

## ATESL ACCREDITATION REVIEW AND RECOMMENDATIONS

### History and Rationale

In 1988, the ATESL Board initiated research into the viability of an accreditation process. When the members were polled, a clear majority were in favor of accreditation. Employers at the time all agreed that specialized training was necessary to teach ESL; the majority favored accreditation. In order to make the process collaborative and inclusive, ATESL focussed on widespread communication through newsletter articles, forums, presentations, and panel discussions.

A number of reasons for developing an accreditation plan arose from the above. Accreditation would-

- strengthen the organization by raising its professional image,
- assure quality instruction,
- enable the organization to be more effective advocates/lobbyists for change,
- provide industry with a standard,
- improve the profession's credibility, and
- provide some direction for professional development.

Every member had an opportunity to provide input and to vote on a final standard. The goal was to have one final minimum standard. There would be no levels or tiers to avoid elitism within the community. In order to include all current members, two options developed which would eventually be phased out. **Option C** was available for one year. This provided an opportunity for all applicants with 1220 hours minimum ESL teaching experience, but no university degree, to become accredited. **Option B** was available for five years. It was designed to give those applicants with a degree in any field plus a minimum of 500 hours of ESL teaching experience an opportunity to be accredited. This option was phased out a year late as a result of a vote at the annual general

meeting (AGM) at the end of the fifth year. The remaining option, **Option A**, became ATESL's minimum standard for accreditation. It specifies that applicants must have the following:

- *a Bachelor's degree*
- *a minimum of 250 contact hours of post-graduate or upper-level undergraduate coursework that focuses on specialized training in second-language teaching from provincially recognized post-secondary institutions. The coursework must be recognized by a university as equivalent to senior level undergraduate coursework*
- *at least 250 hours of ESL classroom teaching experience, in classes of ESL students only. Teaching hours in TESL degree program practica qualify if the student teacher has full charge of the class, including planning, teaching, and marking*

*In addition, **Option D** is a special category for candidates whose qualifications do not fall within the specifications and who wish to be considered on an individual basis. There must be qualifications that are perceived to be, at least, the equivalent of the requirements of option A. The usual applicant for Option D is someone with foreign training in second-language teaching. Extensive experience does not substitute for post-graduate or upper-level undergraduate training in second-language teaching in this option; nor does training in other fields substitute for training in second-language teaching.*

### Accreditation Committee

The accreditation committee consists of three members who are approved by ATESL members at an AGM. They meet twice a year and operate at arms' length from the ATESL Board. They only refer unusual cases and appeals to the Board. The committee writes an annual report for the Board to be presented at the AGM.

In 2004, an accreditation review committee was established and, as a result, put forth the following proposals:

- modify the wording to Option A to include upper level undergraduate course work eligible for recognition by a university
- specify experience be ESL teaching wherein the applicant has full responsibility of a class
- re-define Option D to clarify that it is usually meant for foreign trained applicants and not those with experience only.
- include an Interim Accreditation section

In 2007, the Accreditation Committee drew up a revised application form for the web site as applications were coming in that were clearly not meeting the criteria or they were containing incomplete or irrelevant information. It appeared Option D was being regarded as a “faint hope” approach by applicants.

In 2010, the Committee sent out a survey to the membership, asking pertinent questions about accreditation. As part of the current research (2012), five accreditation committee members were asked for their input regarding the accreditation process. These members served on the committee within the last five years. They all agreed that processing the Canadian applications was fairly straight forward and not time consuming. However, it was expressed that too many applicants just don't fit the current standards: Canadians who have taken programs that are not recognized as well as those who are foreign trained. Assessing applications from foreign trained applicants was often problematic for the following reasons:

- training was a long time ago and may not have included up to date methodology and research
- training was in teaching a language other than English
- training was in a country in which the culture of learning was very different from the Western culture of learning
- training and experience was only in EFL and none was from Canada
- with no firm criteria or a set process, we often give foreign trained applicants the benefit of the doubt but for Canadian trained applicants the requirements are non-negotiable
- IQAS (International Qualifications Assessment Service) only looks at degree equivalency and not individual course work

### Membership Survey (2010)

In 2010, the Committee sent out a survey to the membership, asking pertinent questions about accreditation. Responses totaled 296. Some of the statistics of interest follow:

- |                                   |       |
|-----------------------------------|-------|
| ○ Instructor responses            | 73.7% |
| ○ Granted ATESL accreditation     | 54.4% |
| ○ Not granted ATESL accreditation | 35.1% |

- |  |       |
|--|-------|
| ○ Qualify for both ATESL and TESL Canada accreditation                     | 53.5% |
| ○ In favor of replacing ATESL accreditation with TESL Canada accreditation | 49.1% |
| ○ Felt that ATESL had benefits over TESL Canada accreditation              | 30.7% |

The final question offered three choices for the respondents:

- |  |       |
|--|-------|
| ● Discontinue with ATESL standards and refer potential applications to TESL Canada   | 39.5% |
| ● Continue with ATESL standards for Option A and remove Option D. Refer applicants who do not fit Option A to TESL Canada. | 41.7% |
| ● Other  | 18.9% |

The latter category included the following ideas:

- 1) Keep a modified Option D for those who do not qualify under TESL Canada
- 2) Keep Option D as is and refer these applicants to IQAS. As well, develop a set of criteria for verifying credentials for training and experience
- 3) Keep Option D, refer to IQAS and accept their assessment for ATESL accreditation (i.e. if degree is recognized, ATESL should accept)
- 4) Form a committee of TESL educators to re-work ATESL's accreditation scheme
- 5) Form another level which would include more options for training, such as ACE at Mount Royal University
- 6) Re-examine Options A and D and develop standards which fall between these two.
- 7) Merge TESL Canada's and ATESL's schemes
- 8) Include grandfathering for 10 years for whatever is decided
- 9) Have an option for those with no degree but TESL training and experience

Respondents also had the opportunity to make comments. Some of the misconceptions which became evident through the comments are -

1. Having TESL Canada means one can teach in all provinces. (In fact, Ontario requires higher than the minimum for TESL Canada)
2. One would have to buy two memberships if we switched to TESL Canada accreditation (In fact, membership in ATESL means automatic membership in TESL Canada)
3. ATESL may fold if we don't offer accreditation. (In fact, ATESL existed long before accreditation and offers many other benefits to members, such as conferences, networking, job finding, etc.)
4. Option D is the only means of getting accredited with experience only. (In fact, there is no option for those with experience only. Those members were grandfathered in over 20 years ago.)

The remainder of the comments covered a broad spectrum. They included opinions such as TESL Canada's being more foreign degree friendly and more flexible, but ATESL's having higher standards. Recurring themes were

- 1) the handling/processing of applications from foreign trained teachers,
- 2) the existence of two standards (TESL Canada and ATESL) and whether we should go with the national norm,
- 3) the recognition of experience alone for accreditation, and
- 4) the necessity to bring program managers on board.

More complete, detailed information on the survey, is on the ATESL web site <http://www.atesl.ca/cmsms/accreditation/> (click on the Excel file).

#### Best Practices for Adult ESL and LINC Programming in Alberta

At this point, it is probably pertinent to refer to the above document, which was revised in 2009. The original document was written in 1994 under the auspices of Alberta Immigration and Settlement at that time. The current document was co-funded by Alberta Employment and Immigration and Citizenship and Immigration Canada. *“The purpose of this document is to delineate a common set of expectations regarding what constitutes best practice in adult ESL and LINC programs in Alberta.”* Those Best Practise Statements pertaining to instructional staff follow:

*20. The program hires qualified instructional staff with training in the theory and methodology of teaching and learning ESL.*

*21. The program hires instructional staff with the skills, abilities, and dispositions necessary for effective instruction.*

*22. The program hires instructional and/or other professional staff with varied levels of experience and areas of expertise.*

The recommended Best Practise Guidelines to achieve the above are quoted below:

*Qualifications for teaching in the program include formal training in TESL. Formal training includes any of the following:*

*TESL Canada Professional Certificate or equivalent, minimum of a Standard One Certificate.*

*Bachelor's degree in TESL.*

*After-degree Diploma in TESL.*

*Master's degree in TESL.*

*Master's degree in a related subject (linguistics, adult education) with a specialization in TESL.*

*Instructors with a range of qualifications are hired (i.e., while some instructors may only have the minimum certification requirements, the program ensures that some instructors have the equivalent of TESL Canada Professional Certification, Standard Two or Standard Three).*

*Not having the above qualifications may be mitigated temporarily, in special circumstances, if the instructor is working towards recognized TESL qualifications and a selection of the following are in place:*

*The instructor has expertise in a relevant content area (e.g., nursing or engineering when teaching an ELT course for nurses or engineers).*

*The instructor has extensive experience in TESL.*

*The instructor accesses on-going professional development in ESL theory and methodology.*

*The instructor is paired with or mentored by an experienced, trained ESL instructor.*

### TESL Accreditation

Currently, all provinces except Alberta, Ontario, and Saskatchewan use the TESL Canada scheme solely. The three exceptions have their own schemes, although sometimes members will still choose to go through TESL Canada instead of, or in addition to, ATESL's. In fact, members from all provinces plus the Yukon have applied for TESL Canada accreditation. TESL Canada currently receives more applications from Alberta than ATESL does.

The following table compares these three with TESL Canada in a number of areas.

	<b>TESL SASKATCHEWAN</b>	<b>TESL ONTARIO</b>	<b>TESL CANADA</b>	<b>ATESL</b>
<b>LEVELS</b>	1	1	3	1
<b>ACADEMIC REQUIREMENTS</b>	Undergraduate degree	Undergraduate degree	Undergraduate degree	Undergraduate degree
<b>TESL COURSE WORK</b>	240 hours - recognized institution (18 credits/6 courses) in TESL/language acquisition theory, TESL methods, and English structural linguistics  <b>or</b> <ul style="list-style-type: none"> <li>• at least 120 hours (9 credits/3 courses) in TESL/language acquisition theory, TESL methods and English structural linguistics</li> <li>• no more than 80 hours(6 credits/2 courses) maximum in Education Foundations, Adult Education or Counselling</li> <li>• no more than 40 hours (3 credits, one course) maximum in second language acquisition in a language other than English; Psychology; Anthropology; Indigenous</li> </ul>	250 hours – recognized institution	Standard One - 100 hours – in TESL Canada approved program (Appendix I)  Standard Two – 250 hours – in TESL Canada approved program  Standard Three – Master’s program (does not need to be recognized if the masters/ doctoral program in TESL or	250 hours – recognized institution

education; or Sociology,  
specifically addressing language or  
cultural issues

equivalent with  
appropriate  
practicum, is from a  
Canadian institution  
which is a member in  
good standing of the  
AUCC and the  
applicant has a  
demonstrated  
background in adult  
education.)

n/a

20 hours (10  
observation; 10  
practice teaching)

50 hours (30,  
observation; 20 practise  
teaching)



**PRACTICUM**

n/a

**EXPERIENCE**

1000 hours

n/a

(full responsibility for ESL class)

Standard One  
[Permanent] 1,000 hours

250 hours

Standard Two  
[Permanent] 1,500 hours

Standard Three  
[Permanent] 2,000 hours

**INTERIM**

Yes (teaching hours must be completed within 5 years)

yes

**DOCUMENTS**

Copy of degree

Official transcripts or notarized copies of university degrees.

Sealed transcripts or notarized copies.

Copies of degrees, diplomas, certificates, transcripts

Original transcripts or notarized copies of transcripts that document your university degree

Original or authorized copy of TESL Certificate or transcript.

Original or notarized copy of TESL Certificate or transcript.

Copies of letters from employers or supervisors

Copies of transcripts for TESL related certificate or training

Nature and duration of practicum documented by supervisor or

[Permanent] Status requires proof of

Relevant official transcript or transcripts from

an appropriate training institution or a notarized copy of that transcript with relevant classes highlighted in accordance with a list of applicable subject areas.

A letter or record of employment from your employer(s) stating the number of English language teaching hours, dates, type of classroom, institution (original or notarized copy)

and

A performance review, supervision report, or letter of reference from a past supervisor or supervisors that demonstrates your competence in the English language teaching context (original or notarized copy. The letter of reference or supervisor's report must be from a person who has observed you as an instructor and whose credentials are at least equivalent to TESL SK accreditation standards.

mentoring instructor(s).

hours; observation report and letter of positive performance sealed with referees' signatures across the seal.

**FOREIGN TRAINED**

Referred to ICAS – International Credential Assessment Service of Canada

(<http://www.icascanada.ca/home.aspx?>) or other authorized agency

Degree must be from a country where English is the official language and language of instruction is English. TESL Ontario has a list. Candidate

Evidence of Canadian equivalency through a credential evaluation service

**Option D: Individual consideration** - a special category for candidates whose

Evidence of Canadian equivalency through a credential evaluation service	must submit an equivalency report that states completion of 3 year degree program in one of countries listed on TESL Ontario web site. Otherwise, they must take a language proficiency test.	Non native language speakers are required to submit a valid ELP score – see list of accepted scores at: <a href="http://www.tesl.ca">www.tesl.ca</a>	qualifications do not fall within the specifications and who wish to be considered on an individual basis. There must be qualifications that are perceived to be, at least, the equivalent of the requirements of option A. The usual applicant for Option D is someone with foreign training in second-language teaching. Extensive experience does not substitute for post-graduate or upper-level undergraduate training in second-language teaching in this option; nor does training in other fields substitute for training in second-language teaching.
PLAR under discussion	If program was on-line, must do a language proficiency test in speaking and listening		
	If degree is in a language other than English or in a non-English speaking country, must prove completed grades 6-12, at the rate of a grade per year, with English as the language of instruction in an English speaking country.		

		Alternative: PLAR		
		Submit portfolio of training, course descriptions, transcripts, experience etc		
<b>PROCESS /COSTS</b>	Application: \$40	Application: \$100	Application:\$90	Application: \$50 + GST
	Membership: \$40 (2 yrs \$75)	PLAR add \$280*	PLAR \$290	Membership: \$45 + GST
	Meet three times a year.	Accredited Membership: \$166/year		
	Committee of 4 -6 accredited volunteers and p/t paid Board Assistant. Chair selected at AGM	Standard membership: \$86/year		Committee meets twice a year (non-paid/volunteers approved at AGM)
		<b>Accreditation Services Manager</b> – paid full time - handles TESL Trainer applications and accreditation applications from TESL training programs and post TESL courses for a	Contracts qualified Standard Three [Permanent] <b>adjudicators</b> to review applications	

post TESL Certificate  
in an area of  
specialization\*\*

**Accreditation**

**coordinator** – paid  
full time - processes  
applications for  
instructor  
accreditation:  
receives, checks all  
documents etc are  
included, reviews  
and/or requests  
missing documents or  
information, then  
approves or rejects

University of  
Saskatchewan  
contracted to do  
**PLAR** assessments

Website states four  
weeks processing  
(usually less).

**PLAR adjudicator** is  
paid by the hour.  
Current adjudicator is  
a professor from U of  
Ottawa who  
specializes in TESL.

PLAR is generally  
about the same.

Letters of approval  
and membership cards  
are mailed out.  
Applicants can access

and print out, as many times as they like, their certification document on the registry of accredited members.

Process takes maximum of 6 weeks and for PLAR 3 months.

Usually done in less time.

<b>APPLICANTS</b>	30-36/year	25-30/month	About 30/month (about 30-40/year from AB)	About 20-30 per year***
<b>MEMBERS</b>	Almost 300	4,620	Sum of all assoc. across province	570-610

\* may be discounted to \$170 if TESL Ontario is familiar with the programs (e.g. CELTA, DELTA etc.)

\*\* eligible instructors are reimbursed their fees for post TESL certification courses after passing them

\*\*\* see Appendix II for details

TESL Saskatchewan and ATESL are similar except for the degree of specificity regarding course work. TESL Ontario has a minimum which exceeds that of Level 1, TESL Canada.

Program Managers

Unless those responsible for hiring adult ESL instructors can see the benefit of having accreditation, it will be difficult to enlist the support of members. This table provides the results of surveying employers in three major areas: public institutions, private schools belonging to Languages Canada (which has both standards and an inspection process), and other private and non-profit organizations.

**PROGRAM MANAGERS**

<b>PUBLIC INSTITUTIONS</b>	<b>MINIMUM REQUIREMENTS</b>	<b>PREFERRED</b>	<b>ATESL ACCREDITATION USEFUL</b>	<b>SUGGESTIONS/COMMENTS</b>
Mount Royal University	TESL Canada certified or approved by Languages Canada + 3 years experience	Masters Degree in TESL + 5 years experience	No, apply Languages Canada standard which is TESL Canada. TESL Canada more rigorous process.  ATESL accreditation may have been result of grandfathering.	Recognize national standards rather than provincial. Programming for immigrants nationally based (LINC).  National, rigorous well-researched and organized system already exists (TESL Canada certification). It also has the option to use a PLAR system. Redundant to try and duplicate

Athabasca University		Masters in relevant area + ATESL accreditation + appropriate experience and knowledge of grammar	Yes, good pre-screening tool when hiring	Put less emphasis on having a Masters in TESL. Does not necessarily make one a better teacher.
Bow Valley College	<p>Bachelors Degree with ESL related coursework in linguistics, language, TESL or education.</p> <p>Experience (3 yrs.) with adult learners in a classroom environment.</p>	Masters Degree with TESL training with min. 3 years experience teaching adults.	<p>ATESL accreditation currently not required.</p> <p>Many “continuous” hold a Masters in TESOL or TESL Canada Accreditation.</p>	<p>Would like to see details of what accreditation means, not just as a statement on a resume. Would like to see indication of age group with relation to experience. Details verifying work experience more important than academic credentials (we can and verify this ourselves).</p>
University of Lethbridge	Related degree (B.Ed., English, TESL) + 2 years experience	Post graduate diploma or Masters in TESL	<p>Yes, because it will qualify for Languages Canada certification. Higher value than TESL Canada as minimum standard more intense length of study</p>	<p>We are currently not Languages Canada certified, but working toward this for the end of the upcoming year. Therefore, it will be important that our instructors have TESL certification/ATESL accreditation. So although this is not reflected in the comments for the minimum and preferred, it will be by the end of the year.</p>



NorQuest College	BEd + TESL experience	Masters Degree in TESL or a related field plus 3-5 years experience	Not easy for foreign trained to attain.  Nice if they have but not a deciding factor.	Would like to see a PLAR process and easier credentialing for foreign educated people, and continuing education as a requirement to maintain accreditation (workshops, conferences etc)
NorQuest College (LINC)	BEd + TESL experience	MA/MEd in TESL	No, many with MA in TESL don't have it as they feel they don't need it.	Have an MEd as minimum requirement to teach ESL in Alberta. Promote greater understanding of the value of accreditation, especially on the part of the funders
Lethbridge College	BA + TESL + 250 hours experience	BEd or MEd + TESL+250 hours experience	Good to have but not essential	
University of Alberta (ELP)	<u>Intensive Day Program (IDP)</u>  1) An undergraduate degree with an accredited TESL Diploma or Certificate, or 2)B.Ed. in Second Language Learning – in English or in another language, or 3)An undergraduate	<u>Intensive Day Program</u>  1)A Masters degree in TESL or Applied Linguistics, and 2)demonstrated experience in language teaching – in English or in another language <u>English for Academic Purposes</u>  1)Significant experience in language teaching in comparable environments, 2)Masters and doctorate with	No, because the body of applicants with ATESL certification is very small.	Accreditation is rather irrelevant and of little use because the goals / requirements and student body vary from one program to another. We see the accreditation requirements as both too general and too specific to address specific staffing needs. ATESL is not a governing body or provincial union, like the ATA, and ATESL membership and accreditation seems to be voluntary.

degree in Applied Linguistics

sound experience conducting applied SLA research, and 3)experience in program development and language assessment

English for Academic

Purposes (EAP)

A Masters degree in TESL or Applied Linguistics

**PRIVATE –  
LANGUAGES  
CANADA**

Global Village  
Calgary (private –  
member of  
Languages  
Canada)

Degree + TESL  
certificate from a  
TESL Canada  
recognized  
institution

Masters Degree in TESL +  
experience/practicum

No, adhere to  
Languages Canada  
and the TESL Canada  
grid.

Prefer to have a blend  
of TESL teaching  
experience and  
training represented  
on our teaching staff.  
We have teachers with  
Masters' degrees in  
TESL as well as teachers  
who have met level one  
for TESL and have a

ATESL needs to take into account  
that ESL in Alberta encompasses  
more than ESL programs for  
immigrants. The attractions of  
Alberta ESL programs for  
international students needs to be  
recognized. Would like to see us  
adopt Languages Canada  
Guidelines.

good mixture of experience working with adult international students both overseas and in Canada. As GV Calgary is the lone Prairie centre offering Cambridge CELTA, which meets TESL C level one, this provides a good opportunity to mentor teachers who also have a degree and come through this training program.

Sol Schools Degree + CELTA, TESL or TESOL, or an MA in TESL with practicum Languages Canada

No, we align with Languages Canada

Maple Leaf Academy Degree + ESL certification but working towards Option A same

Yes, it provides an industry standard but we do not use it as the only criteria for hiring

Should have greater knowledge of CLB's and how to use them.

**OTHER PRIVATE AND NON-PROFIT**

YWCA Calgary	BA + experience teaching ESL	BEd +CELTA, DELTA or equivalent + experience teaching ESL	Yes, sound indication of instructor's knowledge, awareness and implementation of teaching methodology, pedagogy and class room contact experience	A percentage of required teaching hours should be in an overseas non-speaking English environment.
CCI-LEX (Edmonton)	Bachelors degree in Education or Linguistics with TESL focus or experience	Bachelors degree in related field + practical teaching experience	Because we have a lower pay scale, it is not a criteria we generally use, but it is definitely an asset. However, with more education, they generally do not look for employment with us.	Would Option D consider an Education degree + extensive teaching experience? Would it consider someone with training through programs like ACE? It is a specialized area so perhaps it is better to maintain a higher standard for accreditation.
Solomon College	Degree in related discipline. Working knowledge of CLBs.  2-5 years experience teaching ESL . Have or eligible for ATESL accreditation	Bachelor in Education as first degree or graduate course work in adult education	It is crucial to many candidates as it gives credibility to their experience.	

Centre for Newcomers Calgary	A related Bachelors degree (education, linguistics, communications etc) or  An unrelated degree + TESL certificate or diploma	Proven experience in lesson planning, using the CLBs, cross cultural situations, teaching adults and familiarity with resources for newcomers	Typically have not considered it when hiring. There are enough other factors to separate candidates. It could, however, be a deciding factor if two candidates are tied.	Go with TESL Canada standards . Most teachers inquire about these and are not too concerned with ATESL's
Flexibility Learning Systems (Lethbridge)	Bachelor of Education	ATESL certification	Not easy to find certified teachers in a smaller community	Standards are okay.

Results vary, but the majority of public institutions and private schools belonging to Languages Canada want TESL training, although not necessarily at the level of ATESL's Option A. It should be noted that Languages Canada requires a minimum of TESL Canada Level 1, which is lower than Option A and accepts alternate short term training programs. They have a list of approved schools. Languages Canada is a national organization which represents both official languages: English and French. Membership is limited to schools which meet the standards of the association. It is recognized by the Canadian government and internationally. The following is taken directly from their website: [www.languagescanada.ca/home](http://www.languagescanada.ca/home)

***Purpose:** To be the voice of the Canadian language training sector.*

***Mission:** To promote quality, accredited English and French language training in Canada, both nationally and internationally.*

***Vision Statement:** To be internationally recognized as the symbol of excellence, representing Canada as the number one destination for quality English and French language training.*

The majority of public institutions in Alberta are members, as are several private schools. Thus, it is important for them to ensure that their instructors have at least Level 1 of the TESL Canada scheme. ATESL members who were grandfathered under Option B and C may not necessarily have this, which can be problematic during an inspection.

What do other professional associations do?

CARNA (College and Association of Registered Nurses of Alberta) has a detailed process for all applicants. However, if English is not their first language, applicants must provide evidence of having achieved acceptable scores on one of the English language tests accepted by CARNA.

	<b>Minimum Scores Accepted by CARNA</b>
<b>CELBAN</b>	Listening 10
Canadian English Language Benchmark Assessment for Nurses	Reading 8
	Writing 7
	Speaking 8
<b>IELTS</b>	Listening 7.5
International English Language Testing System	Reading 6.5
<b>Academic Version only</b>	Writing 7.0
	Speaking 7.0
	Overall 7.0

Also if applicants' initial nursing education programs were outside Canada, they must be able to provide CARNA with evidence of registration as a registered nurse in the country where they completed their initial registered nurse education program.

CARNA assesses their skills/competencies and applicants either have to take further education or they can proceed to the final step, which is writing the CRNE (Canadian Registered Nurse Examination).

Fees incurred for the above follow and are taken directly from their web site:

**Step One: Application for Assessment of Eligibility**

CARNA Assessment Fee	\$525.00 Cdn
CARNA Reassessment Fee	\$262.50 Cdn
English Language Test Fee	set by testing agency

\*Applicants may also incur costs to obtain copies of transcripts and verifications of registration, as well as document translation. If additional nursing education is required by CARNA to enable registration, course costs are the responsibility of the applicant.

**Step Two: Completing Requirements for Registration**

CARNA Temporary Permit fee	\$252.00 Cdn
Canadian Registered Nurses Examination (CRNE) fees	\$598.50 Cdn

**Step Three: Applying for RN Registration**

CARNA RN Permit fee	\$504.00 Cdn
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The Alberta College of Pharmacists, like CARNA, has an English language requirement as well as an exam that must be taken once all documents have been assessed. The Professional Standards Branch of Alberta Education is responsible for the evaluation of credentials and issuance of certification for teachers in Alberta, and individuals who have completed their teacher preparation programs outside of Canada may be required to provide a language proficiency score. The Branch has very specific rigorous requirements at a course level and with regards to experience. All steps to their application and certification process are done by qualified paid employees. Unlike ATESL, the first two organizations have an enormous membership base providing substantial income in membership fees. As well, their fees for accreditation are high compared to ATESL's. Pharmacists, nurses and teachers in the K-12 system are also recognized without question as professionals.

An organization more similar in structure and stature to ATESL is the Alberta Society of Professional Biologists (ASPB). Their accreditation scheme has different levels depending on course work, experience, and references for some levels. If an applicant is from outside Canada or the United States, he/she must go through IQAS first for an education/degree assessment. ASPB has a membership committee (to be a member is to be accredited) which consists of volunteers. However, the Committee Coordinator is a paid position and this person does all the initial screening before applications go to the Committee. This Committee meets every second month to review applications. Any appeals go to their Board. The fee to be a member is \$250 per year and the application to become a professional biologist is \$25 (student rate) - \$50. Biologists, like ESL instructors, are still fighting to be recognized as professionals.

It is important to note here that the pharmacists, teachers and nurses all require that foreign trained applicants demonstrate English language proficiency; whereas, ATESL, an organization of English teachers, does not require this.



## OPTIONS FOR CHANGE

Based on the preceding research, following are five options for change:

I Add another level equivalent to Level 1 of TESL Canada to accommodate those who have shorter term training from recognized programs.

Advantages:

- can use TESL Canada's list of approved programs
- larger pool of accredited teachers for non-credit courses
- can fill positions in non-profit or private organizations who pay less
- would satisfy the Languages Canada criteria for instructors
- gives prospective instructors more choices than the U of A and the U of C
- no additional cost to ATESL

Disadvantages:

- lowers the Alberta standard
- does not address issue of foreign trained instructors and Option D
- does not address the issue of grandfathered ATESL members not meeting Languages Canada or many employers' criteria

II Eliminate Option D from ATESL scheme and refer those applicants who do not qualify for Option A to TESL Canada.

Advantages:

- ATESL no longer has to deal with foreign trained applicants. (TESL Canada has a PLAR process.)
- no cost involved for ATESL
- have not lowered our standard

Disadvantages:

- does not address the issue of grandfathered ATESL members not meeting Languages Canada or many employers' criteria
- may result in many of the foreign trained applicants being accredited at Level 1 only, so we would still have a mix of TESL Canada Level 1 and ATESL Option A in the job market

III Keep as is and hire a PLAR expert to deal primarily with foreign trained applicants

Advantages:

- no lowering of our standard
- everything done through one organization

Disadvantages:

- does not address the issue of grandfathered ATESL members not meeting Languages Canada and many employers' criteria
- PLAR expert would be costly (an academic specializing in TESL paid at an hourly rate)
- above would mean raising application fees or charging foreign trained teachers extra (approximately \$250-\$275)
- would be duplicating what TESL Canada already does

IV Keep as is and refer foreign trained applicants to IQAS

Advantage:

- eliminates issue of trying to assess foreign trained applicants objectively

Disadvantages:

- IQAS assesses degrees only and does not address the issue of course content. They do, however, list course names
- They do not assess profession specific training such as the TESL training courses, CELTA, ACE etc.

V Adopt the TESL Canada system

Advantages:

- ATESL no longer has to worry about accreditation, freeing up time to devote to other activities such as professional development
- instructors would all meet Languages Canada and many employers' criteria giving them more potential positions to apply for
- talented instructors with only level 1 would now be eligible to fill appropriate positions
- a national standard often carries more weight than a provincial one

Disadvantages:

- would lower our standard
- many grandfathered members would not qualify for Level 1 so would have to upgrade if they haven't already done so since 1992
- Option A's would have to reapply unless we can make arrangements with TESL Canada to automatically accept them as Level 2 (conditions may have to apply)
- Foreign trained teachers will have to pay for PLAR and an English language proficiency exam

VI Develop a team of TESL educators to create a completely new accreditation scheme

Advantages:

Disadvantages:

- Would be difficult to find TESL educators who have the time to donate
- Would be time consuming and costly to reimburse them
- Duplicates what has been done already (1989-92) – going backwards not forwards
- Everyone would have to reapply

‘No change’ is not an option as the issues expressed by the accreditation committee would remain unaddressed. All of the above options would meet the Best Practice guidelines for instructional staff.

## APPENDIX I

### TESL CANADA

#### RECOGNIZED TEACHER TRAINING PROGRAMS IN ALBERTA

The following is taken directly from the TESL Canada web site [www.tesl.ca](http://www.tesl.ca) Information on other provinces can be found there.

**\*Distance Education or On Line Programs are in green**

**\* Programs that have received Interim Recognition are in red. Students who graduate from an interim recognized program will be able to apply for TESL Canada certification once the program has received full recognition.**

**\* Program is currently reapplying for recognition. Students who graduate from a program during the reapplication period will be able to apply for TESL Canada certification.**

TESL Canada recognition of a teacher training program is based on an evaluation of the program's submitted curriculum, instructional staff, facilities and resources in place to prepare teachers to enter the TESL/TEFL profession. The recognition process does not include an evaluation of a program's business practices. Therefore, TESL Canada recognition does not imply TESL Canada approval or endorsement of a program's business practices.

**This list is maintained and updated daily to reflect TESL Canada's recognized programs. If a program is not listed here it either does not meet standards or has not applied for recognition.**

In Alberta	Program/ Effective dates	Website	Notes
Recognized Master's and Doctoral Level Programs can be found on a	To view recognized MA/ PHD programs please click link	<a href="#">Standard 3 Programs List</a>	These programs are eligible for Professional Certificate Standard THREE

separate list			
Edmonton Mennonite Centre for Newcomers	ACE TESOL Certificate Program/ July 2009-2014 (Edmonton)	<a href="http://www.emcn.ab.ca/">http://www.emcn.ab.ca/</a>	This program is eligible for Professional Certificate Standard One .
Global Village English Centre Calgary	CELTA Program/ June 2007- June 2012 (Calgary)	<a href="http://www.qvenglish.com/">http://www.qvenglish.com/</a>	This program is eligible for Professional Certificate Standard One.
Sol Group of Career Colleges (Formerly International House Sol Group of Career Colleges)	TESL Diploma/ May 2009-May 2014 (Calgary)	<a href="http://www.studytesl.com">www.studytesl.com</a>	This program is eligible for Professional Certificate Standard One.
Mount Royal University	ACE TESOL Diploma Program/ January 2008- January 2013 (Calgary)	<a href="http://international.mtroyal.ca/esl_teachertraining1.shtml">http://international.mtroyal.ca/esl_teachertraining1.shtml</a>	This program is eligible for Professional Certificate Standard Two.
Mount Royal University	ACE TESOL Program/ June 2012 - June 2017 (Calgary)	<a href="http://international.mtroyal.ca/esl_teachertraining1.shtml">http://international.mtroyal.ca/esl_teachertraining1.shtml</a>	This program is eligible for Professional Certificate Standard Two.

Mount Royal University	ACE TESOL Certificate Program/ August 2004-November 2012 (Calgary)	<a href="http://international.mtroyal.ca/esl_teachertraining1.shtml">http://international.mtroyal.ca/esl_teachertraining1.shtml</a>	This program is eligible for Professional Certificate Standard One.
Omnicom School of Languages	120 Hour TESL Certificate/ March 2011 - 2016(Calgary)	<a href="http://www.omnicomstudy.com/calgary/index.html">http://www.omnicomstudy.com/calgary/index.html</a>	This program is eligible for Professional Certificate Standard One.
Omnicom School of Languages	320 Hour TESL Certificate/ March 2011 - 2016 (Calgary)	<a href="http://www.omnicomstudy.com/calgary/index.html">http://www.omnicomstudy.com/calgary/index.html</a>	This program is eligible for Professional Certificate Standard Two.
Omnicom School of Languages	Online TESL Certificate/ May 2011 - 2016	<a href="http://www.omnicomstudy.com/calgary/index.html">http://www.omnicomstudy.com/calgary/index.html</a>	This program is eligible for Professional Certificate Standard One.
Red Deer College	ACE TESOL Certificate/ June 2009- June 2014 (Red Deer)	<a href="http://www.rdc.ab.ca/">http://www.rdc.ab.ca/</a>	This program is eligible for Professional Certificate Standard One.
University of Alberta	TESL Diploma Program/ October 2010-October 2015 (Edmonton)	<a href="http://tesl.educ.ualberta.ca/">http://tesl.educ.ualberta.ca/</a>	This program is eligible for Professional Certificate Standard Two.
University of Calgary Continuing Education	TESL Certificate Level 1 TESL - Online/ August 2009 - August	<a href="http://conted.ucalgary.ca/tsl/index.jsp">http://conted.ucalgary.ca/tsl/index.jsp</a>	This program is eligible for Professional Certificate Standard One. This institute

	2014		offers a stand-alone practicum.
University of Calgary Continuing Education	TESL Certificate Level 2 TESL - Online/ March 2008-2013	<a href="http://conted.ucalgary.ca/tsl/index.jsp">http://conted.ucalgary.ca/tsl/index.jsp</a>	This program is eligible for Professional Certificate Standard Two. This insitute offers a stand alone practicum.
Vanguard College	TESOL Certificate Program/ Level 1/ June 2006- June 2016 (Edmonton)	<a href="http://www.vanguardcollege.com/">http://www.vanguardcollege.com/</a>	This program is eligible for Professional Certificate Standard One.

## APPENDIX II



### ATESL STATISTICS 2009-2011

YEAR	2009	2010	2011
Total Applications	18 + 11 foreign trained (ft)	26 + 8 (ft)	15 + 6 (ft)
Approved Option A	9	17	6
Approved Option D	5	2	2
Approved Interim	4	0	0
Not approved	6 + 5 (ft)	8 + 7 (ft)	8 + 3 (ft)

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### APPENDIX III

### REFERENCES

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