases in program resources for the sustainability: i) earmark funding for an increase in the TESL practicum mentor stipend from \$335.20 to \$600 for each mentor, ii) establish honorariums in the adult education budget for TESL Certificate guest speakers (\$2000 annually) in next fiscal year onwards, iii) secure a marketing budget (\$3000 annually) in the adult education budget from next fiscal year onwards, iv) \$1000 funding from the current fiscal year for revisions to the TESL 408 course, v) clarify sessional pay and adjustment of Type B faculty workload/overload with the FSA and the Dean's Office given that the TESL courses are 4.0-credits.			
Task	Key Milestone/Measurable Outcome	Progress Made	Planned Action
Meet immediate needs for 2024/2025 academic year	Secure permission to proceed with Goal 1 - #iv, v immediately in the current fiscal budget	We can't make these changes because of fiscal restraints at this time	Re-submit funding requests for mentor stipends and guest speaker honorariums in another fiscal cycle

Plan budget in ways that are commensurate with program needs and external review recommendations	Incorporate resourcing needs I, ii, iii into budget planning for next fiscal 2024/2025		
Goal 6 Rename the “Teaching English as a Second Language (TESL) Certificate Program” the “Teaching English as an Additional Language (TEAL) Certificate Program” in order to reflect current nomenclature in the field.			
<i>Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.</i>			
The name TESL stands for Teaching English as a Second Language – and is recognized as a misnomer in the field because many English Language Learners have multiple languages. The now accepted term in the field is Teaching English as an Additional Language (TESL). The external review committee recommends			
Task	Key Milestone/Measurable Outcome	Progress Made	Planned Action
Change the program name to “TEAL Certificate” and eliminate references to SLE - “Second Language Education” in the program	Change names in the upcoming calendar for 2025-2026.	We have not changed the name: Retaining "TESL" ensures the program remains recognizable to school districts and the Teacher Qualification Service (TQS) that use this standard terminology for salary upgrades. As the program explores including K-12 educators and collaborates with the School of Education (SoE), this name prevents confusion regarding provincial teaching standards. The certificate is designed to align with TESL Canada Standard II, making name consistency with the national certifying body essential for student credentials. Furthermore, "TESL" remains the most searchable and globally recognized acronym for the international and remote	No changed planned to the name of the certificate

		demographics the program is currently evaluating. The department is currently facing "fiscal restraints" that prevent immediate increases in stipends and marketing budgets. By forgoing an expensive administrative rebrand to "TEAL," limited funds and capacity can be redirected toward high-priority tasks like the student information package and the revisions to our TESL courses	
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Planning and Sustainability			
Goal 7 Create a laddering opportunity i) for TESL Canada Certificate Standard I holders to ladder into TESL Canada Certificate Standard II through a streamlined program of study within the current program structure and ii) into relevant Adult Education programs (e.g., ADED Minor, BA ADED, VCC's provincial instructors diploma).			
Task	Key Milestone/Measurable Outcome	Progress Made	Planned Action
Review meeting and pathway design	Map laddering opportunity	Preliminary mapping of TESL Canada Standard I to Standard II requirements initiated.	Formalize the credit-transfer pathway to the TESL Certificate
Approvals	Pass program change to CC → FC → UEC	Internal department discussions regarding laddering structure are ongoing.	Move laddering proposals through the FECHD Curriculum Committee and Faculty Council.
Goal 8 Explore opportunities for program expansion, diversification, and field collaboration as the department continues to engage in across UFV and within the communities we serve.			
Task	Key Milestone/Measurable Outcome	Progress Made	Planned Action
Advise CE on Advanced English for Trades course	Codesign and support delivery of UFV-Archway initiative	We sit on a working group with CE to offer advise	Continue this work

Support SoE Post-Baccalaureate Certificate in Teaching ELLs in K-12	To be determined	We are currently expanding the program's scope to include K-12 educators and are moving through the formal approval process to realize this integration. This expansion includes the development of a new, specialized program of study designed to meet the specific needs of the K-12 sector	Planned for fall 2026
30-credit TESL certificate for remote/International demographic	To be determined		
Goal 9 This goal relates largely to housekeeping: the review, revision, and harmonization of the TESL Certificate website information, program/course documentation, internal documents, marketing documents and advisor-coordinator-student-faculty communications to eliminate discrepancies and clarify expectations and pathways for students across the whole program.			
Task	Key Milestone/ Measurable Outcome	Progress Made	Planned Action
Housekeeping and harmonization	Following achievement of other goals, the TESL working group with harmonize information across documents, website, people, communication channels	Audit of current website discrepancies and internal document inconsistencies is ongoing	Execute a full website and document refresh once the new program with 5+ change is officially approved.