

MEMORANDUM

Approved, 4/22/2024

TO: Fort Wayne Senate  
FROM: Steven A. Hanke, Chair of the Education Policy Committee  
DATE: 03/1/2024  
SUBJ: English Language Pathway to PFW

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WHEREAS, the Educational Policy Committee (EPC) is the parent committee of the International Education Advisory Subcommittee; and

WHEREAS, the International Education Advisory Subcommittee requested that EPC review a resolution to create an English Language Pathway to PFW; and

WHEREAS, EPC completed the review and voted in support of the document going forward;

BE IT RESOLVED, That the attached resolution be considered by the Senate.

MEMORANDUM

TO: Steven Hanke  
Chair, Educational Policy Committee

FROM: Assem Nasr  
Chair, International Education Advisory Subcommittee

DATE: February 8, 2024

SUBJECT: English Language Pathway to PFW

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WHEREAS, the International Education Advisory Subcommittee (IEAS) is a subcommittee of the Educational Policy Committee (EPC);

WHEREAS, the Indiana University Purdue University (IPFW) campus once offered English for non-native speakers through an ELS Educational Services affiliate that has closed since 2019,

WHEREAS, the ELS Center on campus provided a gateway for students already acquainted with the PFW community, level of education, and services to enroll in PFW degree programs,

WHEREAS, PFW is committed to serving a diverse population among which are students from non-English speaking countries,

WHEREAS, PFW seeks to augment its student enrollment by, among other means, cater to international students,

WHEREAS, English Language Pathway to PFW seeks to leverage language abilities of non-native English speaking students and improve their chances to transition to a university-level course of study,

BE IT RESOLVED, that the Fort Wayne Senate approves the establishment of the English Language Pathway to PFW program based on the attached proposal.

**Approve**

Nurgul Aitalieva  
Adolfo Coronado  
Cheu-jey Lee  
Assem Nasr  
Mieko Yamada

**Object**

**Abstain**

**Non-voting**

John Jensen  
Maureen Linvill  
Ryan Meriweather  
Sandy Oo

## English Language Pathway to PFW

### Purdue Fort Wayne English Language Courses for International Students (Undergraduate level)

Proposal by Mary Encabo Bischoff and Shannon Bischoff ([TENL Program](#) Faculty)

The purpose of this proposal is to assist prospective international undergraduate students and those who need to demonstrate English language proficiency in meeting their PFW admissions requirement. This proposal also affects local immigrant and refugee community members who wish to pursue higher education but may not yet have a high level of English language proficiency to succeed in college.

### Background

At present, in order for international students to be admitted to PFW, they need to meet one of the following options for English language proficiency:

Undergraduate	Graduate
TOEFL: 79 TOEFL Essentials: 8 IELTS: 6.5 SAT Reading Test: 25 ACT: 20 ELS: Level 112 O, AS, A Level First Language English (C or above) IB SL or HL English: 5 PTE Academic: 58 Duolingo English Test: 110	TOEFL: 80 overall TOEFL Essentials: 8 overall Duolingo English Test: 115 overall IELTS: 6.5 overall <i>All of the tests above must also demonstrate a certain cut off for each of the portions of the test.</i> ELS: Level 112
In addition, a "College-level English from an accredited US institution with a grade of C or better" will also meet the requirement.	

Students, especially those who come from low and middle-income countries or have had their formal education disrupted, experience the following barriers when striving to meet the above requirements:

- Test preparation – access, time, and money to enroll in a test prep course or tutor

- Test taking – access, time, and money to take the test potentially multiple times (\$200+ per test)

In order to address these barriers and to allow greater access to higher education without compromising quality, the TENL faculty proposes to develop and deliver the following more cost-effective courses that will be equivalent to the “College-level English from an accredited US institution with a grade of C or better” for undergraduate students interested in matriculating to PFW.

## Courses

There are plenty of English/ESL/ELL classes offered in the community either at a low fee or for free. However, the majority of these courses prepare students for English for their daily living or workplace. Very few have classes that are dedicated to English for college and academic purposes. There are courses for GED and HSE, but those do not necessarily focus on giving students the language of the academy. This makes our proposed courses different.

Given this initial threshold, our courses are designed for students who are already at a minimum of a [B1 CEFR level](#) (intermediate), where they...

*“Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.”*

Students who are most suited for our courses have a general knowledge of spoken English but need to develop more sophisticated forms of expression and literacy skills to thrive in a college classroom. For students to be admitted to PFW, they need to be at a C1 CEFR level (advanced). Our goal is that by the end of each course, they will demonstrate competencies near or at a C1 level:

*“Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.”*

In addition, because we want to offer these courses globally to attract more international students to PFW, these courses will be held virtually with synchronous class meetings. We have experience in this area as we have conducted the English Language Partners (ELP) program since 2020 and have seen the positive impact of weekly synchronous class meetings of international students with our own PFW students.

Entering Proficiency Level	Course name	Semester	Synchronous meeting	Asynchronous tasks
B1	LING #* English for American Universities I	Fall, 8-week Spring, 8-week	MWF, 1-hour per day	TR
B2	LING # English for American Universities II	Fall, 8-week Spring, 8-week	MWF	TR
B2	LING # Special topics course – focus on 1 or 2 key topics (e.g. Research writing, Presentation skills) - <i>This course is intended for those who want to do research and develop more advanced skills.</i>	Summer session 1 or 2, 6-week	MWF	TR

*\*The specific course number will be generated.*

The time for the synchronous class meetings will either be 8-9/9-10 AM or 7-8/8-9 PM, which is the time frame for most of our existing ELP classes that cater to individuals currently residing in the Asia-Pacific region. Morning class times are also accessible for students residing in Africa, South America, and the Middle East.

Target learning outcomes for each course will come from the descriptors from CEFR, TOEFL, and IELTS.

**Scenario: Student A enrolls in the fall or spring semester.**

First 8 weeks	Second 8 weeks
LING # English for American Universities I	LING # English for American Universities II
Earns a C- or D+	Takes the second course and gets a C --> admitted to PFW

**Scenario: Student B enrolls in the fall or spring semester.**

First 8 weeks	Second 8 weeks
LING # English for American Universities I	LING # English for American Universities II
Earns a C --> admitted to PFW	Does not need to take this second course

Class size per course: 40 students maximum

## Assessment

Students will be graded on their speaking, reading, listening, and writing as in any language course. Students will also receive a letter grade at the end of the semester (C = 73-76%)

Domain	Summative assessment: Evidence of learning
Speaking	1 10-minute presentation
Reading	Comprehension test of an academic article
Listening	2 Short listening tasks
Writing	1 analytical or argumentative essay (4-5 pages)

**If this proposal is approved, then the student's grade from the course will be used in lieu of an English language proficiency test; thus, making them eligible for undergraduate admissions to PFW if they meet all other undergraduate admissions requirements.**

## Fees

During this pilot phase (fall 2024-2026), we would be hosting the courses under the Division of Continuing Studies. Each course would cost minimally \$100, which while it is still expensive for some countries, is much more valuable especially if they pass the course with a C or higher. For comparison, [an ELS class for 8 weeks](#) costs anywhere from \$3,280 (15 lessons) to \$4,400 (30 lessons), depending on the number of lessons that students want. Our proposal is 24 lessons/course. We will reevaluate the fee structure after 2 years.

- The other option would be to create a sliding scale for fees to reflect the disparity in country incomes per the [World Bank](#):
  - High-income and upper middle-income countries: = \$500
  - Lower middle-income countries and low-income countries = \$100

## Instructors

- TENL faculty, graduate teaching assistant, and/or an LTL with TENL certification or equivalent
  - Many of our PFW intro-level Gen Ed courses are taught by LTLs and graduate teaching assistants, so it would not be unusual to have them teach these courses as well.

The bottom line is that we want prospective international undergraduate students to not only meet the admissions criteria, but to also receive quality college preparation as they get ready to matriculate to PFW.