To: Dean Van Galen, Chancellor  
116 North Hall  
University of Wisconsin-River Falls  

From: Wes Chapin, Chair  
Faculty Senate  
University of Wisconsin-River Falls  

December 14, 2012  

RE:  UWRF Faculty Senate Motion 2012-13/72  

At the December 12, 2012 meeting of the University of Wisconsin-River Falls Faculty Senate, this motion was passed, and it is effective spring 2013. The motion is forwarded to you for your action.  

Motion from the AP&P Committee (James Zimmerman, Chair) to approve the English Language Transition proposal.  

Approved  

Disapproved  

Dean Van Galen, Chancellor  

Date: 12/19/12
TRANSMITTAL for UNDERGRADUATE PROGRAMS: Changes or Proposals

INFORMATION

1. Program title: English Language Transition Program
2. Department(s): English
3. College(s): Cas
4. Proposal prepared by: Marshall Toman Date: 11/2/2012

5. Check all that apply:
   - New program
   - Change in course name
   - Change in Major
   - Change in course content
   - Existing program
   - Change in number of credits
   - Change in Minor
   - Change in Emphasis/Option

6. Other Programs/Departments Consulted (Requires letters of support from all Departments or Programs substantially affected):
   1. 
   2. 
   3. 
   4. 

7. Date of Implementation: Spring Semester 2013 Year

8. Have all courses in this program been approved? Yes ☑ No ☐
   If “No,” which ones?

9. Attach Request Narrative. (Include description of program before and after proposed changes).

UNIT APPROVALS: Requires signatures of all Departments Chairs and Deans whose programs will be affected by the changes or proposal. Signature lines for the affected Departments and Colleges (Noted in 6 above), are on the back of this form. These signatures should be obtained prior to review by all other shared governance levels.

Department Chair

College Curriculum Cmtt. Chair

Dean of College

University Curriculum Cmtt. Chair

Academic Policy & Programs Cmtt. Chair

Faculty Senate Chair

Provost / Vice Chancellor

Chancellor

Signature

Date

Marshall T. Toman  11-2-12

11/2/12

11/3/12

11/2/12

11/6/2012

12/7/12

12/19/12

11/12/12

12/19/12

NOTE: The master copy of this transmittal and accompanying documents must be filed in the Provost’s office upon final approval. The Provost’s office will notify all appropriate administrative offices [Registrar, Dean(s), and Department Chair(s)] of approvals and necessary actions to implement changes.

Rev. 11/08
To: Members of APP
From: Marshall Toman, Chair
       Department of English
Date: November 2, 2012
Subject: The English Language Transition Program (ELT)

Objective for Presenting the Program to APP. The Department of English requests approval of the ELT program.

Purpose: The ELT program is an array of courses whose purpose is to transition students to (1) the level of skill in the English language required for admission to and success at universities where the language of instruction is English and (2) an ease of familiarity with the conventions of American higher education (academic papers, academic research) and to (3) a conversancy with the culture of American higher education and (4) American culture in general (enumerated in descending order of importance). UWRF's ELT is UWRF's version of programs common across American higher education that collectively are known as English for Academic Purposes programs.

Background and Current Organization: In the spring of 2011 after a long UWRF history (sketched below), two qualified people, Karen Gosselin and Rhonda Petree, were hired to imagine such a program as it could be fitted to UWRF and to implement it (teach in it). They succeeded in establishing the present program, working from inherited background, along the lines of best practices for such programs. The University of Minnesota, where both Karen and Rhonda received their graduate degrees in ESL (Teaching English to Speakers of Other Languages), and UW-Eau Claire were among the institutions that our present program is modeled on. Karen has left UWRF. Rhonda is the Program Manager. A member of the TESOL faculty in the Department of English, Dr. Annette Klemp, is the Director of the Program. The chair of the department oversees its operation. Funding continues to be provided by the College of Arts and Sciences and the Provost’s Office.

Why?

History to This Point. Two historical factors contributed to the present arrangement.

The existence at UWRF for over a decade of ENGL 021, Developmental English for International Students, is the first factor. Most international students matriculating at UWRF prior to 2000 were sufficiently prepared to enter the university except for their lack of speed in their facility with the English language. The then-equivalent of ENGL 100, as a course for them to take in their first semester, was challenging for the amount of reading it contained. The same skills could be taught as in ENGL 100 if allowances were made for the newly intense work with the students’ second language. Such students took ENGL 101, Academic Writing for International Students, and continue to take this course. Some
international students, however, needed greater assistance in successfully negotiating ENGL 101; ENGL 21 was created for them on the model of ENGL 20's use for domestic students.

The second factor was UWRF’s partnership with the Global Language Institute (GLI). GLI is a for-profit English for Academic Purposes program. A branch of GLI was located physically within buildings of UWRF. Students were supposed to transition to UWRF. Communication difficulties and other problems led to the clear failure of this partnership. UWRF, as other institutions were doing, decided to establish its own English for Academic Purposes program. (My current understanding is that CAS and Dean Caskey, supported by successive provosts, were instrumental in making this decision.)

Hence came the hiring of Karen and Rhonda in 2011 and the reassigned time to a member of the TESOL faculty (and an incredible amount of new and uncompensated work for the department chair).

A Program Revenue Program. This program attracts international students to UWRF. Recruiting students into a new program is often a challenge. However, global factors seem aligned to make this program viable. After start-up costs, the program is envisioned to be completely funded by program revenue. Calculating the direct expenses of instruction plus benefits, administration (program management and direction), and S&E, and place this total against the tuition/program fee charged multiplied by number of students, the break-even is about 18 students. In the third semester of its existence, after some recruiting set-backs, the program enrolls 13 international students. The projection, whether optimistic or not, is that enrollment will rise to 25-30 international students within the next two years, at which point, if growth continues to be anticipated, program costs will rise since current capacity will be used up.

FAQs. 1) Do students receive college credit for these courses? No. These courses do not count toward the fulfillment of a university degree within an English-speaking context.

2) Why aren’t these courses numbered like Math 30 and English 20? Best practices have suggested the proposed course numbering. Partly perception is involved. Second language learning is not remedial. (We do give university credit for learning French, German, Japanese, Chinese, etc.) Reminding university personnel of this fact and not stigmatizing international students are good reasons for the numbering. Once the practice is established at universities across the country, a different sort of numbering (as with our developmental courses), would place our program at a competitive disadvantage and seem to characterize an attitude toward such instruction that is, in fact, not present.

3) Since students are receiving credit for courses numbered like other for-credit courses, what’s to prevent their being used toward UWRF’s (or any other university’s) degree completion? The courses are listed on the DAR at the beginning in a section titled “COURSES EXCLUDED FROM MEETING TOTAL CREDIT REQUIREMENT.” The current DAR detail reads “Select rom: ENGL 020, 021, 022,
023 MATH 010, 020, 030 TED 150 CHEM 090." I imagine the detail will add "ESL 100-399" if the ESL designator is approved.

4) Can students hide in the program forever? No. As with any college for-credit program, students must be making satisfactory progress or they will not be allowed to register for progressive levels of language instruction.

5) Can students in the program take for-credit courses without having achieved the university admissions standard in the English language? Yes, under the following circumstances. The program is a transition program. Students who have been in the program at least one semester and who have achieved scores on the Compass exam with results that are close to the admission threshold and that indicate that they are ready to take certain for-credit courses will be permitted to take one or two courses (1-6 credits). The courses are preselected with attention to language use in the course. ENGL 426, The Victorian Novel, is NOT on the preselected list, for example. The ELT program managers have been working with faculty in different departments to explore which courses might comprise the 1-6 credits of possible coursework. Considered are courses in MATH, ART, MUSC, and PHYS ED.

6) Is the standard admission requirement in regard to language skills applied to students in the program before they are allowed to matriculate as full-time students at UWRF? Yes, with a qualification. One means of exiting the program is to achieve the standard UWRF TOEFL (Test of English as a Foreign Language) admission requirement (which is a score of 80 on the iBT [Internet-based TOEFL]). However, there is a problem in (eager) students' insisting on trying to achieve the iBT admission score when they are clearly not ready and at significant cost and inconvenience to themselves (paying $140.00 and getting themselves to St. Paul as the nearest testing site). The example has occurred; but it happened with some advice given to the students outside of the program itself. Since such advice or even a sort of internal logic could suggest that the problem is repeatable, an alternative exit is envisioned. Placement into the different skill levels is accomplished by on-site testing using an instrument called the Compass/ACT ESL test. This instrument is purchased from the ACT testing service that created it and keeps it updated. It can serve equally well as a means of exit from the program along with progress in classes and instructors' recommendations. The student would need the equivalent on the Compass exam to the admissions requirement of the iBT TOEFL. (We do accept different tests as well as the different versions of the TOEFL (paper, computer-based, and internet based). The IELTS exam is another common instrument accepted by UWRF. The TOEFL and IELTS exams are different and difficult to correlate. But achieving a 6.5 on the IELTS is another way of stating the admissions standard, so already at UWRF we employ different tests for this admissions standard.)

Visual Aids. With this narrative are attached three visual aids.
1) A sample DAR.
2) A table of the courses approved for the program (numbers, titles, credits, contact hours).
3) A chart of the current two levels (iBT 53 minimum) and next semester's third level (iBT 45 minimum).
Report Results

PREPARED: 10/24/22 - 12:07
PROGRAM CODE: B.S 3294
ADVISOR(S): Klomp, Annette D
BACHELOR OF SCIENCE
ACCOUNTING

This evaluation has been prepared to assist you in determining the academic progress of your degree at UW - River Falls. While efforts are made to ensure its accuracy, final responsibility for meeting graduation and/or certification requirements resides with you.

The Office of the Registrar will certify the successful completion of degree requirements. This is not an official university document.

If you have questions or concerns regarding this Degree Audit Report (DAR), please contact your Advisor immediately.

WARNING: FEDERAL LAW PROHIBITS TRANSMISSION TO A THIRD PARTY.

LEGEND

NO = Requirement not complete
OK = Requirement complete
IP = In Progress
ITP = In Progress Transfer
A = Mandatory Sub-requirement
+ = Sub-requirement complete or IP
= = Sub-requirement not completed
* = Sub-requirement not required but courses have been assigned
(R) = Required course
>0 = Course credit reduced
>R = Repeatable course
>C = Credits reduced
>S = Split course
WA = Waived
M = Waived course
(d) = Diversity course
(h) = Honors credit awarded
(T) = Transfer credit
(g) = Global perspectives course
(S) = Satisfactory Progress (Will need a final letter grade)
(NS) = Not Reported (Will need a final letter grade)
(N) = No grade or credits reported

----> At Least One Requirement Has Not Been Completed <----

UNIVERSITY REQUIREMENTS
A minimum of 120 credits and completion of all academic areas required for graduation.
Earned: 81.00 credits
Needs: 39.00 credits

- 2.000 cumulative GPA required, this includes all UW-RF courses taken for a grade, whether or not
used to satisfy specific degree requirements.

You have earned:

* Courses excluded from meeting total credit requirement
 ( 0.00 Credits taken)

In Proc: 12.00 credits
PAJ ENGL 21 3.0 IP ESL-Read, Write, Grammar-1
PAJ ENGL 22 3.0 IP ESL-Read/Write/Grammar
PAJ ENGL 22 1.5 IP ESL-Oral Communication-1
PAJ ENGL 22 1.5 IP ESL-Oral Com
PAJ ENGL 23 1.5 IP ST: Speak/Listen-1
PAJ ENGL 33 1.5 IP ST: Speak/Listen-2
Select from ENGL 020, 021, 023, MATH 010, 020, 030
TED 150 CHEM 090

- 30 UW-RIVER FALLS CREDITS ARE REQUIRED FOR GRADUATION
Needs: 30.00 credits
### ELT Program Proposed Courses for 2012-2013 Academic Year

All International students must take a minimum of 12 credits per semester in order to maintain their student VISA status. However, students can take up to 18 credits per semester at the “12-18 Credit Plateau Rate.”

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Contact Hrs</th>
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<td><strong>Advanced Level Courses</strong></td>
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<tr>
<td>ESL 301</td>
<td>Advanced Reading I</td>
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<tr>
<td>ESL 302</td>
<td>Advanced Reading II</td>
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<tr>
<td>ESL 311</td>
<td>Research Writing</td>
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<tr>
<td>ESL 312</td>
<td>Advanced Writing</td>
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<td>4</td>
</tr>
<tr>
<td>ESL 321</td>
<td>Advanced Oral Communications I</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>ESL 322</td>
<td>Advanced Oral Communications II</td>
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<tr>
<td>ESL 341</td>
<td>Grammar for Academic Purposes V</td>
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<tr>
<td>ESL 342</td>
<td>Grammar for Academic Purposes VI</td>
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<td><strong>Intermediate Level Courses</strong></td>
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<td>ESL 201</td>
<td>Intermediate Reading I</td>
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<tr>
<td>ESL 202</td>
<td>Intermediate Reading II</td>
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<td>ESL 211</td>
<td>Intermediate Writing I</td>
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<tr>
<td>ESL 212</td>
<td>Introduction to Research Writing</td>
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<tr>
<td>ESL 221</td>
<td>Intermediate Speaking and Listening I</td>
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<td>ESL 222</td>
<td>Intermediate Speaking and Listening II</td>
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<td>ESL 241</td>
<td>Grammar (Intermediate) III</td>
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<td>ESL 101</td>
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<td>ESL 122</td>
<td>Low-Intermediate Speaking and Listening II</td>
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<td>ESL 141</td>
<td>Grammar (Low-Intermediate) I</td>
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<tr>
<td>ESL 142</td>
<td>Grammar (Low-Intermediate) II</td>
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<td><strong>Skills Enhancement Courses</strong></td>
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<td>ESL 351</td>
<td>Pronouncing American English I (multi-level)</td>
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<tr>
<td>ESL 352</td>
<td>Pronouncing American English II (multi-level)</td>
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<td>ESL 361</td>
<td>Academic Vocabulary I (advanced-level)</td>
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<tr>
<td>ESL 362</td>
<td>Academic Vocabulary II (advanced-level)</td>
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<td>ESL 261</td>
<td>College Vocabulary I (multi-level)</td>
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<td>ESL 262</td>
<td>College Vocabulary II (multi-level)</td>
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<td><strong>Support Courses</strong></td>
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<td>TOEFL Preparation (multi-level)</td>
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<td>Understanding American Culture through Movies</td>
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<td>Ongoing Orientation</td>
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<td>Culture Studies</td>
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### Course Numbering System

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<th>Level</th>
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<td>100 classes</td>
<td>Courses Low-Intermediate</td>
<td>0 = Either</td>
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<tr>
<td>200 classes</td>
<td>Courses Intermediate</td>
<td>1 = Fall</td>
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<tr>
<td>300 classes</td>
<td>Courses Advanced</td>
<td>2 = Spring</td>
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<tr>
<td>400 classes</td>
<td>Directed Electives</td>
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<tr>
<td>00 classes</td>
<td>Reading</td>
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</tr>
<tr>
<td>10 classes</td>
<td>Writing</td>
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<td>20 classes</td>
<td>Speaking/Listening</td>
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<td>Grammar</td>
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<tr>
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<td>Pronunciation</td>
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<td>Vocabulary</td>
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<td>70-90 classes</td>
<td>Future Courses</td>
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<td>15.13</td>
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**Notes:**
- Note 1: 0.6
- Note 2: 0.6
- Note 3: 0.6
- Note 4: 0.4
- Note 5: 0.4
- Note 6: 0.25
- Note 7: 41.00%

**Staff Expenses/Semester Basis:**
- 2012-13
  - Staff Person: $7,410.25
  - Salary: $10,484.45
  - Fringe Rate: 41.00%
  - Annual Salary Notes: $59,281.00
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<th>9</th>
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<td>5-9</td>
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<td>15-18</td>
<td>20-24</td>
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<td>10-14</td>
<td>15-18</td>
<td>20-24</td>
<td>25-29</td>
<td>30-34</td>
</tr>
</tbody>
</table>

**LWFSC General Ed. credits**
- Total Ed. credits: 341/351/361
- ESL 322/311/302

**Grammar/Pronunciation/Vocabulary**
- Speaking
- Listening
- Writing
- Reading

**Fall Course # Fall Course # Fall Course # Fall Course #**
- ESL 201
- ESL 221
- ESL 222
- ESL 223

**Enter LTF Program**
- IBT=67

**Note**
- For the numbers listed, the number of students in our classes [13] but not all of them are full-time.
- We actually have 11 full-time undergraduate international students in the ESL/ELT Program. When Marshall asked me 6 current enrollment details for international students in good standing=52,500/yr.
- CAS also paid about $9k for computers/related equipment.
- 4.50k over four semesters.