



The following Motions and Documents were considered by the GFC Programs Committee by e-vote on Thursday, July 28, 2021:

Agenda Title: **Proposed Teaching English as an International Language Certificate, Faculty of Extension**

CARRIED MOTION:

THAT the GFC Programs Committee approve, under delegated authority from General Faculties Council, the proposed Teaching English as an International Language Certificate as submitted by the Faculty of Extension as per Attachments 1 to 3

FINAL Item 1

FINAL Item No. 1

**Governance Executive Summary
Action Item**

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| Agenda Title | Proposed Teaching English as an International Language Certificate, Faculty of Extension |
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Motion

THAT the GFC Programs Committee approve, under delegated authority from General Faculties Council, the proposed Teaching English as an International Language Certificate as submitted by the Faculty of Extension as per Attachments 1 to 4.

Item

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| Action Requested | X Approval <input type="checkbox"/> Recommendation |
| Proposed by | English Language School, Faculty of Extension |
| Presenter(s) | Don Mason, Director, English Language School, Faculty of Extension |

Details

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| Office of Administrative Responsibility | Provost and Vice-President (Academic) |
| The Purpose of the Proposal is <i>(please be specific)</i> | The proposal is before the committee to seek approval of a new Certificate offered by the English Language School at the Faculty of Extension. |
| Executive Summary <i>(outline the specific item – and remember your audience)</i> | <ul style="list-style-type: none"> • The Lào Cai Ministry of Education, along with six other Vietnam provinces, is seeking English methodology training for teachers. In response to this request, the English Language School at the University of Alberta and Khôi Nguyên Education (KNE) have partnered to develop and deliver programs based on teacher ESL training needs in Vietnam. Teaching English as an International Language (TEIL) will ensure that Vietnamese English teachers meet the language requirements and acquire teaching methodology training to deliver ELS courses at KNE schools in Vietnam. • This Certificate will support English as additional language learners and future teachers of English as an international language who are seeking to upgrade their language and teaching methodology skills. This Certificate will be delivered online or in person for instructors at the Canadian Vietnam Foreign Language Centre in Lào Cai, Vietnam. Once approved, the TEIL Certificate will formally launch in September 2021. • The Certificate has a wider application than simply the Vietnamese market. We have previously delivered a similar teacher training program for the Canada Mobility Scholarship Program for Mexican Normales Education students in 2019. We are also exploring potential markets in Taiwan. |

FINAL Item No. 1

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| | <ul style="list-style-type: none"> • As we have taught the first two courses previously, the one area remaining for development is the Teaching Practicum course. For this, we will seek to collaborate with the Department of Educational Psychology. We have been active participants in providing teaching mentors for the M.Ed in TESL program for many years, and will look to draw upon this experience in developing our own practicum course. • This certificate will be expected to generate a positive revenue flow. In the first year, the revenue will cover the direct course expenses. By the second year, we anticipate that there will be surplus revenue generated. This surplus will help support the English Language School, Faculty, and the University overhead (including the 15% allocation to the centre). • We wish to note that as a language teaching unit focusing on international learners of English, we are very sensitive to including and addressing issues of Equity, Diversity and Inclusion in our courses and programs. Inclusive Engagement is one of the three major priorities of the English Language School’s Strategic Plan (2017-2022), which includes strategies for creating learning environments which are just and inclusive. The Teaching Methodology Training course contains a unit on EDI, and courses in the Teaching English as an International Language Certificate contain video materials made specifically for the English Language School to provide indigenous perspectives which are being built into the Teaching Methodology Training course. We also clearly acknowledge territory in all our course outlines. • The teaching of English internationally, as a language that has clearly played a central role in the colonizing process in Canada and elsewhere, requires additional sensitivity. The development of this Certificate gives us the opportunity to build inclusive communities of language learners, and this has to be one of the leading goals for program development in this field. This, then, is the underlying rationale for the insistence on the Teaching English as an International Language (TEIL) label rather than the more standard Teaching English as a Foreign Language (TEFL). |
| Supplementary Notes and context | <This section is for use by University Governance only to outline governance process.> |

Engagement and Routing (Include meeting dates)

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| Consultation and Stakeholder Participation | <p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • We have had regular weekly meetings with the leadership team from Khôi Nguyễn Education (KNE) over the past two months, and are developing a number of courses and programs for |
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FINAL Item No. 1

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| <p>(parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p> | <p>delivery at the Canadian Vietnam Foreign Language Centre in Lào Cai.</p> |
| | <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • We have had informal discussions with members of the Department of Educational Psychology and will seek to consult more directly with the department now that we have decided on the direction for the training program. • The Faculty has consulted with the Vice Provost (Indigenous Programs and Research) to begin developing our framework to address Equity, Diversity, Inclusion and Indigenous (EDI). This initial work is included in Appendix A-6. • Further consultations have now taken place with Leila Ranta from the TESL Program in Educational Psychology, and with Florence Glanfield, Vice Provost (Indigenous Programs and Research). Both have provided insights and suggestions, which have now been incorporated in the proposal, and both have given their support for this proposal moving forward (see Appendix A below). |
| | <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Faculty of Extension, GPPRC, PST |
| <p>Approval Route (Governance) (including meeting dates)</p> | <p>Faculty of Extension, GPPRC, May 19, 2021 Program Support Team, June 3, 2021 Extension Faculty Council, June 4, 2021 GFC Programs Committee, June 24, 2021</p> |

Strategic Alignment

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| <p>Alignment with <i>For the Public Good</i></p> | <p>In the University of Alberta’s institutional strategic plan, <i>For the Public Good</i>, the University establishes the objective to “Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities” (Objective 10). This program is one example of the way in which we are creating “a wide range of opportunities, both in-person and virtual, for broad, learning-centered programs for alumni and other communities of learners engaging in continuing and professional education” (Objective 10, Strategy 2).</p> <p>On a Faculty level, the development of the Certificate is further supported on multiple levels by the following goals from the FoE’s Strategic Plan:</p> <ul style="list-style-type: none"> • Wherever possible, infuse work-integrated learning and project-based work into programs to meet the domestic and international objectives set forth for post-secondaries by the Government of Alberta. • Embrace international collaborations to encourage diversity in our classrooms and facilitate a global understanding for our learners. |
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FINAL Item No. 1

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| | <ul style="list-style-type: none"> • Work with communities, in communities, and for communities through strategic rural partnerships to reduce geographic barriers and ensure equal access to education. • Build a collaborative ecosystem of resources through strengthened relationships <p>On a more broad, university basis, the development of the TEIL Certificate is directly in line with the University's Guiding Principles for Equity, Diversity and Inclusion (https://www.ualberta.ca/equity-diversity-inclusivity/about/strategic-plan-for-edi/our-edi-principles.html) by serving the international community and the community of newcomers to Canada</p> | | | |
| Alignment with Core Risk Area | <p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" data-bbox="570 705 1541 911"> <tr> <td data-bbox="570 705 1089 911"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1089 705 1541 911"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table> | | <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure | <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success |
| <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure | <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success | | | |
| Legislative Compliance and jurisdiction | <ol style="list-style-type: none"> 1. <i>Post-Secondary Learning Act</i> (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. 2. PSLA: The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)). 3. GFC Programs Committee Terms of Reference 4. Non-Credit / Microcredential Framework | | | |

1. Certificate Proposal
2. New Courses
3. Appendix A-6: (EDII Framework)
4. Response to feedback from GFC Programs Committee

Prepared by: Donald Mason, Director, English Language School, dmason1@ualberta.ca

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

MARKETING INITIAL & DATE: **RB 2021-04-30**

TEAM LEAD INITIAL & DATE: **APRIL 30, 2021 DM**

Course description changes should be reviewed/wordsmithed in collaboration with Marketing. Once reviewed by Marketing and Team lead, the proposal is submitted to the Dean's Office Administrator. Dean's Office Administrator works with ESSO and follows up the further approval process.

ESSO INITIAL & DATE IF NO CONFLICT: **KL 2021-04-30**

Extension Student Services Office (ESSO) Functional Analyst reviews the document to verify; subject code, catalog number, course title and description and to determine that there is no conflict. Once reviewed by ESSO, proposals are submitted to the Assistant Dean to determine if changes to be:

Minor Change* _____ **OR**

Minor change: Assistant Dean approves changes. approval.

Major Change* **MS 2021-04-30**

Major Change: MUST be presented to GPPRC for approval.

STEP 1 – PREPARE

CURRENT DATE: _____

PROGRAM NAME: TEACHING ENGLISH AS AN INTERNATIONAL LANGUAGE (TEIL) CERTIFICATE/ENGLISH LANGUAGE SCHOOL

SELECT ONE

| | | |
|--|---------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> (EXELP) PROGRAM | <input type="checkbox"/> EXCPE | <input type="checkbox"/> EXGEN |
|--|---------------------------------------|---------------------------------------|

Effective Term Date: September 2021 *This will be the effective date the course is no longer offered at the Faculty of Extension. The subject code and catalog number will become available for use by another course 5 years after the "INACTIVE" effective date.

COMPARATIVE TABLE (REFER TO APPENDIX 1 FOR DETAILED INSTRUCTIONS ON HOW TO COMPLETE)

- For series, new program and program changes use *New Program, Program changes & Series template*
- Remember to include any prerequisite or co-requisite course numbers

| CURRENT INSERT CURRENT COURSE INFORMATION | PROPOSED INSERT PROPOSED CHANGES Course descriptions: Max 600 characters (including spaces) |
|--|--|
| NEW | <p>SUBJECT CODE & COURSE #: EXELP 7046</p> <p>COURSE NAME: Language Training for Teachers of English as an International Language</p> <p>DESCRIPTION: (lowercase)</p> <p>This course uses an academically oriented approach to English language learning that will help you develop your reading and writing proficiency, along with a content-based approach to developing oral communication skills</p> <p>COURSE HOURS: 40 HOURS</p> <p>GRADING (SELECT ONE): CR/NC</p> <p>COURSE FORMAT (SELECT ONE): ONLINE</p> <p>PRE-REQUISITE: ADMISSION INTO TEACHING ENGLISH AS AN INTERNATIONAL LANGUAGE CERTIFICATE</p> <p>CO-REQUISITE: NONE</p> <p>SPEEDCODE OR CHARTFIELD: EL091</p> <p>COURSE FEE: \$1,315</p> |

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

| | |
|--|---|
| | OWNING PROGRAM: TEACHING ENGLISH AS AN INTERNATIONAL LANGUAGE RELATIONSHIP TO THE PROGRAM: CORE COURSE |
|--|---|

- Grades: EXGEN – Non Graded, EXCPE – Alpha or NC/CR , Subject Code & Course # (EXOS001) – Alpha or NC/CR

RATIONALE FOR A NEW COURSE OR CHANGE:

Provide the reason for these changes and the proposed date of implementation

The Teaching English as an International Language (TEIL) Certificate is being developed in consultation with the Khoi Nguyen Education Holdings (KNE) School in Lao Cai, Vietnam. We are collaborating with the Canada Vietnam Development Centre to develop this certificate to be delivered to local teachers of English as an international language. We will begin delivery of these courses in Vietnam in September 2021.

RESOURCE IMPLICATIONS:

Describe any additional resources that will be required.

This course has been delivered previously as a special project for the Canada Mobility Scholarship Program. Materials are all developed.

BUDGET REQUIREMENTS:

Outline any additional costs

STEP 2 – APPROVAL (INCLUDE DATE AND INITIAL)

ASSISTANT DEAN DATE: APRIL 30, 2021

GPPRC DATE: MAY 19, 2021

PST: JUNE 3, 2021

EFC DATE: JUNE 4, 2021 (VIA E-VOTE)

GFC PROGRAMS COMMITTEE: _____

STEP 3 – COMMUNICATION (INFORMATION DISTRIBUTION)

ONCE APPROVED COMMUNICATE TO THE FOLLOWING AREAS (**MINOR** CHANGES COMMUNICATIONS ARE TO BE HANDLED BY PROGRAM AREAS):

| | |
|--|---|
| PROGRAM OFFICE <input checked="" type="checkbox"/> | MARKETING <input checked="" type="checkbox"/> |
| ACCOUNTING (SPEEDCODE) <input checked="" type="checkbox"/> | SYLVIA (ENROLLMENT DASHBOARD) <input checked="" type="checkbox"/> |

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

MARKETING INITIAL & DATE: **RB 2021-04-30**

TEAM LEAD INITIAL & DATE: **APRIL 30, 2021 DM**

Course description changes should be reviewed/wordsmithed in collaboration with Marketing. Once reviewed by Marketing and Team lead, the proposal is submitted to the Dean's Office Administrator. Dean's Office Administrator works with ESSO and follows up the further approval process.

ESSO INITIAL & DATE IF NO CONFLICT: **KL 2021-04-30**

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Minor Change* _____ **OR**

Major Change* **MS 2021-04-30**

Minor change: Assistant Dean approves changes.
approval.

Major Change: MUST be presented to GPPRC for approval.

STEP 1 – PREPARE

CURRENT DATE: _____

PROGRAM NAME: TEACHING ENGLISH AS AN INTERNATIONAL LANGUAGE (TEIL) CERTIFICATE/ENGLISH LANGUAGE SCHOOL

SELECT ONE

| | | |
|--|---------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> (EXELP) PROGRAM | <input type="checkbox"/> EXCPE | <input type="checkbox"/> EXGEN |
|--|---------------------------------------|---------------------------------------|

Effective Term Date: September 2021 *This will be the effective date the course is no longer offered at the Faculty of Extension. The subject code and catalog number will become available for use by another course 5 years after the "INACTIVE" effective date.

COMPARATIVE TABLE (REFER TO APPENDIX 1 FOR DETAILED INSTRUCTIONS ON HOW TO COMPLETE)

- For series, new program and program changes use *New Program, Program changes & Series template*
- Remember to include any prerequisite or co-requisite course numbers

| CURRENT INSERT CURRENT COURSE INFORMATION | PROPOSED INSERT PROPOSED CHANGES Course descriptions: Max 600 characters (including spaces) |
|--|--|
| NEW | <p>SUBJECT CODE & COURSE #: EXELP 7047 COURSE NAME: Teaching Methodology Training for Teachers of English as an International Language</p> <p>DESCRIPTION: (lowercase)</p> <p>In this course, you will learn about topics critical to second-language instruction and address common challenges faced by language teachers. Topics covered may include: strategies for creating an optimal language learning classroom; task-based language teaching approaches; strategies for assessment, feedback, and error correction; inclusive education and approaches to intercultural learning; best practices for balancing accuracy and fluency; developing and implementing curriculum change; and integrating technology into your teaching.</p> <p>COURSE HOURS: 60 HOURS GRADING (SELECT ONE): CR/NC COURSE FORMAT (SELECT ONE): ONLINE</p> |

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

| | |
|--|--|
| | <p>PRE-REQUISITE: ADMISSION INTO TEACHING ENGLISH AS AN INTERNATIONAL LANGUAGE CERTIFICATE</p> <p>CO-REQUISITE: NONE</p> <p>SPEEDCODE OR CHARTFIELD: EL091</p> <p>COURSE FEE: \$1,975</p> <p>OWNING PROGRAM: TEACHING ENGLISH AS AN INTERNATIONAL LANGUAGE</p> <p>RELATIONSHIP TO THE PROGRAM: CORE COURSE</p> |
|--|--|

- Grades: EXGEN – Non Graded, EXCPE – Alpha or NC/CR , Subject Code & Course # (EXOS001) – Alpha or NC/CR

RATIONALE FOR A NEW COURSE OR CHANGE:

Provide the reason for these changes and the proposed date of implementation

The Teaching English as an International Language (TEIL) Certificate is being developed in consultation with the KNE School in Lao Cai, Vietnam. We are collaborating with the Canada Vietnam Development Centre to develop this certificate to be delivered to local teachers of English as an international language. We will begin delivery of these courses in Vietnam in September 2021.

RESOURCE IMPLICATIONS:

Describe any additional resources that will be required.

This course has been delivered previously as a special project for the Canada Mobility Scholarship Program. Materials are all developed.

BUDGET REQUIREMENTS:

Outline any additional costs

STEP 2 – APPROVAL (INCLUDE DATE AND INTIAL)

ASSISTANT DEAN DATE: APRIL 30, 2021

GPPRC DATE: MAY 19, 2021

PST: JUNE 3, 2021

EFC DATE: JUNE 4, 2021 (VIA E-VOTE)

GFC PROGRAMS COMMITTEE: _____

STEP 3 – COMMUNICATION (INFORMATION DISTRIBUTION)

ONCE APPROVED COMMUNICATE TO THE FOLLOWING AREAS (**MINOR** CHANGES COMMUNICATIONS ARE TO BE HANDLED BY PROGRAM AREAS):

| | |
|--|---|
| PROGRAM OFFICE <input checked="" type="checkbox"/> | MARKETING <input checked="" type="checkbox"/> |
| ACCOUNTING (SPEEDCODE) <input checked="" type="checkbox"/> | SYLVIA (ENROLLMENT DASHBOARD) <input checked="" type="checkbox"/> |

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

MARKETING INITIAL & DATE: RB 2021-04-30

TEAM LEAD INITIAL & DATE: APRIL 30, 2021 DM

Course description changes should be reviewed/wordsmithed in collaboration with Marketing. Once reviewed by Marketing and Team lead, the proposal is submitted to the Dean's Office Administrator. Dean's Office Administrator works with ESSO and follows up the further approval process.

ESSO INITIAL & DATE IF NO CONFLICT: KL 2021-04-30

Extension Student Services Office (ESSO) Functional Analyst reviews the document to verify; subject code, catalog number, course title and description and to determine that there is no conflict. Once reviewed by ESSO, proposals are submitted to the Assistant Dean to determine if changes to be:

Minor Change* _____

OR

Major Change* MS 2021-04-30

Minor change: Assistant Dean approves changes.

Major Change: MUST be presented to GPPRC for approval.

STEP 1 – PREPARE

CURRENT DATE: _____

PROGRAM NAME: TEACHING ENGLISH AS AN INTERNATIONAL LANGUAGE (TEIL) CERTIFICATE/ENGLISH LANGUAGE SCHOOL

SELECT ONE

| | | |
|---|--------------------------------|--------------------------------|
| <input checked="" type="checkbox"/> (EXELP) PROGRAM | <input type="checkbox"/> EXCPE | <input type="checkbox"/> EXGEN |
|---|--------------------------------|--------------------------------|

Effective Term Date: September 2021 *This will be the effective date the course is no longer offered at the Faculty of Extension. The subject code and catalog number will become available for use by another course 5 years after the "INACTIVE" effective date.

COMPARATIVE TABLE (REFER TO APPENDIX 1 FOR DETAILED INSTRUCTIONS ON HOW TO COMPLETE)

- For series, new program and program changes use *New Program, Program changes & Series template*
- Remember to include any prerequisite or co-requisite course numbers

| CURRENT INSERT CURRENT COURSE INFORMATION | PROPOSED INSERT PROPOSED CHANGES Course descriptions: Max 600 characters (including spaces) |
|--|---|
| NEW | <p>SUBJECT CODE & COURSE #: EXELP 7048</p> <p>COURSE NAME: Teaching Practicum for Teachers of English as an International Language</p> <p>DESCRIPTION: (lowercase)</p> <p>In this 20-hour practicum, you will complete 12 hours of observations and eight hours of teaching. Four seminars will address topics related to the practicum experience, such as observation protocols, reflective practices, teaching philosophies, and reviewing lesson planning.</p> <p>COURSE HOURS: 20 HOURS</p> <p>GRADING (SELECT ONE): CR/NC</p> <p>COURSE FORMAT (SELECT ONE): ONLINE</p> <p>PRE-REQUISITE: ADMISSION INTO TEACHING ENGLISH AS AN INTERNATIONAL LANGUAGE CERTIFICATE</p> <p>CO-REQUISITE: NONE</p> <p>SPEEDCODE OR CHARTFIELD: EL091</p> |

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

| | |
|--|---|
| | COURSE FEE: \$660 OWNING PROGRAM: TEACHING ENGLISH AS AN INTERNATIONAL LANGUAGE RELATIONSHIP TO THE PROGRAM: CORE COURSE |
|--|---|

- Grades: EXGEN – Non Graded, EXCPE – Alpha or NC/CR , Subject Code & Course # (EXOS001) – Alpha or NC/CR

RATIONALE FOR A NEW COURSE OR CHANGE:

Provide the reason for these changes and the proposed date of implementation

The Teaching English as an International Language (TEIL) Certificate is being developed in consultation with the KNE School in Lao Cai, Vietnam. We are collaborating with the Canada Vietnam Development Centre to develop this certificate to be delivered to local teachers of English as an international language. We will begin delivery of these courses in Vietnam in September 2021.

RESOURCE IMPLICATIONS:

Describe any additional resources that will be required.

Seminar materials and procedural documents need to be developed for delivering the 20-hour teaching practicum. Development will take place during the July-August term. The Department of Educational Psychology has been very supportive in helping us develop approaches to the Teaching Practicum. No further resources are required.

BUDGET REQUIREMENTS:

Outline any additional costs

Seminar materials and procedural documents need to be developed for delivering the 20-hour teaching practicum. Development will be undertaken by a team of two ATS instructors and will take place during the July-August term.

STEP 2 – APPROVAL (INCLUDE DATE AND INITIAL)

ASSISTANT DEAN DATE: APRIL 30, 2021

GPPRC DATE: MAY 19, 2021

PST: JUNE 3, 2021

EFC DATE: JUNE 4, 2021 (VIA E-VOTE)

GFC PROGRAMS COMMITTEE: _____

STEP 3 – COMMUNICATION (INFORMATION DISTRIBUTION)

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| | |
|--|---|
| PROGRAM OFFICE <input checked="" type="checkbox"/> | MARKETING <input checked="" type="checkbox"/> |
| ACCOUNTING (SPEEDCODE) <input checked="" type="checkbox"/> | SYLVIA (ENROLLMENT DASHBOARD) <input checked="" type="checkbox"/> |

Appendix A-6: Integrating EDII perspectives into Faculty of Extension programs.

The Faculty of Extension programming strives to address the strategic objectives identified in For the Public Good (FPG). We seek to build a *diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world*. Core to the Faculty of Extension's 109 years of excellence is the FPG objective: *Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities*.

The Faculty of Extension embraces the need to integrate strategies that address both Equity, Diversity and Inclusion as well as incorporating Indigenous Initiatives - collectively EDII. Our programs have the potential to impact Indigenous and other communities who have long been marginalized in and by dominant educational institutions. As we are on Indigenous lands and are all treaty people, it is our collective responsibility to work with our staff, instructors, and students to cultivate a shared understanding of knowledge systems other than just our current knowledge-construct. We will support more inclusive perspectives and actions to "uplift the whole people".

The Faculty has undertaken work in this area and while we are still identifying and refining our learning strategies, one of our first steps will be to create a framework to help shape how this work will be done. The beginning of this framework will be:

Territorial Statement

"The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community."

- The Territorial Statement is included on course syllabi and on the eClass course pages; course instructors will include the Territorial Statement in their initial course posting or introductory course remarks, and all instructors will receive communication from the Dean on the importance of integrating EDII into their courses.

Advisory Committees

- We will improve the diversity of our program advisory committees including seeking Indigenous representatives for each committee.

Student Supports

- Many of our learners need little or no additional learning support to complete their programs. We recognize that there is a segment of the population who are struggling to re/enter the workforce therefore we are exploring how to adjust our Student Engagement Centre to support CPE learners by providing academic resources and opportunities for networking and learning mentorship.
- The Faculty's Student Engagement Centre (SEC), part of the English Language School's (ELS) support for international learners, provides an open, safe, and inclusive learning environment for international students to practice their language skills, engage with the wider university and local communities, and acclimatize to the new language and new learning environment. The SEC offers individual student advising and a variety of interactive extracurricular activities focused on language support and skill development.

- ELS has developed a clear set of procedures for dealing with cases of academic misconduct committed by international students. With first offences, particularly cases of minor plagiarism, the focus should be on the educational or learning process. However, it is recognized that students enrolled in the English Language School are defined as University of Alberta Students, and as such are subject to sanctions and procedures for Offences (30.3) under the Code of Student Behaviour (30).
- International ELS online programming is designed and offered to provide access during times appropriate for the learners.
- Most Extension programs have open acceptance to allow learners without a high school education to earn a credential.

Course and Program Development

- Program and course development phases include conversations to identify elements that actively address Indigenous and diverse perspectives
- Development of course material is intentional. Pictures reflect the student audience and attempts will be made to bring voices other than the dominant one into courses.
- Online courses utilize video, with closed captioning, to help distribute content; electronic courses resources will be created with minimal bandwidth required.

Instructor Development

- The Faculty will create a curated webpage on the Instructor teaching resource site that provides links to EDII resources for instructors. Professional development activities will include sessions on EDII.
- The Faculty has already begun to recruit a more diverse instructor pool. Our goal is have an instructor pool that reflects the diversity of students.

**Program Approval Template
Non-Credit Certificates**

This template is to be used proposals for non-credit certificates offered and administered by a Faculty or Department for professional development or life-long learning.

Governance: Non-credit certificates are reviewed by the Program Support Team (Undergraduate and Non-Credit), the appropriate Faculty Council, and GFC Programs Committee.

| Section A: Basics | |
|--|--|
| Certificate Name | Teaching English as an International Language (TEIL) Certificate |
| Sponsoring Faculty/ Academic Unit | Extension/English Language School |
| Contact information | Name and Title Donald Mason, Interim Director |
| | Phone 780-492-3580 |
| | Email dmason1@ualberta.ca |
| Certificate program description Provide a brief description of the learning outcomes, proposed length of program in hours, delivery format, potential for laddering or transfer, and type of assessment if relevant. | <p>This Certificate will support English as additional language learners and future teachers of English as an international language who are seeking to upgrade their language and teaching skills.</p> <p>The overall objectives of this program are as follows:</p> <ul style="list-style-type: none"> • To enable participants to develop their own English language skills • To refine participants’ teaching methodology and approaches through an intensive professional development program • To enable participants to meet the learning expectations of students and the performance expectations from their own institutions • To improve participants’ intercultural and global competencies • To provide an opportunity for formal teaching observations and feedback <p>The Certificate program is comprised of three separate courses:</p> <ol style="list-style-type: none"> 1. Language Training for Teachers of English as an International Language (40 hours) 2. Teaching Methodology Training for Teachers of English as an International Language (60 hours) 3. Teaching Practicum for Teaching English as an International Language (20 hours). <p>This Certificate will be delivered online or in person.</p> <p>Learning Outcomes:</p> <p>By the end of the program, learners will be able to:</p> <ul style="list-style-type: none"> • Build the language proficiency necessary to teach EIL to their students with increased confidence and at an appropriate language level |

- Begin to apply the most current teaching approaches and strategies in their EIL classes
- Demonstrate improved knowledge of the best practices for communicative language teaching approaches
- Integrate new technologies into their EIL courses
- Begin to apply current language learning strategies to help students become more autonomous language learners

Admission Requirement:

The language requirement for admission to the TEIL Certificate is a minimum B1 on the CEFR Global Scale, or an overall score of 5.0 IELTS, or placement test equivalency.

Certificate Completion:

The University of Alberta Non-Credit/Micro-Credential Framework specifies certificates can range in length from 100 to 300 instructional hours. The TEIL Certificate includes three courses which total 120 instructional hours. All three courses must be completed to complete the Certificate.

Once a digital credentialing system has been implemented at the University of Alberta, each successfully completed micro-credential course will be represented by a digital badge (DB). This DB will allow the learner to document and easily share their professional development and learning pathways.

Grading:

Courses are graded using the University of Alberta's Completed Requirements / Not Completed Requirements grading scheme. Assessments may include individual and group projects, quizzes, reflective responses, professional development journals and structured assessments of student engagement.

Target Audience:

The target audience are English as additional language learners and future teachers of English as an international language. The program will be offered through a flexible online or in-person learning environment using a combination of synchronous and asynchronous activities. The program can be completed in a 14-week term.

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| | <p>Timeline:</p> <p>Once approved the TEIL Certificate will formally launch in September 2021.</p> <p>Student Support:</p> <p>The Student Engagement Centre (SEC) at Enterprise Square provides language support for students whose first language is not English. The SEC is a unique place for students to make friends, take part in extra language activities, and engage with the community in Edmonton. The Centre and its workshops, activities, and engagement experiences are included in students' tuition fees, and will be fully available to support students in the TEIL Certificate.</p> |
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| Section B: Rationale, Implications and Impacts | |
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| <p>Rationale for Introduction of Certificate</p> <p>Outline the rationale for the proposed non-credit certificate. Indicate support in faculty or unit level strategic plans, as well as university plans including the Equity Plan.</p> | <p>The Lào Cai Ministry of Education, along with six other Vietnam provinces, is seeking English methodology training for teachers. In response to this request, the University of Alberta and Khôi Nguyên Education (KNE) have partnered to develop and deliver programs based on teacher ESL training needs in Vietnam. Teaching English as an International Language (TEIL) will ensure that Vietnamese English teachers meet the language requirements and acquire teaching methodology training to deliver ELS courses at KNE schools in Vietnam.</p> <p>We have previously delivered a similar teacher training program in 2019 for the Canada Mobility Scholarship Program for Mexican Normales Education students to train in Canada, and are looking to expand delivery of the TEIL Certificate program to other markets in the near future.</p> <p>At a unit level, the development of the TEIL Certificate is fully supported by the following goals from the English Language School's Strategic Plan:</p> <ul style="list-style-type: none"> • Foster the growth and development of programming that is unique and innovative. • Create learning environments that are just and inclusive. • Establish and sustain opportunities to help learners integrate into the local and university communities. <p>On a Faculty level, the development of the Certificate is further supported on multiple levels by the following goals from the Faculty of Extension's Strategic Plan:</p> <ul style="list-style-type: none"> • Wherever possible, infuse work-integrated learning and project-based work into programs to meet the domestic and international objectives set forth for post-secondaries by the Government of Alberta. |

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| | <ul style="list-style-type: none"> • Embrace international collaborations to encourage diversity in our classrooms and facilitate a global understanding for our learners. • Work with communities, in communities, and for communities through strategic rural partnerships to reduce geographic barriers and ensure equal access to education. • Build a collaborative ecosystem of resources through strengthened relationships <p>On a more broad, university basis, the development of the TEIL Certificate is directly in line with the University’s Guiding Principles for Equity, Diversity and Inclusion (https://www.ualberta.ca/equity-diversity-inclusivity/about/strategic-plan-for-edi/our-edi-principles.html) by serving the international community. The delivery of the Certificate will also support the goals of <i>For the Public Good</i> by engaging communities across the world to create mutually beneficial learning experiences and collaborations.</p> <p>We wish to note that as a language-teaching unit focusing on international learners of English, we are very sensitive to including and addressing issues of Equity, Diversity and Inclusion in our courses and programs. Inclusive Engagement is one of the three major priorities of the English Language School’s <i>Strategic Plan (2017-2022)</i>, which includes strategies for creating learning environments which are just and inclusive. Courses in the Teaching English as an International Language Certificate contain video materials made specifically for the English Language School to provide indigenous perspectives which are being built into the Teaching Methodology Training course. We also clearly acknowledge territory in all our course outlines.</p> <p>The teaching of English internationally, as a language that has clearly played a central role in the colonizing process in Canada and elsewhere, requires additional sensitivity. The development of this Certificate gives us the opportunity to build inclusive communities of language learners, and this has to be one of the leading goals for program development in this field. This, then, is the underlying rationale for the insistence on the Teaching English as an International Language (TEIL) label rather than the standard Teaching English as a Foreign Language (TEFL). This is an important point.</p> |
| <p>Resource Implications Identify the resource implications of the proposed embedded credit certificate. Indicate proposed fees, and a budget which clearly indicates how overhead costs including admissions, registration, space, and program administration.</p> | <p>Seminar materials and procedural documents need to be developed for delivering the 20-hour teaching practicum. The other two courses are fully developed. Development will be undertaken by a team of two ATS instructors and will take place during the July-August term. This development period will be combined with ongoing developments for the Communication Skills for the Workplace Certificate. Overall development costs: approximately \$40,000 for the work on the two certificates.</p> |
| <p>Internal Consultation Describe consultation and/or potential impacts on other units of the University, including the Office of the Registrar, University</p> | <p>In developing the teaching practicum course, we have informally sought assistance from members of the Department of Educational Psychology, with whom we have collaborated for many years in providing teaching mentors for their TESL practicum teachers, and they have generously provided</p> |

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| Libraries, Facilities and Operations, Vice-Provost (Indigenous Programs and Research), the Centre for Teaching and Learning and the Dean of Students. | documentation and procedures from their practicum program for our reference. |
| External Consultation Describe consultation and/or potential impacts to external stakeholders including employers and professional associations, regulatory bodies etc. | Regular, weekly consultations in support of this development have taken place with the leadership group from KNE in Vietnam. With the help of the Dean of Extension, KNE recently received from Alberta Education the approval to be a Tier-1 Alberta Accredited Offshore School - the first and only one in Vietnam. |

Appendix A:

Appendix: Responses to Questions from GFC

In response to important questions raised in the GFC Programs Committee meeting of June 24th, I would like to take the time to respond fully in this appendix. At the time of submitting the proposal to GFC, I had shared the proposal with a group of departmental members from Educational Psychology, but had only had brief, content-related discussions with a few of that group. I was wanting to open the door to a larger collaborative discussion with members from the TESL Diploma Program, but had not yet had that opportunity.

Since GFC, we have taken the opportunity to have a longer meeting with Leila Ranta, who teaches the Teaching English as an International Language course (EDPY 588), and who is also the Program Coordinator for the TESL Diploma Program. We first discussed questions about the suitability of the Teaching English as an International Language (TEIL) title. Topics in EDPY 588 include, or can include, functions of language, World Englishes, and communicative language teaching in non-Western countries, as well as content-based instruction. TEIL clearly recognizes the role of English as the language of international communication, which makes it well suited to programming in a non-Western setting. When asked about the suitability of the TEIL title, Leila did not hesitate in saying that it was well suited to the proposed certificate. In an international setting, TEIL provides a more positive and inclusive title than TEFL, and a more accurate description of the function of English in an international setting. To my thinking, contexts for the term foreign are at best neutral and are often negative. It is a term that is much more likely to divide or to separate peoples than to bring them together, while international is more suited to bringing peoples together in common pursuits.

We next spoke of how this certificate is related to or differs from what is offered through the TESL Program. We quickly agreed that the TEIL Certificate bears little relation to the TESL Diploma, and that the Certificate could not be used to ladder into the Diploma. The language entry levels for these programs are very different: the TEIL Certificate requires an overall IELTS score of 5.0 or the equivalent; the TESL Diploma requires an overall IELTS score of 7.0 with a minimum of 7.0 in each skill area or the equivalent. These are very different language proficiency levels. One of the major objectives for the TEIL Certificate is the focus on building language proficiency. The TESL Diploma is designed for already proficient users of English. The Certificate is designed for international students taking the Certificate in an international setting, where people are using English for specific purposes only, particularly within the K-12

system. The Diploma, by contrast, is designed for native or close-to-native users of English taking the Diploma in a Canadian setting, where people are using English in their daily life. Other than the idea that both programs are designed to train teachers of English as a Second or Additional Language, the Certificate and the Diploma have little in common.

Finally, this was a very helpful meeting in clarifying the questions raised, but also in working through some details. As a result, we have made some minor revisions to the overall objectives of the program, as well as to the individual course objectives. We also clarified that this Certificate was not to be offered to newcomers to Canada. These are the only two areas of revision to the proposal. Importantly, it was also gratifying to hear that Leila was happy to support and become involved in the development of the Certificate. It does seem like this is a perfect area for the English Language School to collaborate with the TESL Program, and we look forward to building a more collaborative environment. The delivery of the Certificate in an international setting complements the TESL Diploma, which focuses primarily on delivering TESL within a Canadian setting.

After meeting with Leila, I also communicated with Florence Glanfield by email, and had Florence review the current document. Again, Florence came up with good suggestions, drawing attention to questions of target audience for the Certificate and asking specifically how this project fit into the *For the Public Good* document. She also suggested that we consider specifically including statements about indigenous initiatives, and asked that we consider if there might there be an opportunity to explore the ways in which English is a colonizing language? Again, excellent questions, and ones which are very much in line with our thinking behind the project. Ideas and responses to these questions have all now been incorporated, and Florence has kindly given her support to this proposal moving forward.

Appendix B:

COURSE NAME: Language Training for Teachers of English as an International Language

DESCRIPTION:

This 40-hour course combines an academically orientated approach to English language learning designed to support students in developing their reading and writing proficiency, along with a content-based approach to developing oral communication skills.

COURSE NAME: Teacher Training for Teachers of English as an International Language

DESCRIPTION:

This 60-hour course will include a diverse set of learning opportunities across a range of topics critical to second-language instruction. Topics covered with reflect the challenges faced by classroom language teachers and may include:

- Classroom principles informed by second-language acquisition research
- Strategies for creating optimal language-learning classrooms

- Task-based language teaching approaches
- Pedagogical approaches to teaching pronunciation
- Best practices for balancing accuracy and fluency
- Strategies for feedback and error correction
- Inclusive education and approaches to intercultural learning
- Integrating new technologies in the classroom

COURSE NAME: Teaching Practicum for Teachers of English as an International Language

DESCRIPTION:

This 20-hour practicum includes four 2-hour seminars on topics related to the practicum experience (e.g., observation protocols, reflective practices, teaching philosophies, reviewing lesson planning). Participants complete 12 hours of observations and 8 hours of teaching.

APPROVAL (INCLUDE DATE AND INITIAL)

ASSISTANT DEAN DATE: APRIL 30, 2021

GPPRC DATE: MAY 19, 2021

PST: JUNE 3, 2021

EFC DATE: JUNE 4, 2021 (VIA E-VOTE)

GFC PROGRAMS COMMITTEE: _____

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