

**AMERICAN UNIVERSITY OF KUWAIT
INTENSIVE ENGLISH PROGRAM**



**AMERICAN
UNIVERSITY
of KUWAIT**

**SELF-STUDY REPORT
FOR
COMMISSION ON ENGLISH LANGUAGE
PROGRAMS ACCREDITATION**

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I. INTRODUCTION

A. Organizational Overview and History of Program

The Intensive English Program (IEP) was developed structurally, academically, and philosophically in tandem with the American University of Kuwait (AUK). Since the university's inception, conversations relative to the IEP were integral in all university planning meetings and development activities that occurred during the start-up phase of the University. In June 2003, the Director of the Intensive English Program, Ms. Margaret Combs, was hired by AUK and was given the responsibility for developing the blueprint for an IEP immediately. Such a blueprint was presented in June 2004 and adjusted according to the strategic start-up planning criteria. The initial implementation phase of the IEP took place between March 2004 and September 2004, the date of operations and included: 1. The construction of appropriate IEP facilities that included technology based classrooms and writing laboratories, curriculum, courses, and syllabi; 2. Research based adoption of instructional materials, language placement tests, assessments; 3. Integration of the relevant IEP data into the Banner—the computerized student management system adopted by the university.

Since operations began on September 14, 2004, the IEP initiated, developed, and implemented strategic initiatives based on the initial student performance, student needs, increase in student enrollment, increase in faculty hiring, and expansion of program. The evolving expectations and student learning outcomes at the University's undergraduate level, by default required an equally evolving IEP that extended the University's vision and accurately responded to its own interdependent mission and goals.

Thus, all areas addressed in the ten (10) standards of the self-study evolved over the course of the first (4) years of the start-up phase of the program and the University. What follows is a summary that captures the horizontal and lateral developments of the IEP as it operates both as a distinct University unit and as an integrative unit that dovetails the University's mission and goals.

Development of the Mission Statement

The mission statement of the IEP has evolved over the course of the first four (4) years of the University's start-up. The mission of the IEP is integrally linked to the mission of the University and thus revisions and adjustments to the University's mission by default initiated revisions and adjustment to the IEP mission. Regardless of the revisions, however, the core mission of the IEP relative to the preparedness level of the student's language proficiency and language preparedness to the University's undergraduate program remained constant.

| Time line of Development & Revisions, & founders | University's Mission Statement | IEP's Mission Statement |
|--|--|---|
| University's mission statement developed June 2004 by Dr. Samih Farsoun, Dean of Liberal Arts and Sciences; approved by Executive Board. IEP's mission statement developed by Margaret Combs, Director of the IEP and Senior start-up administrators, approved by the | The American University of Kuwait is a liberal arts institution based on the American model of higher education. It is dedicated to providing students with knowledge, self-awareness, and personal growth experiences that can enhance critical thinking, effective communication, and respect for diversity. AUK seeks to create leaders and lifelong learners who aspire to the highest standards of moral and ethical responsibility in their societies. | The mission of the Intensive English Program is to prepare students to gain sufficient mastery of the English language in order to enter the degree programs of the University and to excel as students. The purpose of the Intensive English program is to train non-native speakers in specific uses of English for academic purposes, as well as to provide quality English language instruction to all individuals who have chosen English as their medium of communication for academic pursuits and to promote international and intercultural understanding. |

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| Executive Board July 2004. | | |
| University's mission statement revised by Dr. Marina Tolmacheva, President and the Board of Trustees, and approved by Executive Board in Spring 2006. IEP's mission statement revised by the IEP, and approved by the President's Cabinet in Fall 2007. | The American University of Kuwait is a liberal arts institution based on the American model of higher education. It is dedicated to providing students with knowledge, self-awareness, and personal growth experiences that can enhance critical thinking, effective communication, and respect for diversity. AUK seeks to create leaders and lifelong learners who aspire to the highest standards of moral and ethical responsibilities in their societies. | The mission of the American University of Kuwait Intensive English Program is to prepare students seeking admission to enter the academic degree programs of AUK, by enabling them to gain sufficient mastery of the English Language and successfully apply the critical thinking skills they need to excel as students both during and after their formal studies. IEP will achieve its mission by training non-native English speakers in specific uses of English for academic purposes, by providing quality English language instruction to all who have chosen English as their medium of communication for academic pursuits and by promoting international, intercultural and self-understanding. |

Development of the Organizational Structure

The initial organizational structure was put into place in Fall 2004. The Director of IEP reported directly to the University's Dean of Academic Affairs, Dr. Samih Farsoun. The program was composed of the Director, one (1) Laboratory Assistant, and faculty. The Laboratory Assistant and faculty reported directly to the Director of the IEP. In Spring 2006, the Director of the IEP began to report directly to the President of the University. The shift in the organizational reporting structure was a direct result of several administrative changes at the University level. The position of Dean of Academic Affairs become vacant, thus reporting structure of the IEP was directed to the President.

In Spring 2006, we determined the need for two coordinator positions thus these positions were created and filled by Spring 2007. The Assistant to the Director of the IEP position was created and filled by Spring 2007. The academic supervisory responsibilities have evolved over the course of the 2007/2008 academic year. Initially, Coordinator I was responsible for ENGL 099 and the reading and writing component of IENG Level 3, and Coordinator II was responsible for Oral Communication for IENG Levels 1, 2 & 3, and for the reading and writing component for IENG levels 1 & 2. Beginning in Fall 2008, the responsibilities of the coordinators were adjusted: Coordinator 1 is responsible for English 099, and Reading and Writing for IENG levels 1, 2 & 3, and Coordinator II is responsible for Oral Communications for IENG levels 1, 2, & 3. During the history of the IEP, student workers were hired. Currently eight (8) student workers are working for the IEP and report directly to the Assistant to the Director. Since operations, IEP faculty increased by approximately 200%. At the beginning of operations, the number of full-time IEP instructors was 11, and one with a half time position and the Director with a half-time position. To date, the number of full-time IEP instructors is 21, and the number of part-time instructors is approximately 2-3 per semester. The IEP loses approximately 1.5 faculty members per year, of which 50% are terminated for cause and the remaining 50% are at will of the faculty member.

Historical Highlights of the IEP

The following is a summary of key events that have shaped the IEP on organizational, academic, and philosophical levels:

September 2003

- Physical move of start-up from its temporary office located at the American School of Kuwait (ASK) to the current AUK campus.

- Development of the IEP Mission Statement by the Director of the IEP, Margaret Combs, and the senior start-up administrators, and approved by the Executive Board.
- Development of the IEP curriculum for all three levels by the Director of the IEP, Margaret Combs.

August 2004

- Completion of hiring of AUK's IEP faculty, and arrival of faculty on campus in preparation for classes.

September 2004

- Development of Level 3 syllabus by Michael McMurray, Catherine Warner-Bennani, Linda Raye Sue, Pauline Arthur and David Hart.
- Development of Level 2 syllabus by Alison Koushki and Rebecca Sanchez-Loomis AUK.
- Development of Level 1 syllabus by Don Prades.
- Commencement of AUK operations, first semester, on September 14, 2008. Consequently IEP commences its classes.

Spring 2005

- Changes and revisions to the curriculum for IEP classes were submitted at the end of the Spring semester by the following IEP faculty members:
 Michael McMurray for Level 3.
 Rebecca Sanchez-Loomis for Level 2.
 Don Prades and Stephen Jacques for Level 1.

Summer 2005

- Development of the Bridge Program by Margaret Combs and Dr. Rawda Awwad, Freshman Writing Coordinator, which was completed in the Spring semester.
- Penguin Readers are introduced into IEP.

Fall 2005

- Implementation of the new IEP attendance policy.
- University decision to discontinue the C- grade initiated changes for letter grades in the IEP.
- Introduction of the Criterion Writing Program to the IEP.
- Inception of Longman Interactive English Software with IEP labs.
- Implementation of The ACCUPLACER OnLine™ Exit exam as part of the students' overall grade; ACCUPLACER OnLine™ was no longer used merely as a proficiency exam to assess students' ability.
- Integration of the Reading Circles into the IEP lab component in order to encourage reading.
- Participation of IEP students in the first AUK Academic Showcase.

Spring 2006

- Commissioning of Rebecca Sanchez-Loomis to continue developing the Bridge program. Promotion of Rebecca Sanchez-Loomis to Curriculum Coordinator.
- Implementation of new strategies for IEP student recruitment.

Fall 2006

- Hiring of two additional full time and two adjunct IEP instructors, increasing faculty to 16 instructors.
- Commencement of the Bridge Program structured upon three different levels in order to assist students in making an easier transition from IEP or high school into ENGL

090 or ENGL 101. The three levels were defined as ENGL 085, ENGL 086 and ENGL 087. These courses were half a semester long or one block.

Spring 2007

- Discontinuation of the Bridge Program due to Kuwait Ministry regulations. Government regulations concerning scholarships created problems with students on scholarship in the Bridge Program.
- Implementation of English 099 to replace the Bridge Program. This course was designed to provide students with the skills needed for writing academic papers for the undergraduate programs.
- Hiring of three additional instructors to meet the demands of English 099.
- Standardization of more rigid essay writing through the use of portfolio assessed by a portfolio committee in the ENGL 099 program.
- Promotions of IEP faculty: Don Prades and John Barnett promoted to Senior Instructors and Rebecca Sanchez-Loomis promoted to Curriculum Coordinator.

Summer 2007

- Standardization of more rigid IEP Oral Communication presentations begins for all three levels. Stephen Jacques was responsible for developing the rubrics and presentation goals for all three IEP Oral Communication levels as well as handouts and instructions for IENG 020 and IENG 030. Don Prades developed handout and instructions for IENG 010.
- Application for CEA candidacy by Margaret Combs on behalf of the IEP.

Fall 2007

- Attendance of Margaret Combs and Stephen Jacques at the CEA Self-Study Accreditation workshop in America.
- Nomination of Committee members and submission of the Self-Study Plan to CEA in America.

Spring 2008

- Approval and commencement of the Self-Study Plan.
- Revisions to current IEP curriculum were conducted.

Fall 2008

- Commencement of formal Curriculum Review Committee
- Nomination of IEP faculty representative.
- Implementation of revised curriculum for the Reading and Writing Components in all IEP levels.
- Completion of CEA Accreditation.

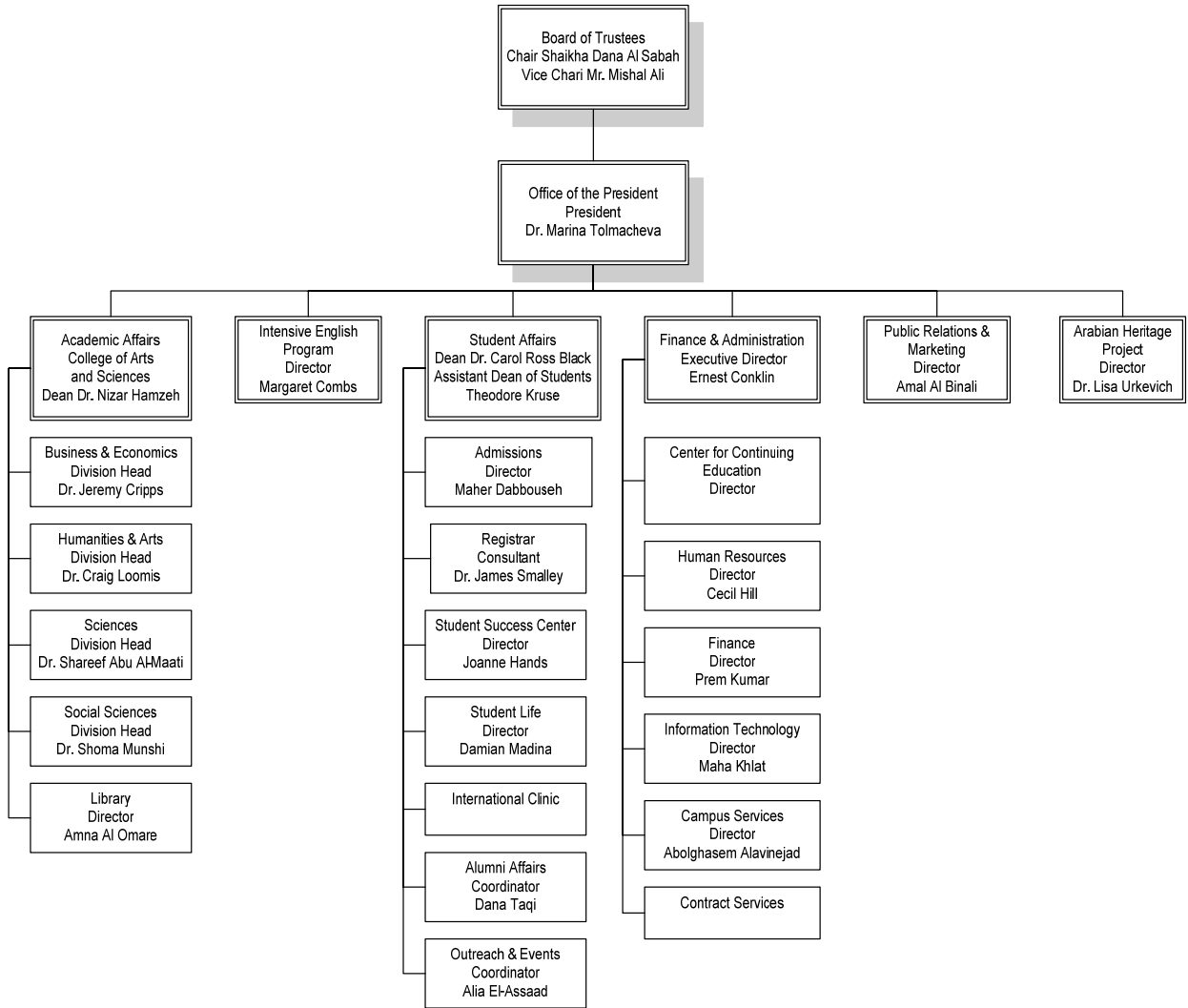
Type of Program or Institution

The American University of Kuwait Intensive English Program (IEP) exists solely within the organizational structure of the academic unit of the University, thus it is categorized as a TYPE 1 program according to CEA definition.

C. Organizational Structure with Organizational Chart

Please refer to the organizational structure overview in Section A of the introduction. The current organizational structure is presented in the chart below:

American University of Kuwait



American University of Kuwait

Intensive English Program

