

MAKING THE CASE FOR UNDERGRADUATE DEGREE CREDIT EAP COURSES

Sonya J. Lakey

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Thomas A. Upton, PhD., Chair

Master's Thesis  
Committee

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Susanmarie Harrington, PhD.

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M. Catherine Beck, MA

## DEDICATION

To Richard: my beloved, my best friend, my heart. I love you so, and this is really all for you honey, such as it is. To paraphrase Mr. Milne:

*“My book is ready, and comes to greet  
The one it longs to see –  
It would be my present to you, my sweet,  
If it weren't your gift to me.”*

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## ABSTRACT

Sonya J. Lakey

### MAKING THE CASE FOR UNDERGRADUATE DEGREE CREDIT EAP COURSES

The issue of whether or not English for Academic Purposes (EAP) courses should carry undergraduate degree credit has been long-debated. The current work attempts to demonstrate that these courses should contribute toward degree requirements in the same way that other foreign language courses do, on the basis of curricular consistency in liberal arts, language, and academic mission, as well as in keeping with goals toward multiculturalism and internationalization. Utilizing a review of existing EAP or English as a Second Language (ESL) course credit structures at 41 U.S. universities, and a survey of ESL/EAP program administrators, recommendations are made for proposing degree credit for EAP courses. Finally, a proposal is included for changing the EAP course credit structure at Indiana University Purdue University Indianapolis.

Thomas A. Upton, PhD.

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## CHAPTER ONE: BACKGROUND

Currently, students enrolled in the English for Academic Purposes (EAP) program at Indiana University Purdue University Indianapolis (IUPUI) do not receive credit for completion of most EAP courses toward an undergraduate degree. Such example of local policy regarding the awarding of degree credit for EAP courses is a reflection of ongoing national, even international debate. There are many issues to consider in whether or not EAP courses can and should contribute to undergraduate degree requirements, but perhaps at the heart of the matter is the “placement of English as a Second Language (ESL) on the periphery of the university curriculum as a conventional response to the need to separate the language of instruction – English – from discipline-specific content” (Melles, et al., 2005). As Melles et al. have observed, the question of degree-credit EAP courses has emerged in a context characterized by increasing international student enrollments, the diversification of traditional university offerings toward areas once considered vocational, and moves to internationalize the university in an effort to meet the goals of mission statements that promote multiculturalism (p. 284). Despite trends toward internationalization on today’s college campuses, there remain institutional attitudes and practices which run counter to the trend, fueling the debate surrounding granting degree credit for EAP courses. (For the purposes of the current work, the term EAP will be used to describe any English language coursework done by nonnative speakers of English (NNS) who have matriculated to the university setting.)

EAP, Liberal Arts Education, and IUPUI’s Principles of Undergraduate Learning

Calvin (2004) has suggested that multicultural study and language study have common goals: to complement the multicultural studies component of a university’s gen-

eral education program by preparing students to interact with other cultures with a degree of awareness and sensitivity. Such study is also in keeping with IUPUI's Principles of Undergraduate Learning (PULs), which state that students will have the ability to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally. This skill is demonstrated by the ability to:

1. compare and contrast the range of diversity and universality in human history, societies, and ways of life;
2. analyze and understand the interconnectedness of global and local concerns; and
3. operate with civility in a complex social world (Appendix B).

If foreign language study is seen as a complement to the multicultural curriculum, and foreign language requirements are tied to the mission of the university, then a number of questions become apparent with regard to applying EAP courses toward undergraduate degree requirements. As Greis (1983) asked in his seminal survey of academic institutions, if English is, in fact, a foreign language, can a parallel be drawn between [other] foreign languages in terms of degree requirements? Are there any guidelines or established practices for institutions to follow? If such parallels can be demonstrated, then granting degree credit for EAP courses can be established using existing guidelines.

#### Degree Credit EAP and Foreign Language Requirement Parallels

In addition to the question of EAP and foreign language parallels, the EAP field also faces issues within English and other departments where such programs may be situated. "Even sympathetic colleagues, who respect the contribution of ESL teachers, are often unclear about the nature and frequent intellectual challenge of English language

teaching at the tertiary level” (Allison, 1992, p. 16). Additionally, English for Specific Purposes (ESP) and EAP course structures have challenged existing assumptions about what it means for a course to be considered as part of a humanities curriculum. The disciplines of EAP/ESP were “moves away from grammatically-based, structural ESL, to closer consideration of the linguistic demands of specific vocational and academic content domains” (Melles et al., 2005, p. 284). This move often engendered an attitude exemplified by Spack (1988) in her discussion of academic writing:

The effort to determine what academic writing is and what ESL students need to know in order to produce it has led to the development of a number of different approaches to the teaching of writing. Most recently, this effort has led to a problematic trend toward having teachers of English, including teachers of freshman composition, teach students to write in other disciplines. This trend has emerged in response to criticism of previous writing programs, analyses of surveys of academic writing tasks, and movements such as Writing Across the Curriculum and English for specific purposes (p. 29).

Whether English instruction is focused on general or traditional academic writing purposes like narration or persuasion, or on content that is discipline-specific, for the nonnative speaker of English, the foremost task is the acquisition of another language. As further example of institutional practice that runs counter to trends toward internationalization, students’ multi-lingual skills may not be factored into their undergraduate degree requirements. “In Liberal Arts, ESL/EAP students can often have the foreign language requirement waived by showing proficiency in their native language, so they typically already do meet the foreign language requirement for Liberal Arts — nonetheless, they don’t get any reduction in the [total number of credits] required towards graduation. The number of degree credits needed in a foreign language has to be made up with other classes” (T.A. Upton, personal communication, April 9, 2009).

## The Question of Remediation

A major hurdle in establishing the logical parallels between EAP and foreign language is the institutional view that EAP course work constitutes ‘pre-college’ instruction, and does not involve the same rigor as other language courses for degree credit. This view is one that has been long held and well documented (Greis, 1983; Benesch, 1988; Auerbach, 1991; Allison, 1992; Crandall, 2004; Gareis, 2004; Melles, et al., 2005). Van Meter (1990) has noted the doubts such arguments raise about the potential for EAP degree credit courses in North American colleges and universities. Chief among them is that ESL instruction is remedial English instruction. In the words of John Swales, “... if there is one factor that has debilitated academic English programs more than any other around the world, it has been the concept of remediation - that we have nothing to teach but that which should have been taught before” (Swales, 1990, p. 2). Reasons both for and against the notion of EAP as remediation have implications not only for the students, but also for language teachers, and for the academy.

In a review of the literature regarding the issue of granting degree credit for EAP courses in four-year universities, three common themes emerge (and often overlap) as areas for consideration in proposing EAP course credits that contribute to undergraduate degree requirements. These address the rationale for degree-credit EAP courses: the ways in which degree credit EAP courses forward the mission of a liberal arts education (and of the institution in which such courses are offered); the ways in which EAP coursework is in keeping with foreign language requirements; and an examination of the misconceptions of EAP instruction as remedial English instruction. Such review highlights the general lack of options available to students in applying EAP course credits toward under-

graduate degree requirements. More specifically indicated is that the allocation of EAP credits as meeting foreign language requirements is least typical. Where ESL/EAP courses can be counted toward an undergraduate degree, these credits are more likely to be counted toward first-year composition requirements and less likely to be counted as foreign language credits (Greis, 1983; Van Meter, 1990).

While a review of various ESL/EAP course credit structures used by other four-year universities in the U.S. can provide considerable information for identifying potential course credit structures for the current context, it also suggests the need to determine the rationale behind these credit structures. Therefore, in addition to exploration of other credit structures at universities in the U.S., the current work will also include a survey of ESL/EAP program administrators. This will inform a proposal for change in the EAP course credit structure for credits that count toward a bachelor's degree at IUPUI.

Discussion will include the ways in which degree credit EAP courses support the mission of a liberal arts education, the precedent for degree credit EAP courses, and the question of whether EAP education is remedial education. Chapter 2 will review literature relevant to the issues of EAP courses and degree credit. Chapter 3 will outline a methodology for a Web-based review and survey of university EAP/ESL courses and programs. The survey will query the rationale underlying the structure of credit-bearing EAP courses, with an eye toward considering how the diversity of such structures can be utilized to inform that of EAP courses at IUPUI. Chapter 3 will also include results for both the programs review, and the survey. Chapter 4 will provide a detailed proposal for degree credit EAP courses at IUPUI, based on recommendations drawn from Chapters 2 and 3.

## CHAPTER TWO: LITERATURE REVIEW

The flow of second language learners coming to the United States for academic purposes increased steadily during the latter half of the twentieth century. As a result of this flow, EAP programs are the largest and fastest-growing programs at many colleges, and the adult ESL student represents the largest and fastest-growing segment of the adult education population (Kuo, 2000; Crandall, 2004, p. 7). Additionally, compared to students coming from other noncredit programs (e.g. business, health sciences) EAP students are the largest contributors to credit enrollment, and these students also have the fewest semester delays between enrollments from noncredit to credit courses (Spurling, 1999). These population trends have implications for the university, both nationally and locally.

According to *Open Doors 2006*, the annual report on international academic mobility published by the Institute of International Education (IIE) and the U.S. Department of State's Bureau of Educational and Cultural Affairs, while the number of international students enrolled in U.S. higher education institutions remained steady in 2005-06 at 564,766 (almost equal to 2004-05 totals), the IIE report also suggested that another increase in international student enrollments is expected. While Indiana ranks tenth nationally in terms of the overall foreign student population, the state tops the chart in terms of growth rate for this group (see Table 1).

Table 1

*Rates of international student enrollment at U.S. universities*

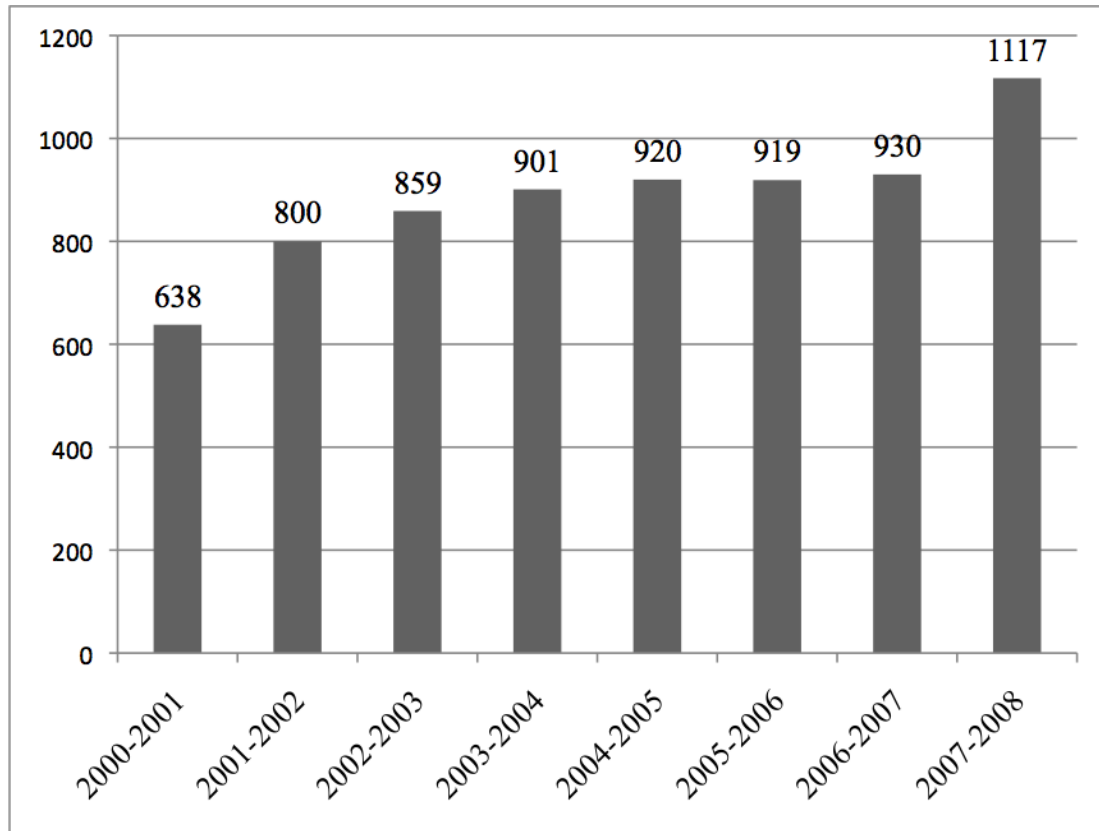
Rank	State	2004/05	2005/06	% Change
1	CA	75,032	75,385	0.5
2	NY	61,944	64,283	3.8
3	TX	47,367	46,869	-1.1
4	MA	27,985	28,007	0.1
5	FL	26,264	26,058	-0.8
6	IL	25,021	25,116	0.4
7	PA	22,773	22,418	-1.6
8	MI	20,879	20,827	-0.3
9	OH	17,952	18,002	0.3
10	IN	13,149	13,992	6.4
11	MD	13,439	12,887	-4.1
12	NJ	12,571	12,779	1.7
13	GA	12,111	11,921	-1.6
14	VA	12,501	11,701	-6.4
15	WA	10,674	11,234	5.2
16	MO	9,540	9,641	1.1
17	AZ	10,011	9,617	-3.9
18	NC	9,029	9,507	5.3
19	MN	8,491	8,709	2.6
20	OK	8,454	8,149	-3.6

Note. From The Institute of International Education (IIE) *Open Doors 2006* “Fast Facts”.

This growth is reflected in enrollment rates at IUPUI with international student enrollment increasing 57% from 658 in 2000-01 to 1117 in 2007-08, as shown in Figure 1. (For details regarding 2008 data on international educational exchange in Indiana from *Open Doors*, see Appendix A.)



Figure 1. International student enrollment at IUPUI.<sup>1</sup>



<sup>1</sup>Source: IUPUI Office of International Affairs

## The Evolution of EAP

Attempts to address the diverse purposes for learning and teaching English in the U.S. to these learners today extend far beyond the earlier scope of teaching English to speakers of other languages primarily as a means to help nonnative people achieve citizenship, or to refresh their existing knowledge of English (Farland & Cepeda, 1988). In terms of a timeline, by the mid-1940s, more structured EAP programs began to emerge, and by the late 1960s, EAP professionals were beginning to apply innovations to the curriculum (Dudley-Evans, 1999; Brown, 2000). It was during this time that English for Specific Purposes (ESP) emerged within the discipline of Teaching English as a Foreign or Second Language (TEFL/TESL).

ESP is defined as English language teaching that is centered on language appropriate to those activities in syntax, lexis, discourse, semantics, etc., in contrast with ‘General English’ (Dudley-Evans, 1998). As a branch of ESP, EAP:

“...refers to language research and instruction that focuses on the specific communicative needs and practices of particular groups in academic contexts. It means grounding instruction in an understanding of the cognitive, social and linguistic demands of specific academic disciplines. This takes practitioners beyond preparing learners for study in English to developing new kinds of literacy: equipping students with the communicative skills to participate in particular academic and cultural contexts” (Hyland & Hamp-Lyons, 2002, p. 2).

Malcolm (1993) has asked, “Now that language for specific purposes co-exists with language and literature as an option for university-level study, the question arises as to whether or not it is equally worthy of inclusion as an area of study attracting credit towards a degree” (p. 5). This is the essential question in confronting the next evolutionary phase of EAP as a discipline.

### *The Controversy Surrounding Degree Credit for EAP Courses*

One of the more significant hindrances to the recognition of EAP as a discipline in its own right is the inconsistent manner with which colleges grant degree credit for ESL/EAP courses. “At some colleges, ESL courses that meet or exceed the rigor and content of college level courses are not accorded degree-applicable credit, while at other colleges, similar ESL courses receive both associate and baccalaureate degree credit. This inconsistency makes it very difficult to articulate ESL courses and creates an unacceptable barrier in the path of ESL students who want to earn certificates and degrees” (retrieved November 7, 2008 from <http://www.catesol.org/pathways.pdf> p. 153). The goal of this thesis is to present a rationale for degree credit EAP courses at IUPUI supported by three key components: a review of the relevant literature, the demonstration of precedent for degree credit-bearing EAP courses in both policy and practice, and the demonstration of how such courses meet foreign language and/or general education requirements at IUPUI. It is hoped that this overview will reveal consistent national patterns in awarding credit for EAP courses that can be utilized in establishing a new course credit structure at IUPUI.

### *Research Opportunities Regarding EAP and Degree Credit Policies*

There is no recent, comprehensive data regarding the programming practices at other universities, especially in terms of the parallels between EAP and foreign language course requirements. An updated survey is a way to address that gap. Methods for collecting data include analysis of other program structures, and questionnaires aimed at assessing attitudes about EAP parallels to foreign language requirements. This information can inform recommendations for in change in EAP course credit structure at IUPUI.

### *Defining ESL/EAP Credit*

There are multiple ways in which ESL/EAP credit is defined at the postsecondary level. This thesis will focus on two kinds: institutional credit and degree credit.

- *Institutional credit.* Blumenthal (2004) discusses types of ESL/EAP course credit typically seen in the two-year institution. Institutional credit “refers to in-house credit that counts only for calculating tuition and applying academic rules and penalties at individual institutions...[credit] does not apply toward an undergraduate degree but appears on the student’s transcripts, and may help the student with obtaining financial aid, and/or maintaining student visa status” (p. 52). This kind of credit may also contribute the student’s GPA.
- *Degree credit* is ESL/EAP course credit that can be applied toward first-year composition, general education/core curriculum requirements, electives, and/or foreign language requirements toward the completion of an undergraduate degree.

These definitions will be used throughout this work. While it can be argued that including institutional credit is not in keeping with efforts to demarginalize EAP programs and those who participate in them, these credits are treated in the current work as an important part of the national picture of EAP course credit structures. These credits can support students in obtaining an undergraduate degree. Such support is not available at many universities. Granting institutional credit is also seen as a positive step in the evolution of academic policies advocating ESL/EAP degree credits. These two types of credit – institutional and degree – stand in contrast to non-credit courses, which do not

apply to degree requirements, college student status or GPA. Non-credit courses are typical of Intensive English Programs (IEPs) community, and Adult Basic Education ESL/EAP courses. Non-credit courses are not included in the current discussion.

### *EAP in Liberal Arts Education*

Before considering how degree-credit EAP courses fit within the context of a liberal arts education, a clear understanding of what constitutes this kind of education is necessary. Of equal importance is consideration of how the principles of a liberal education are carried out locally. Table 2 summarizes the key corollaries to be explored in the following sections. (A complete listing of the Principles of Undergraduate Learning and ACTFL Guidelines may be found in Appendix B and Appendix C, respectively.)

Table 2

*Corollaries in key principles of education*

	Critical thinking	Multiculturalism	Lifelong learning
Tenants of liberal arts education (Humphrys, 2006)	The demonstrated capacity to adapt knowledge, skills, and responsibilities to new settings and questions.	Intercultural knowledge and competence.	Focused through engagement with big questions, both contemporary and enduring.
IUPUI PULs <a href="http://www.iupui.edu/academic/undergrad_principles.html">http://www.iupui.edu/academic/undergrad_principles.html</a>	The ability of students to analyze information and ideas carefully and logically from multiple perspectives.	The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally.	The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.
Foreign language learning (ACTFL Executive Summary)	Develop insight into the nature of language and culture through comparisons of the language studied and their own.	Gain knowledge and understanding of other cultures.	Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

*What is a liberal arts education?*

Language, and the ability to use it to achieve a wide array of purposes, is at the core of education in the liberal arts. Kaplan (2003) suggests that language is the means by which we learn to understand the world around us:

“It seems apparent that at least one objective of all education is to help learners understand and deal with the phenomenological world in which they live. It seems equally apparent that learning about and dealing with the phenomenological world is tied to language knowledge, since language is the vehicle through which one comes to understand and deal with the phenomenological world” (p. 12).

There was a time when language was central in a liberal arts education, or in what was known as the three branches of the *trivium*: grammar, logic, and rhetoric. As technological and vocational goals have become an increasingly larger concern of post-secondary education, there has been a shift in the place of language in the liberal arts. “... increasingly, language study became separated from other subjects . . . and became merely one other subject. . . . As a result, language lost its centrality and relevance as an educational focal point, and it became difficult to see how it connected to other parts of the curriculum . . .” (van Lier, in Reagan, 2004, p. 229). Barker (2000) has provided a comprehensive account of the history of liberal arts education in the U.S.:

The first American colleges drew on ancient and medieval sources and the tradition of Oxford and Cambridge to offer a substantially prescribed curriculum of ancient classics, rhetoric, mathematics, Christian ethics, and philosophy to develop leaders for the church and the learned professions and citizens for the new nation. By the last third of the nineteenth century, higher education in the United States was responding to the industrial revolution and the demands of a developing nation and economy by expanding its purposes and creating new structures. Though undergraduate colleges survived, either independently or as part of universities, the traditional liberal arts curriculum was supplanted by the modern disciplines of the arts and sciences. . . . In the last third of the twentieth century, the United States produced a new model of higher education, one that was more dynamic, inclusive and productive than ever before. Scholars have advanced

specialized knowledge on all fronts while such innovations as community colleges, standardized testing, affirmative action, and financial aid have made higher education accessible to most who seek it. These developments have taken place against a widely held expectation that the goal of an undergraduate liberal arts education is to provide students with knowledge, values and skills that will prepare them for active and effective participation in society. Drawing on this prototype, undergraduate colleges in the U.S. have sought, with varying degrees of commitment and success, to endow students with the capacity to learn, to reason, and to communicate with proficiency... U.S. higher education today is an even larger and more diverse enterprise — diverse in terms of the student body and institutional type and purpose... (pp. 2-4, retrieved October 27, 2007, from <http://www.carnegie.org/sub/pubs/libarts.pdf>).

In the late 20th century, liberalism's value of the individual, and liberal education's concern for the development of the individual student in a traditional, Anglo-Saxon context was called into question by multicultural constituencies (Martinez Aleman, et al., 2001). As Barker has suggested, "a global economy and information technology are combining to create a world without borders. In such a world, multicultural skills — understanding one's own culture and other cultures, and being able to communicate across differences of language, culture, race, and religion — will be critically important. Understood in this context, liberal arts has become the essential education for all people living in a global, technology-driven society. Future-oriented liberal education must prepare students to function effectively in a multicultural society and in a world where national borders may sometimes blur" (Barker, 2000, p. 8). Lange (1994) considered the place of language learning in a liberal arts education:

We need constantly to be asking why language learning is important either before or during a liberal arts education (or technical education for that matter) on the college or university level. A language requirement for what? The analysis of language is not sufficient to include language in a liberal arts education. Instead, the orientation must be toward a level of language use or language proficiency where students use that proficiency to learn about themselves in their world. It is at this point that language learning



becomes an important element in higher education.” (Retrieved October 27, 2007 from <http://web2.adfl.org/adfl/bulletin/V25N2/252012.htm>.)

Lange’s questions about the purpose of language learning underscore the basic tenants of a liberal arts education, and are also reflected in IUPUI’s PULs. Additionally, in keeping with this emphasis on cultural and technical globalization, the Association of American Colleges and Universities (AAC&U) reports that whatever specific curricular form it takes, today’s liberal education advances outcomes considered essential for success in today’s world (Humphrys, 2006, p. 3). These outcomes include the following:

**Knowledge of Human Cultures and the Natural and Physical World**

1. grounded in study of the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
2. focused through engagement with big questions, both contemporary and enduring

**Intellectual and Practical Skills**

1. inquiry, critical and creative thinking
2. written and oral communication
3. quantitative literacy
4. information literacy
5. teamwork and problem solving

**Individual and Social Responsibilities**

1. civic knowledge and engagement—local and global
2. intercultural knowledge and competence
3. ethical reasoning and action
4. foundations and skills for lifelong learning

**Integrative Learning**

1. synthesis and advanced accomplishment across general and specialized studies
2. the demonstrated capacity to adapt knowledge, skills, and responsibilities to new settings and questions

Not only does a liberal arts education advance such outcomes on a philosophic or curricular basis, but the mission of the university in supporting programming for language learners extends to a very pragmatic level on several points. Crandall (2004) has outlined some key issues:

1. The university's leadership role in advocacy for adult students.
2. The commitment to mission/service provision which allows the university to be able to offer adult ESL students access to resources such as computer labs, libraries, and career and academic counseling that might not be available otherwise.
3. Universities can provide faculty with support and innovation in curriculum and program design and opportunities for staff development.
4. A centralized administrative structure that groups similar or complimentary programs (credit and noncredit; workplace and academic) and brings them into administrative alignment can make programs more visible, coherent, consistent, and efficient; it can also make it easier for ESL students to set goals, access appropriate services, and move from one level, or type of program to another.

*Liberal Arts Education at IUPUI: Principles of Undergraduate Learning.*

As a guide for general education requirements, IUPUI's Principles of Undergraduate Learning (PULs) permeate the curriculum in every major field of study, and provide a framework for what graduates of IUPUI will know and be able to do upon completion of a degree. These principles are suggested as "the essential ingredients of the undergraduate educational experience at this community" (retrieved September 7, 2007 from [http://www.iupui.edu/academic/undergrad\\_principles.html](http://www.iupui.edu/academic/undergrad_principles.html)). IUPUI's multicultural mission is a critical program component (see 'Understanding Society and Culture' in Appendix B) in addressing Lange's point that foreign language study aids students in obtaining 'language proficiency where students use that proficiency to learn about themselves in their world.' The emphasis on language is also emphasized in the *Core Communication and Quantitative Skills* PUL, or the ability of students to write, read, speak, and listen, perform quantitative analysis, and use information resources and technology and the foundation skills necessary for all IUPUI students to succeed. This set of skills is demonstrated by the ability to:

1. express ideas and facts to others effectively in a variety of written formats;
2. comprehend, interpret, and analyze texts;

3. communicate orally in one-on-one and group settings;
4. solve problems that are quantitative in nature; and
5. make efficient use of information resources and technology for personal and professional needs.

#### The Common Thread in Critical Thinking, Multiculturalism, and Lifelong Learning

Lange (1994) has suggested an appropriate attitude toward language learning and language use in a liberal arts curriculum, where the study of a foreign language and the development of language proficiency play a prominent role. Courses outside language departments, such as history, philosophy, journalism, music, art, economics, and anthropology, in which language use is encouraged, provide students with a broader perception of the field within which they are working or the course they are pursuing. Multicultural study and language study then have common aspirations, and fit into core undergraduate education requirements for communication and analysis like the IUPUI PUL listed above. Whether language learning courses, including EAP classes, are appropriate for inclusion in degree credit should depend, to a large extent, on their function and focus, “where functions are academic, and the relevant areas of focus are skills, and content” (Malcolm, 1993). Malcolm defined academic activities as those which “bring the student as a participating member into a particular community of scholarly discourse” (p. 4), and suggested this designation for upper-level EAP courses (in contrast to what he termed the “literacy unit”, which is comprised of courses that are developmental in nature and focuses on skills). Skills are understood as those of reading, writing, speaking, and listening. Content “subordinates concern for the medium to concern for the message” (p. 6).

Malcolm identified several issues for consideration in granting degree credit for EAP. First, the demand was made from nonnative English-speaking students who were highly competitive on academic grounds, but were seeking confirmation that their Eng-

lish “could carry not only a communicative, but also an academic load” (p. 8). In Malcolm’s work, another issue was considered along with student demand for degree credit. Malcolm noted that the principle of equity is one that is (ideally) universal in the academy. The issue of equity in language study can perhaps best be expressed in the question, ‘Why can native English speakers receive degree credit for elementary courses in foreign languages, while NNS do not receive [degree] credit for even high-level EAP courses?’ Ward (1997) has elaborated: “Although most universities award [degree] credit to students for learning even the basics of a foreign language, ESL students receive little or no [degree] credit for their freshman-level work in learning English. Since most enter college at the intermediate or advanced ESL level, they are usually much more proficient in their second language, and doing more-sophisticated work, than are their peers who receive [degree] credit in foreign language classes” (p. B8).

#### *The Role of Foreign Language: a Case Study*

Calvin and Rider (2004) provide an illustrative example of how the common goals of general education, the development of critical thinking skills, and multicultural studies, can be integrated toward like objectives in EAP: communicative competence, cultural awareness, and sensitivity to diversity using strategies and skills for lifelong learning. In the fall of 1999, a campus-wide foreign language requirement for all incoming students was adopted at Indiana State University. “We recognized that a foreign language requirement would only succeed if its goals were strategically tied to the mission of the university and the curriculum integrated into the fabric of the university’s general education program. We [also] recognized that the spread of multicultural studies across academic disciplines was paving the way for renewed efficacy of foreign language study,

for in fact much of what we claim for language study – namely the development of cultural awareness and sensitivity – also lies within the interdisciplinary area of multicultural studies” (Calvin & Rider, 2004, p.11).

In an attempt to address ACTFL standards, Calvin and Rider’s study utilized a standard they termed “holistic application”, which charged students to use their knowledge about language and culture to enrich their current studies and to develop lifelong skills. It was here that the program sought to promote the lifelong learning disposition and to establish connections with other disciplines and communities. Calvin and Rider also utilized an oral proficiency-oriented approach using student-centered pedagogy, stressing a variety of approaches to engage the multiple learning styles of students. Technology was also important in the classroom, as evidenced by the use of listening labs, internet assignments, CDROMS and videos. Journals were used to address the goal of critical thinking – essential to both general education and multicultural studies. This example shows that foreign language requirements can meet a number of both liberal arts general education requirements, as well as several of IUPUI’s own principles of undergraduate learning. As Dudley-Evans (1998, p. 42) has pointed out, “while some EAP courses may focus on specific skills and schemata, and are logically classified as training, most [EAP] courses are as much concerned with education and developing learners’ capacity as are [general English] courses”. Calvin and Rider’s work demonstrates the common standards used in EAP and other language classes in measuring course and communication outcomes.

### *EAP Parallels to Foreign Language Requirements*

The argument regarding parallelism between foreign language learning and EAP is one that has been long-debated (e.g. Bolton, 1990; Greis, 1983; Van Meter, 1990). Foreign language study is intrinsic to the principle of understanding society and culture, and to the goal of multicultural awareness in general. In the academy, the question is whether these courses meet the objectives of critical thinking and lifelong learning. “For nonnative speakers in this country, English is a foreign language” (Blakely, 1994, p.1). “In such a complex and long process of learning, learners are encompassing basic social communication as well as academic and cultural knowledge, and they are processing through stages of improving listening, speaking, reading, and writing skills” (Buchanan, 2001, p. 10). Buchanan also points out that learning content while using a new language “doubles the cognitive load” (p. 11) since international students not only need to remember the new, complex, abstract concept (as do their native peers), but also need to decipher and remember the new vocabulary used in the English medium classroom – in addition to other variables related to language, culture, and appropriate contexts for language use.

In his survey of directors of 174 ESL programs associated with institutions of higher education, Greis (1982) asked questions concerning then-current practices toward ESL admission, existing policy in dealing with ESL/EAP course credit, and the status of ESL instructors. He also queried for any recommended changes respondents had regarding degree credit for ESL courses, including the course levels at which to allow degree credit, as well as any parallels with foreign language course structures. Responses to the survey revealed diversity in patterns of admission and degree/institutional credit/noncredit-bearing offerings, as well as the lack of a consistent policy among and with-

in many institutions. Interestingly, the results of Greis' survey reflect issues that persist in the debate around institutional versus degree credit for EAP courses. First, with regard to degree credit status, those in support of granting degree credit argued that:

1. When upper-level ESL/EAP work is similar to undergraduate English offerings, degree credit should be offered.
2. Advanced ESL classes should be for degree credit.

Arguments against a degree-credit system suggested that:

1. ESL classes are remedial.
2. Offering [degree] credit for ESL classes would encourage students to take courses "outside their major area".
3. Offering ESL for [degree] credit would involve detrimental administrative changes.

Second, in terms of the parallels with foreign language requirements and status, arguments for such parallels with degree-credit ESL/EAP courses included opinions such that:

1. Equivalence with foreign language would acknowledge the strength of an ESL program vis-à-vis other foreign languages.
2. ESL should be considered foreign language work, not remedial.
3. ESL should substitute as a foreign language for graduation requirement.

Arguments against parallel with foreign languages purported that:

1. Students take ESL to acquire necessary skills for school. This is not true for foreign languages.
2. The skills acquired in ESL and foreign languages are not comparable.

Another issue that deserves consideration is the concerns faculty may experience in dealing with an increasingly diverse student population. In her survey, Zamel (1995) discussed concerns faculty have in working with nonnative English-speaking students. Kubota has suggested (in Matsuda, 2006) an assumption that, "a research university is not responsible for correcting nonnative speaker's English deficiencies – community colleges or other adult education programs would be a more appropriate place for students to

get help. However, the lack of English language support stemming from this attitude creates great frustration among the teachers at the community college, and students who cannot find a program or course that meets their needs” (p. 85).

There are few examples of comprehensive data regarding policies of post-secondary institutions in granting degree credit for EAP courses. While the general goals of preparing students for academic coursework in English language programs are similar (Kuo, 2000), there is little to indicate standardized or best practices – whether in terms of program structure, the criteria by which institutional or degree credit may be granted for EAP courses, the level of degree credit courses, or the total number of credits to be counted toward a liberal arts degree. Rather, practices tend to vary by institution. As Blakely (1989) has pointed out, “...the situation is chaotic. Almost as many solutions to the problem exist as there are institutions offering courses in English as a Second Language. In looking over the procedures used, one senses that many of them were arrived at quickly, almost by accident. At one college, a student receives full [degree] credit for courses that another college does not seem academic enough” (p. B2). This may be due in part to what Malcolm (1993) terms, “two competing conceptions of language learning in...universities: one which sees it as a preparatory or subsidiary activity for truly academic studies, and one which sees it as a legitimate academic pursuit in its own right which can co-exist on equal terms alongside other aspects of professional preparation” (p. 3).

Essential to addressing arguments against granting degree credit for EAP courses toward a degree - and to viewing it as meeting foreign language requirements - is the ne-



cessity of debunking the myth of remediation. Only then can sound support for parallels to foreign language instruction and course structure be made.

*Addressing the Question of English Language Learning as Remediation*

The issue of remediation is perhaps the most wide-spread and persistent barrier to the goal of restructuring EAP courses for degree credit. “Despite the... fact that ESL programs often constitute a ‘cash cow’ for fiscally strapped U.S. institutions, the ESL program is typically regarded as remedial, and not available for [degree] credit” (Kaplan, 2003 pp. 14-15). Kaplan quoted estimates from the National Association of International Educators (NAFSA) that foreign students and their dependents contributed more than \$11.95 billion to the U.S. economy during the 2001-02 academic year. Melles, et al. (2005) have noted that the field of EAP faces an “institutionally dominant metaphor of language as ‘conduit’ for content, so that all sorts of problems are simply written off as language problems and therefore technically solvable with attendance at (any!) language class...in this conduit metaphor, language is seen as a tool that in itself is devoid of any intellectual value - a view which lends support to a discourse of student deficiency in technical skills” (p. 284). Benesch (1988), has cited the political and ideological implications of this is an approach, “which presents language as a set of discrete bits of knowledge such as ‘the sentence’, ‘the paragraph’, and ‘-ed’ endings . . . [and] which views students as patients who are deficient in basic skills... and must be cured” (p. 1). She also suggests that this marginalized view of EAP students can be demonstrated in the way in which standardized testing may be used to deny international students access to mainstream education (Benesch, 1993, p. 709). Van Meter (1990) points to various studies which “show the acquisition of a foreign or second language...requires academic vigor

and an academic process which is anything but remedial ...upon examination of the skills required of international students to learn English, it is noted that ESL courses are not remedial... [but] indicative of the skills needed at the abstract level, as are most college courses” (p. 5).

### *Consequences of Remediation for the Student*

An obvious problem with a characterization of EAP students as “remedial” is that students themselves may feel stigmatized or may have a poor self-image, and so may well be resentful because they have been assigned to follow ESL courses (Allison, 1992). Crandall (2004) lists several differences between what she terms developmental students and EAP students. These two groups have teachers who undergo different training, and are subject to different sets of qualifications. Curricula are also different, especially in that these two groups form a different research base. EAP students focus on linguistic or structural aspects of the language, more than on creative or artistic expression.

As Allison (1992) has stated, “remedial perceptions of ESL programs and students may be accompanied by dismissive views, held and aired in disregard of facts, concerning the academic and professional standards of ESL teaching staff. This is especially likely in universities” (p. 2). Auerbach (1991) has voiced the concern of many EAP professionals that English language instruction is marginalized by the academy, because of EAP is a skill, not a discipline. “There’s an academy with an established set of standards, and our job is to get people ready to enter it. As such, our work is defined more as training than educating; language is seen as a neutral tool, a set of decontextualized skills to be mastered as a precondition for access” (p. 1). As with any group of students, those in EAP classes are at different levels of academic preparedness. However, correlations be-

tween proficiency in English, and overall academic ability, can be misleading. This is certainly the case for anyone categorized in remedial terms – for both native and nonnative English speakers alike.

*Consequences of Remediation for the Academy*

“EAP teachers are marginalized because EAP students are marginalized. Today, the decline in North American population growth (and in western countries in general) has increased the need for international workers. [The] mandate to link ESL with employability has become more and more pervasive” (Auerbach, 1991). “Furthermore, the view of ESL as remedial reflects an institutional lack of understanding of the importance of the professionalism in the teaching of college-level [EAP] or the academic legitimacy of applied linguistics research” (Kubota in Matsuda, 2006 p. 86).

As an English language instructor and researcher, Allison (1992) has suggested that teachers in remedial school programs can be highly respected colleagues who are seen to do a difficult job with “slow learners”, but such a conception has no obvious counterpart in university teaching and learning. “... there may also be genuine fears that “remedial” ESL teachers will fail to appreciate the nature and concerns of academic curricula” (p. 16).

Objections to “remedial English”, and aspirations towards credit status for English language courses, can be linked uncomfortably closely to the pursuit of professional survival or advancement. Of course, we can reply that these motives are not in themselves selfish or base; that we believe in the value of our teaching programs, and of the professional contributions we can make. Nonetheless, the long-term interests of students, universities (and other colleges) and the profession itself plainly call for diagnoses and prescriptions that are primarily motivated by the welfare of “clients” rather than of practitioners. With this point in mind, it is also crucial to distinguish a rejection of “remediation” as the guiding concept for all tertiary English language work from the very different (and far more traditional) view that there should be no place at all for remedial English teaching in a

university. To argue that “remedial English” is a bad name for an entire ESL teaching operation is not to imply that there will be no call for any remedial provision within such operations. (Allison, 1992, p. 4)

Benesch (1988, pp.1-2) argued that it is time to abandon the notion of ESL as a form of remediation. She pointed to a resolution, passed by the 1987 Teachers of English to Speakers of Other Languages (TESOL) Convention, (Appendix D) that calls for the accreditation of ESL courses in institutions of higher education. This resolution opposes a remedial view of ESL courses, recognizing them as instances of foreign language instruction. The resolution sees such courses as meriting full degree credit for their intellectual demands on students. “If universities desire to be truly multicultural institutions dedicated to educating people regardless of color or place of origin, then they need to demonstrate that they value the learning achievements of all people. Giving credit for English language courses is but one small step in the right direction” (Martino, 1992, p. 22).

#### Initiatives in Support of EAP Courses for Degree Credit

There is support for establishing EAP courses that count toward undergraduate degree requirements. As Greis (1983) noted regarding the results of his survey of post-secondary institutions, “...there is considerable agreement concerning future policies and ESL needs in higher education...a large number of [respondents] recommend degree-bearing credit. More are in favor of giving credit in ESL at all levels than of giving it at the advanced level” (pp. 3-4). Van Meter (1990) cited California community colleges as granting credits toward an undergraduate degree as fulfilling general education, elective, or major requirement, depending on the degree. “The trend seems to be prompted by both practical and ethical concerns.” First, as the traditional college-age population in the U.S.

declines, colleges and universities look more toward international students to maintain quotas, particularly because the EAP population is to a considerable degree represented by international students who, as Van Meter pointed out, a) are already skilled learners in their native languages, b) have practiced higher-order thinking and analytical reasoning skills demanded by postsecondary courses, and c) are culturally motivated to engage in the collegiate experience. “These students comprise a group that has distinct academic promise” (p. 1).

In 1994, California TESOL (CATESOL) supported the granting of credits towards the associate degree to English language learners for courses of English as a Second or Foreign Language (Appendix E), which meet the standards and criteria for associate degree credit courses (Title 5, Barclay's California Code of Regulations). The rationale for this code states:

Academic credit should be awarded for the study of ESL just as it is for foreign language study by English speaking students. Inadequate control of one's second language is not comparable to having inadequate skills in one's first language. Collegiate ESL courses are designed to continue the normal linguistic/cognitive/academic/cultural development of a foreign language and are not the same as English courses for students who are not at college level. Receiving credit for ESL increases student motivation and performance in ESL courses. Collegiate ESL courses offer a rigorous academic program that requires students to perform at a level equal to other associate degree credit courses (CATESOL Board of Directors, 1994).

On July 5, 2000, the Board of Directors for TESOL approved a policy statement affirming the position that credit towards a degree be awarded to students upon successful completion of EAP coursework. Then-president Barbara Schwarte stated the following in a press release: “Non-native English speaking students should be acknowledged for successful completion of ESL courses, just as their English-speaking peers are acknowl-

edged for successful completion of foreign-language courses... With the increasing desirability for international students among post-secondary institutions, as well as the President's own call for increased international education opportunities, the awarding of degree-granting credit for ESL courses in post-secondary institutions is a logical step.”

TESOL updated its position in a statement approved in October, 2008:

Courses for English language learners in academic institutions are often mischaracterized as remedial and are not always acknowledged for full credit and/or count toward graduation. These policies and practices fail to recognize that [English for Speakers of Other Languages (ESOL)] courses are standards-driven content courses, similar to and on par with other subject matter, such as language arts or foreign language courses. TESOL advocates that institutions of secondary and tertiary education develop policies that identify those ESOL courses that will be credit-bearing upon successful completion and/or satisfy academic requirements for graduation purposes and that these institutions grant such courses appropriate credit hours. Second, TESOL encourages institutions to examine, and revise as needed, their guidelines for eligibility for participation in or access to programs at their schools that are driven by academic course requirements that do not recognize ESOL coursework as credit-bearing courses. These guidelines for eligibility may currently exclude English language learners from participation. Finally, testing opportunities should be made available that would allow English language learners to receive equivalent credit for appropriate coursework upon demonstrating mastery of expected content and/or skills (Position Statement on Academic and Degree-Granting Credit for ESOL Courses retrieved July 20, 2009 from [http://www.tesol.org/s\\_tesol/seccss.asp?CID=32&DID=37](http://www.tesol.org/s_tesol/seccss.asp?CID=32&DID=37)).

#### Precedent from Other Universities

In some U.S. universities, EAP courses that contribute degree credit are often ESL composition courses which parallel general composition (Melles et al, 2005). Melles et al. has listed several examples of institutions with degree-credit EAP courses, and has also noted other universities (e.g. the University of Iowa ESL program) where degree credits are allotted to specific ESL skills-focused classes, like those in reading and con-

versation. Additionally, Melles, et al. (2005) have pointed out a system of counting ‘weighted’ credits, as at the University of Chicago, which offers quarter rather than full hours of credit for ESL courses. Van Meter (1990) has reported that students in ESL courses earn credits that may be used as electives toward graduation, while at other universities, credit may be earned in some of the ESL classes and used to meet the modern foreign language requirement. There are numerous examples of EAP courses that offer credit that counts toward undergraduate degree requirements. There is also a great deal of variety in terms of how these courses are structured. Chapter 3 will present an overview of EAP credit structures from four-year universities, and a survey of ESL/EAP program administrators in an effort to determine the rationale behind these credit structures.

## CHAPTER THREE: METHODOLOGY AND RESULTS

This section discusses the collection of data from an ESL/EAP programs review via university websites, and the administration of a web-based questionnaire to ESL/EAP program administrators on the rationale underlying course credit structures of other four-year institutions. Information from the ESL/EAP programs review comprises the primary focus of analysis and discussion, as most universities, and the programs they offer, have a significant presence on the Internet. This review, along with the literature review in Chapter 2, informed the design of a survey of opinions of ESL/EAP program faculty and staff on such issues as ESL/EAP equivalence to foreign language study, of ESL/EAP as remedial education, and the implications of such an analysis for EAP course structures at IUPUI.

### Methodology

The ESL/EAP programs review and survey represent an instance of comparative analysis, or of benchmarking, which is certainly a common practice in post-secondary education, as Dudley-Evans and St. John (1998) have suggested (pp. 30-31). Comparing program outcomes, benefits, accomplishments, and other measures of accountability with like-institutions is a practice borrowed from developments in business, a field with long-standing influence on ESP. As discussed in Chapter 2, defining what characterizes a “peer” can include setting (e.g. urban), whether a university is public or private, etc. There may also be similarities in terms of the student population, and areas of faculty research. By examining credit structures in peer institutions, practices can be highlighted in making the case for degree credit-bearing EAP courses. Additionally, program targets are more easily identified.



The next step of the data collection process is a follow-up survey of EAP program administrators and faculty. Gries' (1983) work provides a model for survey analysis of institutional and degree credit EAP courses, as well as the opinions of the stakeholders involved in EAP programs at four-year institutions. The data from the current survey is intended to provide additional information as to the successful establishment and maintenance of a credit-bearing EAP courses at the post-secondary level.

The data collected inform suggestions for an EAP course credit structure at IUPUI, including a proposal for a degree-credit EAP courses. The proposed credit structure is an attempt to more closely reflect philosophical consistency with IUPUI's PULs, particularly in light of how language study reflects the tenants of a liberal arts education, and outcomes involving in critical thinking, multiculturalism, and lifelong learning. It is also suggested as a means of aligning local practices more closely with those of like-institutions throughout the U.S. Finally, EAP parallels to foreign language courses and requirements are presented in detail.

### *Participants*

41 schools were selected based on the following criteria:

1. Public, four-year universities;
2. Location in an urban setting;
3. Serve a wide range of students often termed nontraditional, or new majority students; and
4. Shared key principles of a liberal arts education, including critical thinking, multiculturalism, and lifelong learning.

Characteristics which determined selection for the current work included those institutions which mirror key descriptors of IUPUI: urban research universities, and a conceptual framework for all students' general education which articulates what graduating students will know, and what they will be able to do, upon completion of an undergraduate

degree. With these criteria in mind, the sample includes: IUPUI and its twelve peer universities listed in Table 3 (<http://planning.iupui.edu/79.html>); the eleven 'Big Ten' Universities listed in Table 4; and 17 schools from The Coalition of Urban Serving Universities, shown in Table 5 (<http://www.usucoalition.org/members>). IUPUI lists peer institutions on their university website. Google searches were used to obtain websites for both the 'Big 10' schools, and for the Coalition of Urban Serving Universities. Individuals surveyed were ESL/EAP program administrators, and/or faculty. Contact information was taken from university websites. Complete contact information is listed in Appendix G.

### *Materials*

#### *ESL/EAP programs review*

In collecting and evaluating information from university websites about ESL/EAP programs and course credits, two questions were paramount. First, *what kind* of credit, if any, is available for EAP courses: degree credit toward first-year composition course requirements; degree credit for general education requirements; degree credit toward elective requirements; or degree credit for foreign language requirements? Or, were schools more likely to offer institutional credits? Second, *how many* ESL/EAP credits total can count toward degree or institutional requirements? The ESL/EAP Programs Review and findings are outlined in detail in the Results section of this chapter.

#### *The survey*

As discussed in Chapters 1 and 2, Greis' 1982 survey attempted to gather information not just about admission policy, credit structure, and parallels to foreign language study; he also attempted to ascertain the thinking and attitudes underlying decisions re-

lated to these issues. These same questions shaped Van Meter's 1990 survey about institutional and degree credit English language courses. As recently as 2007, Berger, et al. presented a model at the national TESOL conference for surveying postsecondary institutions statewide in California. This presentation discussed a rationale for the survey, survey design, research objectives, identifying possible survey respondents, and analyzing the results.

For the study described in this thesis, a survey was used in an attempt to evaluate current conceptions about language learning, and how those conceptions shape ESL/EAP program structures. Like the Greis (1982) and Van Meter (1990) surveys, the current questionnaire (Appendix F) focused on the number of credits offered toward degree requirements or institutional status, the structure of these credits (or the ways in which they were awarded) and the opinions of faculty and staff with regard to degree and institutional credit for ESL/EAP courses. Specifically, the survey addressed:

#### Structure

- How credits are recognized by the university (e.g. institutional or degree). If degree credits are available, respondents were asked to identify the allocation of these credits as first-year composition credits, as general education credits, etc.).
- How many ESL/EAP courses, if any, can be used to meet BA/BS degree requirements?

#### Rationale

- Why ESL/EAP credits do/do not count toward undergraduate degree requirements.

#### Administration

- In what ways the university supports ESL/EAP goals or programming (via facilities, funding, technical support, etc.).

The survey was web-based, and consisted of two parts: ESL/EAP Undergraduate Credits Survey, part 1

[http://www.surveymonkey.com/s.aspx?sm=\\_2fitatTmaQeVpdjdP3qz\\_2fjg\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=_2fitatTmaQeVpdjdP3qz_2fjg_3d_3d), and

part 2 [http://www.surveymonkey.com/s.aspx?sm=bbaxSGdcW8jWnz7B54otwA\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=bbaxSGdcW8jWnz7B54otwA_3d_3d).

An email was sent to 51 recipients identified via the university websites of those schools included in the sample (Appendix G).

## Results

Overall, the allocation of credits that meet the undergraduate degree requirements of the universities included in the review varies. In general terms, however, some patterns emerged. Degree credits that fulfill first-year composition tend to apply to both the BA and the BS, and the number of applicable credits is typically fixed. ESL/EAP first-year composition credits account for most of the available degree credits, followed closely by ESL/EAP courses that provide elective credits. As to the number of elective and general education credits applicable to a BA or a BS, the number of ESL/EAP course credits accepted for this requirement depends upon the school within the university, so that the numbers here represent only the range of potentially applicable elective or general education credits available. A summary of results from the ESL/EAP programs review are presented below, followed by a detailed description of credit structures at each of the schools/programs reviewed.

### *The ESL/EAP Programs Review: Universities Offering Degree Credit*

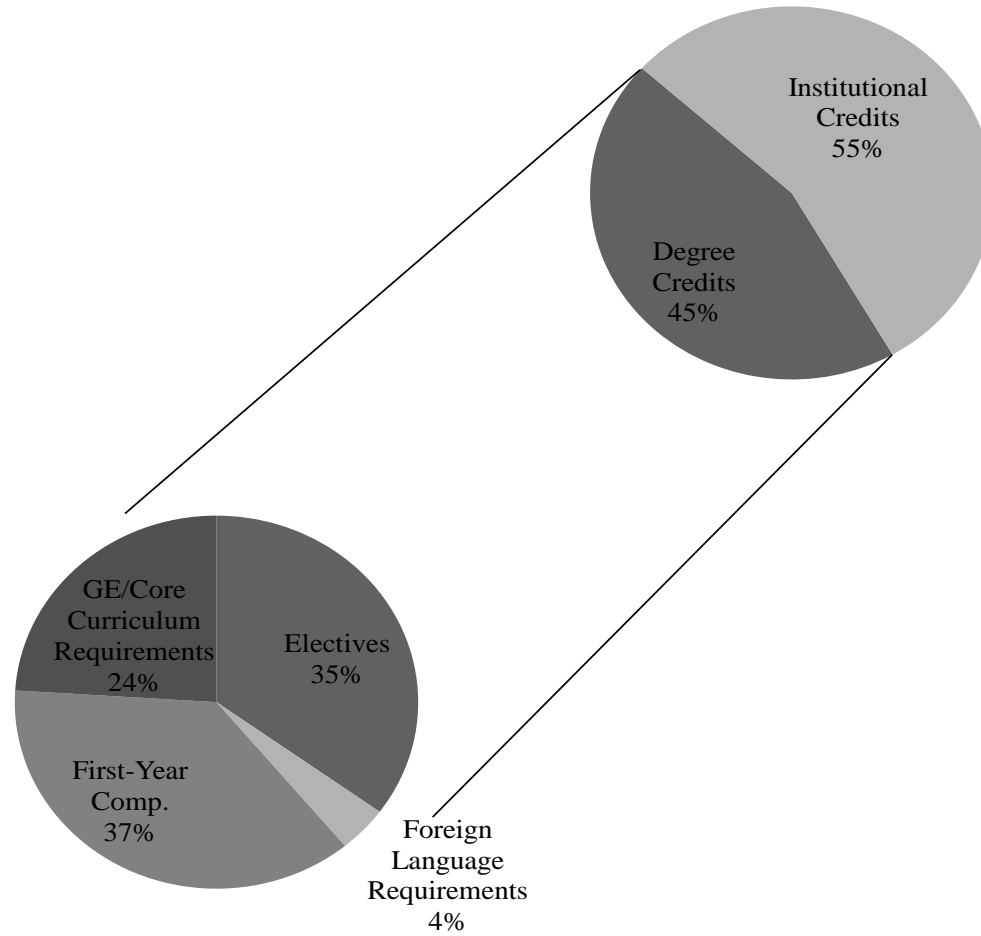
25 of the 41 (61%) schools accept some ESL/EAP credits toward degree requirements. Of those 25 schools, the average number of overall degree credits accepted is 10. This average is somewhat skewed by the high number of electives accepted by PSU (Table 5). If PSU is removed from the sample, the average number of degree credits is 8.8.

1. 19/25 (76%) schools accept ESL/EAP credits for freshman composition. The average number of credits accepted among those 19 schools is 7.2.
2. 11/25 (44%) schools accept ESL/EAP credits for General Education/core requirements. The average number of credits among those 11 schools is 6.3.
3. 7/25 (28%) schools accept ESL/EAP credits as electives. The average number of credits among those 7 schools is 12.7. One school (The University of Utah) allows its 9 electives to be allocated as meeting more than one requirement. Depending on the course, students can use freshman composition credits for writing requirements or foreign language requirements.

#### *Allocation of Institutional and Degree Credits*

A slight majority of ESL/EAP credits available to undergraduates in this sample are institutional credits (55%) compared to degree credit (45%). Of the total number of degree credits available, approximately two-thirds were allocated nearly equally between first-year composition (37%) and electives (35%). The University of Utah (Table 3) allows up to nine credits to be allocated in multiple categories; first-year writing requirements could also be used to fulfill foreign language requirements. These findings are summarized in Figure 2.

Figure 2. Allocation of ESL/EAP degree and institutional course credits.



## ESL/EAP Programs Review: IUPUI and Peer Universities

### *IUPUI*

IUPUI offers ENG W001 Fundamentals of English (3 institutional credits). This course has the same curricular goals as the non-EAP sections of first-year composition, but focuses on the specific language needs of EAP students. Undergraduate students then proceed to degree credits are available via the EAP section of W131 Elementary Composition. ENG W131 (or equivalent) is a required English class of all undergraduates at IUPUI. W131 provides three first-year composition credits toward an undergraduate degree.

17 institutional credits are also available: ENG G009, Intermediate Aural/Oral Skills for EAP Students (2 credits); ENG G010, English as a Second Language I (4 credits); ENG G011 ESL for Academic Purposes II (4 credits); ENG G012 Listening and Speaking for Academic Purposes (3 credits); ENG G015 Pronunciation Skills (1 credit) and W001 Fundamentals of English (3 credits). Generally, when students are placed into these courses, they take two EAP courses concurrently. There are cases where a student may take only one EAP course, or as many as three (retrieved May 21, 2009 from <https://advising.uc.iupui.edu/AdvisorOrientationGuidebook/PlacementTesting/EAP/tabid/1157/language/en-US/Default.aspx>).

### *SUNY at Buffalo*

SUNY offers several ESL courses that contribute credits to the undergraduate degree: ESL 407 Written English I; ESL 408 Written English II; and ESL 411 Spoken English. Each course is worth three credits, for a total of up to nine degree credits applied toward a degree. ESL 407 and 408 are equivalent to ENG 101 and 102 respectively, and the

combination of the two satisfies the university's writing requirement (retrieved May 9, 2008 from [http://wings.buffalo.edu/eli/eli\\_esl.htm](http://wings.buffalo.edu/eli/eli_esl.htm)). ESL 411 may fulfill General Education, or core curriculum requirements. There are no EAP classes offered for institutional credits that contribute to full-time status or GPA.

#### *Temple University*

Temple students can take four ESL classes toward an undergraduate degree for a total of 14 degree credits. ENG 0711 Introduction to Academic Discourse (4 credits), and ENG 0812 Analytical Reading and Writing (4 credits) meet graduation requirements of first-year composition. New freshman starting in the 2008-2009 academic year are required to complete the general education curriculum. MOSAIC 0851 and 0852: Humanities Seminar I (3 credits), and Humanities Seminar II (3 credits) are required general education courses, but they may not be required for a specific major. A general education course may be accepted by a major to fulfill elective requirements. Departments and colleges may not single out a specific general education course as a requirement. English 070 Introduction to Academic Discourse is available for four institutional credits (retrieved July 6, 2009 from [http://www.temple.edu/bulletin/ugradbulletin/ucd/ucd\\_english.html](http://www.temple.edu/bulletin/ugradbulletin/ucd/ucd_english.html)).

#### *University of Alabama-Birmingham (UAB)*

There are 4 degree-credit courses available for nonnative English speakers at UAB (retrieved April 15, 2009 from [http://www.catalog.uab.edu/2008\\_2009UnderGradCatalog/Education.pdf](http://www.catalog.uab.edu/2008_2009UnderGradCatalog/Education.pdf)). Each course is worth 3 elective credits, for a total of 12 degree-credits. These consist of two 100-level writing courses: EN 120 English Composition I for Non-Native Speakers (3 credits);



EN 121 English Composition II for Non-Native Speakers (3 credits), and two 200-level speaking/listening courses: ELC 203, Academic Speaking and Listening Skills for Non-native English Speakers I (3 credits), and ELC 204. Academic Speaking and Listening Skills for Non-native English Speakers II (3 credits) “Since the courses carry elective credit, they can apply toward any major” (R.R, Trinh, Director, English Language and Culture Institute (personal communication, July 7, 2008).

ELC 092 Academic Writing for Non-Native English Speakers, and ELC 093 Academic Writing for Non-Native English Speakers II are each worth 3 credits, for a total of 6 institutional credits.

*University of Cincinnati - Main Campus*

There are no degree-credit courses available at UC. Courses for institutional credit are each worth 3 credits each for a total of 15 credits: 18-ESL-602-001 Speaking/Listening Skills I & II, Oral Presentation Skills, Improving Pronunciation, and American Communication and Culture (retrieved May 9, 2008 from <http://www.uc.edu/cesl/eslcourses.htm>). “These are considered service level courses. The courses we provide to non-native speakers are supplemental” (personal communication, Carol R. Frazier, Executive Staff Assistant, Center for ESL June 16, 2008).

*University of Colorado at Denver and Health Sciences Center (UCD)*

There are no ESL courses for degree or institutional credit at UCD. ESL students can be eligible for intensive tutoring services through UCD’s Academic Success and Advising Center (retrieved July 10, 2008 from <http://carbon.cudenver.edu/cla/additionalinfo.htm>).

*University of Illinois at Chicago (UIC)*

Currently, no degree or institutional ESL/EAP courses are offered at UIC (retrieved May 9, 2008 from <http://www.uic.edu/depts/tie/>).

*University of Louisville*

No degree or institutional ESL/EAP courses are available for a Bachelor's degree (retrieved May 9, 2008 from <http://louisville.edu/a-s/iesl/>

*University of New Mexico - Main Campus (UNM)*

According to the UNM 2007-08 course catalog, English as a Second Language (ESL) classes are...counted as attempted credit hours" (retrieved July 9, 2008 from <http://registrar.unm.edu/Catalogs/2007-08Catalog.pdf> p. 50). Students must successfully complete at least 67% of the total credit hours they attempt. ESL students may enroll in special sections of English 101: Expository Writing and Critical Reading, and English 102: Analytical and Argumentative Writing. Special sections are designed for international students, recent immigrants, and others who have limited experience with standard American English. ESL sections of English 101 and 102 are offered for degree credit (3 credit hours each). English 101 and 102 may count toward UNM core curriculum requirements, depending on the school in which the student is enrolled. There are no institutional credits available.

*University of South Florida (USF)*

No degree or institutional credit courses are available at USF (retrieved May 9, 2008 from <http://www.eli.usf.edu/>).

### *University of Utah*

All University of Utah students must satisfy a lower-division writing course for General Education: Writing 1010, or 2010 (depending on admissions testing). Writing 2010, Intermediate Writing, is worth 3 credits, and must be taken by all native English speakers who receive an undergraduate degree. Individuals who speak English as a Second Language have the option of taking the ESL 1050 and 1060, Expository Writing for ESL I & II for 3 credits each, as an alternative to Writing 2010 (retrieved September 29, 2008 from <http://www.sa.utah.edu/Testing/programs/writing-placement.html> ). ESL 1040 Grammar & Editing for Nonnative Speakers, 1050 Composition for Nonnative Speakers, and 1060 Expository Writing for ESL fulfill the writing requirement for General Education for a total of 9 degree credits. ESL writing courses satisfy the University of Utah first-year writing requirements, as well as foreign language requirements. In this case, the foreign language requirement is included in the summary of results in Figure 2. There are no institutional credits available.

### *Virginia Commonwealth University (VCU)*

There are no degree or institutional credit-bearing ESL courses offered at VCU.

### *Wayne State University (WSU)*

ENG 1010 Basic Writing offers a range of 2-4 credits. Two are counted for degree credit, and 2 for institutional credit. ENG 1030 English as a Second Language (ESL) is available for 1-12 institutional credits (retrieved July 6, 2009 from <http://www.bulletins.wayne.edu/ubk-output/index.html>).

In terms of overall data trends for IUPUI and peer universities (Table 3), 7 of the 13 peer institutions count at least 2 degree and/or institutional credits and as many as 15

credits (one school) towards their undergraduate degree requirements. Of those seven institutions, five count EAP sections of their freshman composition course requirements, four count EAP courses toward General Education or core curriculum requirements, one school counts 12 EAP credits as electives, and one school allows up to nine credits to be used to meet multiple requirements toward an undergraduate degree. One school offers institutional credit only, and four schools provide some combination of degree and institutional ESL/EAP credits.

Table 3

*ESL/EAP course credits at IUPUI and Peer Universities*

	Total number of degree EAP credits available	Of the total degree credits, the number that meet first-year composition requirements	Of the total degree credits, the number that meet General Education or core curriculum requirements	Of the total degree credits, the number that meet foreign language requirements	Total number of institutional EAP credits available
IUPUI	3	3			17
SUNY at Buffalo	9	6	3		0
Temple University	14	8	6		4
University of Alabama-Birmingham	12			12	6
University of Cincinnati-Main Campus	0				15
University of Colorado at Denver and Health Sciences Center	0				0
University of Illinois at Chicago	0				0
University of Louisville	0				0
University of New Mexico-Main Campus	6		6		0
University of South Florida	0				0
University of Utah	15	6	9*	9*	0
Virginia Commonwealth University	0				0
Wayne State University	2	2			1-14

Note: \* These nine credits meet multiple requirements.

## ESL/EAP Programs Review: 'Big 10' Universities

### *Indiana University (IU)*

“Indiana University does have credit-bearing ESL classes for matriculated students. However, the credit does not count towards a degree” (M. Howard, Director, Intensive English Program (personal communication, July 14, 2008). Noncredit courses are available through IU’s IEP (retrieved July 12, 2008 from <http://iep.indiana.edu/programs/>). The Department of Second Language Studies at Indiana University offers several different institutional credit programs for English language development through the English Language Improvement Program. These courses are available to graduate, undergraduate, and special students who are officially registered at Indiana University, and who are non-native speakers of English.

These courses are listed in the Department of Second Language Studies, SLST-T101, and are administered by staff from the Department of Second Language Studies. Courses in Pronunciation, Speaking Fluency Development, Academic Discussion, and L2 (second language) Academic Literacy Development 1 & 2 are each worth two institutional credits. L2 Academic Literacy Development 3 is worth one credit. The total number of institutional credits available here is 11.

### *Michigan State University (MSU)*

12 ESL/EAP credits are available at MSU, with six fulfilling degree credit requirements, and six counting as institutional credit. Of these 12, any 6 can be used toward the 120 credit minimum requirement. Each of the following courses is worth three credits: ESL 220 English Grammar and Composition for Non-Native Speakers of English; ESL 221 English Composition for Non-Native Speakers of English; ESL 222 Listening

and Speaking for Academic Purposes for Non-Native Speakers of English; and  
ESL 223 Reading for Academic Purposes for Non-Native Speakers of English (retrieved  
July 6, 2009 from  
<http://www.reg.msu.edu/AcademicPrograms/Text.asp?Section=110#s283>).

*Northwestern University*

There are no degree or institutional ESL/EAP course credits applicable to an un-  
dergraduate degree at Northwestern (retrieved from  
<http://www.ling.northwestern.edu/~esl/questions.htm> July 11, 2008).

*Ohio State University (OSU)*

Depending on placement exam results, ESL students can take up to 15 degree  
credits toward a degree from the following courses, each worth five credits: Teaching and  
Learning (TNL) 106, 107, and 108.01. These courses are administered through the De-  
partment of Education, and EDU appears in the course number. Courses appear on the  
transcript then as EDU TNL, and count toward the general minimum total of credits re-  
quired for a degree, depending on the school (retrieved from  
<http://esl.osu.edu/ESLC/Courses.html> July 11, 2008).

*Pennsylvania State University (Penn State)*

There are no degree or institutional credit-bearing ESL courses applicable to a de-  
gree offered at Penn State.

*Purdue University*

Undergraduate ESL students may take one degree-credit course that applies to-  
ward an undergraduate degree. “English 106i is a writing course for nonnative English  
speaking undergraduate students who might be disadvantaged in English 106, the main-

stream writing course, due to such factors as level of English proficiency, experience in writing in English, or familiarity with American culture or educational practices. English 106i is not obligatory for international undergraduate students; enrolling in it is a choice made by the student in consultation with the student's advisor" (retrieved from <http://www.cla.purdue.edu/english/esl/106i.html> July 11, 2008). "English 106i is offered for [three] credits. It is parallel to the introductory composition course required of all undergraduates at Purdue regardless of their language background. The "i" indicates that it is a section of this course that is reserved for NNES students. All assignments and standards are the same as for NS students except that the instructors have a background in second language writing and in the particular needs of these students" (M. Berns, Professor, English as a Second Language, and Director, Graduate Program in English as a Second Language personal communication, July 8, 2008). There are no institutional credits available.

*University of Illinois at Urbana-Champaign (UIUC)*

ESL 110 Pronunciation for Academic Purposes may be used as three degree credits toward elective requirements. ESL 113 Upper/Lower English Structure and Paragraph Development provides three institutional credits, and is a prerequisite for the ESL 114 Introduction to Academic Writing and 115 Principles of Academic Writing sequence. Each carries three credits toward a degree. These courses satisfy the General Education criteria for a Freshman Composition I course (retrieved October 20, 2008 from <http://courses.uiuc.edu/cis/catalog/urbana/2009/Spring/ESL/115.html>).



*University of Iowa (UI)*

Up to 15 ESL credits may be applied to the minimum requirements for a bachelor's degree at UI. Courses are offered in conversation skills, pronunciation, grammar, reading, and writing. Students must be enrolled in the University of Iowa in order to take ESL credit classes. For three credits each, these courses are: 103:184 ESL Conversation Skills 103:185 ESL Pronunciation & Oral Skills, 103:186 ESL Grammar, 103:187 ESL Writing, and 103:189 ESL Reading Skills (retrieved July 11, 2008 from <http://www.uiowa.edu/~iiepesl/ESL/eslclasses.html#GeneralInformation> ).

ESL classes are counted as electives in all schools within the university. There are no institutional credit courses.

*University of Michigan (UM)*

EAP courses for undergraduates can be applied toward a degree from the College of Literature, Science, and the Arts (LSA). ELI 120 Academic Writing for International Undergraduates carries two degree credits. The following EAP courses carry one degree credit each: ELI 312 Spoken and Written Grammar in Academic Contexts; ELI 336 Pronunciation I; ELI 337 Pronunciation 2; ELI 338 Pronunciation in Context; ELI 330 Language and Communication; ELI 332 Lecture Comprehension; ELI 333 Interactive Listening and Communication; and ELI 392 Academic Vocabulary Development (retrieved July 13, 2008 from <http://www.lsa.umich.edu/umich/v/index.jsp?vgnextoid=b007d1d84a1b4110VgnVCM100003d01010aRCRD&linkTypeBegin=contentlinkTypeEnd&vgnnextchannel=bf41787454ed3110VgnVCM100003d01010aRCRD&highlightChannelBegin=bf41787454ed3110VgnVCM100003d01010aRCRDhighlightChannelEnd&assetNameBegin=Undergraduat>

e%20CoursesassetNameEnd Depending on the school, these degree credits can count as electives. The remaining five institutional credits do appear on the transcript, but they do not contribute to the GPA.

*University of Minnesota (UMN)*

WRIT 1301 section For Non-Native Speakers is available for four degree credits. “All the non-native speaker sections carry the same number of credits as the native speaker sections, and there is no indicator on the transcript showing that the First-Year Writing course is a special section: your transcript will look just like that of a native speaker” (retrieved July 12, 2009 from <http://www.fyw.umn.edu/writ1301/nonNative.html>). This fulfils first-year composition requirements.

WRIT 1201 Writing Studio (4 credits) is one of the many courses offered for institutional credit. It is a prerequisite for WRIT 1301. Other institutional credits may be taken from 3000-level courses. “All ESL courses at the 3000-level can be taken for university undergraduate credit. Essentially, none of the courses count towards a degree; they are electives that can be taken along with major/required courses, or they can be taken as courses for non-degree students, but they still don't count towards a degree” (personal communication, Julie McDonald, College of Continuing Education, ESL Program July 15, 2008). These 3000-level courses provide 41 institutional credits: ESL 3101 Advanced English Grammar (4-8 credits), ESL 3102 English Grammar for Academic Purposes (4-8 credits), ESL 3201 Advanced English Reading and Composition (5-10 credits), ESL 3202 Academic Reading and Composition (5-10 credits), ESL 3302 Writing for Academic Purposes (4-8 credits), ESL 3501 Advanced English Listening and Speak-

ing (5-10 credits), ESL 3502 Academic Listening and Speaking (5-10 credits), ESL 3551 English Pronunciation (4-8 credits), ESL 3602 Speaking for Academic Purposes (4-8 credits), ESL 3900 Special Topics in ESL (1-10 credits), ESL 3993 - Directed Studies (1-15 credits).

*University of Wisconsin-Madison (UW)*

Up to 18 ESL credits are available for undergraduates for the following courses: English 114 ESL Intermediate English Language Skills; English 115 ESL Grammar for Academic Use; English 116 ESL Academic Reading and Vocabulary Skills; English 117 ESL Writing I; English 118 ESL Academic Writing II; English 326 ESL Academic Presentations and Discussions. Of these, six may count as degree credits, while 12 are allocated as institutional credits (retrieved July 13, 2008 from <http://www.wisc.edu/english/esl/ESLacad.htm>). “An undergraduate can earn six degree credits for ESL courses. Three of them have to be for English 118, the undergraduate communication/composition course known here as Comm A. On completion of English 118, an international student can be granted three degree credits for that course (graded) and three for any previous ESL course taken here or elsewhere [as either credit or no credit]” (S. Arfa, Director Program in English as a Second Language, personal communication, July 6, 2008).

Trends for ‘Big 10’ universities (Table 4) show that seven of the 11 institutions offer at least three degree credits (one school) and as many as 15 credits (two schools) toward an undergraduate degree requirements. Of those seven institutions, five count EAP sections toward freshman composition.

Three count EAP courses toward General Education/core curriculum requirements, and three schools count at least three EAP credits as electives toward an undergraduate degree. One school offers institutional credit only, and six schools provide some combination of degree and institutional ESL/EAP credits.

Table 4

*ESL/EAP course credits at 'Big 10' Universities*

	Total number of EAP degree credits available	Of the total degree credits, the number that meet first-year composition requirements	Of the total degree credits, the number that meet General Education or core curriculum requirements	Of the total degree credits, the number that meet electives	Of the total EAP credits available, the number that meet foreign language requirements	Total number of institutional EAP credits available
Indiana University	0					11
Michigan State University	6		6			6
Northwestern University	0					0
Ohio State University	15		15			0
Pennsylvania State University	0					0
Purdue University	3	3				0
University of Illinois at Urbana-Champaign	9	6		3		3
University of Iowa	15	6		9		0
University of Michigan	10			10		5
University of Minnesota	4	4				41-109
University of Wisconsin-Madison	6	3	3			12

## ESL/EAP Programs Review: The Coalition of Urban Serving Universities (USU)

Currently, 39 universities are members of the USU. Several schools belonging to the coalition are also one of the IUPUI peer institutions, or part of the 'Big 10', and have been surveyed in previous sections. The following USUs are in the *IUPUI and Peer Institutions* section: IUPUI, Temple University, UAB, University of Cincinnati, UCD, UIC, University of Louisville, UNM, and Virginia Commonwealth University. The 'Big 10' schools in the Coalition are: OSU, and UMN. The remaining USU members are discussed in the following section.

### *Arizona State University (ASU)*

ASU offers ENG 107 and 108 English for Foreign Students provides for six degree credits. This sequence satisfies the General Education requirement of ENG 101 and 102 First-Year Composition. It is part of the Literacy and Critical Inquiry core. ENG 108 English for Foreign Students (retrieved October 30, 2008 from [http://catalog.asu.edu/ug\\_gsr](http://catalog.asu.edu/ug_gsr)). There are no institutional credits available.

### *California State University System (CSU)*

CSU is organizationally decentralized, so the question of credit-bearing ESL courses is determined campus-by-campus. "Some CSU campuses have recognized that ESL instruction merits college credit because of its academic rigor, and analogy to foreign language instruction. Other campuses, however, view ESL as remediation and do not grant credit" (retrieved October 29, 2008 from <http://www.catesol.org/pathways.pdf> p. 49). Of the 13 member universities of CSU, two offer degree-credit ESL courses: Sacramento State University, and San Francisco State University.

*Sacramento State University*

At Sacramento State, classes for nonnative English-speaking students are called multilingual classes. All multilingual classes count for degree credit. All students must take the English Placement Test (EPT). This score places students in the multilingual courses necessary to satisfy the GEAR, or Graduation Writing Assessment Requirement (retrieved November 5, 2008 from <http://www.csus.edu/schedule/fall2008spring2009/GEWriting.stm> ). The EPT is a requirement for registration in any multilingual course: ENGL 2 College Composition for Multilingual Students is worth three degree credits; LS 86 College Language Skills for Multilingual Students carries four degree credits. LS 87 Basic Writing Skills for Multilingual Students may be taken for three degree credits.

ENGL 2, College Composition for Multilingual Students can be applied for first-year composition requirements. LS 86 counts as four units toward electives: three as course credits, plus a one-credit lab. LS 87 also counts as three credits toward electives. There are no institutional ESL credits available.

*San Francisco State University (SFSU)*

“There are two composition programs at SFSU - the English Composition Program, and the Composition for Multilingual Students (CMS) Program for nonnative speakers of English. Classes in both programs fulfill SFSU's Written English requirements for graduation and the General Education Written and Oral Communication requirements” (retrieved November 5, 2008 from <http://www.sfsu.edu/~cmls/graduationcredit.html>).

Specifically, the ESL course English 210 Oral Communication, provides three credits toward an undergraduate degree. This course meets the General Education Segment I requirement for oral communication. English 310 Second Year Composition is worth three credits, and meets the general education requirement for written communication. English 410 Elements of Writing, is also worth three credits, and meets the upper division English composition requirement. English 411 Literature and Composition is another three-credit ESL course, and carries a general education humanities credit. This course also meets the upper division English composition requirement. English 412 Grammar/Editing Workshop is mandatory when a student is concurrently enrolled in ENG 310, 410, or 411. The course is worth one institutional credit.

*CUNY-City College*

Students are placed in ESL classes on the basis of their CUNY/ACT scores. At Level 1, students may take 02000 Intermediate American English for Non-Native Speakers, and 02100 Reading for Non-Native Speakers. These courses offer no credit. At level two. ESL 03000 Advanced Composition for Non-Native Speakers, and ESL 09901 History, Society, and Culture may be taken for a total of four institutional credits at two credits each. These courses are “designed to introduce concepts related to the Core and Liberal Arts elective course(s) in which students are registered, and to help students pass the CUNY/ACT” (retrieved November 19, 2008 from <http://www.ccny.cuny.edu/esl/courses.htm> ). English 11000, Freshman Composition, must be taken following completion of the Level II courses for three degree credits.



Speech 11100 Speech Foundations may be taken for three degree credits following completion of ESL 03000. Upon completion of English 11000 and Speech 11100, students can attempt to pass the CUNY Proficiency Examination and Speech Proficiency Examination.

*Florida International University (FIU)*

No ESL/EAP courses are available through the university.

*Georgia State University*

The Department of Applied Linguistics and ESL offers ENGL 1101 English Composition for Bilingual/Non-native Speakers of English I, and ENGL 1102 English Composition for Bilingual/Non-native Speakers of English II for three degree credits each. These sections meet the same objectives as the other English Composition courses for native speakers, and fulfill the university's English Composition requirements (retrieved November 22, 2008 from <http://www2.gsu.edu/~wwwesl/alesl/esl.html>). English Composition I and II are worth three degree credits each. The courses have objectives similar to those sections taught through the Department of English, and they fulfill the university's English Composition requirements. There are no institutional credits available.

*Morgan State University*

Morgan does not offer ESL courses through the university.

*North Carolina State University (NCSU)*

NCSU offers ESL courses through their Department of Foreign Languages and Literatures. FLE 101 Academic Writing and Research is worth four degree credits, and

satisfies freshman composition requirements (retrieved May 19, 2009 from <http://fll.chass.ncsu.edu/esl/courses.php>). There are no institutional credits available.

*Portland State University (PSU)*

PSU is one of few examples of universities accepting IEP credits as degree credits. Students who have matriculated, or are conditionally admitted, receive PSU degree credits from the Department of Applied Linguistics for ESL courses taken in the Intensive English Language Program (IELP). Conditionally admitted students will be registered for four ESL classes worth three institutional credits each, and one two-credit class for a total of 14 institutional credits (retrieved July 7, 2009 from <http://www.ielp.pdx.edu/registration.php>). “These credits will not apply to undergraduate degree until the student has been fully matriculated to the university. If they are formally accepted, then students can add [LING 110 English as a Second Language] and [LING 115 Introduction to College Writing] to the 14 IELP credits. Linguistics 115 is worth four credits, but students can take 110 as many times as they want, for a combined total of up to 36 electives credits” (personal communication, Alison Burrell, Degree Auditor, Admissions Registration and Records July 7, 2009).

*Tennessee State University (TSU)*

TSU does not offer ESL courses through the university.

*University of Akron*

Based on the ESL placement test, and the recommendation of the English Language Institute, students may take ENG 111 for four degree credits, and 112 for three degree credits. These courses meet freshman composition requirements (Retrieved from <http://www3.uakron.edu/eli/EAP/eap.index.html> July 7, 2009). Additionally, students

may take COMM 105 Intro to Public Speaking for three degree credits, to meet the university's core communication requirement (personal communication, Sherri Niesz, Secretary, English Language Institute. November 15, 2008). There are no institutional credits offered.

*University of Central Florida (UCF)*

UCF does not offer ESL courses through the university.

*University of Houston*

To qualify for degree-credit composition courses, students must obtain passing scores on the university's Placement Examination for Nonnative Speakers of English (PENNSE). NNS then take the same courses as their native counterparts: ENGL 1303 Freshman Composition I and ENGL1304 Freshman Composition II. These courses are worth three credits each (retrieved July 7, 2009 from [http://www.uh.edu/academics/catalog/las/engl\\_courses.html](http://www.uh.edu/academics/catalog/las/engl_courses.html)). Students may access on-campus tutoring for support in these classes. (Note: while the current course catalog lists ENGL 1309 and 1310 as English Composition for Nonnative Speakers I and II, these courses are no longer available.) There are no institutional credits available.

*University of Memphis*

The University of Memphis does not offer ESL courses through the university.

*University of Missouri - Kansas City (UMKC)*

“All ESL courses at the UMKC Applied Language Institute provide either institutional or degree credit” (personal communication, E.Bender, Academic Advisor, The Applied Language Institute University of Missouri-Kansas City, July 8, 2009). The following courses offer 24 degree credits at three credits each: ENGL 104C Reading & Voca-

bulary IV (elective credit), ENGL 104G Grammar IV (elective credit), ENGL 110A English Composition for NNES I (meets ENGL 110 requirement), ENGL 225A English Composition for NNES II (meets ENGL 225 requirement), ENGL 250 Intro to Language Acquisition & Diversity (requirement for Education majors only), A&S 210 Cross-Cultural Communication I (elective or humanities general education credit), A&S 310 Cross-Cultural Communication II (elective or humanities General Education credit), and ENGL 300F Academic English for IGTA's (elective/ undergraduate or graduate credit with advisor approval).

24-72 institutional credits at 1-3 credits each are offered through the Applied Language Institute: 100B Basic Speaking & Listening for Non-Native Speakers, ENGL 100C Basic Reading & Vocabulary for Non-Native Speakers, ENGL 100D Basic Writing for Non-Native Speakers, ENGL 100G Basic Grammar for Non-Native Speakers, ENGL 101B Academic Speaking & Listening for Non-Native Speakers I, ENGL 101C Academic Reading & Vocabulary for Non-Native Speakers I, ENGL 101D Academic Writing for Non-native Speakers I, ENGL 101G Academic Grammar for Non-Native Speakers I, ENGL 102B Academic Speaking & Listening for Non-Native Speakers II, ENGL 102C Academic Reading & Vocabulary for Non-Native Speakers II, ENGL 102D Academic Writing for Non-Native Speakers II, ENGL 102G Academic Grammar for Non-Native Speakers II, ENGL 103B Academic Speaking & Listening for Non-Native Speakers III, ENGL 103C Academic Reading & Vocabulary for Non-Native Speakers III, ENGL 103D Academic Writing for Non-Native Speakers III, ENGL 103G, Academic Grammar for Non-Native Speakers III, ENGL 104B Academic Speaking & Listening for Non-Native Speakers IV, ENGL 104C Advanced Academic English Reading for Non-

Native Speakers IV, ENGL 104D Academic Writing for Non-Native Speakers IV, ENGL 104G Advanced Academic English Grammar for Non-Native Speakers IV, ENGL 100S Special Topics (1 to 6 credits), ENGL 100T TOEFL Preparation, ENGL 105A Advanced Academic English (Multiskills) for Non-Native Speakers V.

*University of New Orleans (UNO)*

There are no degree credits available at UNO. Eng 100 Intensive English for International Students is available for six institutional credits for students who have matriculated to the university from the Intensive English Language Program at the University of New Orleans. “This is sort of a bridge course that doesn’t count toward degree requirements” (personal communication, Dr. B.M. Gaffney, UNO English Department July 8, 2009).

*Wichita State University*

There are no degree credits available at Wichita State. NNS students may take ENGL 100, English Composition for three institutional credits. This is a required composition course for international students scoring below a certain level on the departmental placement examination, or ACT scores. This class substitutes as ENGL 101 a General Education, basic skills course for native English-speaking students, (retrieved October 30, 2008 from <http://www.collegesource.org/displayinfo/catalink.asp?pid={5B3C004C-D15A-4049-85FB-020CD25A5508}&oi={78AC3888-D5B8-4B8D-8F51-BCB5769AFEB3}&vt=5}>).

Credit structures for the Coalition of Urban Serving Universities are varied, though a majority of institutions here offer some combination of degree and institutional credits for ESL/EAP courses. Five of the schools do not offer either kind of credit. Eight

of the 17 schools offer at least four degree credits, and one school offers as many as 36 credits towards satisfying degree requirements. Of the 12 schools at which ESL/EAP degree credits are available, nine schools accept ESL/EAP freshman composition course requirements. Four schools count ESL/EAP courses toward General Education or core curriculum requirements. Three schools utilize these credits as electives, and four schools allocate credits to meet both the freshman composition requirements and general education. One school recognizes degree credits as meeting freshman composition, General Education, and elective degree requirements. One school offers three institutional credits only. Four schools provide some combination of degree and institutional ESL/EAP credits.

Table 5

*ESL/EAP Course Credits among the Coalition of Urban Serving Universities*

	Total number of degree EAP credits available	Of the total degree credits, the number that meet first-year composition requirements	Of the total degree credits, the number that meet General Education or core curriculum requirements	Of the total degree credits, the number that meet electives	Of the total EAP credits available, the number that meet foreign language requirements	Total number of institutional EAP credits available
Arizona State University	6	6				0
California State University System: Sacramento State University	10	3		7		0
California State University System: San Francisco State University	12	3	9			1
CUNY-City College	6	3	3			4
Florida International University	0					0
Georgia State University	6	6				0
Morgan State University	0					0
North Carolina State University	4	4				0
Portland State University	36			36		14*
Tennessee State University	0					0
University of Akron	10	7	3			0
University of Central Florida	0					0
University of Houston	6	6				0
University of Memphis	0					0
University of Missouri-Kansas City	24	6	6	12		25-75
University of New Orleans	0					6
Wichita State University	0					3

Note. \*These institutional credits are among those eligible for transfer toward the total of 36 electives for matriculated to PSU students.

## The Survey

In an effort to determine reasons for the way in which ESL/EAP programs are structured at four-year universities across the United States, survey respondents were asked to discuss program structure not only in terms of the number of undergraduate ESL/EAP degree credits available, but also to discuss three areas of focus. These included: how programs structured ESL/EAP credits; what was the rationale for the way in which credits were structured; and how programs are administered. (A complete narrative of respondents' answers can be found in Appendix H.)

### *Respondents*

Only 9.7 (5 out of 51) percent of those emailed responded to the survey. Five respondents completed part one of the survey. Four respondents completed part two. All five of the respondents identified themselves as a program director/coordinator. Of the five, three also identified themselves as faculty/staff, and one respondent also self-identified as a lecturer.

### *Credit structure*

All five respondents indicated that for students admitted into undergraduate degree programs, ESL/EAP courses carry some combination of both degree and institutional credit. Degree credits were counted primarily as meeting first-year composition requirements. As to how EAP credits are recognized by the university, two respondents indicated that a number of credits (1-3 and 7-9, respectively) were available as general education. Four respondents indicated that EAP credits were counted as electives. The number of credits accepted depended on the school, and ranged from 1-3, to 10-12. No respondent chose ESL/EAP credits as counting toward foreign language requirements.



However, one person surveyed wrote, “Bi/multi-lingual speakers can take an online assessment of their [first language] to receive foreign language requirements”. The most typical uses of ESL/EAP credits by different schools/majors are fairly uniform among respondents. 3 of the 5 said that all available credits were recognized on a university-wide basis as either freshman composition, or as electives. One stated that recognition of credits was limited to a single school, and one indicated, “unknown”.

*Rationale*

Degree-applicable ESL/EAP credits were available in all cases, though responses indicating agreement with ESL/EAP equivalence to foreign language study was split.

Table 6

*Survey part 1, section 4, question 9. “ESL/EAP study by nonnative speakers at your university is equivalent to foreign language study by native speakers of English at your university.”*

Yes, for some ESL/EAP classes we offer.	2
No.	2
No response.	1

There was a high degree of consistency in the response to agreement with ESL/EAP as remediation.

Table 7

*Survey part 1, section 4, question 10. Do you agree with the following statement: “All ESL/EAP is remedial in nature.”*

Strongly disagree.	4
Disagree.	1

## CHAPTER FOUR: DISCUSSION AND RECOMMENDATIONS

In keeping with previous survey results like those of Greis (1983) and Van Meter (1990), the current investigation confirms the lack of EAP credits available as fulfilling foreign language requirements toward an undergraduate degree. Of the English language programs reviewed, only the University of Utah provided EAP course credits as an option for meeting foreign language requirements.

Since the response rate to the survey was less than ten percent, these results can at best be viewed as anecdotal. Therefore, the results of the ESL/EAP programs review will be the primary source used for discussion and recommendations. With this overview of some of the elements of credit-bearing EAP programs comes the opportunity for detailed consideration of the EAP course credit structure at IUPUI, and proposing a change in that structure. Although the current survey sample is admittedly quite small, and no conclusions can be made based on the results, the ESL/EAP programs review provides an interesting picture of the ways in which ESL/EAP credits can be structured to meet students' graduation requirements. While most of the credits outlined in the ESL/EAP programs review have been utilized to meet electives and first-year composition, relatively few administrators, faculty, or staff have taken advantage of the parallels to foreign language requirements in making the case for ESL/EAP courses that count toward an undergraduate degree.

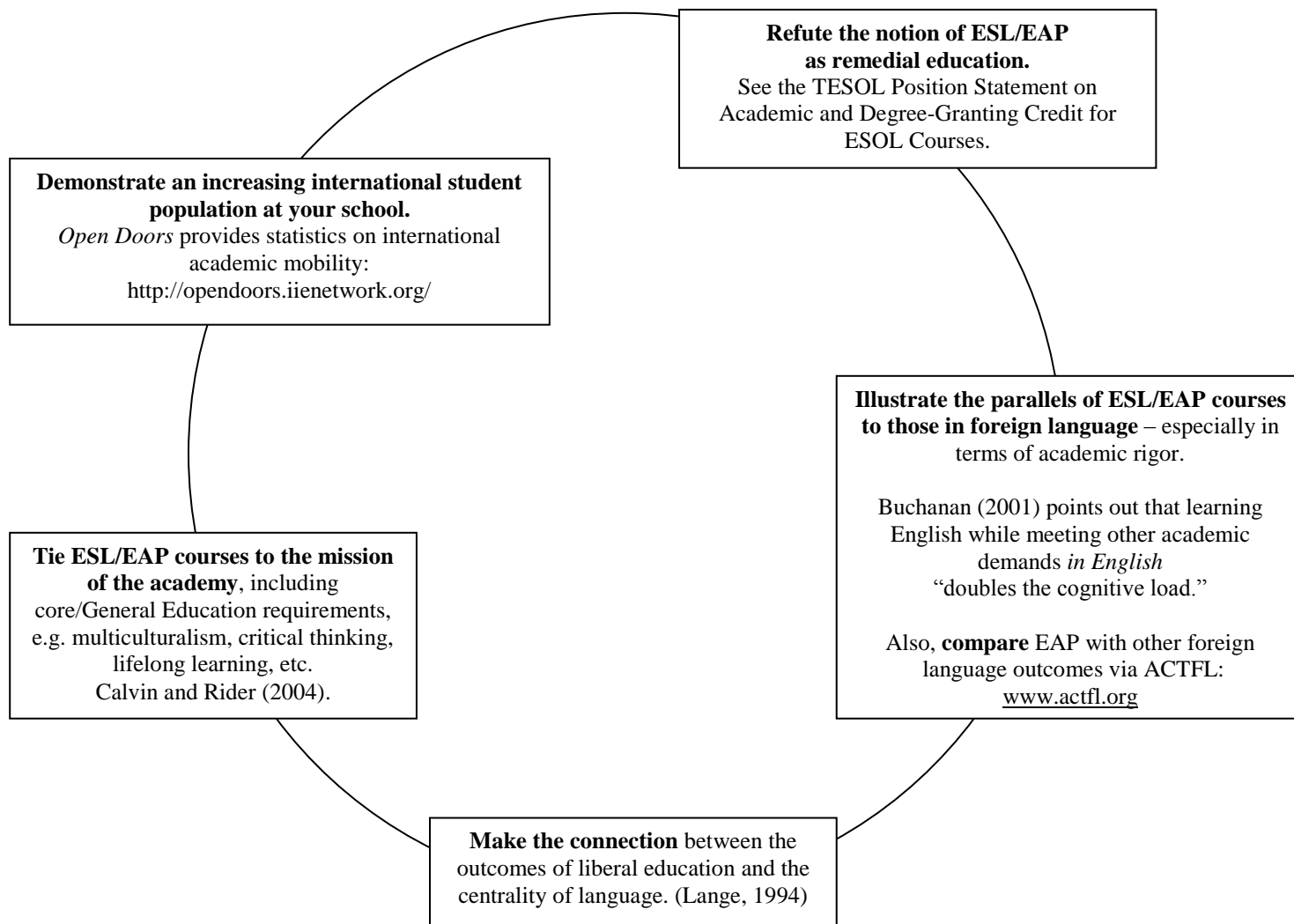
### Building the Rationale

Making the case for EAP courses that carry degree requires a multi-pronged approach (see Figure 3). Foreign language parallels are certainly a key aspect of making the case for degree-credit EAP courses, and will be discussed in detail in the following sec-

tions. However, in advocating for degree credit EAP courses, there are several additional points to consider:

1. Document the growing population of international students on campus (see Figure 1 as an example). Suggest strategies for addressing the needs of this population that are proactive, rather than reactive. Utilize developments in policy and legislation related to the academy.
2. Show the theoretical consistency of EAP degree-credit courses with the tenants of a liberal arts education in general, and with the mission, values, and goals of the local academy. The centrality of language is a key issue in communication, and in both quantitative and qualitative analysis. Language acquisition is directly tied to goals of multiculturalism and internationalization (see Table 2). Explore best practices among like-institutions on granting credit for ESL/EAP courses (see Tables 3-5).
3. Demonstrate parallels to other foreign language courses offered in the institution. Focus on the similarities in objectives and outcomes between language courses. Highlight the similar ways in which all language courses convey core requirements (see Tables 8 and 9).

Figure 3. EAP degree credit proposal: building a rationale.



### *The Issue of Language Proficiency*

Making the connection to foreign language proficiency is vital, because it touches on most key points in building a sound case in advocating for degree credit for EAP courses. Acquiring another language is anything but remedial work. ESL/EAP courses demonstrate multiculturalism, critical thinking, lifelong learning, etc. – key elements of academic missions.

#### *The American Council on the Teaching of Foreign Languages (ACTFL)*

Proficiency guidelines can be used to quantify levels of ESL/EAP students once students complete an EAP course, or testing to the equivalent level. These guidelines are accepted nationwide for setting proficiency standards in language classes. The broad spectrum of levels ranges from Novice to Superior, and each of those levels is divided into subcategories. (The guidelines themselves, along with thorough explanations of the levels, are found in Appendix C.) As Lange (1990) has pointed out, the ACTFL Guidelines “act as a construct for examining and determining the language abilities of foreign language students” (p. 3). Lange went on to discuss assessing foreign language proficiency for degree credit in higher education:

There are two broad solutions to the assessment of foreign language proficiency for credit in higher education. The first solution is to use time as an indicator (a seat-time requirement). For example, students must bring two to three years of secondary-level foreign language study to fulfill a university entrance requirement, and must complete an additional two to three quarters of study at the higher education level to meet the graduation requirement. The second solution is to require tested competence in a foreign language (a proficiency requirement). Students may be required to pass a proficiency examination before being admitted to an institution of higher learning or may be required to pass a proficiency examination as part of a graduation requirement... The objective of a requirement based on proficiency testing is to encourage students to develop not only basic survival skills in the lan-

guage being studied, but to achieve the ability to communicate in a number of contexts. (p. 2)

That language proficiency is tied directly to the ability to communicate in a number of contexts demonstrates the goals of the Principles of Undergraduate Learning at IUPUI specifically, and the tenants of a liberal arts education in general (e.g. critical thinking, multiculturalism, and lifelong learning). Language proficiency is certainly the goal for any attempts at second language acquisition. As such, useful comparisons can be demonstrated between indicators of proficiency in EAP courses (most of which currently offer no degree credit), and other language courses that *do* count toward undergraduate degree requirements

Beyond the scope of foreign language parallels, Brooks (2002) has outlined points to consider when suggesting upper-level ESL courses for degree credit. Brooks discussed the program at the English Language Institute at Eastern Washington University. She described the steps in preparing the credit proposal, steering it through university committee, and finding support within the university community. Issues in the proposal are outlined, including those of full-time equivalency, cooperative strategies, statistics, and mission. Brooks' outline can be adapted for use in the context of four-year universities with an EAP program, as presented in Figure 4.

It is vital that any misapprehensions as to the nature of EAP courses as remedial education be countered. A more accurate appraisal of EAP courses is that they are foreign language courses. Like other foreign language classes, EAP courses:

1. emphasize language acquisition as the primary goal;
2. require proficiency in the four language skills: reading, writing, listening, and speaking;

3. use common standards such as the ACTFL Guidelines to measure proficiency;  
and
4. incorporate core requirements like IUPUI's PULs as a curricular guide and indicator for outcomes in such areas as: communication and analytical skills; applied learning; intellectual development; social and cultural insight; and sound decision-making.

Figure 4. Eleven things to consider when preparing a proposal for degree-credit ESL/EAP courses.

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1. Describe your ESL/EAP program. Summarize the progression of the program, showing its development as intrinsic to the university. Illustrate how the ESL/EAP program facilitates students' academic proficiency and cultural orientation (e.g. plagiarism standards, academic honesty, etc.).
2. Create benchmarks with peer institutions. Compare program outcomes, benefits, accomplishments, and other measures of accountability with like-institutions. Defining what characterizes a "peer" can include setting (e.g. urban), whether a university is public or private, etc. There may also be similarities in terms of the student population, and faculty research.
3. Describe the program's relationship to the university/college. Is the ESL/EAP program involved in cooperative programs in the university? Does the faculty take part committee work? What is the reporting system? It is important to show that work is done under similar, or the same rules, as other departments.
4. Include the mission statement. Describe how the ESL/EAP program fits into the institutional mission and core requirements, emphasizing the commitment to internationalism and diversity.
5. Offer statistics. Support the case for degree-credit classes with statistics whenever possible. Obviously, showing increased numbers of enrollments of international students translates into economic contributions the ESL/EAP program makes to the university.
6. Consider existing requirements for a BA/BS degree. To help determine the number of credits to propose, consider the foreign language requirement at the institution. Additionally, keep in mind other ways in which ESL/EAP credits could contribute to an undergraduate degree: as first-year composition, electives, or general education requirements. Aim a proposal toward systems already in place, including choosing course numbers that fit into existing sequences.
7. Address the issue of ESL/EAP as remediation. Most arguments against credit-bearing courses come from the perception of ESL/EAP as remediation.
8. Find support. Garner support from modern languages faculty. Other language courses are most equivalent to ESL/EAP coursework. Compare other language courses to ESL/EAP course at the advanced to superior range on the American Council on the Teaching of Foreign Languages (ACTFL) Guidelines.
9. Show full-time equivalency (FTE). Demonstrate the possible numbers of students added to the departmental count. If ESL/EAP is not an independent department, your FTEs can be counted by your host department. Many funding models are based on student FTEs, or the number of students enrolled in credit courses.
10. Use cooperative strategies. Propose teaching assistantships as a cooperative endeavor. In some universities, teaching assistants can only work with credit classes to fulfill their assistantship requirements.
11. Highlight marketing aspects. Degree-credit courses can facilitate recruitment and retention, as students consider schools in light of the acquisition of necessary prerequisites for an undergraduate degree.



## Making the Case: Proposing EAP Degree Credit at IUPUI

Utilizing the findings and recommendations outlined in the current work, a proposal for establishing EAP degree credit courses is discussed in the following sections. Specifically, this proposal will incorporate considerations outlined in Figure 4. The proposal will:

1. Illustrate international student population growth.
2. Describe the current EAP program at IUPUI.
3. Describe how the EAP Program fits into the institutional mission, especially in terms of foreign language course outcomes.
4. Discuss the current course credit structure at IUPUI relative to like-institutions.
5. Propose a new credit structure as a means of better incorporating national trends.

### *International Student Population Growth at IUPUI*

International student population growth at IUPUI increased 57% from 2000-01 with a total of 638 students, to 2007-08 with a total of 1,117 students (see Figure 1). While other states can claim a larger overall foreign student population, the rate of growth in Indiana for this group is significantly larger than for the other schools listed (see Table 1).

### *The EAP Program at IUPUI*

The IUPUI English for Academic Purposes program is a component of the English Department at IUPUI, and serves the campus international community by providing English language courses designed to meet EAP students' academic language needs.

These courses support all the various academic departments by offering intermediate to advanced English courses to help prepare students to enter and succeed in their various fields of study.

EAP classes are taught primarily by IUPUI faculty with advanced degrees in TESOL and/or applied linguistics. In a few cases, graduate students completing the MA degree in TESOL, and closely supervised by EAP faculty, teach courses. All EAP faculty meet the minimum requirements for instructor qualification set by the School of Liberal Arts. The classes focus on the academic English skills students need to be successful at the university level. Special emphasis is given to teaching advanced academic listening, speaking and reading skills, as well as complex English grammatical forms and structures and academic composition.

All international students apply to IUPUI through the Office of International Affairs. After admission and subsequent arrival in Indianapolis, students take the EAP Program Placement Test for accurate placement into the program courses. Students then meet with their academic advisor to plan their studies. Some permanent residents who are non-native speakers of English are admitted through the Admissions Office; those who are admitted on a conditional basis are directed to take the ESL Placement Test.

Foreign language equivalencies are based on the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines, and are used here to quantify proficiency levels of EAP students after completing G010, G011, and G012, or testing to the equivalent level.

*Current English for Academic Purposes Courses at IUPUI.*

Level I.

1. ENG G009, Intermediate Aural/Oral Skills for EAP Students (2 credits). The focus here is on academic listening and speaking skills.
2. ENG G010, English as a Second Language I (4 credits). This course emphasizes reading, writing, and grammar.

Level II.

3. ENG G011 ESL for Academic Purposes II (4 credits). The development of academic reading and grammar skills is the primary objective of this course. Usually, this class must be taken before, or concurrently with, W001/131.
4. ENGG012 Listening and Speaking for Academic Purposes (3 credits). This course focuses on academic listening and speaking skills, understanding lectures, note-taking, presentations, and group discussions.
5. ENG G015 Pronunciation Skills (1 credit). This course focuses on American English pronunciation and stresses active learner involvement in small groups and self-tutorials. Practice in a contextualized format includes drills and multimedia listening and speaking activities. Class work emphasizes stress and intonation patterns and vowel and consonant production. Individualized instruction focusing on specific needs is a component of the course.
6. ENG W001 Fundamentals of English (3 credits). This course has the same curricular goals as the non-EAP sections of freshman composition, but focuses on the specific language needs of EAP students. This course must be taken with or after G011 unless exempted by the EAP program. Undergraduate students then proceed

to the EAP section of W131, Elementary Composition – a required English class of all undergraduates at IUPUI. W131 provides three freshman composition credits toward an undergraduate degree.

### Level III.

7. ENG W131 Elementary Composition 1 (3 credits). Students must enroll in an EAP section of this course. This class also has similar curricular goals as the non-EAP sections, with emphasis on the specific language needs of EAP students. This course meets IUPUI graduation requirements. At this level, students are capable of taking a full academic load of classes, although courses should probably be restricted to general, freshman-level courses.

Generally, when students are placed into Level I or Level II courses, they take two EAP courses concurrently. There are cases where a student may take only one EAP course, or as many as three. Currently, these courses count only as institutional credits, except for the EAP sections of ENG W131, which meet the same degree credit requirements for writing that all IUPUI students have (see Table 3).

### *EAP and Foreign Language Course Outcomes, and the Institutional Mission at IUPUI*

IUPUI EAP students are at a very advanced academic level while working through the EAP classes – more advanced in terms of the target language (English) skills mastered and utilized than students in other foreign language classes, whose mastery of the target language (e.g. Spanish) is much less proficient by comparison. Yet these lower-level Spanish courses award degree credit for meeting foreign language requirements. EAP students at IUPUI attain a level of Advanced Plus in both Reading and Speaking after completing G011, ESL for Academic Purposes II (4 credits), G012, Listening and

Speaking for Academic Purposes (3 credits), and ENG W001, Fundamentals of English (3 credits). As a comparison, students in Spanish courses at IUPUI attain the less proficient level of Intermediate Low after the completion of S204, Second year Spanish 2 (4 credits). S204 marks the final class in the second-year sequence of language classes. At this level, the students enter 300-level courses, which are Spanish major courses. The IUPUI foreign language requirement is fulfilled after completing the first-year sequence – two classes below the S204 level. Both sets of language courses have very similar outcomes, as shown in Table 8.

Table 8

*EAP and Spanish course outcomes at IUPUI*

EAP Courses	Outcomes	Spanish Courses	Outcomes
G011, ESL for Academic Purposes II (4 credits)*	Practice in and clarification of difficult grammatical structures; improves spoken language skills, emphasizing group discussion; focuses on pronunciation skills: development of reading strategies; augments the student's understanding of American culture and functional language use.	S311, Spanish Grammar (3 credits)	Spanish grammar; brief compositions based on readings and class discussion in Spanish.
G012, Listening and Speaking for Academic Purposes (3 credits)*	Academic listening and speaking skills, including understanding lectures, note taking, presentations, and group discussions.	S317, Spanish Conversation and Diction (3 credits)	Intensive conversation correlated with readings, reports, debates, and group discussions; vocabulary, and linguistic devices
ENG W001, Fundamentals of English (3 credits)	Same curricular goals as the non-EAP writing sections (exposition emphasizing audience and purpose, revision, organization, advanced sentence structure, diction, and development within a collaborative classroom; portfolios) with evaluations focusing on the specific language needs of EAP students.	S313, Writing Spanish (3 credits)	Grammar review, composition, and themes; academic writing skills; specifically required for native speakers who wish to earn "special credit" (S298) in Spanish.

Note. \* Credits not applicable toward undergraduate degree requirements. Course descriptions retrieved May 21, 2009 from <http://bulletin.iupui.edu/2008/2008-liberalarts.pdf>).

Given the similarities of both EAP and Spanish course objectives and outcomes, it is reasonable to assert that these courses should be treated comparably in terms of awarding degree credit. Such parallels suggest that EAP credits can count as foreign language credits toward the completion of an undergraduate degree. “The credit for EAP classes should be able to be used to meet the credit requirement for foreign language. EAP classes [should] count toward the foreign language requirement the same way that, say, Spanish does. Of course, many schools offer degrees that don’t have a foreign language requirement — [in those cases, EAP courses should be] accepted as elective credits” (T.A. Upton, personal communication, April 9, 2009).

As referred to in Chapter 2 (pp. 28-29), the 1987 TESOL member resolution on granting credit for ESL in institutions of higher education, and the subsequent 2008 position statement on degree-granting credit for ESOL courses, call for a recognition of English language proficiency via degree credit (for a complete text of the TESOL resolution, see Appendix D). In the context of this call for “equal treatment” of all language courses at the post-secondary level, Williams (1995) has pointed out that changing institutional policies is key to “the end of the separate and unequal treatment of English as a second language (ESL) courses, [to the] end [of] the remedial status of ESL courses, and the granting of credit equal to that of other language courses.” Both English and Spanish language classes emphasize some of IUPUI’s Principles of Undergraduate Learning (most IUPUI classes directly address only one to three PULs). According to the director of the Spanish program at IUPUI, “We refer mostly to our own professional standards, the 5 Cs: Communication-Culture-Connections-Comparisons-Communities, which are roughly compatible to PULs” (personal communication, June 1, 2009, Marta Antón, Associate

Professor of Spanish, and Director, Program in Spanish, Department of World Languages & Cultures, IUPUI). These professional standards are in fact the ACTFL National Standards in Foreign Language Education (Appendix C). The similarity of emphasis on the ACTFL Standards and IUPUI's PULs in both EAP and Spanish is demonstrated in Table 9.

Table 9

*PULs as demonstrated by EAP and Spanish course curriculum*

<b>PULs</b>	<b>EAP</b>	<b>Spanish</b> (All 300- and 400-level courses)
<p><b>Core Communication and Quantitative Skills</b></p> <p>[Definition:] The ability of students to express and interpret information, perform quantitative analysis, and use information resources and technology.</p>	<p>The EAP sequence—G009, G010, G011, and G012—focuses on fundamental language skills. It is designed to correct pronunciation problems, to improve listening comprehension, and to improve the student's ability to participate actively and effectively in a range of communication situations.</p> <p>In much EAP coursework, students make use of the Multimedia Language Resource Center, learn to utilize library/online research tools, and various software applications in synthesizing and presenting information.</p>	<p>Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. Students understand and interpret written and spoken language on a variety of topics. Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Use of technology (video, internet, computer programs and laboratory work) for language learning, for interacting with the target language speaking community (e-mail, internet).</p>
<p><b>Critical Thinking</b></p> <p>[Definition:] The ability of students to engage in a process of disciplined thinking that informs beliefs and actions.</p>	<p>In W001, students learn writing styles involving summary-response, and persuasion. A key objective is the ability to examine and articulate issues from multiple perspectives.</p>	<p>Students demonstrate understanding of the nature of language, and the concept of culture, through comparisons of the language and culture studied, and their own.</p>



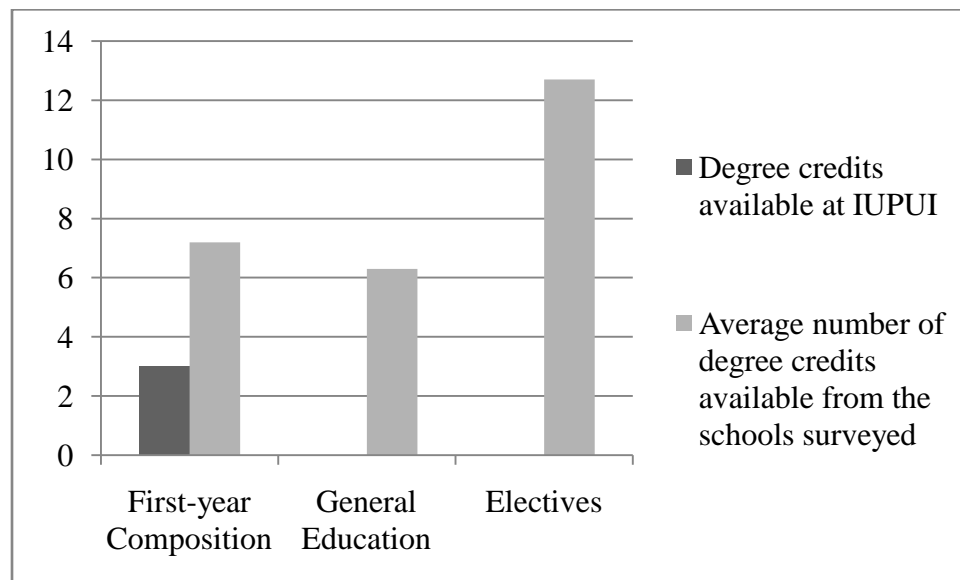
<p><b>Integration and Application of Knowledge</b></p>	<p>[Definition:] The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.</p>	<p>Students reinforce and further their knowledge of other disciplines through the foreign language.</p>	
<p><b>Intellectual Depth, Breadth, and Adaptiveness</b></p>	<p>[Definition:] The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.</p>	<p>Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.</p>	
<p><b>Understanding Society and Culture</b></p>	<p>[Definition:] The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience.</p>	<p>Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	
<p><b>Values and Ethics</b></p>	<p>[Definition:] The ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics.</p>	<p>From the W001 Syllabus, students are given the guidelines in the Indiana University <i>Code of Student Rights, Responsibilities, and Conduct</i>, as well as the IU statements on cheating and plagiarism. (For some EAP students, these are issues of acculturation, as cultures may have differing views on what constitutes unethical scholarship practices.)</p>	<p>Students demonstrate an understanding of the relationship between the practices, products and perspectives of the culture studied.</p>

### Comparing EAP Course Credit Structures

When comparing the average numbers of degree credits available at institutions included in the review and comparing these to the current EAP course credit structure at IUPUI, it becomes clear that the number of degree credits applicable to an undergraduate degree at IUPUI are fewer than is typical among like-institutions. The total first-year writing composition credits that can be applied toward an undergraduate degree at IUPUI (3) falls below the average of the current sample (7.2). There are no EAP credits currently available that can be used to meet General Education/core requirements at IUPUI, compared to a sample average of 6.3 credits for the other universities surveyed. EAP credits may not be used as electives toward an undergraduate degree at IUPUI, compared to the sample average of 12.7 credits. This places IUPUI outside normative practices among other urban research universities (Table 10).

Table 10

*Average number of degree credits available at IUPUI compared to schools in the survey*



*Recommendation for Restructuring EAP Courses for Undergraduate Degree Credit*

1. Renumber ENG G011, ENG G012, ENG G015, and ENG W001 (EAP) so that they are 100-level courses. ENG G009 and ENG G010 would not be renumbered.
2. Allow up to 10 credits of EAP courses from those currently numbered as ENG G011, ENG G012, ENG G015 and ENG W001 to be used to satisfy the School of Liberal Arts foreign language requirement for schools offering the B.A. degree. ESL/EAP credits could also count as elective or humanities credit towards degree completion within other schools at IUPUI. (Nonnative speakers of English already gain exemption from the foreign language requirement, but they do not receive any credit for any EAP coursework they complete). ENG G009 and ENG G010 are not included in this restructuring as these courses are focused on the language skills of reading, writing, speaking, and listening, and are, in Malcolm's (1993) terms, developmental in nature.

## CHAPTER FIVE: CONCLUSION AND FUTURE DIRECTION

If ESL had greater academic status, with tenure-bearing lines, full-credit courses, and representation on important faculty committees, it would not need to justify its existence by serving other departments. Freed from the responsibility of making our colleagues' textbooks and lectures comprehensible, EAP could develop a critical ESL curriculum whose impact would be felt across the campus. We could, as Boyer (1990) suggests, negotiate academic curricula responsive to urgent social, economic, and political issues, rather than serving one that is so narrowly focused on career preparation: The aim of education is not only to prepare students for productive careers, but also to enable them to live lives of dignity and purpose; not only to generate new knowledge, but to channel the knowledge to humane ends; not merely to study government, but to help shape citizenry that can promote public good. Thus, higher education's vision must be widened if the nation is to be rescued from problems that threaten to diminish permanently the quality of life. (Benesch 1993, p. 78)

### *Benefits*

Awarding degree credit for EAP courses is the logical next step in establishing EAP as a discipline in its own right. Urban research universities are committed to interdisciplinary education, research, and service through collaboration and partnerships with academic, business, not-for-profit, governmental, and professional institutions in the city, state, nation, and world. These schools, with programs in health, engineering, sciences, arts, and the professions, provide opportunities for its community of students, faculty, and staff to grow intellectually and personally, to increase understanding and respect for diverse cultures, and to contribute to the quality of life and economic well-being of Indiana, the United States, and the world.

### *Faculty and students.*

Awarding degree credit for EAP courses recognizes the essential work and skills of EAP faculty, and legitimizing research and other academic pursuits of language learning and teaching – for *all* languages. It is the next step in de-marginalizing students, and

in removing the stigma associated with courses that aren't worthy of contributing toward an undergraduate degree. Additionally, awarding credit "benefits students by increasing motivation through positive reinforcement" (Bolton, 1990, p. 1).

### *Marketing.*

Awarding degree credit for EAP courses brings universities up to the standards and practices of like-institutions. In arguing for bilingual instruction in content courses (or subject-matter courses) at the post-secondary level, Friedenber (2002) has made the point that, "Allowing international and domestic language minority students to enter credit-bearing academic courses earlier...[will allow] universities to compete more effectively for international students with other universities that still require international and domestic language minority students to be marginalized for months or a year in IEPs" (p. 226). Friedenber's argument for allowing access to degree-credit content courses applies to degree-credit EAP courses as well. As one EAP student stated, "If a student knows a course is just pass/fail and there is no credit at the end, he will focus more on courses that reward him" (personal communication, February 14, 2009, an IUPUI freshman composition student from Saudi Arabia).

### Future Direction

The current work proposes a means of changing EAP credit structures at urban research universities in general, and at IUPUI, specifically. While considerations here focused on EAP credits as meeting first-year composition, General Education, elective, or foreign language requirements as may be applied in the institution generally, there remains no clear or consistent picture of the practices of the various schools within post-secondary institutions in accepting EAP credits toward an undergraduate degree accord-

ing to the major field of study. Information on such trends may have an impact on the choices international students make regarding the kinds of degrees they will pursue in the U.S, as well as on the success of such programs in meeting multicultural goals and targets.

Whatever the future of EAP in the academy, the need for English language acquisition among those who seek access to an American education will continue. It will continue to be the means by which we define and develop who we are as a society, a culture, a nation, and a global presence.

“Language is the foundation of culture and of society; it is at the core of what it means to be human. The study of English language and literature develops a capacity for logical thought, as well as the ability to creatively and persuasively express our thoughts. It expands our emotional and creative capacities, while sharpening our ability to view the world through different eyes. It teaches us to view writing as a process and to collaborate with others in this process. It develops skills that help us to thoughtfully respond to the personal, social and intellectual problems we encounter in our daily lives. In short, the study of English teaches us how to think more clearly, feel more deeply, and express ourselves more eloquently” (T. Upton, IUPUI English Department chair, personal communication, April 16, 2009).

Appendix A. 2008 Data on International Educational Exchange in Indiana from *Open Doors* (retrieved June 7, 2009 from <http://opendoors.iienetwork.org/?p=131590>).



*Open Doors* 2008 data embargoed for release November 17, 2008

## INSTITUTE OF INTERNATIONAL EDUCATION

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### State Background: INDIANA

### International Educational Exchange in Indiana for 2007/08

Source: *Open Doors: Report on International Educational Exchange*, published annually by IIE with support from the U.S. Department of State's Bureau of Educational and Cultural Affairs. Statistics particular to this state are listed below. Additional statistics are available at IIE's Open Doors website at <http://opendoors.iienetwork.org/>. For more information, contact Debbie Gardner at Halstead Communications, 212-734-2190 or Sharon Witherell/Jessica Angelson at IIE, 212-984-5360.

	<b>Rank in US</b>	<b>Total</b>
<b><i>FOREIGN STUDENTS IN THE STATE</i></b>	<b>#10*</b>	<b>15,548 (up 7.6%)</b>
<b>ESTIMATED FOREIGN STUDENTS EXPENDITURE IN THE STATE (in millions of dollars)</b>		<b>\$367.7</b>

\* *Rankings include all 50 U.S. states in addition to Washington, D.C.*

### ***INSTITUTIONS WITH THE HIGHEST NUMBER OF FOREIGN STUDENTS***

<b>Institution</b>	<b>City</b>	<b>Total</b>
Purdue University – Main Campus	West Lafayette	5,772
Indiana University at Bloomington	Bloomington	4,287
Indiana University – Purdue University at Indianapolis	Indianapolis	1,199
University of Notre Dame	Notre Dame	837
Ball State University	Muncie	553

**LEADING PLACES OF ORIGIN FOR FOREIGN STUDENTS IN THE STATE**

<b>Place of Origin</b>	<b>% Total</b>	<b>Total Number</b>
India	17.7	2,592
South Korea	16.0	2,335
China	15.3	2,229
Taiwan	5.2	764
Japan	2.9	421

**AMERICAN STUDENTS ABROAD  
2006/07**

**2005/06**

<b><i>TOTAL NUMBER OF U.S. STUDY ABROAD STUDENTS ENROLLED THROUGH INSTITUTIONS IN THE STATE</i></b>	<b>8,034</b>	<b>8,088</b>
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For more data, see <http://opendoors.iienetwork.org>.

**ADDITIONAL BACKGROUND:**

**STUDENTS PARTICIPATING IN U.S. DEPARTMENT OF STATE FUNDED PROGRAMS**

<b>EXCHANGE PROGRAM</b>	<b>Fulbright Program</b>		<b>Gilman Program 2007/08</b>
	<b>2007/08</b>	<b>2008/09</b>	
U.S. Students from colleges and universities in the state	19	36	10
Foreign Students at colleges and universities in the state	44	47	N/A



## Appendix B: IUPUI Principles of Undergraduate Learning (PULs)

### **Core Communication and Quantitative Skills**

The ability of students to write, read, speak, and listen, perform quantitative analysis, and use information resources and technology and the foundation skills necessary for all IUPUI students to succeed. This set of skills is demonstrated, respectively, by the ability to:

1. express ideas and facts to others effectively in a variety of written formats;
2. comprehend, interpret, and analyze texts;
3. communicate orally in one-on-one and group settings;
4. solve problems that are quantitative in nature, and
5. make efficient use of information resources and technology for personal and professional needs.

### **Critical Thinking**

The ability of students to analyze information and ideas carefully and logically from multiple perspectives. This skill is demonstrated by the ability of students to:

1. analyze complex issues and make informed decisions;
2. synthesize information in order to arrive at reasoned conclusions;
3. evaluate the logic, validity, and relevance of data;
4. use knowledge and understanding in order to generate and explore new questions.

### **Integration and Application of Knowledge**

The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives. This skill is demonstrated by the ability of students to apply knowledge to:

1. enhance their personal lives;
2. meet professional standards and competencies, and;
3. further the goals of society.

### **Intellectual Depth, Breadth, and Adaptiveness**

The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

1. Intellectual depth describes the demonstration of substantial knowledge and understanding of at least one field of study.
2. Intellectual breadth is demonstrated by the ability to compare and contrast approaches to knowledge in different disciplines.
3. Adaptiveness is demonstrated by the ability to modify one's approach to an issue or problem based on the contexts and requirements of particular situations.

### **Understanding Society and Culture**

The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally. This skill is demonstrated by the ability to:

1. compare and contrast the range of diversity and universality in human history, societies, and ways of life;

2. analyze and understand the interconnectedness of global and local concerns, and;
3. operate with civility in a complex social world.

### **Values and Ethics**

The ability of students to make judgments with respect to individual conduct, citizenship, and aesthetics. A sense of values and ethics is demonstrated by the ability of students to:

1. make informed and principled choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices, and;
2. recognize the importance of aesthetics in their personal lives and to society.

*Source: [http://www.iupui.edu/academic/undergrad\\_principles.html](http://www.iupui.edu/academic/undergrad_principles.html)*

Appendix C: ACTFL National Standards in Foreign Language Education (Retrieved November 8, 2007 from <http://www.actfl.org>.)

In collaboration with AATF, AATG, and AATSP, ACTFL has designated an eleven-member task force, representing a variety of languages, levels of instruction, program models, and geographic regions, to tackle the task of defining *content standards* -- what students should know and be able to do -- in foreign language education. The final document represents an unprecedented consensus among educators, business leaders, government, and the community on the definition and role of foreign language instruction in American education.

The national standard for foreign language education center around five goals: *Communication, Cultures, Connections, Comparisons, and Communities* -- the five C's of foreign language education.

### **Statement of Philosophy**

*Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English backgrounds should also have opportunities to develop further proficiencies in their first language.*

### **Standards for Foreign Language Learning**

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#### **Communication**

*Communicate in Languages Other Than English*

**Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

**Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics

**Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

#### **Cultures**

*Gain Knowledge and Understanding of Other Cultures*

**Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

**Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

### **Connections**

*Connect with Other Disciplines and Acquire Information*

**Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language

**Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

### **Comparisons**

*Develop Insight into the Nature of Language and Culture*

**Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

**Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

### **Communities**

*Participate in Multilingual Communities at Home & Around the World*

**Standard 5.1:** Students use the language both within and beyond the school setting

**Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Appendix D: TESOL Resolution on Credit-bearing English Language Courses (Retrieved July 25, 2009 from <http://www.catesol.org/dacredit.html>.)

Whereas secondary ESOL students are acquiring proficiency and literacy in an additional language, and secondary ESOL programs are not remedial;

Whereas native-English-speaking secondary students receive credit for courses in language other than English, and the level of reading and writing required to be exited from mandated ESOL services exceeds the objectives and proficiency level of those credit-bearing language courses;

Whereas ESOL instruction encompasses many objectives similar to those of mainstream English curricula (such as mastery of writing and reading skills, and appreciation of literature);

Whereas institutions of secondary education acknowledge the legitimacy and importance of courses by granting credit to students who achieve passing grades in such courses;

Whereas secondary students must accumulate a specified number of credits within a specified time frame to graduate;

Whereas secondary ESOL students who must acquire English proficiency in non-credit courses before gaining access to credit-bearing courses are, in effect, denied an equal opportunity to achieve a high school diploma;

Therefore Be It Resolved that TESOL urge all institutions of secondary education to grant credit for ESOL courses, comparable to the credit granted for courses in languages other than English and entry-level mainstream English courses;

Be it Resolved that TESOL makes this resolution known to its members in TESOL Matters; and

Be it Resolved that upon the request of TESOL members, TESOL send copies of this resolution to appropriate institutions and programs that are concerned with secondary ESOL instruction.

1995 TESOL Convention  
Long Beach, California USA

## Appendix E: CATESOL Position Statement on Credit in Community Colleges

*(Approved by the CATESOL Board of Directors, June 11, 1994)*

The Issue: The number of English language learners seeking degrees in community colleges has increased greatly in the past few decades. Many colleges are not offering appropriate credit for ESL courses.

CATESOL supports the granting of credit towards the associate degree to English language learners for courses of English as a second or foreign language which meet the standards and criteria for associate degree credit courses (*Title 5, Barclay's California Code of Regulations*).

### **Rationale**

- academic credit should be awarded for study of ESL just as it is for foreign language study by English-speaking students
- inadequate control of one's second language is not comparable to having inadequate skills in one's first language
- collegiate ESL courses are designed to continue the normal linguistic/cognitive/academic/cultural development of a foreign language and are not the same as English courses for students who are not at college level
- receiving credit for ESL increases student motivation and performance in ESL courses
- collegiate ESL courses offer a rigorous academic program that requires students to perform at a level equal to other associate degree credit courses

### **Types of ESL courses meeting Title 5 Standards and Criteria**

Title 5 sets out standards and criteria for associate degree credit courses at community colleges in California. CATESOL offers the following information on what type of ESL courses meet Title 5 standards and criteria. CATESOL comments follow the Title 5 underlined headings.

ESL courses which meet the Title 5 criteria (in the same way that credit-bearing courses of other disciplines do) should be given associate degree credit status.

### **Types of Courses**

*Associate Degree Credit Courses - Title 5 55002 (a)*

An ESL or VESL course offered as part of or in support of an academic program is a collegiate course if it meets the Title 5 criteria specified below. Collegiate ESL courses may focus on listening, speaking, reading, or writing skills, knowledge of vocabulary or grammar; or a combination of these to improve the student's proficiency in academic English.

## **Standards and Criteria**

### *Grading Policy -Title 5 55002 (a) (2) (A)*

Grades in collegiate ESL courses which have an emphasis on developing reading and writing skills are based at least in part on written assignments which require students to select and order their own ideas and express them clearly. Grades in courses which have an emphasis on developing listening, speaking or communication are based at least in part on problem solving exercises or skills demonstration which require students to demonstrate understanding of extended discourse and/or use oral language effectively in college level work.

### *Intensity - Title 5 55002 (a) (2) (C)*

Collegiate ESL courses require independent study outside of class time and assume that the student has basic study skills.

### *Difficulty -Title 5 (a) (2) (F)*

Collegiate ESL courses require students to carry out processes such as analyzing, synthesizing, and evaluating in course assignments. These courses require students to deal with concepts and logical expression in the second language.

### *Level -Title 5 (a) (2) (G)*

Collegiate ESL courses assume students have the ability to initiate, sustain and bring to closure a variety of communicative academic tasks. Collegiate ESL courses require vocabulary used in academic discourse or in a vocational field that is part of an academic program.

*Abridged from the CATESOL Advisory on Degree-Applicable Credit in Community Colleges*

For related information on CATESOL's position on ESL and Basic Skills, see the *CATESOL Position Statement on the Difference Between ESL and Basic Skills Instruction at Post-Secondary Levels*

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California Teachers of English to Speakers of Other Languages  
21C Orinda Way #362  
Orinda, CA 94563

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Appendix F: ESL/EAP undergraduate credits survey: parts 1 and 2

Part 1

**I. Informed consent**

You may exit this survey at any time.

\*This question requires an answer.

1. You are invited to participate in a survey of ESL/EAP programs throughout the United States. You were selected as a respondent because of the characteristics your institution shares with Indiana University/Purdue University Indianapolis (IUPUI) as an urban research university. The purpose of this study is to provide a current national picture of ESL/EAP course credit structures.

Efforts will be made to keep your personal information confidential; your identity will not be disclosed in reports in which the study may be published, and in any databases in which results may be stored. We cannot guarantee absolute confidentiality, however, as we plan to identify how EAP classes are recognized at specific universities, so it may be possible for someone to connect your response back to you. For questions about the study, contact Sonya Lakey: XXX-XXX-XXXX.

Taking part in this study is voluntary. You may choose not to take part, or may leave the study at any time.

I have read and understand all of the above.  
By submitting my name in the box below, I give my consent to participate in this survey.

Next

**II. Contact Information**

You may exit this survey at any time.

2. Contact information (person completing the survey).

Name:

University:

Email Address:

3. *Your position.*

Director/Coordinator

Faculty or Staff

Other (please specify):



**III. ESL/EAP credit structure**

You may exit this survey at any time.

4. For students admitted into undergraduate degree programs, do ESL/EAP courses carry academic credits (whether for just full-time status or for degree requirements)?

- No.
- Yes.

5. How are the credits recognized by your university? Please include course number, title, and the number or range of credits per course.

For full-time status (i.e., for visa, financial aid, or other institutional requirements). Please list those here:

For academic status only (i.e., transcript credit, but not credit meeting graduation requirements). Please list those here:

6. How are degree-applicable ESL/EAP credits recognized by your university? PLEASE INDICATE ALL CATEGORIES THAT APPLY.

If this varies by school/major, answer according to the school/major that accepts the MOST ESL credits.

Number of applicable credits

Freshman composition requirements

Foreign language requirements

General Education requirements

Electives

Other (please specify)

7. Please list examples of the most typical uses of ESL credits by different schools/majors on your campus.

For example:

1. School of Business: 3 freshman comp credits
2. School of Liberal Arts: 3 freshman comp credits, 3 electives

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**IV. ESL/EAP Credit structure rationale**  
time.

You may exit this survey at any

8. If ESL/EAP credits do NOT count toward degree requirements for undergrads, please briefly explain why.

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9. Do you agree with the following statement: ESL/EAP study by nonnative speakers at your university is equivalent to foreign language study by native speakers of English at your university.

- Yes, for all ESL/EAP classes we offer.
- Yes, for some ESL/EAP classes we offer.
- Not sure.
- No.

10. Do you agree with the following statement: “All ESL/EAP is remedial in nature”.

- Strongly agree
- Agree
- Not sure
- Disagree
- Strongly disagree

Please elaborate on your response:

ESL/EAP undergraduate credits survey

Part 2

**I. ESL/EAP Faculty**

You may exit this survey at any time.

1. Please include your name and university on this page of the survey as well.

Name:

University:

2. ESL/EAP instructors are (please check all that apply):

	full-time (% of total)	part-time (% of total)
faculty (including 'associate' or 'adjunct' faculty)	<input type="text"/>	<input type="text"/>
non-faculty	<input type="text"/>	<input type="text"/>

3. The minimum degree required to teach ESL/EAP courses is:

- BA/BS       BA/BS in a specific area or with a teaching certificate  
 MA student       MA       MA in specific field

**II. Administration**

You may exit this survey at any time.

4. Where is the ESL Program administratively housed (e.g., English Dept.)?

5. To which office and person (title) does the program report?

6. In what ways does the ESL/EAP program manifest the mission of the university?

7. May I call you to ask you some follow up questions?

- . No, thanks.  
 Yes.

Phone number (please also indicate the best time to call)

Appendix G. ESL/EAP undergraduate credits survey participants

University	Contact	Email
<b>IUPUI Peer Institutions</b>		
IUPUI	Director English for Academic Purposes Program Cavanaugh Hall 341 425 University Boulevard Indianapolis, IN 46202 (317) 274-2188	esl@iupui.edu
SUNY at Buffalo	Keith E. Otto Program Director, English as a Second Language Programs English Language Institute University at Buffalo, The State Uni- versity of New York 320 Christopher Baldy Hall Buffalo, NY 14260 Tel: (716) 645-2077 email: Fax: (716) 645-6198	keo@buffalo.edu
Temple University	Matthew Badura Academic Adviser CLA Academic Advising Center Temple University 1810 Liacouras Walk, Suite 301	mbadura@temple.edu
University of Alabama- Birmingham	Rebekah Ranew Trinh, M.A. TESOL Director English Language and Culture Insti- tute (ELCI) School of Education University of Alabama at Birmingham 205-996-9993	rtrinh@uab.edu
University of Cincinnati-Main Campus	Carol R. Frazier Executive Staff Assistant Center for ESL PO Box 210022 Cincinnati, OH 45221-0022 513-556-3590 513-556-1581	carol.frazier@uc.edu;
University of Colorado at Denver and Health Sciences Center	Cheryl Kaas Academic Specialist Learning Resources Center University of Colorado Denver NC 2006B 303-556-2843	cheryl.kaas@ucdenver.edu

University of Illinois at Chicago	University of Illinois at Chicago 1333 South Halsted Street Suite 260 Chicago, Illinois 60607 USA Phone: (312) 996-8098 Fax: (312) 996-4394	<a href="mailto:sandstrm@uic.edu">sandstrm@uic.edu</a> <a href="mailto:mar-nier@uic.edu">mar-nier@uic.edu</a>
University of Louisville		<a href="mailto:iesl@louisville.edu">iesl@louisville.edu</a>
University of New Mexico - Main Campus	Michael Schwartz	<a href="mailto:schwartz@unm.edu">schwartz@unm.edu</a>
	Ariadne Miranda, Assistant Director for Admissions and Marketing	
University of South Florida	Michelle Bell, Curriculum Coordinator	<a href="mailto:amiranda@cas.usf.edu">amiranda@cas.usf.edu</a> ; <a href="mailto:mbell@cas.usf.edu">mbell@cas.usf.edu</a>
University of Utah	Kacey Thompson Dept. of Linguistics University of Utah	<a href="mailto:kacey.thompson@utah.edu">kacey.thompson@utah.edu</a>
Virginia Commonwealth University	Heather Strobel Student Advisor English Language Program Office of International Education Virginia Commonwealth University (804) 828-2551	<a href="mailto:strobelha@vcu.edu">strobelha@vcu.edu</a>
Wayne State University	Bruce S. Morgan Academic Director Ellen L Barton Professor Department of English Wayne State University 5057 Woodward Ave., Ste. 9408 Detroit, Michigan 48202	<a href="mailto:b.morgan@wayne.edu">b.morgan@wayne.edu</a> <a href="mailto:ellen.barton@wayne.edu">ellen.barton@wayne.edu</a>

### **'Big 10' Universities**

Indiana University	Marlin G. Howard Director, Intensive English Program	<a href="mailto:howardm@indiana.edu">howardm@indiana.edu</a>
Michigan State University	Lawrence J. Zwier Associate Director English Language Center Michigan State University	<a href="mailto:zwier@msu.edu">zwier@msu.edu</a>
Northwestern University	Julia Margaret Moore Department of Linguistics, Northwestern University Telephone: 847.491.8059 (ESL Program Office) Fax: 847.491.3770 Address: 2016 Sheridan Road, Evanston, IL 60208-4090	<a href="mailto:jmm@northwestern.edu">jmm@northwestern.edu</a>

Ohio State University	Gary Whitby Acting Director American Language Program The Ohio State University 60 Arps Hall 1945 North High Street Columbus, OH 43210-1172 tel (614) 292-1364 fax (614) 292-4054	<a href="mailto:whitby.4@osu.edu">whitby.4@osu.edu</a>
Pennsylvania State University	Paula Golombek ESL and ITA Programs Ph: 814-865-0693	<a href="mailto:pxg2@psu.edu">pxg2@psu.edu</a>
Purdue University	Margie Berns Professor, English as a Second Language Director, Graduate Program in English as a Second Language Purdue University Department of English 500 Oval Drive West Lafayette, IN 47907 T: 765.494.3769 F: 765.494.3780	<a href="mailto:berns@purdue.edu">berns@purdue.edu</a>
University of Illinois at Urbana-Champaign	Division of English as an International Language University of Illinois at Urbana-Champaign 3070 Foreign Languages Building 707 South Mathews Avenue Urbana, Illinois 61801 USA Telephone: (217) 333-1506 Fax: (217) 244-3050	<a href="mailto:deil@uiuc.edu">deil@uiuc.edu</a>
University of Iowa	Michele Gerot ESL Programs 1112 UCC 319-335-5630	<a href="mailto:michele-gerot@uiowa.edu">michele-gerot@uiowa.edu</a>
University of Michigan	Theresa Rohlck ELI student coordinator	<a href="mailto:trohck@umich.edu">trohck@umich.edu</a>
University of Minnesota	Mike Anderson Program Director CCE Degree and Credit Programs CCE-MN English Language Program UMN Twin Cities	<a href="mailto:ande1819@umn.edu">ande1819@umn.edu</a>
University of Wisconsin-Madison	Sandra Arfa, Director Program in English as a Second Language 5127 Helen C. White Hall University of Wisconsin-Madison 600 North Park Street Madison, WI 53706 USA Tel: (608) 263-3783 Fax: (608) 263-9305	<a href="mailto:arfa@wisc.edu">arfa@wisc.edu</a>

**Coalition of Urban  
Serving Universities**

Arizona State University	Katie Curiel International Communications and Customer Service Coordina- tor American English and Culture Program	katie.curiel@asu.edu
California State University Sys- tem: Sacramento State University	Robby Ching, Director of Writing Skills	chingrj@csus.edu
California State University Sys- tem: San Francisco State Univer- sity	Composition for Multilingual Students Program San Francisco State University Humanities 112 1600 Holloway San Francisco, CA 94132	cmls@sfsu.edu
CUNY-City College	Sheila Thomas Director of Academic Services Division of Humanities & the Arts Tel: 212-650-7377/7649 Office: NAC 5/224	stthomas@ccny.cuny.edu
Florida International University	Luis Sanchez Director English Language Institute Florida International University 11200 SW 8th Street, LC 204 Miami, Florida 33199 +1-305-348-2222	lsanchez@eli.fiu.edu
Georgia State University	Sharon Cavusgil, ESL Director Department of Applied Linguistics & ESL One Park Tower, 34 Peachtree Street Suite 1200 404-413-5183	scavusgil@gsu.edu
Morgan State University	Dolan Hubbard Chairperson 443-885-3165 English & Language Holmes Hall - Room 202 B	dolan.hubbard@morgan.edu
North Carolina State University	Toby P. Brody Director of English as a Second Language Project Director Title VII Bilin- gual Education: Training for all Teachers Grant 325 Withers Hall. Telephone 515-9299.	<a href="mailto:tpbrody@social.chass.ncsu.edu">tpbrody@social.chass.ncsu.edu</a>

Portland State University	Paula Harris Associate Director, International Admissions Portland State University PO Box 751 Portland, Oregon 97207-0751 Phone: (503) 725-5503 Fax: (503) 725-5525	<a href="mailto:harrisp@pdx.edu">harrisp@pdx.edu</a>
Tennessee State University	Gregory Clark, Admissions Director 615-963-5103	<a href="mailto:GCLARK@tnstate.edu">GCLARK@tnstate.edu</a>
University of Akron	Dr. Kenneth J. Pakenham, Associate Professor	<a href="mailto:kpakenham@uakron.edu">kpakenham@uakron.edu</a>
University of Central Florida	Myrna Creasman of the Center for Multilingual Multicultural Studies (407) 823-5455;	<a href="mailto:mcreasma@mail.ucf.edu">mcreasma@mail.ucf.edu</a> ;
University of Houston	Nishat Maredia Program Assistant Language and Culture Center University of Houston 713-743-3030	<a href="mailto:lcc@uh.edu">lcc@uh.edu</a>
University of Memphis	Teresa Dalle Associate Professor, ESL/Linguistics The University of Memphis	<a href="mailto:tsdalle@memphis.edu">tsdalle@memphis.edu</a>
University of Missouri - Kansas City	Department of English Language and Literature Cocke-efair Hall, Room 106 5121 Rockhill Road (816) 235-1305 Fax: (816) 235-1308	<a href="mailto:english@umkc.edu">english@umkc.edu</a>
University of New Orleans	Donna Reed Registrar's Office Christie Thomas, Director Office of International Students and Scholars	<a href="mailto:dmreed2@uno.edu">dmreed2@uno.edu</a> ; <a href="mailto:cjthoma2@uno.edu">cjthoma2@uno.edu</a>
Wichita State University	Department Chair: Margaret Dawe, MFA Christopher K. Brooks, Associate Professor Wichita State University, Department of English	<a href="mailto:chris.brooks@wichita.edu">chris.brooks@wichita.edu</a> ; <a href="mailto:marg-ret.dawe@wichita.edu">marg-ret.dawe@wichita.edu</a>



## Appendix H. Survey responses narrative

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### *Credit structure.*

1. Any of our EAP 100 - 400 level courses can count for up to 4 elective credits for LSA at 1 - 2 credits per course.
2. Learning Skills 86; 87, and English 2, English 20M, English 109M.
3. ENGL 1101 English Composition I (3 cr), ENGL 1102 English Composition II (3 cr).
4. English 118 - academic writing - required for undergraduates 3 credits. 3 additional credits for any previous ESL course may be granted, but only on completion of English 118.

One respondent indicated that ESL/EAP credits count for institutional credit only (i.e., transcript credit, but not credit meeting graduation requirements). Here, four different EAP courses can be taken for credit at three credits each.

As to how degree-applicable ESL/EAP credits are recognized by the various universities according to school or major, respondents were prompted to answer according to the school/major that accepts the *most* ESL/EAP credits.

1. In terms of ESL/EAP credits recognized as freshman composition, two respondents indicated that of the total number of, 1-3 credits are counted toward an undergraduate degree. One respondent indicated 4-6 credits are applicable in this category.
2. In the category of general education, one respondent identified the availability of 1-3 credits, and one listed 7-9 credits. One respondent wrote, "Sophomore English [is a] university requirement rather than GE".

3. For electives, each of the four respondents chose a single category of either: 1-3, 4-6, 7-9, or 10-12 credits available.
4. No respondent chose ESL/EAP credits as counting toward foreign language requirements. However, one person surveyed wrote, “Bi/multi-lingual speakers can take an online assessment of their L1 to receive foreign language requirements”.

The most typical uses of ESL/EAP credits by different schools/majors are fairly uniform among respondents. 3 of the 5 said that all available credits were recognized on a university-wide basis as either freshman composition, or as electives. One stated that recognition of credits was limited to a single school, and one indicated, “unknown”.

#### Rationale.

The question as to why ESL/EAP credits do NOT count toward degree requirements for undergrads was not applicable, since some degree credit is available in all cases.

When asked if respondents agreed with the following statement: “ESL/EAP study by nonnative speakers at your university is equivalent to foreign language study by native speakers of English at your university”, two respondents chose “Yes, for some ESL/EAP classes we offer.”, and two chose, “No”. One skipped this question. As for agreeing with the statement that ESL/EAP is remedial in nature, four chose the “strongly disagree” option, and one chose “disagree”.

#### Administration.

Of the four respondents here, two indicated that 0-25% of their faculty (including ‘associate’ or ‘adjunct’ faculty) are employed full-time, and one showed that 51-75% have full-time status. One counted 51-75% of full-timers as nonfaculty. In the part-time category, two showed 0-25% of faculty are part-time, one that 51-75% are part-time, and one

selected the 76-100% option. For part-time nonfaculty, one indicated 0-25% of staff, and one chose the percentage at 76-100.

All four respondents required at least a Master's degree as qualification to teach ESL/EAP courses, with two accepting MA students, two accepting an MA in a specific field, and one accepting the MA. Housing of the ESL/EAP program varied to a small degree. One is an English Language Institute that is part of the College of Literature, Science, and the Arts, but is considered a separate unit of the college. One divides locations between the Learning Skills Center (two classes) and the English Department (three classes). Another program is housed solely in the English Department, and one is part of the Linguistics Department. For reporting purposes, two programs are accountable to the dean of the College of Arts and Letters, one to the English department chair, and one who wrote, "ultimately the director of the English language Institute, but practically to the Associate Director for Curriculum at ELI".

When asked to describe the ways in which the ESL/EAP program manifests the mission of the university, responses seemed to focus on practical concerns regarding writing requirements, and outreach to international students.

1. "[It] encourages multiculturalism and diversity in the student body".
2. It primarily serves first year students, but it also serves community college transfer students who are trying to fulfill the Graduation Writing Assessment Requirement and a handful of graduate students fulfilling the same requirement.
3. The mission of the Program...is to support the University's international students by providing ESL instruction, to enhance undergraduate education through work with international teaching assistants, to train prospective ESL teachers, and to

support the University's community and international outreach goals. We play a role in undergraduate education through the ITA assessment and training program, and by offering one of the [several] undergraduate communication courses.

4. One respondent indicated they did not view the university mission statement as "meaningful".

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## CURRICULUM VITAE

Sonya J. Lakey

### EDUCATION

- 8/09 ***Master of Arts***, English, *Applied Linguistics/TESOL*, Indiana University
- 5/09 ***Recipient***, Joan & Larry Cimino Award for Excellence in Intercultural Communication
- 5/07 ***Graduate Certificate***, Teaching English as a Second Language, Indiana University
- 7/05 ***Certification***, English for Specific Purposes Institute, IUPUI
- 12/90 ***Bachelor of Science***, Clinical/Community Psychology, University of Michigan



## PROFESSIONAL EXPERIENCE

- 3/09 **Presenter**, National TESOL Conference, Denver, CO  
*Making the Case for University Credit for EAP Classes*
- 2/08 **Presenter**, The Edward C. Moore Symposium, Ways of knowing, ways of doing: encouraging intellectual, cultural, and ethical competence  
*Sound teaching: myths about ESL students' classroom listening skills, and how to address them.*
- 11/06 **Presenter**, INTESOL Annual Conference: Language, Literacy, and Learning  
*Do-it-yourself, specific-purpose materials: designing lessons from your own authentic sources*
- 12/06 **Practicum** LL.M. ESL Program, IU School of Law – Indianapolis  
Development of, and instruction in, academic listening strategies for international LL.M. students.

## EMPLOYMENT

### *Hamilton East Public Library, 8/01 – present*

#### **Community Education Coordinator**

Additional coordination responsibilities for all education programming, including Spanish, and computer classes.

#### **Literacy/ESL Coordinator**

- Establishing and coordinating a community-based Literacy and ESL program.
- Student/volunteer recruitment. Increased program participation from three students (total) in 2001, to an average of 40 students per session.
- On-going needs assessment.
- Teaching courses in grammar, conversation, American Accent training, TOEFL Preparation, and GED preparation.
- Database management.
- Volunteer training.
- Fund-raising.
- In-servicing for coworkers and administration.
- Website and promotional materials development.

#### **Circulation Clerk**

Aiding patrons in acquiring information and resources toward meeting their goals. Organization and public relations.

11/06- 4/08 **Associate Faculty, IUPUI School of Liberal Arts English/EAP Program**  
*English for Academic Purposes* curriculum development, and classroom management; support of program coordinator; developing and maintaining course outlines, syllabi, lesson plans, assignments, and other course materials; maintenance of student records/documentation; participation in professional development.

10/07- 12/08 **Language Trainer, Global LT**  
Needs assessment and development of ESP materials; one-on-one, in-home tutoring of NNS; raised student's academic English skills by 1.5 grade levels in three months.

11/06 – 1/09 **Editor, Tesolin'**  
Indiana's TESOL Newsletter; increased circulation by 25% and transitioned our newsletter from a paper publication to an electronic format; doubled registration on the NTESOL listserv from 200 to 400 members.

2/06 - 12/07 **Editor, Koinonia**  
Editing of a statewide newspaper on religious and cultural issues; established and doubled circulation in the first year; coordination with writers, publishers, and a supervising Board.

- 1/00-8/01      **Circulation/Reference Librarian, Hamilton North Public Library**  
Aiding patrons in acquiring information and resources. Organization and public relations.
- 11/98-Present      **Free-lance Writer, Self-employed**  
Supplying nonfiction articles and columns to both local and national publications, including *Living Language*, *AOL/Time-Warner Digital City*, *Diversity Monthly*, *Hamilton Heights Herald/Topics*, *Vigil*, and *The Fulcrum*.
- 11/97-10/98      **Case Manager, Bona Vista Programs, Inc.**  
Transitioned 15 persons with developmental disabilities into less restrictive environments; counseling; staff management, advocacy; bookkeeping; and information and referral.
- 4/95-10/97      **Case Manager, Four County Counseling Center**  
Advocacy and counseling for persons with severe mental illness and their families; information and referral. Consistently ranked as one of the top therapists via client feedback, and in terms of verified billable hours.
- 10/93-7/94      **Transition Specialist, The Disability Network**  
Counseling; assisting persons with various types of disabilities into increasingly independent living environments, and accounts management.
- 3/91-1/93      **Literacy Coordinator, VISTA Drop-In Center**  
Teaching skills to homeless adults: job-readiness; GED preparation; housing searches; and use of city transportation; information and referral; grant writing.

## **PROFESSIONAL MEMBERSHIPS**

- TESOL, Teachers of English to Speakers of Other Languages
- Board Member, INTESOL, Indiana Teachers of English to Speakers of Other Languages
- Indiana Literacy Association