Intensive English Program
Revised 12-21-2009

Mission/Vision Statement
The mission of the Intensive English Program (IEP) is to provide quality instruction in English as a second language (ESL) to both international and English language learning students planning to pursue university studies in the United States.

Students/CUSTOMERS
The Program serves international students who wish to immerse themselves in English language instruction and American culture.

Program Objectives (PO)
• To ensure students are academically prepared to succeed in their undergraduate or graduate studies at Wilkes University.
• To achieve and maintain Commission on English Language (CEA) accreditation, verifying the program is nationally competitive.
• Provide quality academic English language instruction for students whose native language is not English.
• Prepare students for further academic study in the U.S.
• Provide English language instruction for personal growth.
• Provide students with the advising they need to successfully reach their academic or professional goals.
• Provide leadership in the areas of intercultural understanding and cooperation.
• Provide learner-centered instruction.
• Provide services relating to admission, counseling, academic life, and the general success of international students attending Wilkes University.

Student Learning Objectives (SLO)
• Reading: The student can mostly understand lengthy, complex texts, and can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms. (Adapted from the Common European Framework B2/C1)
• Writing: Student can write clear, detailed texts, related to the students field of interest, synthesizing and evaluating information and arguments from a number of sources, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. (Adapted from the Common European Framework B2/C1)
• Listening: The student can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialization, can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. (Adapted from the Common European Framework)
• Speaking: The student has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say. (Adapted from the Common European Framework)

Key Assessment Activities
• Class Assignments, Exams and Homework
• Literature Circles
• Student Portfolios
• TOEFL iBT Scores
### University Strategic Plan Goals (SPG)

1. Achieving excellence & growth in academic programs.
2. Developing a world-class support environment.
3. Valuing our people.

### Institutional Student Learning Outcomes (ISLO)

Through coursework, learning experiences, co-curricular and extracurricular activities, students will develop and demonstrate:

1. Knowledge, skills, and scholarship appropriate to general and major field areas of study.
2. Effective written and oral communication skills and information literacy using an array of media and modalities.
3. Practical, critical, analytical, and quantitative reasoning skills.
4. Actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity.
5. Interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and life-long learning.

### Strategic Alignment

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### Classification of Instructional Program (CIP) Code: NONE