FORM A
College of Professional & Technical Studies

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: The Intensive English Program - Integrated Reading for ESL Learners Level 1

Initiating Unit or Individual: Office of International Education
Contact Person's Name: Piram Prakasam e-mail: prakasp@ferris.edu phone: 591-5290
Date or Term of Proposal Implementation: 8/4/2010
☐ Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
☐ Group I - B – New minors or concentrations
☐ Group II - A – Minor curriculum clean-up and course changes
X Group II - B – New Course
☐ Group III - Certificates
☐ Group IV – Off-Campus Programs

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* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs

President (Date Approved)          Board of Trustees (Date Approved)          President's Council (Date Approved)
1. Proposal Summary

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights. Additional rationale may be attached.)

The Intensive English Program is designed for non-native speakers of English who do not meet the English requirement for official Ferris admission. The goal of the program is to improve students’ skills in English and assist them in reaching the required proficiency level to start their academic courses at Ferris. By improving their skills in English as a Second Language (ESL), they will be able to attain the proficiency level required by Ferris State University admission’s office (TOEFL ibt 61, TOEFL itp 500, IELTS 6.0). This particular course, Integrated Reading for ESL Learners Level 1, is designed for the ESL learners whose reading skills range from high beginning to low intermediate level to improve their reading comprehension skills by assisting them to expand their vocabulary, increase their knowledge of English grammar, learn reading strategies and practice reading from a wide range of academic context. The curriculum of the Intensive English Program focuses on integration of all English language skills necessary to pursue academic degrees and will be divided into 3 levels and 3 subject areas; reading, writing and verbal communication skills.

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:
   Prefix   Number   Title
   ESLR  199-090   Integrated Reading for ESL Learners Level 1

b. Courses to be Deleted From FSU Catalog:
   Prefix   Number   Title

c. Existing Course(s) to be Modified:
   Prefix   Number   Title

d. Addition of existing FSU courses to program
   Prefix   Number   Title

e. Removal of existing FSU courses from program
   Prefix   Number   Title
3. Summary of All Consultations
   Form Sent (B or C)       Date Sent       Responding Dept.       Date Received & by Whom

4. Will External Accreditation be Sought? (For new programs or certificates only)
   __________ Yes       _____X____ No

   If yes, name the organization involved with accreditation for this program.

5. Program Checksheets affected by this proposal.
CREATE NEW COURSE

Course Data Entry Form

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201008 Exmaples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

a. Course Prefix: ESLR
b. Number: 090
c. Enter Contact Hours per week in boxes.
   Lecture 2 Lab 4 INDependent Study - Check (x) Practicum: Seminar:

d. Course Title: Integrated Reading for ESL Learners Level 1 (Limit to 30 characters/spaces.)

e. College Code: CP f. Department Code: CPTS
Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: [x] Variable  [x] Fixed  h. Minimum Credit Hours: 4 i. Maximum Credit Hours: 4

j. May Be Repeated for Added Credit: Check (x) Yes  X No

k. Levels: Check (x) Undergraduate  X Graduate  X Professional

l. Grade Method: Check (x) X Normal Grading  X Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes  X No

n. Equivalent course: Prefix  Number  See instructions on Replacement courses.

o. CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.
This course is designed for the learners of English as a second language whose reading skills range from high beginning to low intermediate level to develop reading fluency and comprehension skills, expanding vocabulary and exploring English structures.

p. Term(s) Offered: Fall2010, Spring2011 (See instructions for listing.)  q. Max. Section Enrollment: 10

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces.

UCC Chair Signature/Date: ___________________________ / /

Academic Affairs Approval Signature/Date: ___________________________ 2010

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code [ ] Basic Skill (BS) [ ] General Education (GE) [ ] Occupational Education (OC) [ ] G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE SCADTL SCARRES SCAPREQ
NEW COURSE INFORMATION FORM
See Sample – Limit to Two Pages Please

Course Identification:

Prefix: ESLR  Number: 407  Title: Integrated Reading for ESL Learners Level 1

Course Description:
This course is designed for the learners of English as a Second Language whose reading skills range from high beginning to low intermediate level. The course focuses on developing reading fluency and comprehension skills, expanding vocabulary, exploring English structures. Development in these areas is essential to prepare students for participation in an upper level reading course for ESL learners and for eventually reading at college level.

Course Outcomes and Assessment Plan:
Upon successfully completing this course, the students are ready to move onto the high intermediate level of reading course, Integrated Reading for ESL Learners Level 2. The students’ progress will be monitored and documented frequently in terms of class performance and assignment quality by the course instructor and their reading skills will be formally assessed by the standardized tests of English (itp TOEFL) at the beginning, around the mid-term period and at the end of the semester.

Course Outline including Time Allocation:
1. Developing a college-level vocabulary (13 hours)
   i. Using context clues
   ii. Using word-structure clues
2. Understanding English structure (23 hours)
   i. Recognizing key grammar in the context
   ii. Practice using key grammar
3. Increasing reading comprehension skills (50 hours)
   i. Finding the topic in a paragraph
   ii. Finding the main idea in a paragraph
   iii. Identifying supporting details
   iv. Increasing reading speed
4. Test-taking strategies (4 hours)
   i. Preparation for types of questions and how to find specific information in the reading passage
ESLR 190: INTEGRATED READING FOR ESL LEARNERS LEVEL 1  FALL 2010  FERRIS STATE UNIV.

CLASS SCHEDULE: Monday, Tuesday, Wednesday and Thursday 8:00 – 9:20, at FLITE408

PROFESSOR: Dr. Kiyoko Metoki

OFFICE: Flite408G  OFFICE PHONE: 591-5290  E-MAIL: metokik@ferris.edu


COURSE DESCRIPTION: This course is designed for the learners of English as a Second Language whose reading skills range from high beginning to low intermediate level. The course focuses on developing reading fluency and comprehension skills, expanding vocabulary, exploring English structures. Development in these areas is essential to prepare students for participation in an upper level and eventually for reading at college level.

COURSE OUTCOMES: Upon successfully completing this course, the students should:
1) demonstrate a wide range of vocabulary and knowledge of English structures;
2) be able to use context clues and word-structure clues to expand their vocabulary
3) be able to find a main idea or overall idea after reading a passage;
4) be able to answer different types of questions after reading a passage.

COURSE ASSESSMENT:
- Reading assignments 30%
- In-class quizzes 30%
- Class participation and performance 40%

GRADING SCALE:
- A 90% and above
- B 80-89%
- C 70-79%
- D 60-79%
- F below 59%

CLASS EXPECTATIONS:
1) Attend every class session, be on time and stay alert during class. Learning occurs when you attend, participate and engage yourself in class. Just attending class is not enough, but you must participate in class activities.
2) Remember your academic goals and try your best to achieve the goals.
3) Ask questions if you don’t understand or need help.
4) As a student of English as a second language, every moment you are awake and alert in this college environment is your opportunity to learn English and help you succeed in college.

EXAMS: There will not be mid-term or final exams for this course. Instead, the students are required to take the TOEFL iTP around mid-term period and at the end of the semester in addition to the one administered at the beginning of the semester. These TOEFL results will not be counted directly as course grades; but will be used to measure progress and find strengths and weaknesses of each student’s English skills so that the instructor can adjust his/her instruction according to the individual student’s needs.

QUIZZES & ASSIGNMENTS: There will be frequent quizzes and assignments in this course. You are expected to try your best in each of them. Students who have unexcused absences may not be given make-up quizzes. If you turn in assignments late, you will not be given points for the assignment; however the instructor will check your work and give you feedback to assist your learning.

COURSE POLICIES:
1) Classroom Behavior: Behavior that interferes with the instructor’s ability to conduct the class or the ability of students benefit from the instruction is not acceptable. The class is composed of students from widely diverse backgrounds with different values. You are expected to treat your classmates and the instructor with respect and be open-minded to the differences around you. In order for every student to benefit from every moment of the instruction, electronic devices including cell phones, beepers, iPods, lap-top computers, and ‘un-assigned talking’ are prohibited, unless requested by the instructor for the instruction purposes.
2) Attendance: Attendance is mandatory and attending every class is essential to improve your English skills. If you encounter unavoidable situations (for example, documented illness, death in family, etc.) to prevent you from attending a class, you must contact the instructor as soon as possible and follow the instruction. Documentation is required in such a situation. If you have more than 4 undocumented absences, you will receive ‘F’ as a course grade.

3) Tardiness: Students are required to come on time and stay until the end of the session. If you are late or leave early, you’ll be marked absent for that session.

4) Academic honesty, integrity, and plagiarism: Students are expected to maintain the highest standards of academic integrity and behavior that violates these standards are not acceptable. The unacceptable conducts include using and copying the unauthorized material and the work of another student. These conducts not only are penalized but also prevent you from improving your English skills.

5) Students with special needs: If you have a documented disability that requires accommodations, contact me as soon as possible so that I can contact the Disabilities Services and assist in developing a plan to address your academic needs in this course.

6) Religious holidays: Ferris State University will make reasonable accommodations for students who are absent from the university in observance of religious holidays. It is the responsibility of the student to notify the faculty in writing during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. The instructor will work with each student’s request in a reasonable manner.

Course content schedule will be provided weekly by the instructor. The instructor reserves the right to make adjustments in this syllabus and provide you any changes in writing.
I approve and support! Thanks Month!
Don Green
Sent from my Blackberry device.
Maureen Milzarski

----- Original Message ----- 
From: Maureen Milzarski
Sent: 08/19/2010 04:23 PM EDT
To: Donald Green
Cc: Denise Moulter; nancyannmoore@gmail.com
Subject: Intensive English Program - Verbal Communication Skills for ESL Learners Level 1

Don, we received the paperwork for the IEP course proposals in our office this afternoon. One of the courses: ESLC 190: Verbal Communication Skills for ESL Learners Level 1 does not have your signature. Could you please send a note to me stating your approval/support of this course.

Thank you!

Maureen Milzarski
Office for Academic Affairs
CSS 310
591-3532
Mo,

We can label them all as 090 courses... I checked on it here in the office. We agree that 090 would be better. What should I do to change them to 090?

Thanks

Piram

Dr. Piram Prakasam
Director, Office of International Education
Associate Professor of Chemistry

1010 Campus Drive, FLITE 408A
Big Rapids, MI 49307
(231) 591-5290
prakasp@ferris.edu

Piram, I just want to follow up to your conversation with Don Flickinger regarding the courses you want to add to Banner for Fall Semester. Do you want these to be entered as a developmental courses with the “090” course number?

Thank you!

Maureen Milzarski
Office for Academic Affairs
CSS 310
591-3532