

York University

New Program Brief

for a Minor Degree Program

in *English Language Studies*

ESL & Applied Linguistics

Department of Languages, Literatures and Linguistics

LA&PS

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REVISED June 1, 2020

1. Introduction

1.1 Provide a brief statement of the degree program(s) being proposed, including commentary on the appropriateness and consistency of the degree designation(s) and program name with current usage in the discipline or area of study.

The English as a Second Language (ESL) Section of the Department of Languages, Literatures and Linguistics proposes to create a Minor degree in *English Language Studies*. This degree is intended for undergraduate students who use English as a second language and seek to enhance their English language proficiency in ways that will specifically apply to their chosen field of study and careers as graduates. Currently, individual credit ESL courses support language development in the first year of study. Student needs related to language proficiency, however, change with advanced academic study. A degree program will offer courses that allow all students the opportunity to develop language and communication skills that meet the demands of their major programs as they progress through their studies. The designation of a Minor will offer international students an opportunity to enhance their degree program with an academic credential attesting to their communication abilities for academic and professional purposes. In Canada, two universities offer degree programs in ESL: Bishop's University in Sherbrooke, Quebec, and the University of Ottawa, in Ontario. Both serve primarily francophone communities. This proposal draws on models in Australia where there are currently four universities offering degree programs in English language studies to international students.

We propose the term *English Language Studies* for this degree program, rather than the current title of ESL. The title reflects current perspectives of multilingualism and is aligned with a cross-disciplinary focus that will allow students greater self-direction across personal and professional contexts. This term is also consistent with the academic requirements of a degree program responsible to support a range of institutional degree and program level outcomes. Bishop's University and the University of Melbourne in Australia both use the term *English Language Studies* to identify their Minor degree programs. Other terms in use are *English as an Additional Language*, *English for Speakers of Other Languages*, and *English as a Foreign Language*, which we feel do not adequately reflect the goals and values of the proposed degree program. In consideration of the terms *English as a Second Language (ESL)* and *English for Academic Purposes (EAP)* and *English for Specific Purposes (ESP)*, these terms are more commonly used in non-credit, continuing studies contexts or for individual credit courses but are not aligned with the nature of a degree program.

1.2 For graduate programs that wish to have a Quality Council endorsed field(s), please indicate the field(s) for each of the master's and PhD programs.

N/A

1.3 Provide a brief description of the method used of the development and preparation of the New Program Brief, including faculty and student input and involvement.

This proposal was prepared by Associate Professor Antonella Valeo of DLLL in collaboration with faculty in the ESL Section and the Applied Linguistics Graduate Program. At the time of development, Antonella Valeo was Coordinator of the ESL Section, both department and faculty-wide, as well as Coordinator of the TESOL (Teaching English as a Second or Other Language) Certificate Program in DLLL. Faculty and administrators in select programs and departments were consulted at various points as the proposal was developed. While the program will be available to students from all faculties at York, the emphasis in consultation was with the Department of Economics, the School of Administrative Studies, and the Department of Social Science, where approximately 45%, 35% and 8% (respectively) of students who identify as having an ESL background are enrolled as majors. In addition, four other departments and programs were consulted: The Writing Department, the TESOL Certificate Program in DLLL, the Linguistics Program

in DLLL (for those courses which currently count towards the TESOL Certificate Program), and the ESL Program at Glendon College. Each of the departments and programs shares synergies with the ESL section and currently provide a number of courses that would support advanced language development while introducing students to various disciplinary and professional streams. In addition, faculty teaching in these programs commonly have experience and expertise teaching multilingual students. In addition, undergraduate students were consulted via survey of 288 students enrolled in the existing ESL courses.

1.4 Indicate the Faculty/unit in which the program will be housed (for undergraduate programs) or anchored (for graduate programs).

The program will be offered by the ESL/Applied Linguistics Section and housed in the Department of Languages, Literatures and Linguistics.

2. General Objectives of the Program

2.1 Provide a brief description of the general objectives of the program.

The proposed program aims to undergraduate students from an ESL background a learning path for sustained and ongoing development of language proficiency that will meet their needs as they progress through their degree studies and prepare them for success as graduates of York. As a pan-university unit, the ESL Section currently provides General Education and elective credit courses to over 2000 undergraduate students from faculties and programs across the university. The 30 credit program will build on current 1000 and 2000 level ESL courses that provide a broad foundation of cross-disciplinary language awareness and development. Additional courses in the program aim to address the development of advanced English language proficiency and competencies directly relevant to students' specific program of study and professional communication goals. Students will complete 24 credits in the proposed program at 1000, 2000 and 3000 levels, and be able to draw on an additional 6 elective credits from complementary courses. These include courses from the TESOL Certificate Program, the Writing Department and the ESL Program at Glendon College. Each of these will offer students an opportunity to diversify their studies with an introduction to specific disciplinary streams. The program will provide a suite of courses that are embedded within students' degree studies, positioning English language proficiency development as key to success rather than remediation designed to meet minimum requirements.

2.2 Describe how the general objectives of the program align with University and Faculty missions and academic plans.

A Minor degree in English Language Studies is well aligned with York's pioneering role in ESL programming and will be critical in making York more competitive in attracting international students coming to study in Canada. York was one of the first universities in Canada to integrate ESL as credit courses into degree programming over 30 years ago. In recent years, the unit has grown to accommodate an increasingly diverse student body and to serve the demands of multiple Faculties across York. With the increase in international student enrollment, there has emerged a need to provide students with relevant and integrated programming that moves beyond the current suite of courses, and promotes student retention and success for graduates of York University.

This program will respond to the needs of undergraduate students in ways that are aligned with the recruitment and retention goals outlined in the university's *Strategic Mandate Agreement*. Advanced academic and professional language proficiency play a key role in the academic success and engagement of international students and their decision to complete degree studies at York. By providing ESL instruction at different levels of study, the program will support "student success that spans the student lifecycle" and contribute to student retention by giving students the tools they need

to succeed in their first years and progress through their degree studies. Upper year level courses in this proposal program will allow students to develop advanced communication skills relevant to professional and civic competence and enable York graduates to meet the needs of a “Creative Economy”, as outlined in the *Strategic Mandate Agreement*, and promote the reputation of York’s academic and professional programs. Experiential education (EE) is an integral part of this program as students participate in activities that require structured reflection and application of their skills to real world tasks. Technology mediated language teaching practices are applied throughout the program in order to enhance student engagement and learning. A Minor degree option will complement the students’ degrees by providing evidence of achievement in advanced professional communication and enhance students’ profiles as globally situated multilinguals. While other universities in Ontario and across Canada provide non-credit language programs with a business/professional focus, this will be one of only three universities in Canada to offer a degree program in English language studies that will provide a credential to students as they pursue their degree studies.

3. Need and Demand

3.1 Identify similar programs offered at York and/or by other Ontario universities, with special attention paid to any innovative and distinguishing aspects of the proposed program.

There is currently no similar degree program at York University. Undergraduate credit courses are offered by the ESL Section in DLLL and the ESL Program at Glendon College. While numerous institutions in Ontario offer credit courses for undergraduate students, only one other institution in Ontario offers a similar degree program, the University of Ottawa. This program is situated within a francophone context and does not serve the diversity of students that characterizes York’s undergraduate student community. Minor programs are more common outside of Canada, notably in Australia, a context that attracts large numbers of international students and newcomers and provides a similar model of language instruction and support.

3.2 Provide brief description of the need and demand for the proposed program, focusing as appropriate on student interest, social need, potential employment opportunities for graduates, and/or needs expressed by professional associations, government agencies or policy bodies.

York has successfully offered ESL courses for credit to undergraduate students for more than 30 years. Although students are required to meet a minimum level of language proficiency, researchers and practitioners have long recognized that these minimum levels do not ensure that students reach their potential in their academic studies. These courses have successfully allowed students to enhance their initial levels of proficiency, provided in a General Education course, in their first year of study. However, it is widely recognized that the demands on language proficiency change throughout an academic program and that, for some students, a model of first year ESL courses cannot adequately meet changing demands. It is also recognized by researchers and practitioners that students require explicit instruction in order to develop language proficiency and communication skills to meet these needs and reach their potential during their studies. Enhanced language proficiency also supports students’ post-graduate goals. Students who intend to pursue graduate degrees or professional qualifications enter a highly competitive environment and are expected to have an excellent command of the English language and advanced communication skills. As York graduates seeking employment, in addition to language proficiency, they are expected to be able to communicate effectively in cross-cultural contexts and communities. A degree program in English language studies will provide a suite of courses designed to meet these varied demands. Further, as a degree bearing program, it will also enhance employability by providing graduates with a credential attesting to advanced knowledge and communicative competence in professional contexts.

Student interest in such a program was assessed through a survey administered to 288 students enrolled in currently available ESL courses; approximately 55% indicated an interest in pursuing a Minor degree in English Language Studies. Students cited numerous reasons for wishing

to pursue this minor, including career prospects, enhanced academic success, international opportunity, social integration and confidence. Several programs in LA&PS and other Faculties have also been consulted for initial input. While students from across York's faculties and programs will be eligible and able to benefit from the program, the greatest potential for synergy has emerged with the Department of Economics; approximately 60% of students currently enrolled in ESL credit courses are majoring in Economics. The Undergraduate Program Director of the Department of Economics has expressed support for the proposal because it will address the changing demands made on students' communication skills as they progress through their degrees (statement included in this submission).

4. Program Content and Curriculum

4.1 Describe the program requirements, including the ways in which the curriculum addresses the current state of the discipline or area of study. Identify any unique curriculum or program innovations or creative components.

The Minor will require completion of 30 credits. This will include 24 required credits as follows: ESL 1450 6.0, ESL2000 6.0; ESL3010 3.0, ESL3020 3.0, ESL4015 3.0 and ESL4025 3.0. While not required for enrollment in the Minor, it is expected that many students will have completed one of the existing General Education ESL courses, either ESL1000, a Humanities General Education course, or ESL1200, a Social Science General Education course in their first year of study. Neither of these will count towards the Minor; however, they address language proficiency development and skills through the study of subject matter other than language and in doing so embed language proficiency within academic and professional knowledge and contexts, in this case specifically for Humanities and Social Science. The focus is on developing foundational skills in synthesis and critical analysis and an awareness of language competencies required for academic study. ESL1010 3.0 and ESL1015 3.0 are also General Education courses for Humanities. However, they are included as courses in the Minor when a student has already completed their General Education Humanities credits and if a student elects to apply one of the 3 credit courses to fulfill their 9 credit General Education requirement, the other will be required for the Minor. ESL1450 continues to build on the content-based model by supporting student's abilities to engage with subject matter relevant to Canadian studies. ESL1010 (Advancing Reading and Writing) and ESL1015 (Advancing Oral Communication) allow students to focus on specific skill areas relevant to their self-identified goals and needs. These courses aim to develop accuracy and to expand their linguistic resources in preparation for advanced study. ESL2000 introduces students to sociolinguistic dimensions of language and continues to enhance critical thinking skills and creative approaches to language use. At the third year, three capstone courses provide students with an opportunity to draw on discipline-specific content and knowledge. Classroom-focused EE is embedded throughout these courses. Purposeful reflection is a key component at all levels of the program as students engage in activities that ask them to consider their own learning experiences in relation to new concepts and knowledge. In upper-year courses, students engage with case studies that demonstrate real-life application, engage with visiting speakers from a range of communities and participate in field trips to explore the lived experiences of others. These strategies provide an opportunity for students to reflect on their own experiences and knowledge bases and learn to apply them to real-world contexts.

The remaining 6 credits will include existing courses offered in the Writing Department, the TESOL Certificate Program (DLLL), the Linguistics Program (specific courses which currently count towards the TESOL Certificate Program), and the ESL Program at Glendon College. Students will be able to select from these courses to expand their career options, or more finely address their specific interests: courses in the Writing Department were selected to support a focus on workplace and professional contexts; TESOL Certificate courses will provide an entry into language teacher education; and the Glendon courses selected will provide a focus on the Arts and Media. With the exception of Glendon courses, students will be studying alongside students who may not be from an

ESL background and in this way, they will benefit from the opportunity to work with others who use English at more advanced levels of proficiency. All the courses include language awareness as a course aim, aligned with program outcomes. Faculty in these programs commonly have expertise in applied linguistics and language acquisition or, as in the Writing Department, are often familiar with the needs of students of multilingual backgrounds, and how to meet those needs at advanced levels in integrated classrooms.

4.2 Provide a list of courses that will be offered in support of the program. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an appendix. (The list of courses may be organized to reflect the manner in which the courses count towards the program requirements, as appropriate; e.g. required versus optional; required from a list of specified courses; specific to certain concentrations, streams or fields within the program, etc.)

The program includes 24 courses housed within the existing ESL section of DLLL and an additional 6 credits that are offered in other programs and, in some cases, departments, as electives. This proposal does not seek cross-listing for the elective courses. The programs and departments have been consulted to seek their consent to allow students in this minor to enroll in their courses. This consultation is documented in the Consultation forms included with this proposal. They reference cross-listing because this was initially the proposal and is no longer the case. They are included here as evidence of support.

Currently in ESL Section (24 credits)

Course	Credits	Frequency	Unit
AP/ESL1450 <i>Thinking about Contemporary Canada</i>	6	Twice/year	ESL/DLLL
AP/ESL2000 <i>Language in Use</i>	6	Once/year	ESL/DLLL
ESL3010 <i>Intercultural Communication</i>	3	Once/year	ESL/DLLL
ESL3020 <i>World Englishes and Translingual Communication</i>	3	Once/year	ESL/DLLL
ESL4015 <i>English for Specific Purposes</i>	3	Once/year	ESL/DLLL
ESL4025 <i>Critical Academic Literacies</i>	3	Once/year	ESL/DLLL
	24		

Electives (6 credits) – after completing 15 ESL credits

Course	Credits	Frequency	Unit
AP/TESL3600 <i>Sociopolitical Issues in Second Language Teaching</i>	3	Once per year	TESOL Certificate Program, DLLL
AP/LING 2400 <i>Language in its Social Context</i>	3	Once per year	TESOL Certificate Program/ Linguistics Program, DLLL

AP/LING2430: <i>Language, Power & Persuasion</i>	3	Once per year	TESOL Certificate Program/ Linguistics Program, DLLL
AP/WRIT3003 <i>Introduction to Institutional/Business Writing</i>	3	Once per year	Writing Department
AP/WRIT3989 <i>Effective Writing and Research</i>	3	Once per year	Writing Department
GL/ENSL 2400 <i>English in Performance: Dramatic Arts</i>	3	Once per year	ESL/Glendon
GL/ENSL 3501 <i>Varieties of English Writing</i>	3	Once per year	ESL/Glendon
GL/ENSL 3510 <i>Modes of Communication</i>	3	Once per year	ESL/Glendon
GL/ENSL 3800 <i>Dealing with Viewpoint</i>	3	Once per year	ESL/Glendon

New courses are 3010, 3020, 4015 and 4025, included in this submission.

4.3 For undergraduate programs, comment on the anticipated class sizes. For graduate programs, comment on how the course offerings will ensure that each graduate student in the program will take a minimum of two-thirds of the course requirements from among graduate level courses.

Class size for the required degree courses will be 25 students maximum. This class size is optimum in that it allows the instructor and curriculum to provide a program enriched with a range of EE based activities and to respond to individual needs of learners at different levels of proficiency. Classmates are a critical resource for each other, and this size supports pedagogy that engages students in interaction and group work while allowing the instructor to connect in-class learning with real world community experiences.

4.4 As an appendix, provide a copy of the program requirements as they will appear in the Undergraduate Calendar or Graduate Calendar, as appropriate.

See Appendix A

5. Program Structure, Learning Outcomes and Assessment

5.1 Provide a detailed description of the program learning outcomes and indicate how the program learning outcomes are appropriate and align with the relevant degree level expectations.

See Appendix B

5.2 Address how the program curriculum and structure support achievement of the program learning outcomes. For research-focused graduate programs, comment on the nature and suitability of the major research requirement(s) for degree completion. For undergraduate programs, comment on the nature and suitability of students' final-year academic achievement in the program.

Student achievement in this program is reflected in core program outcomes that are addressed throughout the program, introduced in first year foundational courses and developed in depth in upper year courses. Program outcomes are underpinned by the following principles: Knowledge of multimodality in language and communication; Understanding of intercultural communication; and Awareness of the multidimensional nature of language development and use.

First year courses will provide a broad foundation of academic proficiency and critical thinking skills. Students will increase their familiarity with the different genres of oral and written communication and the ways in which language is constructed and communicated in a range of contexts. Second year courses will focus in more depth on the ways in which context plays a role in determining language use and relevant sociolinguistic aspects of language. Higher level courses will focus on competencies and knowledge that will draw on, and can be applied to, specific disciplinary and professional contexts. Language awareness is a critical component of all courses, aimed at developing autonomy and the ability to continue independently developing communication skills in future studies and professional contexts. Students will achieve an advanced level of English language proficiency that includes linguistic, sociolinguistic and strategic competencies relevant to academic, professional and social contexts. In their final year, students will be able to demonstrate the following outcomes:

- Understand the role of culture in language and demonstrate effective cross-cultural communication
- Recognize and effectively engage with a range of genres and varieties of discourse
- Utilize a range of oral and written modalities appropriately
- Recognize specific disciplinary and professional knowledge and apply this in achieving the relevant competencies
- Analyse language in use to understand sociolinguistic variation and change and apply this analysis to effective communication
- Understand the role of personal and professional contexts in communication and apply this understanding to effectively manage communication across contexts
- Identify, critically examine and respond to challenges that arise in oral and written communication
- Evaluate own learning and language for challenges and strengths and devise strategies to support continued development

See Appendix C for Curriculum Map

5.3 Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the program learning outcomes and Degree Level Expectations. The guidance provided on the Quality Council's website (see <http://oucqa.ca/guide/assessment-of-teaching-and-learning-2-1-6-a-and-b/>) may prove helpful as you consider your response.

The courses are designed to incorporate a common approach to assessment; this includes the use of varied assessment tasks that integrate multiple outcomes and address a range of skills. This approach provides opportunity for students to draw on different strengths and address individual challenges in their language proficiency and communication skills. It also recognizes and supports the multidimensional and iterative nature of language proficiency enhancement, particularly at the advanced stages that characterize ESL students in higher education. Both formative and summative assessment tasks are used and the emphasis is on ongoing classroom-based assessment that integrates productive and receptive communication skills. Formative assessment is integrated with teaching and designed to scaffold learning to be demonstrated in summative tasks.

5.4 Describe how the level of performance of students will be documented and demonstrated, including the progression requirements for the degree program and the graduation requirements.

The assessment methods used in the courses are designed to reflect the nature of the program as one that addresses language development and communication skills embedded in content knowledge and subject matter. Students are required to demonstrate a complex set of competencies to demonstrate progress and achievement. Assessment tools allow students multiple opportunities to demonstrate learning in ways that draw on their strengths while supporting development in other areas. This includes oral and written assessment, multi-media formats and both independent and collaborative tasks. At the initial stages of the program, assessment incorporates extensive scaffolding to allow students to demonstrate analytical competencies applicable to a range of contexts. In higher level courses, student performance is demonstrated through broader project-based work that allows students the opportunity to demonstrate a synthesis of learning and the ability to apply it to specific contexts and make decisions autonomously.

5.5 For graduate programs, indicate the normal full-time program length (i.e. the length of time in terms in which full-time students are expected to complete the program) including a description of how students' time-to-completion will be supported and managed to ensure that the program requirements can be reasonably completed within the proposed time period. Indicate if the program will be available on a part-time basis, and, if applicable, explain how students' time-to-completion will be supported and managed to ensure that the program requirements can be reasonably completed on a part-time basis.

N/A

5.6 Describe the proposed mode(s) of delivery, including how it/they are appropriate to and effective in supporting the program learning outcomes.

Courses will be delivered face-to-face through classroom-based instruction. This allows opportunity for extensive interaction in order to develop oral competence and interpersonal communication skills. Students draw on the diversity of the class to develop an awareness of intercultural and socio-political dimensions of languages.

5.7 The UAP 2015-2020 indicates that York will "incorporate to the extent possible an experiential component in every program" which may include classroom-based activities, community-based learning or internships and coop. Describe the experiential learning components that will be available to students through this program and how these will be sustained.

Classroom-based EE is a key feature of this program and is embedded in all courses. Current language teaching pedagogy is underpinned by a focus on engagement, learning awareness, and the application of knowledge to real-world contexts and as such reflects the core principles of experiential learning. Broadly, current pedagogy is well aligned with EE as it provides opportunities to bring theory and concepts to life through concrete experiences that advance student learning outcomes at both the course and program level and promote student self-reflection and metalinguistic awareness.

Classroom-based EE is embedded in learning and teaching through course materials, classroom-activities, instruction and assessment. Course material draws from a range of genres that reflect both academic and community discourse. Students are expected to be aware of current issues and able to engage with these issues, both within and outside of the academy. Activities require students to begin any engagement with content by reflecting on their own knowledge base and assumptions. This provides the groundwork for activities in which they
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are asked to examine bias and to explore alternate perspectives. In addition to course material, students are asked to bring in authentic materials that reflect issues pertinent to the classroom. They are asked to examine how abstract concepts are situated in specific contexts and to apply these concepts to their own real-world conditions. In the third-year courses, in particular, assignments include a range of opportunities to engage with others beyond the classroom: in ESL3010, *Intercultural Communication*, students are asked to identify and interview individuals from a professional or academic community of their choice to learn about how cultural communication is embedded within that community and take a field trip to a local intercultural event. In ESL3020, *World Englishes and Translingual Communication*, students are required to engage with online communities to examine how language is used in international contexts and reflect on their own communication. In ESL4015, *English for Specific Purposes*, a focus will be on case studies to demonstrate how language is used in a variety of professional and academic contexts. Students will be asked to contribute to the content of case studies by drawing on their own academic studies and professional goals. In ESL4025, *Critical Academic Literacies*, students will create journals and individually constructed projects to engage in critical reflection of language and their academic literacies development in personally relevant contexts.

6. Admission Requirements

6.1 Describe the program admission requirements, including how these requirements are appropriately aligned with the program learning outcomes.

Students who select this program will be undergraduate students who use English as a second language and self-identify or are advised to enhance their language proficiency in order to fulfill their potential as degree students. Students are required to seek permission from the ESL program in order to be accepted to the minor degree program. Students must complete 15 credits of the required credits before they are able to enroll in electives

6.2 Explain any alternative requirements, if any, for admission into an undergraduate, graduate or second-entry program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.

Students may apply to the Program Coordinator for consideration.

7. Resources

7.1 Comment on the areas of strength and expertise of the faculty who will actively participate in delivering the program, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the program.

The program will be coordinated by a full-time tenured faculty member teaching one or more courses in the proposed program in DLLL. All full-time faculty in this section have PhDs in Applied Linguistics and extensive experience in curriculum development and teaching related to second language acquisition. A total of 10 full-time faculty are available to teach in this program: five professorial stream faculty and five teaching-stream faculty.

7.2 Comment on the anticipated role of retired faculty and contract instructors in the delivery of the program, as appropriate.

When multiple sections of any course are offered, as in the case of the first-year courses, these sections are taught by contract faculty with qualifications in teaching English language to adults. Retired faculty are welcome to teach in the program.

7.3 As appropriate, identify major laboratory facilities/equipment that will be available for use by undergraduate and/or graduate students and to support faculty research, recent acquisitions, and commitments/plans (if any) for the next five years.

The courses will be offered primarily in class and will require the same resources of any of the current in-class undergraduate ESL courses.

7.4 As appropriate, provide information on the office, laboratory and general research space available that will be available for faculty, undergraduate and/or graduate students; the availability of common rooms for faculty and graduate students; administrative space; as well as any commitments/plans (if any) for the next five years.

The program will build on the current suite of courses available to undergraduate students. As such, the resources available are already in place and no additional resources are anticipated. As a degree program, additional YUSA support will be required, in the same way that other degree programs are supported.

7.5 As appropriate, comment on academic supports and services, including information technology, that directly contribute to the academic quality of the program proposed.

The program will work closely with the ESL Open Learning Centre which currently provides support to ESL students from across York University. The relationship will be enhanced as both the ESL Open Learning Centre and the program develop. Currently one section of one of the first-year courses (ESL1450) is offered as a blended course. Other courses embed technology-enhanced language learning and teaching using Moodle and other online resources and tools made available by individual faculty teaching those sections.

7.6 For graduate programs, indicate financial support that will be provided to master's and/or PhD students, including how this support will be sufficient to ensure adequate quality and numbers of students. Comment on how supervisory loads will be distributed, as appropriate. Special attention should be paid to supervisory capacity for new PhD programs.

N/A

7.7 For undergraduate programs, indicate anticipated class sizes and capacity for supervision of experiential learning opportunities, as appropriate.

All courses will continue to follow the current model with a cap of 25 students enrolled in each section.

Table 1 – Listing of Faculty

For undergraduate programs: Identify all full-time faculty who will actively participate in delivering the program, as follows.

Faculty Name & Rank	Home Unit	Area(s) of Specialization
James Corcoran, Assistant Professor Eve Haque, Associate Professor Ibtissem Knouzi, Assistant Professor Geoffrey Lawrence, Associate Professor Olga Makinina, Assistant Professor Jacqueline Ng, Assistant Professor	ESL & Applied Linguistics	Faculty have varied research specializations with the field of Applied Linguistics, Second Language Acquisition and Pedagogy. All hold academic credentials and qualifications as

Sardar Anwaruddin, Assistant Professor HeeJin Song, Assistant Professor Antonella Valeo, Associate Professor Saskia Van Viegen, Assistant Professor		both researchers and classroom practitioners.
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For graduate programs: Identify all full-time faculty, retired faculty, adjuncts and contract instructors who will be appointed to and who will actively participate in delivering the program, as follows:

Faculty Name & Rank	Home Unit	Primary Graduate Program (yes/no)	Area(s) of Specialization or Field(s)		
			Area/Field 1	Area/Field 2	Area/Field 3
Full Members (<i>Note: does not apply to master's-only programs</i>)					
Associate Members					
Members Emeriti					
Adjunct Members					
Instructor Members					

Full Members hold a tenure-track/tenured position at York University. They are eligible for the full range of teaching, examination and supervisory activities, including principal supervision doctoral dissertations.

Associate Members hold a tenure-track/tenured or contractually limited position at York University. They may be eligible for the full range of teaching, examination and supervisory activities, excluding principal supervision doctoral dissertations. They may serve as a co-supervisor of doctoral dissertations on the condition that the other co-supervisor is a full member of the graduate program.

Members Emeriti may be eligible to act as co-supervisor of doctoral dissertations and as the principal or as a co-supervisor of master's theses; may serve on supervisory and examining committees, and; may teach graduate course courses (including supervision of Major Research Papers/Projects).

Adjunct Members hold academic or professional positions external to York University, but whose academic and/or professional expertise is relevant to the graduate program in question. Adjunct members may be eligible to serve on supervisory committees but normally may not act as principal supervisor or co-supervisor of doctoral dissertations or master's theses. Adjunct members may be eligible to serve on examining committees but may not act as the Chair of or Dean's representative.

Instructor Members are eligible to each a specific graduate course or courses, based on program need and the members' academic and/or professional expertise. The appointment is coincident with the terms over which the graduate course(s) is/are taught.

Primary Graduate Program: An individual may be appointed to more than one graduate program, in which event they shall designate one of the programs as their primary graduate program. Although this designation is intended to signify an individual's principal, but not exclusive, commitment in

relation to graduate supervision, teaching and service, a faculty member may shift their principal commitments over the course of their career.

Table 2 – Graduate Supervision

For graduate programs: Identify the supervisorships of master’s major research papers/projects (MRP), master’s theses, doctoral dissertations, and post-doctoral students (PDF) by each faculty member who will be appointed to the proposed program completed within the past eight years and currently in progress.

Faculty Member	Completed (within past eight years)				In Progress			
	MRP	Thesis	Dissertation	PDF	MRP	Thesis	Dissertation	PDF
Full Members								
Associate Members								
Members Emeriti								
Adjunct Members								

Table 3 – Research Funding Received by Faculty

For graduate programs: Identify the research funding received for each of the past eight years by members who will be appointed to the proposed program. This table is intended to show the amount of funding available to support faculty research and potentially available to support students’ work, either through the provision of stipends or materials for the conduct of the research. For this reason, grants for travel and publication awarded to faculty should not be included in this table. Major equipment grants, which provide important resources for the work of faculty and students, may be listed separately.

Year	Source			
	Tri-Council	Other Peer Adjudicated	Contracts	Institutional

8. Enrolment Projections

8.1 Indicate the anticipated implementation date (i.e. year and term of initial in-take), and provide details regarding the anticipated yearly in-take and projected steady-state enrolment target, including when steady-state will be achieved.

Currently, enrollment in credit ESL courses is approximately 2000 students annually and includes students from across York’s programs and faculties. Approximately 45% have declared majors in Economics, amounting to approximately 900 students. It is anticipated that initial interest in the program will come from students in the Department of Economics, a department which is experiencing significant increases in enrollments of international students. Based on this program alone, anticipated enrollment in the program is 200 new students enrolling in the program annually and a steady enrollment of up to 450 students reached over a five-year period. **The anticipated implementation date is September 2021** when the program will be advertised widely to potential

students in their first years at York. Students will complete the program over 4 years of their degree studies, most commonly entering in their second year after completing some of their General Education ESL requirements and foundational courses in their major area of study. The projected enrollment outlined below reflects a management strategy to allow new courses to build capacity to sustain student enrollment.

Student Status	2021	2022	2023	2024	2025
Enrolment (enrolled in the required courses 1450/1010 or 1015/2000).	50 to 75	75 to 100	100 to 125	125 to 150	150 to 200
Completion of core ESL courses, 3010, 3020, 4015, 4025					150
Completion of courses in electives streams (Writing, Linguistics or TESOL)					100

9. Support Statements

Support statements are required from:

- relevant Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the program
- Vice-President Academic and Provost, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the program
- University Librarian confirming the adequacy of library holdings and support
- University Registrar confirming the implementation schedule and any administrative arrangements
- relevant Faculties/units/programs confirming consultation on/support for the proposed program, as appropriate
- professional associations, government agencies or policy bodies with respect to the need/demand for the proposed program, as appropriate

Support statements are included with this submission as follows:

- Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the program
- Vice-President Academic and Provost, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the program
- University Librarian confirming the adequacy of library holdings and support (included in new course proposals)
- Department of Economics confirming consultation on/support for the proposed program, as appropriate (Dr. Neil Buckley, Undergraduate Program Director)
- Department of Communication Studies attesting to distinct nature of proposed course ESL3010 Introduction to Intercultural Communication (Dr. Susan Driver, Undergraduate Program Director)
- Department of Anthropology attesting to distinct nature of proposed course ESL3010 Introduction to Intercultural Communication (Dr. Shubhra Gururani, Chair and Undergraduate Program Director)
- Writing Department letter supporting access to courses in the Writing Department for students in the English Language Studies program (Dr. Kim Michasiw, Chair).