



Faculty Senate Executive Committee
Monday, November 14, 2016
12:00p.m. – 2:00 p.m., Adelbert Hall, Room M2

12:00 p.m.	Approval of Minutes from the October 10, 2016, Executive Committee Meeting, <i>attachment</i>	Peter Harte
12:05 p.m.	President and Provost's Announcements	Barbara Snyder Bud Baeslack
12:10 p.m.	Chair's Announcements	Peter Harte
12:15 p.m.	Revised Proposal to Modify Minimum Requirements for Master's Programs	Paul MacDonald Charles Rozek
12:30 p.m.	Academic English Proficiency Certificate for International Students	Molly Berger Molly Watkins
12:40 p.m.	Epidemiology/Biostatistics Department Name Change	Jonathan Haines
12:45 p.m.	Discussion of Title IX Training for Faculty	Darnell Parker
1:00 p.m.	Discussion of Senate Voting Procedure	Ken Ledford
1:15 p.m.	Approval of Faculty Senate Agenda, <i>attachment</i>	Peter Harte

**Faculty Senate Executive Committee
Minutes of the November 14, 2016 Meeting
Adelbert Hall, Room M2**

Committee Members in Attendance

Bud Baeslack, Provost
Peter Harte, SOM, chair
Juscelino Colares, LAW, vice chair
Roy Ritzmann, CAS, past chair
Kimberly Emmons, CAS
Cathleen Carlin, SOM
Ibrahim Tulunoglu, SODM
Vasudevan Ramanujam, WSOM
Gerald Mahoney, MSASS
Robert Strassfeld, LAW
Horst von Recum, CSE
Amy Zhang, SON

Others Present:

Kenneth Ledford, chair, By-Laws Committee
Paul MacDonald, chair, Committee on Graduate Studies

Guests:

Charles Rozek, Vice Provost and Dean of Graduate Studies
Darnell Parker, Associate Vice President, Title IV Coordinator
Christopher Jones, Assistant Vice President and Director of Equity
Eddie Bolden, UTech

Absent:

Barbara Snyder, President

Call to Order

Professor Peter Harte, chair, Faculty Senate, called the meeting to order at 12:00 p.m.

Approval of Minutes

The minutes of the October 10, 2016 meeting of the Faculty Senate Executive Committee were reviewed and approved. *Attachment*

President's Announcements

The President was not in attendance.

Provost's Announcements

The Provost reported that the working groups for the Provost's Commission on the Undergraduate Experience are being established and will be convening shortly.

Chair's Announcements

Prof. Harte reported that he had attended a meeting of InterCouncil, a group consisting of representatives from USG, GSC, SAC and the Post-Doctoral Association (a group that is in the process of being officially recognized on campus), to discuss issues of mutual interest. Prof. Colares and Rebecca Weiss attended also. This group will meet three times this year to share information and to determine how they can collaborate.

Revised Proposal to Modify Minimum Requirements for Master's Programs

Professor Paul MacDonald, chair of the Graduate Studies Committee, presented the revised Proposal to Modify Minimum Requirements for Master's Programs which had been approved by the Grad Studies Committee at its November meeting. The proposal reflected the new compliance date of fall 2018 which had been suggested and approved by the Faculty Senate at its October meeting. The proposal also included the State of Ohio Department of Education requirement that master's degrees consist of a minimum of 30 credit hours. The Senate had voted to send the matter back to the Senate Executive Committee where school representatives were to be encouraged to discuss the proposal with their constituents. Professor Kimberly Emmons (CAS) reported that the CAS thought that compliance by the fall of 2018 was reasonable and that the CEP voted last week to approve the increase in credit hours for master's degrees. At the Law School, the LLM program is exempt and the other two master's degree programs (Patent Practice and Financial Integrity) already require 30 hours for completion. Professor Vasudevan Ramanujam (WSOM) said that WSOM would be discussing the proposal later this week, but he was under the impression that their master's degrees were already in compliance. Professor Horst von Recum (CSE) asked Dean Rozek whether all master's degree programs, even those not administered by the Office of Graduate Studies, would still have to be 30 credit hours. Dean Rozek said that they did. Currently, quite a few of the master's degree programs in the CSE only require 27 credit hours so this will take some time for all programs to be in compliance.

The Executive Committee voted to include the proposal on the agenda for the Faculty Senate meeting.
Attachment

Academic English Proficiency Certificate for International Students

Prof. MacDonald introduced the Academic English Proficiency Certificate for International Students, which had been approved by the Graduate Studies Committee. Professor Molly Berger (CAS) provided more details. The Certificate is a collaboration among the College of Arts and Sciences, the School of Graduate Studies and the Office of International Affairs. It is a two-module, post baccalaureate Certificate for international students who are seeking enrollment at CWRU or other institutions and whose TOEFL or IELTS scores are just below the language proficiency requirements. The program is designed to prepare international graduate students for success by strengthening English language academic and speech production skills beyond typical English as a Second Language preparation. Initially only students applying to graduate programs administered through the School of Graduate Studies at CWRU will be eligible to apply but program eligibility may expand to all CWRU graduate

programs in the future. Students must be provisionally admitted to their graduate program of choice before they can enroll in the Certificate. To be fully admitted, they must satisfy all requirements of the Certificate, and must score the minimum-required score on the English proficiency test. The Senate Executive Committee voted to include the proposal on the agenda for the Faculty Senate meeting.

Attachments

Epidemiology/Biostatistics Department Name Change

Professor Jonathan Haines, chair of the Department of Epidemiology and Biostatistics, presented a proposal to change the name of the Department to the Department of Population and Quantitative Health Sciences. The mission of the Department of Epidemiology & Biostatistics has broadened considerably to incorporate a number of new disciplines (including the recent merger with the Department of Environmental Health Sciences) and the new name better reflects the changed nature of the Department. The Executive Committee voted to include the proposal on the agenda for the Faculty Senate meeting. *Attachment*

Discussion of Title IX Training for Faculty

Darnell Parker, Associate Vice President, Title IX Coordinator, gave the Committee background information on Title IX and the U.S. Department of Education Dear Colleague letter. Schools are expected to provide training to all employees likely to witness or receive reports of sexual violence, including faculty and administrators. Many AAU institutions are putting educational programs into place and the Title IX office at CWRU will be doing the same. The Committee was asked to comment on the best ways to coordinate Title IX training for faculty. Committee members suggested that online modules not be used for training and that training faculty within their schools would be preferable. The Committee also expressed concern about possible changes to these rules after the new US President takes office in January. A committee member asked what faculty can do to assist the Title IX office. Mr. Parker said faculty can encourage all students to become educated about Title IX matters. Faculty support of students is very important also. *Attachment*

Discussion of Senate Voting Procedure

Professor Ken Ledford presented proposed language drafted by the Senate By-Laws Committee on Faculty Senate voting procedures. At the September Executive Committee meeting, the Committee had discussed whether electronic voting in Senate meetings should be open or anonymous. The consensus of the Committee was that the default position should be open voting, however, the members of the By-Laws Committee drafted language stating that electronic voting would be anonymous. Prof. Ledford said that members of the By-Laws Committee were concerned about retaliation. This is of particular concern for non-tenured faculty. A member of the Executive Committee said that the draft language does not reflect the mandate of the Executive Committee and that he was very much opposed to anonymous voting. A secret ballot can be requested by a member of the Senate if he/she is concerned about voting on a particular issue. A motion was made and seconded to place the proposed language on the agenda for the Faculty Senate meeting and the motion was approved. *Attachments*

Approval of Faculty Senate Meeting Agenda

The Executive Committee approved the agenda for the November 29th Faculty Senate meeting.
Attachment

The meeting was adjourned at 2:00 pm.

DRAFT

Resolution to modify the minimum requirements for a Masters degree within the CWRU School of Graduate Studies.

Currently, the CWRU School of Graduate Studies has a minimum requirement of 27 credit hours and a minimum grade point average of 2.75 for conferral of a Masters degree. The majority of our graduate programs use this minimum standard.

During the past several years, the Ohio Board of Education has worked to establish minimum requirements for Masters and Doctoral degrees within the State of Ohio. Currently the Ohio Department of Higher Education's Guidelines and Procedures for Academic Program Review contains the following statement regarding minimum credit hour requirements for a Masters degree in the State of Ohio:

Master's Degree: An award that requires the successful completion of at least 30 semester credit hours (or 45 quarter credit hours) of work beyond the bachelor's degree. Master's degrees such as the Master of Arts and the Master of Science are typically considered research graduate degrees, and involve preparation to carry out research and to discover new knowledge—whether the field is pure or applied. Master's degrees may also recognize preparation for professional practice. Examples of professional practice master's degrees include the Master of Business Administration (MBA), Master of Science in Nursing (MSN), Master of Public Health (MPH) and the Master of Social Work (MSW).

A survey of graduate programs among the membership of the Ohio Chancellor's Council for Graduate Studies reveals that all member institutions (except CWRU) in the State of Ohio have a minimum requirement of 30 credit hours as well as a minimum grade point average of 3.0 for conferral of a Masters degree.

A survey of a sampling of institutions within the Association of American Universities that CWRU identifies as peer or aspirant institutions reveal that those institutions require 30 or more credit hours as well as a minimum grade point average of 3.0 for the conferral of a Masters degree.

In order to comply with expectations within the State of Ohio, the CWRU School of Graduate Studies proposes to raise the minimum requirements for a Masters degree to 30 credit hours and that the minimum grade point average for graduation be raised to 3.0. This new requirement would begin with the matriculating class in Fall 2018.

CWRU Action Form for Majors/Minors/Programs/Sequences/Degrees
(instructions on back)

Docket # _____

College/School: College of Arts and Sciences

Department: Office of the Dean/Department of English/Department of Psychological Sciences

PROPOSED: _____ major
_____ minor
 X program
_____ sequence
_____ degree

TITLE: Academic English Proficiency for International Graduate Students

EFFECTIVE: Spring (semester) 2018 (year)

DESCRIPTION: The Academic English Proficiency Certificate for International Graduate Students provides English language development for students who need to raise their scores on the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or equivalent evaluation, for acceptance into a CWRU graduate degree program. Successful applicants will receive provisional acceptance into their graduate program, with the provision being satisfied by their achievement of the necessary language score. The program's English language and speech production curriculum will be taught by faculty in the College of Arts and Sciences (CAS) and will consist of two modules, each module lasting one semester and consisting of three three-credit courses¹.

Students will enroll in one module (one semester) or two modules (two semesters) depending on their incoming language achievement. Students will take courses that focus on academic writing and grammar, academic reading and vocabulary, academic communication and presentations, academic research and writing, and English speech production. Each module will have a unique curriculum, with module two being the more advanced. Additionally, students will enroll in a weekly required zero-credit workshop designed to assist students in engaging effectively at CWRU. In Module 1, students will attend a cultural workshop. Module 2 will concentrate specifically on TOEFL preparation.

Is this major/minor/program/sequence/degree: X new
_____ modification
_____ replacement

If modification or replacement please elaborate: _____

Does this change in major/minor/program/sequence/degree involve other departments? X Yes _____ No

If yes, which departments? Academic coursework will be offered by the Department of English and the Department of Psychological Sciences

Contact person/committee: Molly W. Berger, Associate Dean, College of Arts and Sciences

SIGNATURES:

DATE: September 8, 2016

Department Curriculum Chair(s)/Program Directors: Molly W. Berger
Department Chair: Sue Thomas
College/School Curriculum Committee Chair: Christine Hill
College/School Dean(s): _____
FSCUE Curriculum Subcommittee Chair: _____

File copy sent to: _____ Registrar _____ Office of Undergraduate Studies/Graduate Studies
_____ Other: _____

¹ See attached course descriptions.

Academic English Proficiency for International Graduate Students

Certificate Requirements

Module 1 – 9 Credits

Academic English Proficiency—Intermediate Certificate

ENGL 8XX (3 credits) – Academic Writing and Grammar

This course will develop the academic reading and writing skills necessary for graduate study in the United States. Graduate students will learn how to understand, summarize, respond to, and integrate graduate-level texts. The course provides a comprehensive review of the essential grammar for research writing

ENGL 8XX (3 credits) – Academic Reading and Critical Thinking

Graduate students will develop strategies to process texts in their discipline more quickly, efficiently, and accurately, while at the same time reading more analytically and critically. Participants will expand their vocabulary for both speaking and reading fluency.

COSI 8XX (3 credits) – Speech Production I

Students will develop new speech habits and patterns that will improve production of spoken English. Specific sound and prosodic patterns used in Standard American English will be targeted. Each student will have an individualized plan based on testing.

Module 2 – 9 Credits

Academic English Proficiency—Advanced Certificate

ENGL 8XX (3 credits) – Advanced Academic Communication and Presentations

Students will develop the interactive speaking skills needed to effectively participate in seminar-style discussions and other formal group situations. The class will focus on the skills students need to organize and deliver presentations for academic and professional audiences. The course will reinforce and expand on oral communication strategies learned in the previous semester.

ENGL 8XX (3 credits) – Academic Research and Writing

This course focuses on the skills graduate students need to write research papers. It will reinforce reading strategies learning in the previous semester. Students will learn to organize ideas, synthesize material from written and other sources, and develop organizational and rhetorical skills appropriate to their discipline. Students will learn to use reflection and self-assessment to become more independent and competent writers. Activities include small group work, analysis of academic texts, writing in a variety of academic genres, revising and editing, and tutorial sessions.

COSI 8XX (3 credits) – Speech Production II

Students will work on refining speech production skills necessary for effective conversation and oral presentations in academic and professional environments, through direct individualized instruction and practice.

Additional requirements:

Module 1: non-credit cultural workshop

Module 2: non-credit TOEFL preparation workshop

Students must successfully complete all courses and workshops to earn certificate.

Module 2 students must attain required proficiency on TOEFL ITP and pass an oral proficiency evaluation for full admission to graduate program.

Justification

Attracting top graduate students from a breadth of countries is a priority for CWRU. Many international students who apply to CWRU are typically the elite academic students in their home countries; however, some do not have the required level of English language skills to successfully matriculate at CWRU or elsewhere, though their broader academic skills are strong. This program will target those students whose TOEFL/IELTS are close to CWRU's requirements and whose prior academic success and training is commensurate with departmental standards.

The Academic English Proficiency program at CWRU will address the language and speech needs of international graduate students, promote greater recruitment success, and facilitate student success in graduate programs across the university while contributing to the diversity in graduate and professional schools.



TO: A&S Committee on Educational Programs (CEP)
FROM: Christopher Flint, Chair, Department of English, CWRU
DATE: September 8, 2016
SUBJECT: Academic English Proficiency Certificates for International Graduate Students

Dear Colleagues,

I am writing to convey the English Department's enthusiastic support for the proposed Academic English Proficiency Certificate for International Graduate Students (AEP), a program of courses to prepare prospective international graduate students to succeed academically, and consequently, help them improve their language skills.

Because CWRU has, over the last few years, repeatedly turned away highly qualified graduate students in various disciplines who did not quite meet entrance requirements in the area of language skills, and because the university faces a highly competitive market in attracting international students, this strikes us as a very prudent measure. It would proactively engage the students prior to admission and transition them into university study at CWRU in an efficient manner, preparing them to succeed academically with the reading, writing, comprehension, analytical, and presentation skills they need. While AEP addresses TOEFL preparation, the main purpose is to enable candidates who would otherwise be desirable matriculants to succeed. Given the recent escalation in ESL course demands and the rise in the international population here and at other universities nationally, it would serve students who eventually go to CWRU as well as some who might go elsewhere.

The English Department would be delighted to collaborate with the Department of Psychological Sciences and with Communication Sciences faculty in teaching the necessary academic courses. As this is anticipated to be, if approved, a revenue producing initiative of the sort that Dean Taylor has recommended, it serves the interest of the Financial Recovery Plan. It models the best practices in the field and capitalizes on our experience working with similar undergraduate student needs here at CWRU. We see this as an opportunity to build a unified approach to the needs of existing and potential students with superior academic skills who would benefit from strengthening their proficiency in English. It would also enhance the level and diversity of scholarship at CWRU. For these, and other reasons, the Department of English urges adoption of the AEP initiative.

All best,
Chris



CASE WESTERN RESERVE
UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

Department of Psychological Sciences

Case Western Reserve University
10900 Euclid Avenue
Cleveland, Ohio 44106-7123

Phone 216-368-2686
Fax 216-368-4891

September 2, 2016

Professor Molly Berger
Associate Dean
College of Arts and Sciences
Case Western Reserve University
Cleveland, OH 44109

Dear Professor Berger:

As chair of the Department of Psychological Sciences I am expressing my support for the proposal titled, "Academic English Proficiency (AEP) Certificate for International Graduate Students." The program represents a carefully crafted, rigorous, thoughtful, and sustainable curriculum. In my opinion, the AEP program will provide essential training for international students who have demonstrated academic excellence in their home countries. These students have tremendous potential for success in our graduate programs if they have the opportunity to improve and practice their English language skills in an academic environment.

The communication sciences (COSI) faculty who will teach in this program are highly trained, experienced, and licensed speech language pathologists. They have completed training in The Compton Pronouncing English as a Second Language program and are Compton Certified. The Compton program has been empirically supported with an excellent track record demonstrating a 50% improvement rate in individual participants. The functional goal of the speech production portion of the course is to improve the clarity of each student's speech with the goal of enhancing success in communication exchanges across academic and professional environments.

Our involvement in the AEP program will also benefit the graduate students in the COSI program. We offer a M.A. in communication sciences which is accredited by the American Speech-Language-Hearing Association. The degree is the terminal degree required for licensure in speech-language pathology. The graduate students enrolled in this program must complete 300 plus hours of supervised clinical practice. While we currently have externship placements throughout the Greater Cleveland Area, we are lacking opportunities for work in the area of speech production targeting accent reduction. Our involvement in the AEP program will

provide a significant number of our graduate students with valuable supervised clinical training in a high demand area.

Staffing the Compton program is labor intensive and will require 2 COSI faculty for spring 2018. Once the full program is running, 3 COSI faculty will be needed each semester to cover three sections (one of the first semester and two of the second semester running concurrently each term including summers). Throughout the program, supervised graduate students will also provide each student with additional instruction and feedback. In spring 2018, two additional part-time lecturers will be needed to cover courses that the faculty in the AEP would normally teach. For summer courses, the faculty will be compensated with summer salary. Once the program is fully implemented, the department will need the addition of the equivalent of a full-time lecturer to cover courses currently taught by COSI faculty who will be involved in the AEP. The proposed budget for the AEP includes funds to cover these staffing costs.

The COSI faculty and graduate students are quite enthusiastic about their potential involvement in the AEP program. I fully support their involvement.

Sincerely,



Lee Anne Thompson, Ph.D.
Professor and Chair

Center for
International Affairs
10900 Euclid Avenue
Cleveland, Ohio 44106-7031
phone 216.368.2517
case.edu/international

September 2, 2016

Cyrus Taylor, Dean
College of Arts and Sciences
Case Western Reserve University
10900 Euclid Avenue
Cleveland, OH 44106-7068

Re: Academic English Proficiency Certificate for International Graduate Students

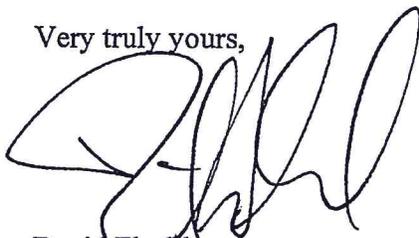
Dear Dean Taylor:

I am writing this letter to confirm my enthusiastic support of the Academic English Proficiency Certificate Program for International Graduate Students (AEP), a collaborative effort between the College of Arts and Sciences, the Center for International Affairs, and the School of Graduate Studies.

AEP allows international students with promising academic backgrounds the opportunity to develop their English language skills while under provisional acceptance into a CWRU graduate degree program. If approved, AEP will fill an identified gap in current programming and allow more international graduate students to pursue a degree of study at CWRU. AEP will help advance Phase Two of the Center for International Affairs' strategic plan, which focuses on internationalization at the graduate and professional level. The program will also advance the priorities in the College of Art's and Sciences' strategic plan, one of which is to "*[r]e-envision our research enterprise and the future of graduate education so as to provide infrastructure, support, and resources that advance our vision to be a national and international prime mover of discovery, innovation, and creativity.*"

The Center for International offers its full support to the proposal of the Academic English Proficiency Certificate Program and looks forward to continued collaboration with the College of Arts and Sciences.

Very truly yours,



David Fleshler
Vice Provost of International Affairs





SCHOOL OF
GRADUATE STUDIES

CASE WESTERN RESERVE
UNIVERSITY

School of Graduate Studies
10900 Euclid Avenue
Cleveland, Ohio 44106-7027
phone 216.368.4390
fax 216.368.4250
gradstudies.case.edu

September 2, 2016

Molly Berger, PhD
Associate Dean
College of Arts and Sciences

Dear Molly,

The School of Graduate Studies is writing to express its support for the Academic English Proficiency Certificates for International Graduate Students. SGS is happy to partner with the College of Arts and Sciences and the Center for International Affairs in attracting top graduate students from around the world.

This program promotes the university's goals of internationalization and its goal to be an exceptional university for international graduates to live and study. It also aligns with the CIA initiatives to expand its relationship with international government agencies to facilitate the admission of a breadth of international graduate students.

The intensive English classes coupled with the cultural components will facilitate student success in our graduate programs while contributing to the diversity in the graduate student population.

Sincerely,

A handwritten signature in black ink, appearing to read "Lynmarie Hamel".

Lynmarie Hamel
Senior Associate Dean
School of Graduate

Case Western Reserve University
Academic English Proficiency Certificates for International Graduate Students

College of Arts and Sciences
Center for International Affairs
School of Graduate Studies

Introduction

The College of Arts and Sciences, the Center for International Affairs, and the School of Graduate Studies propose the **Academic English Proficiency Program (AEP)**, a two-module post-baccalaureate **certificate program** for international students planning to attend graduate school at Case Western Reserve University (CWRU) or elsewhere in the United States. Each module is one semester (9 credits each), and students will be placed in the appropriate module based on TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Test System) scores. Students who complete both modules will have taken two semesters (18 credit hours) of academic English language and speech production preparation. Students who complete module one will receive an “Academic English Proficiency-Intermediate” certificate. Students who complete module two will receive an “Academic English Proficiency-Advanced” certificate. Students must receive the advanced certificate and score appropriately on the TOEFL ITP in order to meet the provisional requirements and enroll in degree specific graduate courses at CWRU.

The target audience is international students with promising academic backgrounds in their fields of study but whose TOEFL scores are just below CWRU’s or other institutions’ language proficiency requirements. This program is designed to prepare international graduate students for success by strengthening English language academic and speech production skills beyond typical English as a Second Language (ESL) preparation. The program will focus on academic reading, writing, and communication, as well as cultural adaptation and TOEFL preparation. In the initial phase, this program will be open only to students whose degree programs are administered through the School of Graduate Studies. These include masters and Ph.D. programs in the College of Arts and Sciences, the Case School of Engineering, the Weatherhead School of Management, the School of Medicine, the Frances Payne Bolton School of Nursing, and the Jack, Joseph, and Morton Mandel School of Social Work. In the future, this program could expand to all CWRU graduate students as well as to external graduate students once the program is fully established.

The sponsors hope to have all approvals in place by the end of the Fall 2016 semester to allow for Spring 2017 marketing, Fall 2017 applications, and Spring 2018 matriculation. At 18 credits, this certificate program requires approval from the College of Arts and Sciences faculty, Faculty Senate, and Board of Trustees, but not the Ohio Department of Higher Education, which has a 21-credit hour minimum threshold. Program revenue is expected to cover all program expenses and thus the AEP will be self-sustaining into the future.

Program Description

The Academic English Proficiency Certificate for International Graduate Students is intended to provide English language development for students who need to raise their scores on the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or equivalent evaluation, for acceptance into a CWRU graduate degree program. Successful applicants will receive provisional acceptance into their graduate program, with the provision being satisfied by their achievement of the necessary language score. The Center for International Affairs (CIA) will administer this holistic program and address the needs of international students from provisional acceptance through enrollment. The program's English language and speech production curriculum will be designed and taught by faculty in the College of Arts and Sciences (CAS) and will consist of two modules, each module lasting one semester and consisting of three three-credit courses¹.

Students will enroll in one module (one semester) or two modules (two semesters) depending on their incoming language achievement. Students will take courses that focus on academic writing and grammar, academic reading and vocabulary, academic communication and presentations, academic research and writing, and English speech production. Each module will have a unique curriculum, with module two being the more advanced. Additionally, students will enroll in a weekly required zero-credit workshop designed to assist students in engaging effectively at CWRU. In Module 1, students will attend a cultural workshop. Module 2 will concentrate specifically on TOEFL preparation. Faculty based in the Department of English and the Department of Psychological Sciences have designed the language and speech curriculum based on current and best practices. The CIA will sponsor the cultural workshop and TOEFL preparation.

The program's goal is to help students with TOEFL (75-89) or IELTS (6-6.5) scores prepare for successful entry into graduate degree programs. The credits will not count towards any degree but will earn a certificate. Full-time enrollment (a minimum of 9 credits per semester) meets the educational requirements necessary for international students to secure an F-1 visa.

Content Summary

The Academic English Proficiency Program is designed to equip students for whom English is a second language with the skills to succeed in an academic setting. While students enrolled in AEP will improve their language-based communicative skills, the AEP is not an immersion program whose intended outcome is for learners to build their second language proficiency through communicative learning. Rather, the AEP's goals are to develop the academic skills that students need in order to succeed academically, professionally, and personally while studying in the United States. Studies have demonstrated that students who complete AEPs outperform those who do not when measured by disciplinary programmatic success, graduation

¹ See attached course descriptions.

rates, and overall GPA. [See Appendix p. 15 for literature review of AEP effectiveness and comparison between AEP and immersion programs.] While enrolled in Module 2, students will participate in an additional non-credit course that will specifically prepare them for the final TOEFL assessment.

The English AEP courses for writing, reading, and advanced communication use an English for Specific Purposes (or ESP) approach, which is multidisciplinary and investigates similarities in writing, reading, and communicating across disciplines and fields. This approach allows instructors to teach types of academic tasks common to graduate-level higher education. Each of these writing, reading, and advanced communication courses incorporates a task-based, genre-based curriculum where students develop transferable academic language skills germane to a number of disciplines.

The Speech Production two-module course is an integral component of the AEP curriculum. Modules 1 and 2 of this course focus on articulation and voice production with the goal to improve clarity of speech for effective oral communication in academic and professional environments. This two-module course complements the courses of the AEP program that focus on language comprehension and formulation. In contrast to the other courses in the AEP curriculum, the Speech Production course modules focus on the production of spoken English. Effective verbal communication in the academic and professional environments requires a speaker to both appropriately formulate the content of the information they wish to express and then verbalize it clearly, so the listener can easily understand the content. The functional goal of the Speech Production course is to improve the clarity of each student's speech resulting in success in communication exchanges across academic and professional environments. Detailed descriptions of the courses for Modules 1 and 2 are attached at the end of this proposal.

Faculty and department information

Molly Berger, Associate Dean, will serve as the interim faculty sponsor for the College of Arts and Sciences through program development, after which time, a faculty lead will be identified. The Department of English and the Department of Psychological Sciences will be responsible for teaching the academic courses. In developing this proposal, we have consulted with faculty from the Department of English, including Christopher Flint, chair, Kim Emmons, Hee-Seung Kang, T. Kenny Fountain, and Ana Codita. We have consulted with Lee Thompson, chair of Psychological Sciences, and with Communication Sciences (COSI) faculty Angela Ciccio, Jean Nisenbom, and Kay McNeal. Each of the COSI faculty is Compton Certified in second language speech production. The Center for International Affairs will be responsible for the cultural workshops and sponsoring the TOEFL preparation. The School of Graduate Studies fully supports the initiative and is collaborating with the CAS and CIA in developing processes for provisional admission and integration with CIA's administrative structure.

Why this program is important to CWRU

Attracting top graduate students from a breadth of countries is a priority for CWRU. Many international students who apply to CWRU are typically the elite academic students in their home countries; however, some do not have the required level of English language skills to successfully matriculate at CWRU or elsewhere, though their broader academic skills are strong. These students often come with full-pay scholarships and/or stipends from their home countries. This program will target those students whose TOEFL/IELTS are close to CWRU's requirements and whose prior academic success and training is commensurate with departmental standards.

The Academic English Proficiency program at CWRU will address the language and speech needs of international graduate students, promote greater recruitment success, and facilitate student success in graduate programs across the university while contributing to the diversity in graduate and professional schools.

Audience

Several countries offer fully funded scholarship opportunities for a year of language study designed to send their top students to American universities for graduate degree programs. Developing partnerships with these governments is a priority for CWRU. These students will contribute to the level of scholarship at CWRU and add diversity and culture to our programs. An additional benefit is that these students have the potential to become leaders upon their return to their home countries, which strengthens governmental ties and the CWRU brand around the world. One of the conditions for students receiving these scholarships is that they are fully or provisionally admitted into a graduate degree program at a host institution. CWRU currently does not have a policy to admit graduate students who have not met the minimum English language requirements, currently set by a TOEFL of 90 or above or an IELTS score of 7 or above.

Provisional Admission to Graduate Programs

The School of Graduate Studies has in place a process for admitting students with provisions. These provisions might include such things as incomplete applications or other required documentation. The College of Arts and Sciences, Center for International Affairs, and School of Graduate Studies will collaborate to design a specific process to provisionally admit academically qualified graduate students for whom the Academic English Proficiency Program presents an opportunity. Students must meet the following requirements to meet the provisions:

1. Successful completion of the proposed post-baccalaureate certificate program in Academic English Proficiency and
2. Attainment of the required proficiency scores through an assessment administered by the Center for International Affairs under the aegis of the AEP.

The certificate program will enable the School of Graduate Studies to provisionally admit high achieving fully-funded or self-funded graduate students with English language needs to CWRU graduate programs under the provision that their first semester or first two semesters be spent developing their English language skills. Students will be placed into a one- or two-semester track, each with a unique language learning module, depending upon their entry-level score on the TOEFL/IELTS. Upon successful completion of the required semester/s and final English language evaluation using the institutional TOEFL, students will be fully admitted into their academic programs at CWRU, assuming all other conditions for admission are met as determined by the School of Graduate Studies.

Students who do not successfully complete the program and/or score appropriately on the institutional TOEFL will be denied admission and no longer be eligible to take classes at CWRU. Students cannot be on provisional admission for longer than two semesters. Students will sign a statement prior to enrollment in AEP indicating their understanding and acceptance of this policy.

Because students enrolled in the AEP will hold provisional status and will not be fully admitted, they will not be taking disciplinary courses, nor will they be working in laboratories or other sites of graduate training. Their focus will be on strengthening their academic English abilities.

As per usual practice, academic departments and the School of Graduate Studies will make all admission decisions. Academic departments will choose whether or not to participate in the provisional admission program. While general TOEFL/IELTS cut scores for admission into each module will be pre-determined, academic departments can set their own final language evaluation standards based on current TOEFL/IELTS requirements. Once these standards are determined, they will be available in a summary chart for students applying for the program.

An AEP provisional admission assumes that:

- Students considered for the program have strong/desirable academic backgrounds in their chosen field of study, as determined by department faculty
- Students meet all academic requirements for admission into a CWRU graduate program, with the exception of English language skills
- Departments and the School of Graduate Studies decide whether to admit students provisionally on English language achievement
- Students remain in provisional status until they demonstrate English language proficiency. Students have a maximum of two semesters to meet the language proficiency requirements. If they fail to demonstrate English language proficiency, then full admission will be denied
- Students meet the requirements to receive an F-1 student visa, including the requirement to show sufficient funding

- Upon completion of the AEP program and achievement of the necessary English language skills, students will be fully admitted into the graduate program, if all other conditions (such as a complete application, etc.) are met. Language skills will be evaluated through a paper-based exam, the TOEFL ITP

Proposed TOEFL/IELTS Scores for Admission and Final Evaluation

The proposed TOEFL scores for admission to the AEP are as follows:

Admission Status	TOEFL Internet Based Test (IbT) Score	IELTS	Academic English Program Requirements
Eligible for full admission	90	7	None required
Provisional Admission	84-89	6.5	Module Two (one semester)
Provisional Admission	75-83	6	Modules One and Two (two semesters)
No Admission	74 or Below	5.5 or below	

Once students are admitted into the AEP certificate program, they will be evaluated at the completion of Module Two by using the TOEFL ITP, a paper-based evaluation administered by CWRU but scored by Educational Testing Services (ETS), the creators of TOEFL.² Students are required to score an approximate equivalent of a 90 on the TOEFL ITP. Because the TOEFL ITP does not include a speaking component, students will also be required to pass an oral proficiency evaluation conducted by trained faculty.³

Administration⁴

The Academic English Proficiency Certificate program for International Graduate Students will be administered as a collaboration between the Center for

² The TOEFL ITP is a more efficient and less expensive method of evaluating groups of students. It is designed to help evaluate language skills of students in programs such as the AEP.

³ One model for the oral proficiency evaluation is that the international student makes a presentation and leads a discussion that is evaluated by a faculty panel for ability to present, respond to questions, and generally communicate. Faculty from various fields, with at least one from the student's field of study, will evaluate the student's oral proficiency. The Center for International Affairs will facilitate the evaluations.

⁴ These roles will need to be agreed upon by the Center, CAS, SGS, and interested departments.

International Affairs, the College of Arts and Sciences, and the School of Graduate Studies as described below.

The Center for International Affairs will:

- Create marketing materials about graduate student provisional admittance and participating CWRU graduate programs
- Recruit students to the Academic English Proficiency Certificate program and to the graduate programs that participate
- Work with the School of Graduate Studies and the departments to facilitate the application process and admissions⁵
- Facilitate student agreement forms that clarify their provisional status and the requirements for full admission
- Provide immigration and cultural support to the provisionally admitted students
- Conduct initial orientations each semester for students admitted to the program
- Assist the students in registering for the appropriate English language preparatory courses
- Track admitted students through the provisional process, keeping the departments and the School of Graduate Studies informed of student progress
- Conduct a weekly cultural workshop for provisionally admitted students and sponsor the TOEFL preparation workshop
- Provide services and support related to student life
- Administer the Module 2 TOEFL ITP and oral proficiency evaluation of the students
- Provide a recommendation letter to the School of Graduate Studies for full admission or a denial of full admission based on the final English language evaluation.
- Manage student appeals

The College of Arts and Sciences will:

- Provide faculty leadership
- Design and teach the English language and speech production preparatory curriculum
- Ensure that courses are staffed appropriately and adequately with highly trained experts
- Provide English language advising to students
- Collaborate with the Center for International Affairs to design the oral evaluation rubric and process
- Award the Intermediate and Advanced Certificates

⁵ See attached process.

The School of Graduate Studies will:

- Facilitate the application and admission process for the provisional students
- Determine that students meet all other admission requirements for graduate programs

Participating Academic Departments and Units will:

- Admit students into the programs provisionally upon successful completion of the Academic English Proficiency program
- Hold space for the provisional students so that the students are able to begin their academic program as planned
- Provide academic advising to students in their last semester of provisional status

Analysis of competing programs

There are many English language programs in the United States that cater to a wide range of ages and audiences, i.e. high school students, college students, members of the community. While each peer institution that was surveyed (Johns Hopkins, Emory, Washington University, Rochester, Vanderbilt) offers English as a Second Language courses and programs to support their international students, these are short-term or semester-long non-credit courses (with or without cost) taken while matriculated or in a summer immersion program prior to matriculation. In the northeast Ohio region, Cleveland State University and Cuyahoga Community College offer similar programs to those surveyed. Only Kent State University offers a program somewhat similar to the proposed AEP program in year-round seven-week credit-bearing modules with required core skills courses (speaking, listening, writing, reading, grammar) and electives (pronunciation, American culture).

This proposal focuses exclusively on semester-long tuition-bearing credit courses specifically for graduate students who have been provisionally accepted to CWRU graduate programs. It can also accommodate students accepted provisionally to programs at other universities, once our program reputation is established through ongoing international relationships. In addition, CWRU graduate programs may recommend that fully admitted students enroll in selected courses should language deficiencies prevent adequate progress in degree programs.

Relationship of proposal to strategic plans

The AEP addresses two specific goals of the College of Arts and Sciences as articulated in its strategic plan. It aligns with Priority #1 to develop, grow, sustain, and evaluate new and ongoing strategic initiatives that serve College and University missions and advance the College's vision. And it advances Priority #3 for graduate education by enriching and enlarging the pool of superlative graduate candidates eligible for College programs. It promotes the university's goal of internationalization by expanding the numbers of international graduate students and their countries of origin. It also expands possibilities for eventual interdisciplinary collaboration as students study together in cohorts.

Resources required

In its two-year start-up phase, July 2016-June 2018, AEP draws on existing institutional resources and also requires an investment of \$128,264 for training, curriculum development, marketing, and administrative expenses across Fiscal Years 2017 and 2018 and \$100,490 in instructional and other program expenses for the Spring 2018 semester. CAS and CIA will assume program start-up expenses, which will be covered by program tuition from Spring 2018 tuition revenue. In FY 2018, the program is expected to generate @\$30,000 net revenue (after indirects) with 20 students enrolled (unduplicated headcount).

In its first year of steady-state, July 2018-June 2019, total program operational expenses, including both program administration and instruction, are expected to be approximately \$424,000, continuing annually thereafter. In FY 2019, the program is expected to generate \$694,000 net revenue (after indirects) with 75 students enrolled (duplicated headcount).

Total program operational expenses, including increased indirect expenses for the CAS, are expected to be completely supported by program tuition. Program tuition will flow to the CAS, which in turn will transfer revenue to the CIA for incurred program expenses.

Startup/FY 2017-FY 2018	Expected Costs
Faculty training and curriculum development	\$32,239
Program development and marketing	\$96,025
Instructional costs	\$95,505
Cultural workshops and language testing	\$4,985
TOTAL OPERATIONAL EXPENSES	\$228,754

Total Expense	\$228,754
Expected Total Revenue	<u>\$328,860</u>
Program revenue after expenses	\$100,106
less CAS increased indirect expenses at 47.5%*	<u>\$70,437</u>
Program net revenue after indirects	\$29,668

* will not be assessed in same program year. Shown for reference

Steady State FY 2019	Expected Costs
Program administration	\$105,215
Instructional costs	\$301,459
Cultural workshops and language testing	\$17,080
TOTAL OPERATIONAL EXPENSES	\$423,754

Total Expense	\$423,754
Expected Total Revenue	<u>\$1,270,350</u>
Program revenue after expenses	\$846,596
less CAS increased indirect expenses at 47.5%*	<u>\$152,657</u>
Program net revenue after indirects	\$693,939

* will not be assessed in same program year. Shown for reference

Timeline

The first year of implementation will be limited to a schedule based on anticipated Spring 2018 academic matriculation. For greatest flexibility and to meet the needs of students, the program's steady state operations plan to offer both modules all terms, including summer. While the College does not normally admit graduate students in the Spring semester, other schools do. The following application timeline demonstrates options for academic program start dates in either fall or spring. Departments would determine which start date, or both, they are willing to matriculate students. AEP courses can be offered regularly to meet the needs of all cohorts.

Timeline by Cohorts**Cohort 1**

October, 2017
 Spring, 2018
 Summer, 2018
 Fall, 2018

(TOEFL 75-83 or IELTS 6)

Deadline for applications
 Module 1
 Module 2
 Full admission (depending on meeting provisional requirements)

Cohort 2

October, 2017
 Summer, 2018
 Fall, 2018

(TOEFL 84-89 or IELTS 6.5)

Deadline for applications
 Module 2
 Full admission (depending on meeting provisional requirements)

Cohort 3

October, 2017
 Spring, 2018
 Fall, 2018

(TOEFL 84-89 or IELTS 6.5)

Deadline for applications
 Module 2
 Full admission (depending on meeting provisional requirements)

Cohort 4

February, 2018
 Summer, 2018
 Fall, 2018
 Spring 2019

(TOEFL 75-83 or IELTS 6)

Deadline for applications
 Module 1
 Module 2
 Full admission (depending on meeting provisional requirements)

Cohort 5

February 2018
 Fall, 2018
 Spring 2019

(TOEFL 84-89 or IELTS 6.5)

Deadline for applications
 Module 2
 Full admission (depending on meeting provisional requirements)

Cohort 6

February 2018
 Fall, 2018
 Spring 2019
 Fall 2019

(TOEFL 75-83 or IELTS 6)

Deadline for applications
 Module 1
 Module 2
 Full admission (depending on meeting provisional requirements)

		Startup Spring 2018	Steady State First Year July 2018-June 2019	Second Year Steady State July 2019-June 2020
	Application Deadline	Spring 2018	Summer 2018	Summer 2019
Cohort 1	October 2017	Module 1 10 students	Module 2 10 students	Fall 2019
Cohort 2	October 2017		Module 2 10 students	
Cohort 3	October 2017	Module 2 10 students	Summer break	
Cohort 4	February 2018		Module 1 5 students	
Cohort 5	February 2018		Module 2 5 students	
Cohort 6	February 2018		Module 1 10 students	
Cohort 1a	October 2018		Module 2 10 students	Admission
Cohort 2a	October 2018		Module 1 10 students	Admission
Cohort 3a	October 2018		Module 2 10 students	Admission
Cohort 4a	February 2019		Summer break	Admission
Cohort 5a	February 2019		Module 1 5 students	Module 2 5 students
Cohort 6a	February 2019		Module 2 10 students	Module 2 5 students
Cohort 1b				Module 1 10 students
Cohort 2b				Module 2 10 students
Staffing		4 ENGL 2 COSI 1 ENGL TA	6 ENGL 3 COSI 1 ENGL TA	6 ENGL 3 COSI 1 ENGL TA

APPENDIX

- Response to Committee Questions (p. 13)
- The Effectiveness of Academic English Programs Literature Review (p.15)
- Comparison of Immersion Programs and EAPs (p. 18)
- Course Descriptions – English (p. 19)
- Course Descriptions – Communication Sciences (p. 24)

Response to Committee Questions

The following questions summarize those raised by the College of Arts and Sciences committees that reviewed a preliminary proposal. These committees included the Graduate Studies Committee, the Budget Subcommittee, the College Strategic Planning Steering Committee, and the Committee on Educational Programs.

Is this an immersion program?

The Academic English Proficiency program for International Graduate Students is not an immersion program. It is designed to prepare students for whom English is a second language to succeed in an academic setting and also to raise their TOEFL scores. This question is addressed in the proposal narrative and explained further in the appendix.

Will there be a housing component?

No.

How do we know this will work?

A literature review on the effectiveness of Academic English Programs is included in the appendix.

Will students receive discipline-specific instruction?

While the content is designed more generally, faculty will incorporate discipline-specific documents in the coursework to develop as much as possible relevant proficiency. Specifically, the English language courses for writing, reading, and advanced communication use an English for Specific Purposes (or ESP) approach, which investigates similarities in writing, reading, and communicating across disciplines and fields. This approach allows instructors to teach types of academic tasks common to graduate-level higher education. In all of the courses, the content is designed so that students develop transferable academic language skills germane to a number of disciplines.

What will students' interaction with departments be?

As students complete Module 2 and demonstrate progress, they will begin to be advised by their prospective departments. Because students are not fully admitted to their programs, they will not take disciplinary courses or engage in disciplinary work such as working in laboratories.

The Effectiveness of Academic English Programs Literature Review

Academic English Programs (AEP) are pre-sessional courses that equip non-native English-speaking students with the skills to succeed in an academic setting. AEPs were first introduced into the U.S. system of higher education in the 1970s and have been a crucial aspect in preparing international students for academic study in the United States. Unlike English as a Second Language (ESL) programs, AEPs focus on the academic skills that students will need in order to succeed academically, professionally, and personally in the U.S. With the adoption of Academic English Programs comes the inevitable question of their effectiveness and validity. Furthermore, if these programs *are* indeed effective, from whose perspective has that been determined? While the student is the largest stakeholder, universities and higher education institutions have a stake in the ability of Academic English Programs to adequately prepare international students for academic success in the U.S.

University Perspective

Universities and higher education institutions benefit from having international students enrolled in their programs, but more than simply maintaining an international presence, universities must ensure that its international student population succeed in their program of study. When students are ill-prepared for the rigors of higher education, the university suffers from low retention and graduation rates. It is therefore the responsibility of the university to ensure that international students understand the components of academic English, as taught in English for Academic Purposes (EAP) Programs, as opposed to communicative English, which is taught in general English or ESL programs. Goldenberg and Colman found that international students with no academic English preparation “will have virtually no chance of performing at a level remotely similar to that of their English-speaking peers” (2010) and that this is “one of the strongest rationales for providing academic instruction” (2010) otherwise students will “fall behind in their academic progress if they are only instructed in English, but their English skills are inadequate for full-on academic instruction” (2010).

An important aspect of Academic English Programs is task/content-based instruction that is used to ensure that the skills that are learned are transferable and able to be applied in the students program of study. According to James’s revision of 41 studies, there was “evidence of instruction leading to transfer” (2013) and he concluded that “various kinds of learning can transfer from EAP instruction to students’ work in other courses, including learning related to reading, writing, listening, speaking, and academic study in general, for example managing time, finding resources, preparing for tests, and conducting analyses” (James, 2013). Furthermore, such transfer lead to “various kinds of learning, including learning that is relatively specific (e.g., knowledge or words, phonemes) as well as learning that is more general (e.g., knowledge of grammar rules, reading and writing strategies)” (James, 2013). Finally, James found that the transfer of skills from AEPs

“can have a positive impact on the quality of students’ work” (2013). While the evidence of transfer of skills is clear, the question of long term impact on students’ academic career remains. Kasper and Song (as cited by James) compared students who received content-based EAP instruction to students who did not and “found that the former group outperformed the latter in terms of success in subsequent English courses, graduation rates, and overall GPA” (2013).

Student Perspective

International students have the most to gain, or lose, from participating in Academic English Programs. It is prudent to determine whether or not they are able to identify any significant gains in their level of preparedness when entering their program of study. According to one study, “most L2 (second language) students had received EAP support, and in general, they felt that it was necessary and helpful. Typically such language support developed academic skills, connected L2 students to academic disciplines, provided feedback on their English language development, and introduced them to recurring academic practices” (Fox, Cheng, Berman, Song, & Myles, 2006). How exactly are ‘necessary’ and ‘helpful’ qualifiable? Fox et al. delves deeper into more precise and measurable ways in which students felt they had benefited from EAP courses. Her research concludes that

L2 students generally thought they were in a better position than other students who did not take EAP courses. They indicated that EAP courses improved their English skills in reading, writing, speaking, and listening. EAP courses prepared students to enter universities and helped them to deal with the disciplinary classes and understand cultural differences in academic learning, including how to use library, how to take notes, how to write academic papers, how to quote others’ work, how to critique, and how to think independently. EAP courses helped students deal with the language and academic expectations such as the questioning process during lectures. EAP courses also identified the level of English required for university and clarified the role English would play their university life. Thus, students had an idea of what universities were like. EAP courses, consequently, helped students get “better grades” and feel “more comfortable speaking English” (2006)

There is also the issue of international students’ level of cultural and academic acculturation. With the expansion of internationalization initiatives, more international students are choosing to study in U.S. universities. In addition to ensuring that students are positioned for academic success, universities also need to address personal success as it pertains to cultural adjustment and acculturation. Fox et al. conducted a study that indicated that “developing both learning and social skills, making strategic choices regarding academic and social supports that develop English and facilitate the acculturation process, and receiving formal EAP instruction are key factors in the successful academic acculturation of L2 students” (2006). She also indicated that international students in EAP courses have “more opportunity to form relationships with English speaking peers and feel included in

university life" (2006). Her research also indicated that students are "more motivated to succeed in credit-bearing academic courses" (2006) and that "as regular students they are required to perform academically, yet they have the EAP course to enhance their ability to do so" (2006).

Structuring EAP Programs for Success

The research on the effectiveness of Academic English Programs illustrates both the perceived and actual benefits to non-native English students. There was additional research conducted on how to best structure courses in order to optimize student learning in EAP programs and address inherent difficulties of academic English learning. Gillett and Wray found that

Listening to lectures, and other students in seminar situations, is difficult for students. It is especially difficult for students to listen and take relevant notes. A typical approach to teaching listening for academic purposes would involve doing large amounts of in-class listening, probably pre-recorded, helping the students to be more aware of typical language used in lectures as well as strategies for dealing with difficulties. Reading is similar with students doing large amounts of in-class and out of class reading, as well as the lecturer helping the students to be more aware of typical language used in academic texts, text structure and strategies for reading critically and dealing with difficulties. A typical approach to teaching spoken English for academic purposes would again be tasked based with students taking part in seminar discussions and giving presentations, both supported by class teaching and individual tutorials (2006)

By heeding the current research on the benefits of AEPs and best practices in course structure, universities and higher education institutions will be able to prepare their international students to succeed in the academic, professional, and personal ventures.

Works Cited

Fox, J., Chang, L., Berman, R., Song, X., & Myles, J. (2006). Costs and Benefits: English for Academic Purposes Instruction in Canadian Universities. *Carleton Papers in Applied Language Studies*, 1-108.

Gillett, A., & Wray, L. (2006). EAP and Success. 1-11. Retrieved August 30, 2016.

Goldenberg, C., & Coleman, R. (2010). Promoting Academic Achievement among English Learners: A Guide to the Research. Sage, 59-80.

James, M. A. (2013). Learning transfer in English-for-academic-purposes contexts: A systematic review of research. *Journal of English for Academic Purposes*, 14, 1-13.

Lynch, T. (1998). Questions of Presentation: Evaluating Success in EAP Seminar Skills Classes. *Edinburgh Working Papers in Applied Linguistics*, 9, 52-62. Retrieved August 30, 2016, from ERIC.

Comparison of Immersion Programs and EAPs

Immersion Programs	English for Academic Purposes Programs
Classroom instruction in L2 (second language)	Instruction focuses on skills to succeed in academic context
Special topics and content taught in L2	Focus on area of study or subject (e.g. business English)
Support for language is present in community	Develops skills and academic practices
Separation of L1 and L2 during instructional time (L1: first language; L2: second language)	Instruction in four skills (reading, writing, speaking, listening) with emphasis on learners' academic needs
Communicative learning	Content/task-based instruction

Immersive Language Programs focus on the holistic development of a second language through complete linguistic and cultural 'immersion.' The intended outcome of immersive programs is for learners to build their second language proficiency and cultural awareness through communicative learning. Classroom instruction is often solely in the target language with an emphasis on special topics rather than linguistic skills.

English for Academic Purposes (EAP) programs focus on language development in order to succeed in an academic setting. Classroom instruction is often task-based and pertains to learners' area of study and academic needs.

Course Descriptions

Courses offered by the Department of English

Hee-Seung Kang, Ana Codita, and T. Kenny Fountain
September 2, 2016

English Courses for AEP

Module 1	Module 2
Academic writing and grammar	Advanced academic communication and presentations
Academic reading and vocabulary	Academic research and writing

General Rationale

All writing, reading, and advanced communication courses use an English for Specific Purposes (or ESP) approach, which is multidisciplinary and investigates similarities in writing, reading, and communicating across disciplines and fields. This approach allows instructors to teach types of academic tasks common to graduate-level higher education. Each of these writing, reading, and advanced communication courses incorporates a task-based, genre-based curriculum where students develop transferable academic language skills germane to a number of disciplines.

Class Descriptions and Learning Outcomes

Module 1

Academic Writing and Grammar: 3 Credits

The course is designed to develop the academic reading and writing skills necessary for graduate study in the United States. Graduate students will learn how to understand, summarize, respond to, and integrate graduate-level texts (from academic journals, high-quality journalism, professional websites, and textbooks). In addition, the course provides a comprehensive review of the essential grammar for research writing.

Learning Outcomes

After successfully completing this course, students will be able to do the following:

Writing

- Write sentences with varied and appropriate grammar, structure, and length
- Write paragraphs using different organizational structures
- Summarize, paraphrase, cite, document, and use sources appropriately
- Produce common types of academic rhetorical moves
- Write a variety of graduate-type texts effectively, including summaries, analyses, and persuasion-driven writing (Genres covered in class might include short written summaries and critiques, data commentaries, and abstracts)
- Use a writing process including topic selection and narrowing, gathering information, organizing and outlining, drafting, reviewing, and revising

Grammar

- Write structurally accurate clauses and sentences
- Write effectively using parallelism, coordination, subordination, and embedding
- Choose appropriate verb tense, aspect, and voice (passive or active)
- Identify one's own errors of grammar and usage

Possible Texts

Smalzer, W. (2005). *Write to be read. Student's book: Reading, reflection, and writing* (2nd ed.). New York, NY: Cambridge University Press.

Caplan, N. (2012). *Grammar Choices for Graduate and Professional Students*. Ann Arbor, MI: University of Michigan Press.

Course Rationale

In line with courses offered by other AE programs nation-wide, this course integrates two commonly connected academic skills, writing and grammar, and focuses on the foundational components of those skills in order for students to develop discourse competence in writing. In other words, the writing instruction and grammar instruction in this course are paired so that students learn them in a meaningful, communicative context where each mutually supports the other. Through structured writing activities, this class helps students investigate the language and grammar choices that are typical of their own academic disciplines.

Academic Reading and Critical Thinking: 3 Credits

In this class, graduate students develop strategies to process texts in their discipline more quickly, efficiently, and accurately, while at the same time reading more analytically and critically. Participants expand their vocabulary for both speaking and reading fluency.

Learning Outcomes

After successfully completing this course, students will be able do the following:

Reading and Vocabulary

- Identify main ideas, structure, and purpose of reading passages
- Recognize and analyze the role of various textual or rhetorical features in academic genres
- Use various reading strategies (c.f. pre-reading process, skimming, scanning, inferencing, summarizing) and read at a speed suitable for graduate study
- Learn the appropriate disciplinary strategies used when reading academic research articles
- Recognize and evaluate arguments and evidence
- Respond critically to academic texts through class discussion and writing tasks (e.g., asking and responding to questions, negotiating and correcting misunderstanding, responding to opposing viewpoints, etc.)
- Understand academic vocabulary by using context, word parts, field-specific vocabulary and the Academic Word List (Coxhead, 2000)
- Know the basics of using corpora or online concordances to be able to find authentic examples of language use. (Both corpora and online concordance provide examples of how a specific word or phrase is used in all kinds of contexts.)

Possible Texts

Browne, C., Culligan, B., & Phillips, J. (2014). *In focus: A vocabulary, reading, and critical thinking skills course*. Singapore, Singapore: Cambridge University Press.

Course Rationale

In line with other AE programs, this course teaches basic reading comprehension and analysis common to most academic contexts. The teaching of this academic skill is joined with the teaching of vocabulary and the use of concordances and other resources to provide students with foundational strategies for processing and critically analyzing general academic texts. In addition, this class challenges students to actively engage in what they read by first developing a clear understanding of the author's ideas, then evaluating the arguments and evidence, and finally forming and expressing their own opinions.

Module 2

Advanced Academic Communication and Presentations: 3 Credits

In this course, graduate students develop the interactive speaking skills needed to effectively participate in seminar-style discussions and other formal group situations. In addition, the class focuses on the skills international graduate students

need to organize and deliver presentations for academic and professional audiences. This class will reinforce and expand on oral communication strategies students learned in the previous semester.

Learning Outcomes

After successfully completing this course, students will be able to do the following:

- Use specific language and skills for effective interactive communication including:
 - Active listening
 - Asking questions to clarify or seek information
 - Interrupting and holding the floor
 - Stating and elaborating a viewpoint
- Organize and deliver discipline-specific presentations effectively using various strategies including:
 - Techniques for analyzing and responding to audience needs and situational/rhetorical constraints
 - Techniques for engaging audiences
 - Organizational strategies for major presentation types (using slideware as well as poster presentations)
 - Effective verbal, visual, and nonverbal communication skills
 - Leading and participating in productive Q&A sessions

Possible Texts

Anderson, K., Maclean, J. & Lynch, T. (2004). *Study speaking* (2nd ed.). Cambridge, UK: Cambridge University Press.

Reinhart, S.M. (2013). *Giving academic presentations* (2nd ed.). Ann Arbor, MI: Michigan University Press.

Course Rationale

Building on various courses from the previous module, this course focuses on advanced academic presentation skills that students will need to present their ideas in various contexts, from in-class discussions to conference presentations. By coupling instruction on, for example, leading and participating in discussions with responding to questions and designing presentation slides and posters, students will better understand how these forms of literacy shape and support each other. When teaching this course, the instructors will draw on the vast research in English for Specific Purposes (ESP) and Writing In the Disciplines (WID), both of which study the oral and visual communication practices specific to a number of disciplines.

Academic Research and Writing: 3 Credits

The course focuses on the skills graduate students need to write research papers. This class will reinforce reading strategies students learned in the previous semester and graduate students will learn to organize ideas, synthesize material from written and other sources, and develop organizational and rhetorical skills appropriate to their discipline. Students will also learn to use reflection and self-assessment to become more independent and competent writers. This class will reinforce and expand on writing strategies students learned in the previous semester. Activities include small group work, analysis of academic texts, writing in a variety of academic genres, revising and editing, and tutorial sessions.

Learning Outcomes

After successfully completing this course, students will be able to do the following:

- Understand and reproduce academic genre conventions common to their discipline
- Develop organizational and rhetorical features appropriate to their discipline
- Provide, explain, and support persuasive evidence
- Construct a research-based paper by synthesizing source material appropriate to their discipline (e.g., published articles, original research data, books, archival materials)
- Write a variety of graduate-level genres effectively (e.g., annotated bibliography, literature review, and research proposal)
- Use a writing process including topic selection and narrowing, gathering information, organizing and outlining, drafting, reviewing, and revising
- Improve paragraph- and sentence-level flow and coherence in writing
- Reflect and self-assess their writing to become more independent and competent writers
- Learn the major principles of academic integrity in their discipline
- Analyze academic writing in terms of rhetorical purpose, audience, content, genre, pattern of development, and stylistic features
- Develop critical reading skills by analyzing and responding to advanced graduate-level texts

Possible Texts

Swales, J.M., & Feak, C.B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor, MI: University of Michigan Press.

Course Rationale

Building on the writing and grammar course from the previous module, this course focuses on the more advanced writing skills students will need for a number of academic disciplines. Here students engage in the research of their disciplines in order to recognize the written genres, conventions, and norms of their disciplines

and to produce research-based writing that engages with those disciplinary elements. By incorporating research in ESP and WID, the course will provide students with writing and reading strategies to produce and process texts in their discipline more quickly, efficiently, and accurately.

Courses offered by Communication Sciences

AEP Curriculum Proposal for COSI Speech Production Course Modules 1 & 2

Description and Justification:

The Speech Production two-module course is an integral component of the AEP curriculum. Module I and II of this course focus on articulation and voice production with the goal being to improve clarity of speech for effective oral communication in academic and professional environments. This two-module course complements the courses of the AEP program that focus on language comprehension and formulation. In contrast to the other courses in the AEP curriculum the Speech Production course modules focus on the production of spoken English. Effective verbal communication in the academic and professional environments requires a speaker to both appropriately formulate the content of the information they wish to express and then verbalize it clearly, so the listener can easily understand the content. The functional goal of the Speech Production course is to improve the clarity of each student's speech resulting in success in communication exchanges across academic and professional environments.

This course is based on The Compton Pronouncing English as a Second Language Program. This program is a "research based method of teaching non-native and regional American English speakers how to produce standard pronunciation patterns of American English spoken in the U.S." (Compton 2016) The program has a 50% improvement rate in individual participants when the program is followed. Instructors must be Compton Certified and three members of the COSI Department completed the certification training in July 2016.

Each module in our program will include small group instruction with individualized initial assessment and feedback, at-home practice, and large group carryover activities.

Reference: The Compton P-ESL Accent Modification Method. Pronouncing English as a Second Language Certification Workshop Guide. The Institute of Language and Phonology Training Division. Copyright 2008-2016. Updated 2016.

Module 1:**Course Name: Speech Production I****Total Credits: 3**

In this course, the provisional graduate student will “develop new speech habits and patterns” that will improve production of spoken English. (Compton, 2016). In module 1 specific sound and prosodic patterns used in Standard American English will be targeted. Each student will have an individualized plan based on testing. The focus of each individualized program in Module 1 will include:

1. discrimination of identified troublesome sounds of English
2. production of identified troublesome sounds in words and sentences
3. production of English rhythms and intonation patterns
4. transfer of skills into conversation. (Compton 2016)

These skills will assist the student in improving intelligibility of speech so that they can functionally be understood by others in the academic and professional environments.

In this module each provisional graduate student will be involved in 90 minutes of class time and 60 minutes per day of home practice. Home practice will be recorded daily and monitored with feedback provided outside of the classroom at a minimum of twice per week. Classroom instruction will be provided in small groups with a maximum of 4 students per group. A general outline for each class period in Module 1 is provided below:

Module 1: 15 weeks (Based on Compton Program)

Wk. 1	Individual spoken Language Assessment, Course introduction
Wk. 2	Review areas of need, introduce 2 target sounds
Wk. 3	3 new target sounds
Wk. 4	3 new target sounds
Wk. 5	3 new target sounds
Wk. 6	2 new target sounds, production strategy 1 (articulatory precision)
Wk. 7	2 new target sounds, production strategy 2 (volume & prosody)
Wk. 8	Mid-semester review of all target sounds
Wk. 9	Target sound practice/strategy use in structured reading (sentences)
Wk. 10	Target sound practice/strategy use in structured reading (paragraphs)
Wk. 11	Target sound practice/strategy use in monologue
Wk. 12	Target sound practice/strategy use in conversation
Wk. 13	Target sound practice/strategy use with academic discipline-specific materials (frequently occurring words and sentences)
Wk. 14	Final assessment of sound production, academic discipline-specific practice continued
Wk. 15	Final progress, Final academic discipline-specific short presentations

Outcomes:

Following successful completion of this course module:

1. the student will demonstrate a minimum of 50% improvement in speech production scores from baseline.
2. the student will demonstrate the ability to continue to practice sound production to refine any additional sounds identified that have not yet demonstrated consistent change. This will be measured via 90% compliance with home practice assignments.

Module 2.

Course Name: Speech Production II

Total Credits: 3

In this module the provisional graduate student will work on refining speech production skills necessary for effective conversation and oral presentations in the academic and professional environments, through direct individualized instruction and practice. Each student enrolled will have an individualized plan based on testing of spoken language at the word, sentence and conversational level. The focus in Module 2 will include:

1. instruction on use of appropriate vocal register and projection techniques
2. development of the skills necessary to analyze one's own speech production skills including articulation, volume, rate, and prosody consistent with Standard American English
3. practice of speech production skills in conversation and short presentations.

Successful completion of this module will assist the student in improving speech production in conversation and formal presentations, leading to increased successful communication in the academic and professional environments.

In this module each provisional graduate student will be involved in 90 minutes of class time and weekly structured individualized assignments. Classroom instruction will be provided in small groups with a maximum of 4 students per group. A general outline for each class period in Module 2 is provided below:

Module 2: 15 weeks

Wk. 1	Individual assessment of spoken language skills through the conversational level
Wk. 2	Review areas of need, introduce presentation strategies (volume, rate, prosody, articulation)
Wk. 3	Presentation #1, within small groups, self-analysis
Wk. 4	Presentation #2, within small groups, self-analysis
Wk. 5	Presentation #3, within small groups, self-analysis
Wk. 6	Presentation #4, within small groups, self-analysis
Wk. 7	Individual short presentations in small groups with peer-based feedback

Wk. 8	Presentation #5, within small groups, self-analysis
Wk. 9	Presentation #6, within small groups, self-analysis
Wk. 10	Presentation #7, within small groups, self-analysis
Wk. 11	Presentation #8, within small groups, self-analysis
Wk. 12	Individual short presentations in small group with peer-based feedback
Wk. 13	Carryover practice, outside environment
Wk. 14	Final assessment of oral presentation skills, peer & instructor grades
Wk. 15	Final carryover activity, class selected

Outcomes:

Following successful completion of this course module:

1. the student will demonstrate 90% agreement between self and instructor ratings of speech production skills.
2. the student will demonstrate a minimum of 30% improvement from pretest scores on speech production skills at all levels tested.



SCHOOL OF MEDICINE
CASE WESTERN RESERVE
UNIVERSITY

Jonathan L. Haines, PhD
Professor and Chairman
Department of Epidemiology and Biostatistics
Mary W. Sheldon, MD Professor of Genomic Sciences
Director, Institute for Computational Biology

Wolstein Research Building
Suite 2-529
2103 Cornell Avenue
Cleveland, Ohio 44106

April 14, 2016

Phone 216.368.3197

Pamela B. Davis, M.D., Ph.D.
Dean, School of Medicine
Case Western Reserve University
Cleveland, OH 44106

Dear Pam:

With this letter I am formally requesting that the Department Epidemiology & Biostatistics, of which I am the chair, change its name to the Department of Population and Quantitative Health Sciences. As discussed below, the faculty of the department and I strongly believe that this is in the best interest of the department, the faculty, our students, the School of Medicine, and the University.

Background:

The Department of Epidemiology & Biostatistics has a long history of both growth and change. The first efforts in the relatively new area of public health arose in the late 1940's with the efforts of Dr. John Dingle, along with the recruitment of several additional faculty, to form the department of Preventive Medicine with a focus on epidemiological research. With the growing importance of quantitative analysis in all areas of medicine, a Department of Biometry was also formed somewhat later. In July, 1985, there was a significant realignment of the departmental structures, with the creation of the Departments of Environmental Health Sciences and Epidemiology & Biostatistics from the previous Departments of Epidemiology & Community Health and Biometry.

The Department of Environmental Health Sciences has had various success after the first chair, Dr. Rosenkrantz left CWRU in the early 1990's. Dr. Dorr Dearborn was named permanent chair in July 2006 and continued the efforts of the Department and the Mary Ann Swetland Center for Environmental Health. However, over this time several faculty moved to other positions and others retired, making continued active research and teaching difficult. After a few years only Dr. Dearborn was an active investigator, and the Master's and Ph.D. programs were suspended in 2011. With Dr. Dearborn's retirement in 2015, the Department of Environmental Health Sciences has no primary faculty and we have requested that it be merged with the current Department of Epidemiology & Biostatistics.

Under the chairmanships of Dr. Harold Hauser, Dr. Alfred Rimm and Dr. Robert Elston, the Department of Epidemiology & Biostatistics has substantially grown in both size and scope. It has become an essential department both for its strong leadership in independent research and its collaborative efforts in enabling and supporting team science. The Department reaches well beyond its own boundaries with integration in numerous departments and centers across Cleveland. Over the past 30 years the Department has maintained its expertise in Epidemiology and Biostatistics, but has also expanded its scope to include Health Services Research, Population & Public Health, and Genetic Epidemiology.

In 2011, the division of Medical Informatics was formed within the Center for Clinical Investigation, headed by Dr. G.Q. Zhang, who along with three additional faculty developed a research and

educational program focused on aggregating and analyzing large-scale clinical data. With the departure of Dr. Zhang in 2015, the remaining faculty transferred their primary appointments to the Department of Epidemiology & Biostatistics, further expanding the scope of the department.

Current Status:

Under Dr. Haines, the Department has embraced a unifying theme of big data generation, data integration, and data analysis. This spans the more traditional disciplines already represented in the Department including epidemiology, biostatistics, public and community health, health services research, and genetic epidemiology, but it also now includes expanding expertise in Bioinformatics and Medical Informatics. Along with absorbing multiple faculty from the former division of Medical Informatics, we have recently requested that the Department of Environmental Health Sciences be merged into Department of Epidemiology & Biostatistics, both further expanding the breadth of our expertise. With this substantial expansion of expertise tied together with our underlying themes of big data and data integration, it became obvious that a re-examination of the departmental name was needed.

Proposal:

Departmental names need to convey the expertise and mission of the faculty, the breadth of their research, teaching, and service activities, and their identity as a group of interacting closely related disciplines. In this regard, the current name of the Department of Epidemiology & Biostatistics clearly has not kept up with the evolving and expanding roles of the departmental faculty. We have had numerous formal and informal discussions within the department and have settled upon a new and more comprehensive name. We propose that the Department of Epidemiology & Biostatistics be renamed as the Department of Population & Quantitative Health Sciences. This name avoids the problem of trying to enumerate all the various disciplines encompassed by our work (inevitably a long and unwieldy name), while appropriately describing the breadth of our activities. This name was discussed at several faculty meetings and the motion to request changing to this new name passed without dissent. In an examination of other departments around the country, we did not identify another department with this exact name, which also gives us a unique position nationally. Thus this new name will aid in our ability to recruit and retain the best faculty and students.

Summary:

The Department of Epidemiology & Biostatistics, with its growing activities in integrating data and expertise across multiple disciplines and particularly its interest in integrating environmental exposure data with biological and clinical data, requires a name that appropriately captures its evolving activities. We strongly and unanimously request that the Department of Epidemiology & Biostatistics change its name to the Department of Population & Quantitative Health Sciences.

Sincerely,



Jonathan L. Haines, PhD
Professor and Chair
Department of Epidemiology and Biostatistics
Director, Institute for Computational Biology
Interim Chair, Department of Environmental Health Sciences
Mary W. Sheldon, MD Professor of Genomic Sciences
Case Western Reserve University School of Medicine

Memorandum

To: Pamela B. Davis, MD, PhD
Dean, School of Medicine
Case Western Reserve University

From: William Schilling, PhD
Chair, Faculty Council

Re: Dual Degree Program

Date: June 27, 2016

At its May 16, 2016, meeting, the Faculty Council voted to recommend approval to formally change the name of the Department of Epidemiology & Biostatistics to the Department of Population and Quantitative Health Sciences. Dr. Jonathan Haines, Chair of the Department of Epidemiology & Biostatistics presented the proposal to the Faculty Council.

This name change request follows the proposal that Faculty Council reviewed and recommended approval to merge of the Department of Environmental Health into the Department of Epidemiology & Biostatistics. A letter was sent to Dean Davis by Jonathan Haines formally requesting the name change. The department unanimously supports this name change. PQHS will be the shorthand for the Department of Population and Quantitative Health Sciences.

A motion was made and seconded to approve the name change from Epidemiology & Biostatistics to Population and Quantitative Health Sciences. A vote was taken, all were in favor, none opposed. The motion passed.

After your review, I hope you will join me in recommending approval to change the name of the Department of Epidemiology & Biostatistics to the Department of Population and Quantitative Health Sciences.

Please let me know if I can provide any additional information.

Thank you for your consideration.

Sincerely,



William P. Schilling, Ph.D.
Faculty Council Chair
Professor of Physiology and Biophysics
Case Western Reserve University School of Medicine

cc: Nicole Deming, JD, MA

Memorandum

To: Pamela B. Davis, MD, PhD
Dean, School of Medicine
Case Western Reserve University

From: William Schilling, PhD
Chair, Faculty Council

Re: Dual Degree Program

Date: June 27, 2016

At its May 16, 2016, meeting, the Faculty Council voted to recommend approval to formally change the name of the Department of Epidemiology & Biostatistics to the Department of Population and Quantitative Health Sciences. Dr. Jonathan Haines, Chair of the Department of Epidemiology & Biostatistics presented the proposal to the Faculty Council.

This name change request follows the proposal that Faculty Council reviewed and recommended approval to merge of the Department of Environmental Health into the Department of Epidemiology & Biostatistics. A letter was sent to Dean Davis by Jonathan Haines formally requesting the name change. The department unanimously supports this name change. PQHS will be the shorthand for the Department of Population and Quantitative Health Sciences.

A motion was made and seconded to approve the name change from Epidemiology & Biostatistics to Population and Quantitative Health Sciences. A vote was taken, all were in favor, none opposed. The motion passed.

After your review, I hope you will join me in recommending approval to change the name of the Department of Epidemiology & Biostatistics to the Department of Population and Quantitative Health Sciences.

Please let me know if I can provide any additional information.

Thank you for your consideration.

Sincerely,



William P. Schilling, Ph.D.
Faculty Council Chair
Professor of Physiology and Biophysics
Case Western Reserve University School of Medicine

cc: Nicole Deming, JD, MA

Pamela B. Davis, MD, PhD
Dean
Senior Vice President for Medical Affairs
Office of the Dean

10900 Euclid Avenue
Cleveland, Ohio 44106-4915

Visitors and Deliveries
Biomedical Research Bldg., Room 113

phone 216.368.2825
fax 216.368.2820

casemed.case.edu

November 10, 2016

Peter J. Harte, PhD
Chair, Faculty Senate
c/o Rebecca Weiss
Secretary of the Faculty Senate
Adelbert Hall

Dear Professor Harte:

On behalf of the Faculty of Medicine, I forward a proposal to change the name of the Department of Epidemiology & Biostatistics to the Department of Population and Quantitative Health Sciences. This name change more accurately describes the department's diverse expertise and activities. The name change was discussed at multiple department meetings and is strongly supported by the department faculty. The proposed change has been recommended for approval by the School of Medicine's Faculty Council, on May 16, 2016, according to established School of Medicine procedures.

I strongly support approval of this department name change.

Please let me know if I can provide additional information.

Sincerely,



Pamela B. Davis, MD, PhD

cc: Dr. Maureen McEnery, Chair, Faculty Council
Dr. Jonathan Haines,
Dan Anker
Nicole Deming



SCHOOL OF MEDICINE

CASE WESTERN RESERVE
UNIVERSITY



SCHOOL OF MEDICINE
CASE WESTERN RESERVE
UNIVERSITY

Jonathan L. Haines, PhD
Professor and Chairman
Department of Epidemiology and Biostatistics
Mary W. Sheldon, MD Professor of Genomic Sciences
Director, Institute for Computational Biology

Wolstein Research Building
Suite 2-529
2103 Cornell Avenue
Cleveland, Ohio 44106

April 14, 2016

Phone 216.368.3197

Pamela B. Davis, M.D., Ph.D.
Dean, School of Medicine
Case Western Reserve University
Cleveland, OH 44106

Dear Pam:

With this letter I am formally requesting that the Department Epidemiology & Biostatistics, of which I am the chair, change its name to the Department of Population and Quantitative Health Sciences. As discussed below, the faculty of the department and I strongly believe that this is in the best interest of the department, the faculty, our students, the School of Medicine, and the University.

Background:

The Department of Epidemiology & Biostatistics has a long history of both growth and change. The first efforts in the relatively new area of public health arose in the late 1940's with the efforts of Dr. John Dingle, along with the recruitment of several additional faculty, to form the department of Preventive Medicine with a focus on epidemiological research. With the growing importance of quantitative analysis in all areas of medicine, a Department of Biometry was also formed somewhat later. In July, 1985, there was a significant realignment of the departmental structures, with the creation of the Departments of Environmental Health Sciences and Epidemiology & Biostatistics from the previous Departments of Epidemiology & Community Health and Biometry.

The Department of Environmental Health Sciences has had various success after the first chair, Dr. Rosenkrantz left CWRU in the early 1990's. Dr. Dorr Dearborn was named permanent chair in July 2006 and continued the efforts of the Department and the Mary Ann Swetland Center for Environmental Health. However, over this time several faculty moved to other positions and others retired, making continued active research and teaching difficult. After a few years only Dr. Dearborn was an active investigator, and the Master's and Ph.D. programs were suspended in 2011. With Dr. Dearborn's retirement in 2015, the Department of Environmental Health Sciences has no primary faculty and we have requested that it be merged with the current Department of Epidemiology & Biostatistics.

Under the chairmanships of Dr. Harold Hauser, Dr. Alfred Rimm and Dr. Robert Elston, the Department of Epidemiology & Biostatistics has substantially grown in both size and scope. It has become an essential department both for its strong leadership in independent research and its collaborative efforts in enabling and supporting team science. The Department reaches well beyond its own boundaries with integration in numerous departments and centers across Cleveland. Over the past 30 years the Department has maintained its expertise in Epidemiology and Biostatistics, but has also expanded its scope to include Health Services Research, Population & Pubic Health, and Genetic Epidemiology.

In 2011, the division of Medical Informatics was formed within the Center for Clinical Investigation, headed by Dr. G.Q. Zhang, who along with three additional faculty developed a research and

educational program focused on aggregating and analyzing large-scale clinical data. With the departure of Dr. Zhang in 2015, the remaining faculty transferred their primary appointments to the Department of Epidemiology & Biostatistics, further expanding the scope of the department.

Current Status:

Under Dr. Haines, the Department has embraced a unifying theme of big data generation, data integration, and data analysis. This spans the more traditional disciplines already represented in the Department including epidemiology, biostatistics, public and community health, health services research, and genetic epidemiology, but it also now includes expanding expertise in Bioinformatics and Medical Informatics. Along with absorbing multiple faculty from the former division of Medical Informatics, we have recently requested that the Department of Environmental Health Sciences be merged into Department of Epidemiology & Biostatistics, both further expanding the breadth of our expertise. With this substantial expansion of expertise tied together with our underlying themes of big data and data integration, it became obvious that a re-examination of the departmental name was needed.

Proposal:

Departmental names need to convey the expertise and mission of the faculty, the breadth of their research, teaching, and service activities, and their identity as a group of interacting closely related disciplines. In this regard, the current name of the Department of Epidemiology & Biostatistics clearly has not kept up with the evolving and expanding roles of the departmental faculty. We have had numerous formal and informal discussions within the department and have settled upon a new and more comprehensive name. We propose that the Department of Epidemiology & Biostatistics be renamed as the Department of Population & Quantitative Health Sciences. This name avoids the problem of trying to enumerate all the various disciplines encompassed by our work (inevitably a long and unwieldy name), while appropriately describing the breadth of our activities. This name was discussed at several faculty meetings and the motion to request changing to this new name passed without dissent. In an examination of other departments around the country, we did not identify another department with this exact name, which also gives us a unique position nationally. Thus this new name will aid in our ability to recruit and retain the best faculty and students.

Summary:

The Department of Epidemiology & Biostatistics, with its growing activities in integrating data and expertise across multiple disciplines and particularly its interest in integrating environmental exposure data with biological and clinical data, requires a name that appropriately captures its evolving activities. We strongly and unanimously request that the Department of Epidemiology & Biostatistics change its name to the Department of Population & Quantitative Health Sciences.

Sincerely,



Jonathan L. Haines, PhD
Professor and Chair
Department of Epidemiology and Biostatistics
Director, Institute for Computational Biology
Interim Chair, Department of Environmental Health Sciences
Mary W. Sheldon, MD Professor of Genomic Sciences
Case Western Reserve University School of Medicine

Memorandum

To: Pamela B. Davis, MD, PhD
Dean, School of Medicine
Case Western Reserve University

From: William Schilling, PhD
Chair, Faculty Council

Re: Dual Degree Program

Date: June 27, 2016

At its May 16, 2016, meeting, the Faculty Council voted to recommend approval to formally change the name of the Department of Epidemiology & Biostatistics to the Department of Population and Quantitative Health Sciences. Dr. Jonathan Haines, Chair of the Department of Epidemiology & Biostatistics presented the proposal to the Faculty Council.

This name change request follows the proposal that Faculty Council reviewed and recommended approval to merge of the Department of Environmental Health into the Department of Epidemiology & Biostatistics. A letter was sent to Dean Davis by Jonathan Haines formally requesting the name change. The department unanimously supports this name change. PQHS will be the shorthand for the Department of Population and Quantitative Health Sciences.

A motion was made and seconded to approve the name change from Epidemiology & Biostatistics to Population and Quantitative Health Sciences. A vote was taken, all were in favor, none opposed. The motion passed.

After your review, I hope you will join me in recommending approval to change the name of the Department of Epidemiology & Biostatistics to the Department of Population and Quantitative Health Sciences.

Please let me know if I can provide any additional information.

Thank you for your consideration.

Sincerely,



William P. Schilling, Ph.D.
Faculty Council Chair
Professor of Physiology and Biophysics
Case Western Reserve University School of Medicine

cc: Nicole Deming, JD, MA

Title IX @ CWRU

SUPPORTING OUR COMMUNITY

Title IX of Education Amendments of 1972

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.”

Source: (www.dol.gov/oasam/regs/statutes/titleix.htm)

What Is Title IX?

- Title IX of the Educational Amendments of 1972 is a federal law that prohibits discrimination on the basis of sex in education programs and activities (which includes Case Western Reserve University operations)
- All public and private schools (of any level) receiving any federal funds must comply with Title IX.
- Under Title IX, discrimination on the basis of sex can include sexual harassment or sexual violence such as sexual assault, sexual battery, or sexual coercion. Case Western Reserve University employs the term “sexual misconduct” in education code and policy.
- The Office of Civil Rights (OCR) views sexual harassment/violence as a form of sex discrimination, therefore covered under Title IX.

Dear Colleague Letters

- On April 4, 2011, OCR issued guidance on responding to sexual harassment and sexual assault. Entitled, “Dear Colleague,” the letter expanded on regulatory standards to supplement the OCR 2001 Letter.
- Focuses on school’s obligation to respond to sexual harassment and sexual violence.
- Provides procedural requirements to comply with Title IX.
- Disseminate a notice of non-discrimination.
- Designate at least one Title IX Coordinator.
- Adopt and publish grievance procedures providing prompt and equitable resolution of student and employee sex discrimination complaints.

What Is Sexual Misconduct?

Under our policy, **Sexual Misconduct** includes:

- Sexual Harassment (Stalking)
- Sexual Assault
 - Non-consensual contact or activity
 - Non-consensual intercourse
 - Forced sexual contact or activity
 - Forced sexual intercourse
- Intimate Partner Violence (Dating and Domestic Violence)

Dear Colleague Guidance

“A school should provide training to all employees likely to witness or receive reports of sexual violence, including teachers, professors, school law enforcement unit employees, school administrators, etc)

- Education should be practical information about how to prevent and identify sexual violence
- How to assist a student or colleague in reporting and accessing resources
- Appropriate methods of responding to reports
- Explain reporting obligations (What should be reported)
- How to support individuals who report misconduct

Violence Against Women Act (VAWA)

VAWA is more prescriptive in its requirements. The training programs must include:

- A. A statement that the institution prohibits those offenses.
- B. The definition of those offenses in the applicable jurisdiction.
- C. The definition of consent, with reference to sexual offenses, in the applicable jurisdiction.
- D. “Safe and positive” options for bystander intervention an individual may take to “prevent harm or intervene” in risky situations.
- E. Recognition of signs of abusive behavior and how to avoid potential attacks.
- F. Ongoing prevention and awareness campaigns for students and faculty on all of the above."

Sexual Misconduct and Title IX

- Home
- What is Title IX? ▾
- File a Report ▾
- Prevention ▾
- Help Someone ▾
- Resources ▾
- Contact



Do You Know Your Options?

We want to help you decide your next steps. We offer confidential, non-confidential, on-campus and off-campus individuals who are available to discuss the process and your options.

[SHARE A CONCERN >](#)



Contact Information

Darnell Parker

Associate Vice President of Student Affairs, Title IX
Coordinator

dtp29@case.edu

(216)368-2020

Kimberly Scott

Title IX Investigator

kas270@case.edu

(216)368-1936

Ali Martin Scoufield

Title IX Investigator

axs1306@case.edu

(216)368-1936

Christopher Jones

Assistant Vice President for OIDE0 and Deputy Title IX
Coordinator

cxj172@case.edu

(216) 368-5737

Gia Aden

Assistant Director, Equal Employment Opportunity (EEO)
and Diversity Manager

gxa98@case.edu

(216) 368-5371

Donna Davis Reddix

Faculty Diversity Officer

dxs268@case.edu

(216) 368-4299

By-Law III. Meetings

Item b. Special Meetings.

Special meetings of the Faculty Senate may be called by the President, by the Chair, by majority vote of the Executive Committee, or upon written petition, stating the purpose of the proposed meeting and signed by not less than twenty percent of the membership of the Faculty Senate. Such petition shall be delivered to the Secretary who shall certify it to the Chair, who, in turn, shall call the special meeting. Special meetings of the Faculty Senate may, at the discretion of the Executive Committee, allow for electronic attendance and voting. The following rules shall apply.

1. A quorum will be determined at the beginning of the meeting by counting the Senators present in the room as well as the Senators attending remotely. ~~The affirmative vote of a majority of the quorum shall be the minimum vote requirement for the adoption of any motion.~~ A majority of the votes cast, or a greater proportion as indicated by the adopted Parliamentary Authority, shall be necessary for the adoption of motions.
2. The technology used for the electronic meetings shall allow the members full access to and full participation in all meeting transactions either continuously or intermittently throughout the specified time of the meeting.
3. Procedural rules related to the conduct of electronic meetings shall be established and promulgated by the Executive Committee, subject to review by the Senate, and held by the Secretary of the Faculty Senate.

FS By-Law III: Meetings

Item j. Procedure of Voting.

Voting at all meetings of the Faculty Senate shall be by electronic voting devices (e.g. clickers) provided to each voting member. Upon completion of each vote and announcement of the tally, the electronic record of the individual members' votes will be deleted. Only the numerical vote tally will be reported in the minutes, except in the case of a roll call vote.

In the event of a failure of electronic voting devices or upon request of a member present, voting may be ~~only~~ by voice, by a show of hands, by division of the assembly, or by secret ballot.

Upon demand ~~excepting, however, that upon demand~~ by not less than eight of the voting members present, a roll-call vote shall be required; and, with respect to such roll-call vote, an entry shall be made in the minutes of the names of all members voting in the affirmative, of the names of all members voting in the negative, and of the names of all present but abstaining.

Item l. Quorum and Adoption of Motions.

At any meeting of the Faculty Senate, fifty percent of the voting membership shall constitute a quorum.

The quorum at regular meetings of the Faculty Senate is determined by a count of the voting members physically in the room. The quorum at Special Meetings of the Faculty Senate is determined by a count of the voting members physically present and voting members attending remotely.

The affirmative vote of the majority of the voting members in attendance shall be required for the adoption of any motion at all Faculty Senate meetings.

Faculty Senate Meeting
 Tuesday, November 29, 2016
 3:30p.m. – 5:30p.m. – Toepfer Room, Adelbert Hall,

3:30 p.m.	Approval of Minutes from the October 20, 2016, Faculty Senate Meeting, <i>attachment</i>	Peter Harte
3:35 p.m.	President and Provost's Announcements	Barbara Snyder Bud Baeslack
3:40 p.m.	Chair's Announcements	Peter Harte
3:45 p.m.	Report from the Executive Committee	Juscelino Colares
3:50 p.m.	Report from the Secretary of the Corporation	Arlishea Fulton
3:55 p.m.	Faculty Senate Voting Procedure	Ken Ledford
4:05 p.m.	Committee on Graduate Studies; Revised Proposal to Modify Minimum Requirements for Master's Degrees <i>attachment</i>	Paul MacDonald
4:15 p.m.	Academic English Proficiency Certificate for International Students	Molly Berger
4:25 p.m.	Epidemiology/Biostatistics Department Name Change	Jonathan Haines
4:30 p.m.	Enrollment and Financial Aid Report	Rick Bischoff