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October 12, 2015

To: Andre Knoesen
Chair, Davis Division Academic Senate

Re: Special Academic Program Proposal for International Academic English

Dear Chair Knoesen:

Thank you for your detailed review of the Special Academic Program proposal for International and Academic English. The Academic Senate's suggestions and concerns led to a substantial re-drafting of the Special Academic Program Proposal for International Academic English. The revision accompanies this letter. This cover letter outlines changes made to the proposal in response to the Senate's concerns and answers questions raised in your letter to Dean Thomas, dated June 26, 2015.

We start by noting that the International Academic English (IAE) proposal has limited scope. Its purpose is to ensure that English-as-a-second-language (ESL) courses previously offered by Linguistics continue to be offered. These courses are crucial to the academic success of international students, who are matriculating at UC Davis in ever increasing numbers. We agree that the campus would be best served with a fully-integrated comprehensive and coordinated approach towards ESL instruction that includes both writing and oral proficiencies. The future approach could potentially grow from the existing relationships established between IAE and UWP. In the meantime, the special academic program proposal will offer the needed courses, with Academic Senate oversight. .

With regards to the specific concerns about the previous special academic proposal:

1. Need for more human and financial resources.

After discussion with a number of key campus units and individuals which included the Dean of the Division of Social Sciences and Budget and Institutional Analysis, we have provided a more thorough review of the cost and means to fund the program. This includes two full-time administrative staff in addition to the two full-time ESL lecturers, Janet Lane and Jim Davis, previously situated in the Linguistics Department. Janet Lane and Jim Davis are both ESL lecturers whose expertise will be invaluable to the proposed program. Both have expressed great enthusiasm to join a program that will allow them to use their considerable experience and knowledge.

2. Academic Oversight.

We note that, because Linguistics is no longer administering the program, there is currently no academic oversight for this suite of courses (other than the writing courses which are housed in the University Writing Program). We propose to rectify that shortcoming by constituting an advisory board made up of faculty members and lecturers who have expertise or interest in second language instruction and acquisition. This advisory board will provide regular oversight for the program. We are currently in discussion with a number of potential board members and will be able to follow up with specific candidates soon. The purpose of the special academic program proposal is to ensure that the program undergoes Academic Senate review comparable to other special academic programs (like Physical Education, ROTC, the Student Farm, Study Abroad, etc.).

3. Academic Qualifications of Program Administrators

The director of the proposed program, Dawn Takaoglu, has a Master's degree in Teaching of English to Speakers of Other Languages. She has more than 20 years' experience in ESL teaching and administration. She served as Academic Coordinator and Instructor of ESL for nine years with the Community College of Baltimore County. She was recruited in 2011 by the UC Davis Department of Linguistics as Academic Coordinator of their ESL division, which included a lectureship in ESL. In 2013, she was hired by the Vice Provost of Undergraduate Education to manage ESL on a campus-wide scale in response to the growing population of international students. During this time, she initiated Summer Start, a hybrid campus/Extension program. Summer Start provides a 6-week academic and cultural immersion for incoming international freshmen. Now in its third year, Summer Start has doubled its enrollment from last year to 126 students. The Enhanced GE program was started in 2013, allowing international students to pair GE subjects with English language courses which focused on the GE curricula. MATESOL graduate students in the Linguistics Department were hired to teach these courses until Linguistics terminated the MATESOL program in June 2014.

In the event that Dawn leaves the program, UE would draw upon the advisory board to recruit a replacement.

A major component of our proposal is international graduate student training, which is critical to ensuring the quality of Teaching Assistant performance for undergraduate education. Over the past two years, Dawn Takaoglu has worked closely with staff in UE's Center for Excellence in Teaching and Learning, providing material and instruction for international TA workshops. In fall 2014, she designed and led International Graduate Student Orientation workshops for future international teaching assistants which received very positive feedback. She has consequently been invited to create and lead similar workshops for IGSO this coming fall.

4. Consultation and Ongoing Coordination

In revising our proposal, we have consulted with many people who are directly involved in its planning, outcome and benefits. These include Professors Vai Ramanathan, Patrick Farrell, and Julia Menard-Warwick of the Linguistics Department, Robert Newcomb of Spanish and Portuguese, and Drs. Dana Ferris and Carl Whithaus of the University Writing Program, all of whom provided valuable and supportive input. IAE staff and instructors have ongoing discussions across programs that affect decisions with regards to curricula and instruction.

5. Enforcement of the English Proficiency Requirement

The Director of the proposed program, Dawn Takaoglu, already serves in an advisory capacity to Graduate Studies on questions relating to English proficiency. Enforcement of English proficiency standards for Graduate TAs is the joint responsibility of Graduate Studies, individual departments and programs, and the Office for Undergraduate Education. Undergraduate Education currently supports this mission by providing testing services.

Will graduate students lose funding if they fail their English proficiency exam?

This is a question that must be answered by Graduate Studies. UE does not have a role in funding decisions for graduate students. Presumably, support letters that go out when graduate students are offered admission guarantee them a minimum level of funding for a minimum number of years. Graduate studies may choose to make those offers conditional on English proficiency, but those issues are outside the scope of the IAE program and the Special Academic Program proposal.

6. The administration should prepare a proposal that will provide coordination and a comprehensive approach to all aspects of campus ESL instruction.

This proposal provides a blueprint for a well-coordinated and comprehensive approach to all aspects of ESL instruction on campus. In this plan, IAE oversees both undergraduate and graduate ESL testing and insures that needed ESL courses are offered both directly and in collaboration with the University Writing Program.

Sincerely,



Carolyn Thomas, Vice Provost and Dean for Undergraduate Education



Matthew Traxler, Associate Vice Provost for Academic Planning



Dawn Takaoglu, Director, International Academic English

cc: Ralph Hexter, Provost and Executive Vice Chancellor
 Helen Schurke Frasier, Assistant Vice Provost, Undergraduate Education
 Gina Anderson, Executive Director, Academic Senate

International and Academic English
Special Academic Program Proposal

Revised 9/16/15

Undergraduate Education requests permission to establish a Special Academic Program under our International and Academic English (IAE) unit. The proposed program will serve two purposes. First, it will provide a pathway for international graduate students to achieve the level of English proficiency and familiarity with U.S. academic protocol necessary to deliver high-quality undergraduate instruction as teaching assistants, as well as to thrive as full members of the academic community at UC Davis. Second, it will continue to provide the undergraduate Summer Start program, a 6-week academic and cultural immersion for incoming international freshmen which is now in its third year.

Phase I

Implementation Timeline: Immediately

Background: Until fall 2013, the Linguistics Department provided ESL testing for incoming international students, both graduate and undergraduate, and was the campus's sole provider of unit-bearing ESL courses. The Linguistics ESL courses were offered as a primary means of providing classroom experience for candidates in their MATESOL (Masters in Teaching English to Speakers of Other Languages) program. Over the years, the number of qualified MATESOL applicants dwindled and, in 2013, Linguistics no longer had sufficient students to support ESL courses and sought to transfer undergraduate ESL writing courses to the University Writing Program (UWP). Effective fall 2015, the Linguistics Department chair and the Dean of Social Sciences have formally requested to stop offering all ESL courses, including graduate ESL courses. Their memo is attached in Appendix B.

At this time, the courses remaining in Linguistics are primarily those that have provided speaking and listening skills, both critically important for undergraduates and prospective TA graduate students. Because these courses fundamentally impact undergraduate student success, they would be most appropriately housed in Undergraduate Education.

Request: With support from Graduate Studies, the Department of Linguistics, the Dean of Social Sciences, and the Provost, Undergraduate Education requests approval to administer the following courses, all currently approved by the Committee On Courses of Instruction: LIN 20, 24, 25, 28, 96, and 391. Within UE, oversight for these courses will reside with International and Academic English, which is led by Director and full-time staff member Dawn Takaoglu, who has a graduate background in TESOL and teacher training experience, as well as experience in

coordinating these courses with Linguistics. Ms. Takaoglu oversaw the move of ESL writing courses to UWP, and continues to coordinate ESL testing with UWP and use campus data to collaborate with them on ESL-related issues. Furthermore, she has been responsible for graduate ESL testing and ESL graduate student course scheduling at UCD since 2012. With more than 20 years' experience coordinating and teaching ESL prior to being hired at UC Davis, Ms. Takaoglu is more than qualified for the task, but to ensure adequate infrastructure, part of this proposal includes the hiring of two full-time support staff.

In addition to the transfer of these courses, we request that the prefix for the courses change from "LIN" to "IAE." As part of the IAE Special Academic Program, these courses will continue to meet the needs of graduate students who must improve their listening and speaking skills in order to receive teaching appointments. Undergraduate courses will continue to be offered as part of our Summer Start program

To meet instructional needs for the graduate courses, we propose the transfer of contracts for the two long-term and highly-skilled ESL lecturers, Janet Lane and Jim Davis, from Linguistics to IAE; each has extensive experience teaching these graduate courses and has voiced enthusiasm for the potential move.

IAE will ensure that the level of graduate student support offered for courses is equivalent to that offered under Linguistics' leadership by working not only with qualified students from Linguistics but also from other graduate departments on campus.

Phase II

Implementation Timeline: Beginning fall 2015

Background on testing: Since the 1960's, a graduate English exam has been administered to incoming UC Davis graduate students as a means of verifying that they had sufficient English skills to do well in their programs. This exam, as currently administered, does not test for oral proficiency. Instead, it focuses on graduate students' command of grammar and their ability to listen and write a summary on a general interest academic topic. Recently, the Office of Graduate Studies and International and Academic English discovered that this exam, and the course placements that it indicates, were a Linguistics practice that some departments enforced but which were never adopted as official policy by the Graduate Council or the Senate. Conversely, the Graduate Council Policy GS2011-01 (Appendix C) regarding International Teaching Assistant English proficiency, which directly concerns improving undergraduate and graduate student success, remained unenforced.

The Vice Provost and Dean of Graduate Studies and the Vice Provost and Dean of Undergraduate Education are intent on correcting this discrepancy. The first step is to align testing practices to educational goals. The traditional graduate English exam does not yield the information about oral proficiency necessary to enforce Graduate Council Policy GS2011-01 and, therefore, will not be given in this coming or future years. After reviewing testing options and practices at many other institutions, Ms. Takaoglu recommended that UC Davis adopt the Test of Oral Proficiency (TOP), also called the Test of Oral English Proficiency (TOEP), which was developed at UCLA and is now used for ITA testing nationally and across the UC system. The use of this test was approved by the UCD Graduate Council and its immediate implementation was announced on June 8, 2015.

Background on courses: From Fall 2012-2014, incoming international graduate students at UCD with TOEFL iBT scores below 95, they were instructed to enroll in LIN 25. Those with TOEFL iBT scores between 95-104 were instructed to take the graduate English exam shortly before fall quarter to determine their ESL placement. Depending on their scores, they were required to add LIN 25, a multi-skills, multi-level ESL course for graduate students, to their schedules. This has been problematic, because adding courses to an already challenging graduate student schedule causes students and departments a great deal of stress and last-minute decision making.

LIN 391, which provides tailored speaking, presentation, and pronunciation skills for teaching assistants and is arguably a more important course for international graduate students, especially those seeking to be TA's, has not been required. In fact, despite the importance and the increasing demand for LIN 391, it has been offered only infrequently because graduate MATESOL students could not serve as instructors and low caps make LIN 391 costly and unprofitable in the current budget model. We propose to prioritize LIN 391 and request sufficient funding to make it readily available.

Request: To better serve international graduate students' ESL needs, UE proposes the establishment of an International Teaching Assistant Academy (ITAA), which will provide ESL support that is scalable to students' schedules and workload, responsive to their needs, and aligned to campus goals (see Appendix A). With a 69% increase in international graduate students from 2011-2014 and a renewed commitment to ensuring international teaching assistants have the oral proficiency skills needed for quality undergraduate education, it is imperative to establish a model that is intentional and flexible, as well as responsive to student needs and able to meet departmental and campus goals.

Through the establishment of the ITAA, the Office of International and Academic English will:

1. Offer targeted workshops, seminars, and online modules year-round.

- a. The workshop approach allows students to select options that best meet their learning style, language-learning objectives, and scheduling needs.
 - b. Administratively, workshops are more readily revised to address and meet changing student demographics and capacity.
2. Develop hybrid online versions of LIN 25 and LIN 391 to encourage students to complete the ESL coursework before departing their home countries and in the 3-4 weeks prior to fall quarter.
3. Create an intensive summer immersion program specifically for those international graduate students who are expected to be TAs in their first fall quarter and have been identified as having oral English skills in the marginal range.
 - a. Graduate students, like their undergraduate counterparts in the Summer Start Program, will be able to use the summer to focus on language skills and increase their capacity to meet the language demands prior to the start of their graduate programs.
4. Provide language mentors who can offer small group and individual assistance specifically for international graduate students seeking to improve their presentation and pronunciation skills.
5. Collaborate with the Office of Graduate Studies to ensure that international graduate students have sufficient testing opportunities to determine oral proficiency required for International Teaching Assistant and Associate Instructor positions.
6. Develop a process of tracking and storing international graduate student proficiency data so that it is easily accessible to decision makers in the various departments.

Oversight

Upon approval and in collaboration with the Senate, UE will establish an advisory board of both Senate faculty and Federation lecturers with experience and/or interest in ESL programs to provide curriculum oversight for the International and IAE Special Academic Program. The board will be chaired by Associate Vice Provost for Academic Planning, Matthew Traxler, and will report to Vice Provost & Dean for Undergraduate Education, Carolyn Thomas. Dawn Takaoglu will serve as a content expert and consultant to the advisory board. One of the first tasks of the advisory board will be to establish program learning outcomes that align with campus goals for undergraduate and graduate student learning. Working with campus assessment experts and experienced ESL instructors, IAE staff will ensure that new and revised course materials include course learning outcomes and purposefully aligned learning activities and assessments. Data from the courses will be aggregated quarterly to inform on-going efforts to assess program effectiveness and student learning.

Future Considerations

UE and IAE recognize that international graduate students are more likely to reach proficient levels of fluency when they are well-positioned at admissions. UE and IAE will collaborate with the Academic Senate, the Office of Graduate Studies, and individual departments to discuss setting higher minimum total TOEFL scores and appropriate sub-set scores to best predict graduate student success.

Additionally, two of the ESL courses being cancelled are ESL writing courses. LIN 26 is the graduate writing course described earlier and LIN 27 is a writing course intended to serve transfer students. Because these courses have the potential to serve very real student needs, the University Writing Program has confirmed that they are willing to be the new home for the courses. Their Curriculum Committee has been working to renumber courses in a way that is more intuitive for students. Therefore, they request that LIN 26 be given the designation UWP 221 while LIN 27 simply becomes UWP 25.

Budget

There are two lecturers who provide ESL instruction in Linguistics. DSS funds the cost of one of the lecturers and through 19900 base budget. In the budget model, this represents a combination of historic Provost Allocation funds and tuition revenue. DSS plans to transfer this base budget (approximately \$172,000) from DSS to UE upon the transition of the courses.

The second ESL lecturer has primarily taught ESL courses to University Extension (UNEX) Global Studies Program (GSP) students. These courses are funded by UNEX, and there is no base budget associated with these activities. Based upon the reimbursement agreement, DSS receives about \$85,000 in UNEX revenues annually to support this position. This exceeds the lecturer's salary and benefits which is approximately \$70,000. UE will need to work with UNEX to determine the activities and funding for any ESL courses offered for their GSP students. Any net resources available to UE as a result of the UNEX agreement can be used to support the administrative costs to UE for this program, including the OP tax which will be approximately \$3,700 based on these expenses.

In addition, Linguistics has received approximately \$45,000 annually for the past few years from a combination of sources including Instructional Needs and the Office of Graduate Studies to provide additional sections of ESL to accommodate the increasing number of international

students who have joined UC Davis. BIA will review whether this should become a more permanent part of the ESL budget.

After review, it is clear that the cost of funding for the continuing lecturer, even with the probable revenue from the UNEX courses, outweighs the funding generated solely by SCH in the budget model (See Appendix D). Therefore, DSS, UE, and Budget and Institutional Analysis (BIA) propose transferring the lecturer's funding and the UNEX activities and agreement from DSS to UE on an expenditure basis. Going forward, UE will receive budget adjustments for fixed costs associated with this program consistent with how the campus funds fixed costs through the annual budget process. Should UE require additional funding for changes or an expansion in the ESL courses, a request for Provost support would be made through the normal budget process. Consistent with how other special academic programs not in a school, college, or division are treated in the budget model, these courses will function like special academic programs and UE will not receive a budget model allocation for the SCH generated. Other examples are: PE, Freshman Seminars, Honors Challenge, UCDC.

Summary

Undergraduate Education is willing, able, and enthusiastic to assume responsibility for the administration of core ESL courses for the greater benefit of both undergraduate and graduate education, and to build from the existing solid foundation to effectively and equitably meet the needs of our increasing international student population.

APPENDIX A: Proposed curriculum for the International Teaching Assistant (ITA) Academy

<p>Core Seminars for developing ITAA's (14-15 hours in 5-7 weeks) :</p> <ul style="list-style-type: none"> • Speaking and Listening • Presentation Basics • Advanced Fluency • Advanced Grammar Monitoring: 	<p>ITAA Workshops (Approximately 2 hours):</p> <ul style="list-style-type: none"> • Building Fluency for Office Hours • Communicating Data Effectively • Communication Issues for Speakers of Other Varieties of English • Drama Techniques for Academic Presentations • The Multi-cultural Classroom • Participating in Classes • Preparing for Oral Qualifiers and Defenses • Pronunciation for Effective Presentations (Stress, Intonation, speed and rhythm) •
<p>Ongoing small-group sessions:</p> <ul style="list-style-type: none"> • Pronunciation • Public Speaking 	<p>Non-Oral Skills Workshops (2-4 hours)</p> <ul style="list-style-type: none"> • Writing Academic Summaries • Using Articles Accurately (2hours) • Paraphrasing Properly & Avoiding Plagiarism • Email for Academic Purposes • Revising for Clarity • Becoming a Better Language Learner
<p>Guided Independent Study Option utilizing online modules both in-house and readily available from open sources.</p>	<p>LIN 391 LIN 25</p>



LINGUISTICS DEPARTMENT

ONE SHIELDS AVENUE
DAVIS, CALIFORNIA 95616

May 6, 2015

To: Professor Andre Knoesen, Chair, Academic Senate
Gina Anderson, Executive Director, Academic Senate

From: Vai Ramanathan, Professor and Chair, Linguistics
George R. Mangun, Dean, Division of Social Sciences
Deborah Swenson, Associate Dean-Undergraduate Academic Programs, Division of Social Sciences
Steven Roth, Assistant Dean, Division of Social Sciences

Re: Transitioning graduate student ESL courses from Linguistics to Undergraduate Education

This memo addresses the proposed discontinuation of graduate student ESL courses offered in the Linguistics Department and their transition to the International & Academic English (IAE) program housed in Undergraduate Education. We are aware that ESL courses serve a very valuable need on campus and that they need to continue being offered. Our primary reasons for moving forward with this initiative include the following:

- The Linguistics Department does not have the faculty or support staff to deal with the increasing numbers of international undergraduate and graduate students on campus;
- The department has dissolved its MA-TESOL program (that trained teachers for this population and of which ESL was a part) because of seriously dwindling applications;
- The research focus of the department has shifted in the last few years.

The department voted unanimously on discontinuing MA-TESOL last year. The following are the courses we would transition to the IAE program:

Graduate ESL Courses:

- 1. LIN 25: English for International/ESL Graduate Students:** (4) a multi-skills ESL course designed to help international/ESL students improve their English language skills for academic study. Emphasis on speaking, writing, reading and academic culture.
- 2. LIN 26: Writing for International Graduate Students** (3) Focuses on writing needed for academic work, including summaries, critiques, research and grant proposals, memos, resumes, and research papers. Reviews grammar needed for writing with some focus on reading skills, vocabulary, and idioms.
- 3. LIN 391: Oral English for ESL Students:** (3). Open only to non-native speakers of English with priority to international student teaching assistants. Course gives non-native English-speaking



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students, particularly international student teaching assistants, intensive work in oral English to increase fluency, accuracy, use of appropriate discourse strategies in academic settings (e.g. seminar, discussion, laboratory).

Summer Start and Undergraduate ESL Courses:

- 1. LIN 20 Oral English for Undergraduate ESL Students:** (3) Intensive practice in oral English for undergraduate ESL students. Students learn to identify and modify features of their pronunciation which limit their ability to communicate clearly. Students also learn and practice strategies for effective participation in academic tasks.
- 2. LIN 24 English structures and strategies** (4): offers practice in academic writing designed to prepare undergraduate students from language backgrounds other than English for successful academic work.
- 3. LIN 27 Academic Writing for ESL students** (4): Writing skills necessary for upper division courses, including skills crucial to writing lab and project reports, summaries, critiques, abstracts and responses to exam questions. Includes practice with syntax, grammar, and vocabulary characteristic of academic writing.
- 4. LIN 28 Reading in Scientific and Technical Subjects for ESL students** (4) Instruction and practice in reading scientific and technical texts. Includes techniques for comprehending and analyzing grammatical and organizational patterns as well as note-taking skills, summarizing, vocabulary enrichment.
- 5. LIN 96: Directed Group Study in English as a Second Language** (1-5, based on consent of instructor). May be repeated for credit by consent of instructor.

Of the above courses, LIN 26 and LIN 27 might be placed in the University Writing Program since they are writing courses that prepare students for upper division and graduate student writing. Undergraduate ESL writing courses have already moved to UWP.

With regard to timing, the Linguistics Department and its clustered support staff are prepared to assist with the logistics of courses offered in Summer Start 2015. Our goal is to have all relevant ESL courses be administered through IAE effective fall quarter 2015.

cc: Vice Provost & Dean Carolyn Thomas, Undergraduate Education
Associate Dean James McClain, L&S Undergraduate Education and Advising

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LINGUISTICS DEPARTMENT

ONE SHIELDS AVENUE
DAVIS, CALIFORNIA 95616

Associate Dean Rob Feenstra, Division of Social Sciences
Assistant Vice Provost Helen Frasier
Beth Floyd, Director, L&S Undergraduate Education and Advising
Chief Administrative Officer Cynthia Simmons
Academic Coordinator Dawn Takaoglu

UC DAVIS GRADUATE STUDIES POLICY
Language Proficiency Requirements for Appointment of
International Students to Teaching Assistant and Associate In_ Titles
September 15, 2011; rev June 5, 2015
Endorsed by the Graduate Council – September 15, 2011; rev June 5, 2015

Exhibit A – Language Proficiency Score Comparison Table

Purpose

An instructor's ability to communicate effectively in the English language is critically important to success of learners in meeting learning outcomes. Accordingly, the Office of Graduate Studies requires international graduate students to demonstrate oral English proficiency before they are appointed to Teaching Assistant (TA) or Associate In_ (AI) titles. This requirement applies to all international graduate students, including:

- students who are permanent residents or hold other non-citizen status;
- students who have completed their undergraduate education in the U.S.; and/or
- students who have attended American or English-medium schools abroad.

Policy

Oral proficiency in English is demonstrated by meeting one or more of the following requirements:

- Achieving a minimum score of 26 on the Speaking Subset of the TOEFL iBT¹
- Achieving a minimum score of 8 on the Speaking Subset of the IELTS²
- Achieving a minimum score of 50 on the SPEAK³
- Achieving a "Pass" on the TOEP⁴

Provisional Appointment Status

As noted in *Exhibit A* below, students with TOEFL speaking scores of 22 to 25, SPEAK scores of 40 or 45, or IELTS speaking scores of 6.5 to 7.5 are eligible to take the TOEP. The TOEP is designed to test the oral English ability of international graduate students specifically as it relates to their ability to conduct discussion sections, labs, and office hours and to interact in English with undergraduate students in the course of normal TA duties. Students taking the TOEP earn one of three ratings: Pass, Conditional Pass or Not-Pass.

Students who receive a "Conditional Pass" on the TOEP may be provisionally appointed as a TA or AI for two quarters provided they:

- enroll in English language courses during those quarters; and/or
- participate in a combination of English language learner workshops and seminars approved by the International and Academic English (IAE) unit in Undergraduate Education.

To continue to be eligible for appointment to a TA or AI title after the two quarters, students will need to demonstrate proficiency as noted above. There are no extensions to provisional appointment status.

Ineligible for Appointment

Students whose scores on the SPEAK, TOEFL speaking or IELTS speaking that make them ineligible to serve as TAs or AIs, may repeat the SPEAK test once per quarter with the goal of earning an eligible score. Students who receive a "Not-Pass" on the TOEP may similarly repeat the test once per quarter.

Exemptions

Students appointed to TA or AI for advanced language courses where the entire course is conducted in a language of interest other than English, are exempt from the English language proficiency requirement in this policy.

¹ Test of English as a Foreign Language Internet-Based Testing

² International English Language Testing System

³ Spoken Proficiency English Assessment Kit

⁴ Test of English Proficiency

Language Proficiency Requirements for Appointment of International Students to Teaching Assistant and Associate In_ Titles

Resources

IAE and the Center for Excellence in Teaching and Learning (CETL) offer regular SPEAK and TOEP tests and can direct students to courses and workshops that may assist them in developing oral proficiency in English: <http://iae.ucdavis.edu> and <http://cetl.ucdavis.edu/>.

Exhibit A – Language Proficiency Score Comparison Table

Eligibility for TA or AI	SPEAK test	TOEFL iBT speaking	IELTS speaking
Eligible	60	30	9
	55	28	8.5
	50	26	8
Must “Pass” TOEP or “Conditionally Pass” for provisional appt.	45	23-25	7-7.5
	40	22	6.5
Not Eligible	35	20	6.5
	30	18	6
	25	16	5.5
	20	14	5

APPENDIX D: Student Credit Hours by term for ESL courses

Student Credit Hours-UG only					
	LIN 25	LIN 96	LIN 98	Total	@ \$83/SCH
<u>2011-12</u>					
Fall	636	133		769	\$ 63,827
Winter		10		10	\$ 830
Spring		29		29	\$ 2,407
Total	636	172		808	\$ 67,064
<u>2012-13</u>					
Fall	520	21		541	\$ 44,903
Winter		14		14	\$ 1,162
Spring		3		3	\$ 249
Total	520	38		558	\$ 46,314
<u>2013-14</u>					
Fall	612	16	47	675	\$ 56,025
Winter		4	122	126	\$ 10,458
Spring				-	\$ -
Total	612	20	169	801	\$ 66,483
<u>2014-15</u>					
Fall	804		84	888	\$ 73,704
Winter			92	92	\$ 7,636
Spring					
Total	804		176	980	\$ 81,340

June 26, 2015

CAROLYN THOMASVice Provost and Dean
Undergraduate Education**RALPH HEXTER**Provost and Executive Vice Chancellor
Office of the Provost**RE: Special Academic Program Establishment Proposal:
International and Academic English Program**

The proposal to establish the International and Academic English (IAE) special academic program was forwarded to all Davis Division of the Academic Senate standing committees including school and college Faculty Executive Committees. Responses were received from Graduate Council, Undergraduate Council (UGC), the Committees on Planning and Budget (CPB) and Special Academic Programs as well as the College of Engineering Faculty Executive Committee.

While the Academic Senate believes it is very important to maintain and strengthen English language proficiency among international students attending UC Davis, the proposal review generated significant concern.

The proposal was initiated by the withdrawal of the Linguistics Department from teaching ESL writing and oral proficiency courses because lack of resources to deal with increasing numbers of international undergraduate and graduate students on campus (see enclosure). This triggered a sequence of events. Writing ESL courses were transferred to the University Writing Program (UWP). Undergraduate ESL writing courses were previously moved to UWP. UWP plans to develop a 220 series to serve ESL/multilingual graduate students. In order to meet the remaining oral proficiency ESL component for undergraduate and graduate students, the IAE Program is proposed. The proposal to establish IAE, if approved, would create a separate program with a focus on oral proficiency.

We do not agree with such a fragmented approach. The campus would be best served with a comprehensive and coordinated approach towards ESL instruction that includes both writing and oral proficiencies. Such an approach certainly allows the possibility of delegating responsibilities to units with expertise in specific aspects; such as writing courses to UWP.

The IAE proposal lacks a fully enumerated scope and resource needs (number of faculty and staff positions). The budget description should include the stated level of program funding commitment from the administration. These two items are of particular concern given that the Linguistics Department indicated that one of the reasons they are divesting themselves of the responsibility for ESL is due to the lack of resources (people and funding) to support such a program. The proposal outlined its hope for funding rather than providing a detailed budget request for the funding necessary to provide instruction and administer the program. ESL should be a priority for the campus, and funds must be allocated following a formal request in order to proceed with establishment. Doing so now is particularly important, given the campus has not sufficiently funded ESL instruction during the past few years. For example, UGC commented that the *“recent problem with LIN 391 has been primarily that funding was cut so severely that few students could take the course (and so it could not be made a requirement for international students serving as TAs). The proposal provides hopes rather than specifics that the funding will be increased. Suffice it to say that UGC does not approve proposals for new majors when funding for a key course restricts access. More generally, what insures that the IAE will not itself have major swings in funding?”*

The organizational form of a Special Academic Program must have explicit and meaningful involvement and oversight of faculty with relevant academic expertise. The proposal's description of the advisory board's composition failed to articulate involvement of Academic Senate faculty with expertise in ESL instruction. The Committee on Planning and Budget (CPB) went as far as stating that the *“faculty's role in delivering curriculum has been diminished with this Special Academic Program Establishment request.”* It

is proposed that the advisory board will be chaired by an Associate Vice Provost. UGC pointed out that, for the purpose of IAE oversight, appointment of an Associate Vice Provost is not viewed as equivalent to appointment of Senate faculty with ESL expertise. Establishing an ESL advisory board with oversight responsibility for both oral and written English language proficiencies could provide a coordinating approach to meeting campus ESL instruction needs.

There is an increased expectation that a Special Academic Program offers a level of academic rigor, not just by course but also as an overall program. UGC commented that the *“idea of developing online versions of LIN 25 and LIN 391, to be taken before the students arrive at UCD, would seem to be moving in the opposite direction of academic rigor. Perhaps that is not the case. The point is rather that the proposal needs to include a system for monitoring the various courses. Will it be, for example, a sign of success or a sign of failure that all prospective TAs pass LIN 391?....The overall enrollment in LIN 391 will be strongly influenced by whether prospective TAs are made to pass an English proficiency exam. How will the IEA program encourage enforcement across all departments of the English proficiency? Conversely, how will LIN 391 be judged as preparing the TAs, such as when, after the fact, several TAs were inadequate despite having passed LIN 391? For that matter, what happens if a prospective TA fails LIN 391? Will that prospective TA lose funding? Should that decision be the responsibility of the Special Academic Program, and if not, how is academic rigor ensured?”*

Programmatic changes may only be made **after** the policy is in place to support aspirations. The International Teaching Assistant Academy plan (phase II) is not in alignment with Graduate Council policy (GS2011-01). Any attempt to change policies, requires early and direct consultation with Graduate Council.

Graduate Council's discussion raised concerns regarding *“wording that could indicate changes in the required English language testing of all graduate students; the current testing for international graduate students, while not perfect, is sufficient for the time being and does not require excessive resources. Careful deliberation will be needed to alter the current policies and practices.”*

CPB opined that the ESL program should have an academic home and had concerns with a graduate program being combined with an undergraduate program, and felt that it may be that Graduate Studies is a more logical home for the graduate component of the ESL program.

The proposal to establish IAE is not approved. We are cognizant that the Linguistics Department intends to cease ESL instruction after summer sessions 2015. We encourage development of an interim plan for instruction delivery for fall/winter 2015-16. We encourage the administration to prepare a proposal that will provide coordination and a comprehensive approach to all aspects of campus ESL instruction for review by the Academic Senate.

Sincerely,



André Knoesen, Chair
Davis Division of the Academic Senate
Professor: Electrical and Computer Engineering

Enclosure
c: Chancellor Katehi (w/enclosure)



LINGUISTICS DEPARTMENT

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May 6, 2015

To: Professor Andre Knoesen, Chair, Academic Senate
Gina Anderson, Executive Director, Academic Senate

From: Vai Ramanathan, Professor and Chair, Linguistics
George R. Mangun, Dean, Division of Social Sciences
Deborah Swenson, Associate Dean-Undergraduate Academic Programs, Division of Social Sciences
Steven Roth, Assistant Dean, Division of Social Sciences

Re: Transitioning graduate student ESL courses from Linguistics to Undergraduate Education

This memo addresses the proposed discontinuation of graduate student ESL courses offered in the Linguistics Department and their transition to the International & Academic English (IAE) program housed in Undergraduate Education. We are aware that ESL courses serve a very valuable need on campus and that they need to continue being offered. Our primary reasons for moving forward with this initiative include the following:

- The Linguistics Department does not have the faculty or support staff to deal with the increasing numbers of international undergraduate and graduate students on campus;
- The department has dissolved its MA-TESOL program (that trained teachers for this population and of which ESL was a part) because of seriously dwindling applications;
- The research focus of the department has shifted in the last few years.

The department voted unanimously on discontinuing MA-TESOL last year. The following are the courses we would transition to the IAE program:

Graduate ESL Courses:

1. **LIN 25: English for International/ESL Graduate Students:** (4) a multi-skills ESL course designed to help international/ESL students improve their English language skills for academic study. Emphasis on speaking, writing, reading and academic culture.
2. **LIN 26: Writing for International Graduate Students** (3) Focuses on writing needed for academic work, including summaries, critiques, research and grant proposals, memos, resumes, and research papers. Reviews grammar needed for writing with some focus on reading skills, vocabulary, and idioms.
3. **LIN 391: Oral English for ESL Students:** (3). Open only to non-native speakers of English with priority to international student teaching assistants. Course gives non-native English-speaking



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students, particularly international student teaching assistants, intensive work in oral English to increase fluency, accuracy, use of appropriate discourse strategies in academic settings (e.g. seminar, discussion, laboratory).

Summer Start and Undergraduate ESL Courses:

- 1. LIN 20 Oral English for Undergraduate ESL Students:** (3) Intensive practice in oral English for undergraduate ESL students. Students learn to identify and modify features of their pronunciation which limit their ability to communicate clearly. Students also learn and practice strategies for effective participation in academic tasks.
- 2. LIN 24 English structures and strategies** (4): offers practice in academic writing designed to prepare undergraduate students from language backgrounds other than English for successful academic work.
- 3. LIN 27 Academic Writing for ESL students** (4): Writing skills necessary for upper division courses, including skills crucial to writing lab and project reports, summaries, critiques, abstracts and responses to exam questions. Includes practice with syntax, grammar, and vocabulary characteristic of academic writing.
- 4. LIN 28 Reading in Scientific and Technical Subjects for ESL students** (4) Instruction and practice in reading scientific and technical texts. Includes techniques for comprehending and analyzing grammatical and organizational patterns as well as note-taking skills, summarizing, vocabulary enrichment.
- 5. LIN 96: Directed Group Study in English as a Second Language** (1-5, based on consent of instructor). May be repeated for credit by consent of instructor.

Of the above courses, LIN 26 and LIN 27 might be placed in the University Writing Program since they are writing courses that prepare students for upper division and graduate student writing. Undergraduate ESL writing courses have already moved to UWP.

With regard to timing, the Linguistics Department and its clustered support staff are prepared to assist with the logistics of courses offered in Summer Start 2015. Our goal is to have all relevant ESL courses be administered through IAE effective fall quarter 2015.

cc: Vice Provost & Dean Carolyn Thomas, Undergraduate Education
Associate Dean James McClain, L&S Undergraduate Education and Advising

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Associate Dean Rob Feenstra, Division of Social Sciences
Assistant Vice Provost Helen Frasier
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Chief Administrative Officer Cynthia Simmons
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