

Cover Memo for Proposed Admission and/or Standards Change (MTSU)

On-campus memo:

TO: Admission and Standards Committee

FROM: Scott Handy
(Department Chair or Program Coordinator)*

College of Graduate Studies
(College, Program or Department)*

Contact Person: Scott Handy

EMAIL: shandy@mtsu.edu

RE: modification of options to demonstrate english language proficiency
(Specify issue[s] being submitted to the committee.)

DATE: 10/31/2016

Level or area to which change(s) would apply:

☒ University ☐ College ☐ School ☐ Department ☐ Program
☐ Other?

Program(s) and/or student population(s) affected: international graduate students

(Note that an Impact Data Form must be submitted along with the proposal.)

This change would fall into the following classification(s) (check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Proposed change in GPA for admission | <input type="checkbox"/> Proposed change in policies or requirements for retention |
| <input type="checkbox"/> Proposed change in GPA for retention | <input type="checkbox"/> Proposed change in policies or requirements for graduation |
| <input type="checkbox"/> Proposed change in GPA for graduation | <input type="checkbox"/> Proposed change in grading scale |
| <input checked="" type="checkbox"/> Proposed change in test or pre-requisite requirements for admission | <input type="checkbox"/> Proposed change to academic program requirements |
| <input checked="" type="checkbox"/> Proposed change in other requirements for admission | <input type="checkbox"/> Proposed standards for a new program |
| <input type="checkbox"/> Proposed change in policies or requirements for placement | <input type="checkbox"/> Other |

Description of Change Proposed:

(Attach separate sheet as needed.)

This proposal seeks to expand and update the methods whereby international graduate students can demonstrate English language proficiency. UMELT (a discontinued test) will be replaced by MELAB (its standard replacement). ITEP and PTE Academic will be added, as they are accepted at the undergraduate level. English language training at IEI will also be accepted (again, paralleling the undergraduate level).

Rationale/justification for change (Please ensure that all aspects and ramifications of the change are addressed. Attach separate sheet as needed.):

This proposal seeks to expand and update the number of methods whereby international students can demonstrate English language proficiency and to have greater consistency between the undergraduate and graduate options. This is expected to have a beneficial impact on graduate level international applications.

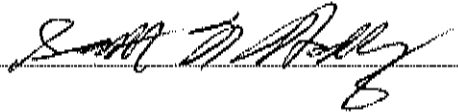
Dissemination of information:

The following colleges, program or departments may be affected by this decision:

All graduate programs at MTSU

I certify that I (or my representative) have consulted with each college or program that may be affected by the proposed changes.

Proposer's signature



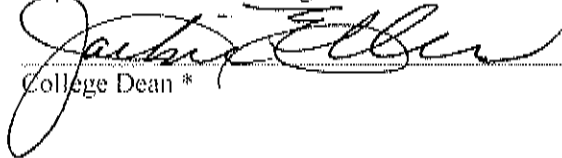
10/24/16
Date

Other permissions sought: *If this change is connected to curriculum or program development, have the appropriate forms been submitted to the general education, curriculum or graduate committees? If a proposal will/may impact enrollment in specific courses or programs, have concerned departments or programs been consulted? Please include dates of submission and/or approval as relevant.*

NA

Other signatures needed for approval of proposal:

Department Chair or Program Coordinator*



College Dean *

Date of initial proposal

Date of college approval

Chair Admission and Standards Committee

Date approved by ASC

Vice-President for Student Affairs / Vice-
Provost for Enrollment & Academic Services

Date approved by VPSA

Provost

Date approved by Provost

President

Date approved

* Note: When the proposal does not come from an academic unit, replace titles as needed. If a proposal comes directly from a dean or higher, the first signature may be omitted.

**Admission and Standards Committee
IMPACT DATA FORM for PROPOSED CHANGES**

Department or Program or University Office: College of Graduate Studies

Brief Statement of Proposed Change: English language proficiency Date: 10/31/2016

1. Detailed discussion of how proposed changes may impact students, prospective students, university programs and/or other. *(Use as much space as you need below. You may refer to cover memo and its attachments as needed to avoid repetition.)*
The only anticipated impact is that prospective international students will have more options for demonstrating proficiency in English. This is expected to increase the pool of applicants, thereby increasing diversity on campus and to making graduate education more accessible to many underdeveloped countries. It will also make the methods of demonstrating proficiency more consistent at the undergraduate and graduate levels.

Proposed Effective Date fall 2017

2. Identify the student population(s) that will be affected.
International graduate students
3. Are there plans to make this proposal retroactive? If so, please indicate when (specify the date) and identify student population(s) who will be affected. *(For example, "students admitted under the 2004 catalog or earlier.")*
No
4. Discuss the specific impact on students. Provide enrollment and/or other relevant **data for the past three years**, including appropriate demographic data (e.g. male, female, minority, part-time, older students etc.) to illustrate the possible impact on specific groups. *(For example, for a proposal to raise the GPA for graduation, provide a breakdown of graduating student GPA by different demographic groups.)* Attach supporting documentation.

There is no data to report.

Proposed Graduate Catalog Statement

Proof of English Proficiency

International students who will be attending the University on a visa and who are not native speakers of English or graduates of a United States undergraduate or graduate institution must submit a demonstration of English language proficiency. This can be accomplished in a number of different fashions:

1. Test of English as a Foreign Language (TOEFL) score (minimum score of 525 paper-based or 71 Internet-based),
2. International English Language Testing System (IELTS) score (minimum score of 6.5),
3. Michigan English Language Assessment Battery (MELAB) test score (minimum score of 74),
4. PTE Academic (minimum score of 55),
5. International Test of English Proficiency (iTEP) score (minimum score of 4.5),
6. E.L.S. instruction (completion of level 112), or
7. International English Institute (IEI) instruction (completion of level 6 in all course areas offered).

Note that certain programs may require higher standards, so please consult the program coordinator for more information.

For information on TOEFL testing, visit www.ets.org/toefl

For information on IELTS testing, visit www.ielts.org/contact_us.aspx

For information on MELAB testing, visit www.CambridgeMichigan.org

For information on PTE Academic, visit www.pearsonpte.com

For information iTEP testing , visit www.iTEPexam.com

For information on E.L.S., visit www.els/edu/en

For information on IEI, visit www.iei.edu



TENNESSEE BOARD OF REGENTS

Academic Proposal Form for All New Programs

COVER PAGE

This form is submitted with all proposals requiring Board approval to the TBR Vice Chancellor for Academic Affairs. The COVER PAGE may be submitted as a PDF. All other forms should be submitted as MSWord documents.

Please remember to submit only one proposal with related support documents per e-mail.

Sponsoring Institution(s): Middle Tennessee State University

Proposal Statement: Policy Revision: English language proficiency standards for admission to the College of Graduate Studies

Degree Designation [or] Type of Certificate:

_____ in _____
Formal Degree Abbreviation Title of Proposed Program to be established or impacted

Proposed Degree [or] Certificate CIP & SOC Codes:

Concentrations: (if applicable)

Proposed CIP & SOC Codes:

Anticipated Delivery Site(s): Middle Tennessee State University

Proposed Implementation Date: Fall 2017

Cooperative/Collaborative Partners: none

For more information contact: Dr. Peter Cunningham / 615-904-7661
Name Telephone

Institutional Approval: _____ / _____
Signature of President (required) Date

The Cover Page documents the President's support and that the proposal has been reviewed and approved through the established institutional processes. Collaborative programs require the President's signature from all participating institutions.



Actions Subject to the 30 Day Review Process
or Signature of the Vice Chancellor

Please refer to TBR Policy 2:01:01:00, TBR Guideline A-010, and THEC Policy A1:0 and A1:1 before developing a proposal.

INSTRUCTIONS: Please respond to each question. If the question is not applicable, please use “NA” and include a brief explanation of why the question is not applicable to the proposed action. The form will expand to allow space as needed and must be submitted to the TBR Vice Chancellor for Academic Affairs or Vice Chancellor of Community Colleges as appropriate an MSWord document.

INSTITUTION: Middle Tennessee State University

PROPOSAL: Policy Revision: English language proficiency standards for admission to the College of Graduate Studies

PROPOSED EFFECTIVE DATE: Fall 2017

PURPOSE: In an effort to attract highly qualified students to the graduate programs at Middle Tennessee State University who are prepared to successfully complete their degrees and find gainful employment following graduation, we are proposing to expand number of opportunities for international students to demonstrate the English language proficiency.

NEED/RATIONALE: This proposal seeks to expand and update the number of methods whereby international students can demonstrate English language proficiency and to have greater consistency between the undergraduate and graduate options. Thus, the discontinued UMELI will be replaced by MELAB, the low-cost iTEP will be added, as will the convenient PTE Academic (offered by Pearson’s with the opportunity to take it at the same center as the GRE). The English language training offered by IEL will also be accepted as it is at the undergraduate level.

IMPACT: This change is expected to serve to increase the number of effective methods that international students may use to demonstrate English language proficiency and to make these methods more consistent between the undergraduate and graduate options. Including iTEP as an option, this low cost proficiency test is expected to enhance applications from developing nations, while PTE Academic offers the convenience of a single common testing sight for both it and the GRE. UMELI has ceased to exist, but has effectively been replaced by MELAB. Finally, partnering with IEL, a local English

training program already accepted at the undergraduate level at Middle Tennessee State University, will provide another local avenue to capture international students and increase diversity in the graduate programs at Middle Tennessee State University.

PLANS FOR ACCREDITATION: Not applicable, as this proposed change is for all graduate programs at Middle Tennessee State University and no special accreditation is required.

The following two items require the completion of separate forms as indicated below. Do not complete the remainder of this document.

_____ Name Change for Existing Program or Academic Unit (**USE NAME CHANGE FORM ONLY ON TBR ACADEMIC AFFAIRS WEBSITE**)

_____ Establish an Off-Campus Site/Off Campus Center. (**USE THEC OFF-CAMPUS SITE/CENTER APPROVAL FORM(S) ONLY ON TBR ACADEMIC AFFAIRS WEBSITE**)

Note: In keeping with the THEC Policies, the **THEC Off-Campus Site/Center Approval Forms** must be submitted for review. No announcements may be made regarding opening new site or center until the THEC approval is granted per THEC Policy 1.0.60B

Type of Change (Check all those that apply):

_____ Change of degree designation for an existing academic program or concentration per written recommendation of a disciplinary accreditation body or to more accurately represent the title to the workplace. Documentation must accompany the change request.

_____ Change of degree designation for an existing academic program or concentration when the change involves a significant curriculum shift in redefining the program's purpose.

_____ Change/Add degree designation for existing programs

_____ Consolidate an existing academic program

_____ Conversion of an existing ground program to a fully on-line program (Indicate with or without maintaining the existing ground program)

_____ Curriculum modifications which increase or decrease total hours required for a degree.

_____ Substantive Curriculum Modification (i.e., 9 or more SCH at the community college, 18 or more SCH undergraduate, 9 or more at graduate, or 50% or more certificate) in an existing academic program. Provide a side-by-side comparison of the existing and proposed curriculum.

The proposed program requires completion of _____ SCH distributed as follows:

<u>Curriculum Component</u>	<u>SCH Required</u>
General Education	
Major Field Core (required of all students in program)	
Concentration (courses specific to the concentration)	
Electives (may be guided or general electives)	
Other (specify, i.e.)	

TOTAL SCH:

No. of new courses: _____ with _____ credit hours

No. of SCH impacted by the revision since last TBR action _____

_____ Establish a certificate less than 24 SCH (Provide the curriculum, justify the demand for the requested certificate and any alignment with other existing programs or certificates. Any new costs require the completion of the THEC FP.)

- _____ Establish a new concentration or MINOR (**Justify the demand and show side-by-side comparison of proposed curriculum along with the curriculum for any other concentrations or minors within the existing degree.** Any new costs require the completion of the THEC FP.) (Minors may be approved by the Vice Chancellor for Academic Affairs or referred to the Board.)
- _____ Establish a free standing degree program from an existing concentration with a steady enrollment and graduation rate for a period of at least three years may request to be recognized as a freestanding degree if the establishment of the concentration as a degree does not compromise the remaining degree and does not require new faculty resources. **Provide documentation of enrollment and graduation data for the existing concentration. If there are multiple concentrations within the existing, provide enrollment and graduation data for all concentrations within the degree individually to demonstrate that becoming freestanding will not endanger other concentrations within the existing degree. *Specify phase out procedure and final phase out date for original concentration.***
- _____ Establish a free standing degree program from an existing concentration **for more accurate Representation of title to the workplace.** Provide letters of support from the workplace to demonstrate more accurate representation as a freestanding degree. (See TBR policy 2:01:01:00 II (m) for performance funding implications.) **Provide documentation of enrollment and graduation data for the existing concentration. If there are multiple concentrations within the existing, provide enrollment and graduation data for all concentrations within the degree individually to demonstrate that becoming freestanding will not endanger other concentrations within the existing degree. *Specify phase out procedure and final phase out date for original concentration.***
- _____ Establish a new academic unit or reorganization (Specify department, division, college, school, campus sponsored centers not seeking Center of Excellence/Emphasis status through the THEC, centers within existing academic units, institutes, bureaus, campus, etc.) (Attach a current and proposed organizational chart.) Specify if the requested action results in a net gain of an academic unit (i.e., department, on-campus center, institute, bureau, division, school, or college). **The THEC has established additional requirements which must be attached to this request which may be located at http://www.tn.gov/thecc/Divisions/AcademicAffairs/academic_programs/THEC%20Administrative%20Units%20Form%20Feb%2027%202015.pdf. This action will be reviewed with Executive signature action by the THEC.)**
- _____ Establish an articulation agreement between institutions or between programs within a single institution
- _____ Extend an existing **degree** program to be delivered 100% at an off-campus location. (Extension to 100% off-campus delivery requires additional action if the location of delivery is to be converted from a “site” to a “center.”)
- _____ Inactivation of an existing program or concentration (If a program is not reactivated within a period of three years, the program will automatically be terminated and removed from the Academic Inventory by December of that year.)
- _____ Reactivation of a program that was placed on inactivation within the past 3 years
Date of inactivation: _____ Date of proposed reactivation: _____

_____ Termination (with or without phase-out, specify) of an existing program or concentration

 X Policy Revision: Admission/Progression/Graduation (institutional or program specific)
(Attach the current and proposed policy as a side-by-side comparison)

_____ Other _____

3. Indicate Program, Certificate and Concentration Change as Reflected in the Academic Program Inventory:

Before the Proposed Change (List as it now appears on the official Academic Program Inventory at THEC)			After the Proposed Change (List as it should appear on the official Academic Program Inventory at THEC, once approved.)		
Title of Old Program or Certificate Option (Include all existing concentrations before revision.)	Degree	CIP Code	Title of New Program Certificate, or Concentrations existing after revision is approved.	Degree	CIP Code

4. *Attach a copy of the "before and after" curriculum or organizational chart, as applicable, and a rationale for the proposed change. For policy changes, include the current and proposed policy. Whenever possible a side-by-side comparison is preferred.

Current Standards	Proposed Standards
<p>Proof of English Proficiency</p> <p>International students who will be attending the University on a visa and who are not native speakers of English or graduates of a United States undergraduate or graduate institution must submit a Test of English as a Foreign Language (TOEFL) score (minimum score of 525 paper-based or 71 Internet-based), University of Michigan English Language Institute (UMELI) test score (minimum score of 85), International English Language Testing System (IELTS) score (minimum score of 6), or E.L.S. instruction (completion of level 112) as a demonstration of English proficiency in order to be admitted to graduate studies at MTSU.</p> <p>For information on TOEFL testing, visit www.ets.org/toefl For information on UMELI testing, visit www.iei.edu</p>	<p>Proof of English Proficiency</p> <p>International students who will be attending the University on a visa and who are not native speakers of English or graduates of a United States undergraduate or graduate institution must submit a Test of English as a Foreign Language (TOEFL) score (minimum score of 525 paper-based or 71 Internet-based), Michigan English Language Assessment Battery (MELAB) test score (minimum score of 74), International English Language Testing System (IELTS) score (minimum score of 6.5), PTE Academic (minimum score of 55), International Test of English Proficiency (ITEP) score (minimum score of 4.5), E.L.S. instruction (completion of level 112), or International English Institute (IEI) instruction (completion of level 6 in all course areas offered) as a demonstration of English proficiency in order to be admitted to graduate studies at MTSU. Note that certain programs may require higher standards, so</p>

For information on IELTS testing, visit www.ietf.org/contact_us.aspx For information on E.L.S., visit www.elf.edu/en	please consult the program coordinator for more information. For information on TOEFL testing, visit www.ets.org/toefl For information on MELAB testing, visit www.CambridgeMichigan.org For information on IELTS testing, visit www.ietf.org/contact_us.aspx For information on PTE Academic, visit www.pearsonpte.com For information iTEP testing , visit www.iTEPexam.com For information on E.L.S., visit www.elf.edu/en For information on IEL, visit www.ief.edu
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5. Intended implementation date for program change: Fall 2017

6. For terminations, date phase-out period will end: NA

7. **If any new costs are anticipated, attach the THEC Financial Projections Form.**

No new costs are anticipated.

8. Describe the anticipated impact for students, personnel, fiscal resources, and other clientele.

This change is expected to serve to increase the number of effective methods that international students may use to demonstrate English language proficiency and to make these methods more consistent between the undergraduate and graduate options. Including iTEP as an option, this low cost proficiency test is expected to enhance applications from developing nations, while PTE Academic offers the convenience of a single common testing sight for both it and the GRE. UMELI has ceased to exist, but has effectively been replaced by MELAB. Finally, partnering with IEL, a local English training program already accepted at the undergraduate level at Middle Tennessee State University, will provide another local avenue to capture international students and increase diversity in the graduate programs at Middle Tennessee State University. None of this will require additional fiscal or personnel resources at MTSU, and some of these options will reduce the fiscal demand upon applicants.