

Proposition: 06-09/10 Amended

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Sponsor: Rayson (A&S), Hubbell (A&S)

Proposed Committee Assignment: University Affairs

Assigned Committee: Faculty Affairs 11/10/09

Title: A Memorial Requesting an Increase in Minimal English Proficiency Standards for Regular Admission of International Students

Whereas it is imperative that students be able to effectively communicate in English to successfully complete all degree program (undergraduate and graduate) at the University,

And Whereas the Testing of English as a Foreign Language (TOEFL) exams are excepted evaluation tools for written and spoken English comprehension and communication,

And Whereas current admissions policies allow for regular admission to non-English speaking students with scores significantly blow those required by peer institutions,

And Whereas insufficient funds have been made available to the Center for Intensive Training in English (CITE) and teaching of the necessary sections of SPCD 470, Scholarly Writing for International Graduate Students,

And Whereas these conditions have resulted lin an ever-increasing backlog of students requiring English proficiency instruction prior to full engagement in their respective course-of-studies degree programs,

Therefore, it is requested that regular admission of international students be limited to those demonstrating minimal English proficiency as demonstrated with a TOEFL score of at least 550 or an iBT of 79-80. Those students admitted with scores of 500-549 or 61 to 77-78 should be admitted provisionally and be required to take at least one course to improve English communication skills. Additionally, students admitted with scores lower that 500 or 61 should be required to enroll exclusively in the CITE curriculum until demonstration of minimal oral and written English communication skills.

In addition, it is requested that the Academic English Proficiency Test (AEPT) be required only of those international students admitted who have TOEFL (or iBT) scores below 550 (79-80). Those students admitted with scores of at least 550 (79-80), and who are offered teaching assistantships, should only be required to take the International Teaching Assistantship screening to assess their ability to communicate effectively in a classroom setting.