

Date: August 4, 2009

To: Academic Affairs Committee

From: Mark MacLean, International Admission Coordinator

Re: Conditional admission agreement with the 1) Harvest Institute Palisade Park, and 2) FLS International

I propose that UW-Superior enter into conditional admission agreements with the English as a Second Language (ESL) institutes below.

Harvest Institute Palisade Park, located in Palisade Park, NJ
FLS International, with locations in CA, NV, PA, FL, WA, and MA

Both institutes operate multi-level ESL courses to prepare non-native English speakers for university-level coursework in the US. In short, these agreements will allow non-native English speaking students to meet UW-Superior's undergraduate English proficiency requirement by completing an appropriate level of the ESL program of the Harvest Institute Palisade Park (700 Level) and FLS International (Level 8).

Note that UW-Superior has similar agreements with the Global Language Institute (GLI) in St. Paul, MN, all branches of the English Language School (ELS), and the Wisconsin English as a Second Language Institute (WESLI) and the Madison English as a Second Language School (MESLS) in Madison, WI. I am confident that approval of this agreement will in no way lower our admission standards, and it will expand the number of prospective international students we can reach, especially critical given that UW-Superior no longer offers a full (beginner to advanced) ESL program.

Note that the following schools have already entered into similar agreements.

Harvest Institute Palisade Park

[\(http://harvestinstitute.com/\)](http://harvestinstitute.com/)

Gannon University (Erie, PA)
Berkeley College (New York, NY)
Fairleigh Dickinson University (Teaneck, NJ)
Duquesne University (Pittsburgh, PA)
Mercy College (Dobbs Ferry, NY)
University of Northern Virginia (Annandale, VA)
New York Institute of Technology (Old Westbury, NY)
Baldwin - Wallace College (Berea, OH)
Albright College (Reading, PA)
Ashland University (Ashland, OH)

FLS International

[\(www.fls.net/\)](http://www.fls.net/)

North Dakota State University
Lock Haven University
Arkansas State University
Ashland University
Bowling Green State University
Johnson & Wales University
California Lutheran University

When reviewing the attached information, note that the students from these language schools would easily satisfy UW-Superior's minimum TOEFL requirements of PBT 500, CBT 173 and iBT 61. Note also that students who have completed these programs and who are subsequently admitted to UW-Superior will be required to take an ESL placement exam upon arriving to Superior to determine how many, if any, of UW-Superior's four ESL courses (worth a total of 10 credits) they will be required to take during their first semester.



FLS International

CURRICULUM SUMMARY

Nine levels comprise the FLS Intensive English Program. Each level of study includes two daily classes – a core study class and an elective class. In the core course students learn the skills of speaking, listening, reading and writing in an integrated manner. In the elective, students will concentrate on a particular skill or subject. Our program emphasizes a student-centered, communicative approach. Students in Levels 3 and above also read an English novel or nonfiction book.

Electives include TOEFL Preparation, American Culture, Slang & Idiomatic Speech, Composition, Conversation Skills and many more. The chart below shows a model of the FLS curriculum and shows a recommended elective for each level. Please note that the variety and choice of elective varies from center to center and from season to season. The electives shown below may not be the exact electives offered at the center where your student will be studying. In addition to the regular program of study, students benefit from regularly scheduled Language Extension Programs.

Level	Core Course (8 weeks required per level)	Recommended Elective
1	<p>Goals: Mastering the simple present, numbers, subject and object pronouns, simple past, present continuous, possessive adjectives and pronouns, frequency adverbs, 'too/either', 'have to'.</p> <p>Vocabulary: Time, colors, clothing, jobs, family.</p> <p>Textbook: World View Student Book 1 and Workbook 1</p>	<p>Life Skills (8 weeks)</p> <p>Students gain the skills necessary for daily life in the U.S. Topics include: getting a driver's license, shopping, using money, U.S. laws and customs, reading ads. Trips to local sites aid in student's comprehension.</p> <p>Textbook: Lifelines 2 and 3.</p>
2	<p>Goals: Mastering 'should', 'can', 'so/because', 'too/enough', indefinite pronouns, future with 'going to', present continuous as future, 'whose', 'could', 'which'.</p> <p>Vocabulary: Weather, shopping, restaurants, body.</p> <p>Textbook: World View Student Book 2 and Workbook 2</p>	<p>American Culture (8 weeks)</p> <p>Students learn American customs, history and popular culture. Topics include: holidays, legends, people, songs and food. Students view parts of films, TV shows.</p> <p>Textbook: Introducing the USA and All About the USA.</p>
3	<p>Goals: Mastering 'used to', present perfect, adverbs, time clauses, past continuous, superlatives, comparatives, 'hope', relative clauses.</p> <p>Vocabulary: Exercise, vacations, weight, height, invitations.</p> <p>Textbook: World View Book 3 and Workbook 3.</p> <p>Sample Readers: A Christmas Carol by Charles Dickens, Treasure Island by Robert Louis Stevenson (adaptations)</p>	<p>Beginning English Composition (8 weeks)</p> <p>Students learn fundamentals of writing in English. Topics include: punctuation, capitalization, and paragraph formation, formal and informal styles. Students practice various writing genres.</p> <p>Textbook: Looking Ahead 1</p>
4	<p>Goals: Mastering tag questions, 'so/such', gerunds, passive voice, noun compounds, negative questions, 'if/unless', reported speech, reflexive pronouns, and conditionals.</p> <p>Vocabulary: Habits, complaints, injuries, products.</p> <p>Textbook: World View Student Book 4 and Workbook 4</p> <p>Sample Readers: The Client by John Grisham, Dracula by Bram Stoker (adaptations)</p>	<p>Advanced English Composition (8 weeks)</p> <p>Students develop their writing in extended paragraphs, learn to recognize and use persuasive, argumentative, personal and creative writing, prepare for writing in academic settings.</p> <p>Textbook: Looking Ahead 2</p>

Level	Core Course (8 weeks required per level)	Recommended Elective
5	<p>Goals: Mastering the past perfect, 'must', past habitual, conjunctions, quantifiers, unreal conditionals, 'because', 'whether vs. if'.</p> <p>Vocabulary: Decisions, recollections, hopes and wishes, jokes, judgments, possibilities.</p> <p>Textbook: North Star Intermediate</p> <p>Sample Readers: The Old Man and the Sea by Ernest Hemingway, L.A. Confidential by James Ellroy, Hatchet by Gary Paulsen</p>	<p>Introduction to TOEFL (8 weeks)</p> <p>Students gain an understanding of the format of the TOEFL. Topics include: basic strategy, tips, academic vocabulary, listening skills, reading comprehension, and practice tests.</p> <p>Textbook: Longman Introductory Course.</p>
6	<p>Goals: Mastering conjunctions, subjunctive, two- and three-word-verbs, time markers, adjective order, connectors, adverb placement. New emphasis is placed on writing practice.</p> <p>Vocabulary: Recommendations, hobbies, reactions.</p> <p>Textbook: North Star High Intermediate</p> <p>Sample Readers: Of Mice and Men by John Steinbeck, The Sixth Sense by M. Night Shyamalan, The Catcher in the Rye by J.D. Salinger</p>	<p>TOEFL 1 (8 -16 weeks)</p> <p>Students work toward gaining a TOEFL score of 450. Topics include: American idioms and vocabulary, listening & reading skills, intensive grammar review, and practice tests.</p> <p>Textbook: Longman Preparation Course for the TOEFL.</p>
7	<p>Goals: B Using advanced English vocabulary and grammar to understand and discuss complex topics and prepare to succeed in college or the business world</p> <p>Skills: Debating, presenting oral reports, research methods, term papers, note taking, college textbooks, lecture listening, academic vocabulary, study skills.</p> <p>Textbook: North Star Advanced</p> <p>Sample Readers: To Kill a Mockingbird by Harper Lee, Lord of the Flies by William Golding, Animal Farm by George Orwell</p>	<p>TOEFL 2 (8-16 weeks)</p> <p>Students work toward gaining a TOEFL score of 500-550. Attention is given to finer points of grammar, difficult reading and vocabulary words. Practice tests are given.</p> <p>Textbook: Delta Keys to the TOEFL</p>
8	<p>Goals: Reaching Advanced English Fluency and becoming comfortable with authentic texts and media.</p> <p>Skills: Gaining mastery of idiomatic speech, ability to read and analyze authentic texts and video, increasing fluency, presenting opinions and argument.</p> <p>Textbook: Quest 3</p> <p>Sample Readers: Shawshank Redemption by Stephen King, Being There by Jerzy Kozinski, The Great Gatsby by F. Scott Fitzgerald</p>	<p>College Study Skills (8 weeks)</p> <p>Students learn the skills necessary for successful communication at a university or college. Students will learn the social and cultural expectations of campus life and specific expressions for academic environments.</p> <p>Textbook: Communicating on Campus.</p>
9	<p>Goals: Using Advanced English to explore, discuss and understand complex topics related to American culture, history and beliefs.</p> <p>Skills: Gaining mastery of American beliefs and society, discussing complex subjects, learning to use advanced research tools and methods using English sources, understanding cultural contexts of current events.</p> <p>Textbook: The American Ways</p> <p>Sample Readers: The Scarlet Letter by Nathaniel Hawthorne, Hunger for Memory by Richard Rodriguez.</p>	<p>American Culture Advanced (8 weeks)</p> <p>Students improve reading and analytical skills by studying contemporary issues in American politics, pop culture, business and daily life.</p> <p>Textbook: Re-Thinking America 3.</p>

**FLS International
Intensive English Program – TOEFL Exam
Comparison Chart**

This chart shows the range of scores that students enrolled in each level of FLS International’s Intensive English Program can expect to receive on the TOEFL Exam.

This information is based on the most recent analysis of all TOEFL exam scores received by FLS International Intensive English Program students.

FLS Intensive English Program Level	TOEFL Score Range (Paper-based exam)	TOEFL Score Range (Computer-based exam)
Level 3	350-400	63-97
Level 4	401-435	98-123
Level 5	436-460	124-140
Level 6	461-500	141-173
Level 7	501-540	174-207
Level 8	541-575	208-233

Note: There were no Level 1 or Level 2 students that took the TOEFL exam.

Harvest Institute Palisades Park - Curriculum and Syllabus

Courses Offered

All aspects of English fluency are taught: listening, speaking, writing and reading. Beginner and Intermediate courses stress personal communication skills; the Advanced level courses focus more on academic English language and study skills and include preparation for the TOEFL test. Classroom activities are supplemented with direct experiences of American culture with field trips to cultural and historic landmarks in New York and New Jersey.

All of the courses offered at Harvest Institute Palisades Park provide 18 hours a week of classroom instruction.

ESL 100: Express Yourself - Beginner 1

ESL 200: Express Yourself - Beginner 2

ESL 300: Express Yourself - Intermediate 1

ESL 400: Express Yourself - Intermediate 2

ESL 500: Advanced Skills

ESL 600: Advanced Skills

ESL 700: Advanced Skills and TOEFL Preparation

Each skill is assessed using a diagnostic pre-test, and progress is measured with mini-tests and a post-test. Students who complete their highest level score at least 550 on paper-based TOEFL, 213 on computer-based TOEFL and 79-80 on iBT TOEFL.