

FACULTY AGENDA ITEM

NO: 12-01

Date: February 13, 2012

Submitted by: *Kelly McClendon x2688*

SUBJECT: *Proposal for undergraduate general elective credit for IE201, IE202, IE203 and IE204*

Description: Give 200-level Intensive English (IE) course for nonnative English speakers undergraduate credit to satisfy general electives (and count toward total hours to complete a degree) per departmental discretion. Maximum number of credit hours involved is 12.

IE201 Grammar and Structures II (3hrs) Nonnative English students will study all verb tenses, voice, and complex grammar structures that are common in academic English in order to improve their personal, academic and professional communication in American English. Prerequisites: C or better in Grammar and Structures I or appropriate TOEFL score.

IE202 Reading Comprehension II (3hrs) By reading books, articles and sample academic texts, nonnative English speakers in this course study and practice effective reading and investigating strategies to discover the ways ideas are expressed and put into writing. Besides building academic vocabulary, the goals are increased reading fluency, speed and understanding. Prerequisites: C or better in Reading and Comprehension I or appropriate TOEFL score.

IE203 Speaking and Understanding II (3hrs) This course focuses specifically on the skills needed for presentations, the basic organization of American communication, and idiomatic expressions that prepare the student for the American academic and professional environment. Prerequisites: C or better in Speaking and Understanding I or appropriate TOEFL score.

IE204 Academic Writing II (3hrs) Expressing ideas in writing for the American academic and business reader is the goal in these courses for nonnative English speakers. Students will learn the conventions of expository paragraphs, essays and investigative reports. Summary, analysis, citation and research skill practice are included. Prerequisites: C or better in Academic Writing I or appropriate TOEFL score.

Rationale:

First, by offering credit, recruiting and retaining more new students from foreign countries will be facilitated. It is more attractive to enroll and continue in the IEP at WU if credit is offered. These students can then begin their degrees at WU after completing the IEP and have a few credits behind them.

This proposal for giving credit for Intensive English courses is not something new. There are several examples of this at universities in Kansas, such as University of Kansas and Kansas State University. Awarding elective credit for these courses would affirm the academic rigor that already exists in these courses. Students are already doing demanding work in each course in a language foreign to them. These courses can be viewed as advanced modern language courses taken

abroad, for that is what these international students are doing. It will boost morale in the courses with students knowing that they are held accountable for their course work. In the recent past, students themselves have repeatedly requested credit for their IE course hours.

Currently, all IE courses are counted toward each student's cumulative GPA. TOEFL test scores are used to place students in the correct number and level of classes in the Intensive English Program. Following this, the instructors of each course give a diagnostic during the first two class periods. In this way we ensure that each student is placed correctly in each language skill area.

Detailed Support for Rationale:

1. Other universities have instituted credit for English as a Second Language coursework at the university level.
 - a. KU has been offering credit for exit-level ESL courses with grades of A, B, or C for 13 years. Departments decide how many hours of credit to accept.
 - b. KSU has given departments the discretion to give degree-granting credit to a maximum of 15 hours for designated ESL courses.
 - c. Park University in Parkville, MO offers credit to all levels of English as an International Language courses. Union College in Lincoln, Nebraska offers up to 13 credits for advanced level Intensive English courses. These are just a few examples.
 - d. TESOL (Teachers of English to Speakers of Other Languages) has issued a position statement advocating that degree-granting credit be issued for ESL coursework in universities. (See Appendix)
2. The courses in Washburn's Intensive English Program are academic in nature. Students in IE 200-level classes are between high intermediate and advanced levels of English proficiency (See syllabi). These courses are content-based and are comparable to other language courses in Modern Languages (See Appendix).
 - a. IE Grammar 201 students comprehensively study the structure of English and must apply their knowledge to writing and find errors in their writing. This is comparable to grammar course in a foreign language.
 - b. IE 202 Reading students read authentic academic texts and learn hundreds of academic vocabulary words on the Academic Word List (AWL) compiled by Averil Coxhead. This would be similar to a foreign language reading course but with more of a focus on academic texts and discourse than literature.
 - c. IE 204 Writing students write essays and research reports and learn proper citation and referencing. Students also learn skills in essay test taking and other areas to give them linguistic skills to apply to all areas of their subsequent degree coursework. This is comparable to a foreign language composition course.
 - d. IE 203 Speaking students must present university level speeches and some go on to win Speak-Off contests. This is equivalent to a higher level modern language conversation class with training in speech delivery.
3. Washburn University has already given degree-granting credit for Study Abroad programs. Students who study abroad have similar experiences to those of our students in Intensive English. (See Appendix.)
4. Any department with students on F-1 visas could benefit from this small change in credit issued. Additionally, because students would be getting credit, their attitude toward the classes would be changed.
5. The grade distribution of the IE 200-level courses over the past 2 years shows that these courses are definitely academic in nature and students must apply much effort for a grade of excellent. (See Appendix.)

6. The qualification of each instructor of these courses has a Master's degree. This matches adjunct qualifications in other departments.
7. There will be an advisory group formed to monitor the success of this change in credit with an annual evaluation. This group will consist of someone from the English department, Modern Languages, VPAA, and other departments with heavy international enrollment such as the School of Nursing.

Summary of Rationale and Benefits:

1. Offering degree credit for IE200-level courses would be a selling point for Washburn University during recruitment and retention of international students and would bring more prestige to the Intensive English Program.
2. KU and KSU and other universities have already been offering credit for IE courses.
3. The content of the courses are currently academically rigorous and comparable to 200-level courses in Modern Languages.
4. Study Abroad students have already transferred credits to WU from similar classes in an intensive language program at a foreign university.
5. Only non-native English speakers will be impacted by this change.
6. Final decisions on the number of hours for which to give credit could be at the discretion of each department.

Financial Implications: *NO costs involved, but revenue expected. Issuing credit toward graduation for these courses will actually attract international students that still need to work on their language skills. It would attract new students and aid in retention of current students.*

Proposed Effective Date: *Fall 2012*

Request for Action: *Approval by AAC/.FAC/FS/ Gen Fac, etc*

Approved by: *AAC on date 2/14/12*

Faculty Senate on date

Attachments Yes No