

The Institute for Learning and Teaching

L2 Learners Task Force



6. Which of these elements are provided at comparable institutions?

- DU requires international students with “low-acceptable” TOEFL and IELTS scores to take a quarter-long (10-week) academic support class taught by instructors from DU’s intensive English Program. The course is designed to help with the transition from IEP to university, is mandatory, free, and credit-bearing although the credits do not count toward their degree. The class deals with writing. However, the feedback from these instructors is that the class needs to be restructured to be more effective.
- DU has a graduate student prep program as part of the IEP. It covers speaking, writing, library, etc.
- Intensive English Programs
- Oregon State University has just started offering "Undergraduate Pathway" and "Graduate Pathway" programs designed to help international students successfully transition to the American academic environment. See a description of these programs in OSU's online catalog (<http://catalog.oregonstate.edu/ChapterDetail.aspx?key=537>).
- University of Colorado has ESL sections for undergraduate English, similar to our CO 150.
- UC/B also has accent reduction courses for either grad or undergrad. These courses are credit-bearing. We’re not sure about cost and funding.
- UC/B has an International Teaching Assistants course. All ITAs take the IEP exam and potentially the ITA course. CSU once offered an ITA course but funding became unavailable.
- Some universities (no specific example was cited) offer ongoing orientation programs for international students. Different models are on-line modules, credit-bearing courses, and workshop series. A problem exists with ongoing attendance, especially at voluntary programs.
- George Mason University ACCESS program - one model of bridge program
<http://www.scribd.com/doc/33204688/George-Mason-s-ELI-Access-Program>
- Drexel University
http://www.drexel.edu/elc/elc_programs/cond_admission_prog/intl_gateway/