

**A Proposal to Remove GRE in the Admission Requirements for
International Applicants for the M.A. in TESOL/BE**

**Dept. of Curriculum, Culture, and Educational Inquiry
College of Education**

The TESOL graduate faculty is recommending that the GRE should not be required for international applicants who have completed all or part of their education abroad in non-English-speaking countries or have less than 2 years of post-secondary education in the United States. The reasons for removing the GRE are stated below:

1. Highly ranked universities with established graduate programs in TESOL do not require international applicants to take the GRE (see table 1). By requiring the GRE, FAU's M.A. TESOL/BE program is imposing unnecessary barriers for international students to come to FAU and thereby makes our program less attractive to international students than do other TESOL graduate programs in the country.
2. By making our program accessible to international students, our program will be able to offer increased opportunities for collaboration among students in a global community environment, which in turn, enhances students' development of expertise in English language teaching and learning for speakers of other languages worldwide.

Proposed Alternative to the GRE: Different TOEFL requirement

The current TOEFL requirement at FAU for international applicants is a total score of 550. (Applicants from English-speaking countries and those who have completed a minimum of 2 years of post-secondary education in the United States are exempt from this requirement). We are proposing the following below as an alternative:

1. A total score of 80 or higher on the iBT (or 550 or higher on TOEFL PBT, or 213 on CBT. The TOEFL score in nationally ranked TESOL programs ranges between 80-102 (iBT)).
2. In addition, separate scores for each section plus the total score on the TOEFL iBT, CBT or PBT tests are required in order to determine which of a candidate's language skill may be stronger or weaker than the others.
3. TOEFL iBT is preferred because it is a more realistic measure of a test-taker's usage of English as each subtest involves integrated language tasks (e.g. grammar is tested via reading and writing and writing response is based on reading and listening tasks). It also includes scores for reading, writing, speaking and listening. (see table 2 and narrative for comparisons of TOEFL test formats).

4. Recommended Cutoff Subtest Scores for Admissions:

iBT: 20 or higher (Reading, Writing, Listening, Speaking)

PBT: 55 or higher (Reading, Listening, Structure & written expression) and 5 or higher on TWE

CBT: 21 or higher (Reading, Listening, Structure/writing)

(See table 3 for a breakdown of scores on iBT, CBT and PBT)

Table 1: ADMISSION REQUIREMENTS FOR INTERNATIONAL STUDENTS IN RANKED PUBLIC UNIVERSITIES WITH GRADUATE PROGRAMS IN TESOL

Name of University	TOEFL	GRE
Brigham Young University	90 in iBT (233 in CBT or 577 in PBT) 85 in iBT; breakdown: Writing 21 Speaking 22 Listening 21 Reading 21	N/A N/A
Columbia University	102 in iBT (> 250 in CBT) (100iBT/600 PBT)	N/A (GRE score- not specified)
Eastern Michigan University	83 in iBT (220 in CBT or 557-560 in PBT) + TWE: 6 83 (iBT)	N/A (exam- up to ind. Dept.)
Georgetown University	100 in iBT (250 in CBT or 590-593 PBT) 80 in iBT	N/A (GRE score-not specified)
University of Kansas	96 in iBT (240 in CBT or 587 in PBT) (Min.score-up to ind.Program)	N/A (GRE score-not specified)
University of Pennsylvania	100 on iBT (250 in CBT or 600-603 in PBT) (Min.score-up to ind.Program)	N/A (GRE score-not specified, but exam is required for Assistantship)

Purdue University	100 in iBT (250 in CBT)+ writing: 25 and speaking :27 77 (iBT): Writing 18 Speaking 18 Listening 14 Reading 19	N/A (GRE –up to ind.Program)
Southern Illinois University at Carbondale	88 in iBT (230 in CBT or 570- 573 in PBT) 80 (iBT)	N/A GRE (up to ind.Dept.)
Indiana University	100 in iBT (250 in CBT or 600-603 in PBT) (Min.score –up to ind.Dept.)	600 or better on at least one section of the GRE test (Min.score- up to ind. Dept.)
University of Hawaii	80 in iBT + writing: 25 61 (iBT) Min.scores required for Assistantship with Teaching Duties-100 on are iBT; Speaking: 25 & Listening: 25	GRE score- not specified (Min.score- up to ind. Dept.)
University of Michigan	100 (250 in CBT or 600-603 in PBT) (Min.score –up to ind.Program)	GRE score- not specified (Min.score –up to ind.Program)
Monterey Institute of International Studies	100 (250 in CBT)	GRE score-not specified (exam-optional)
University of Central Florida	91 (233 in CBT or 577 in PBT) (Min.score –up to ind.Program)	GRE score- not specified (Min.score –up to ind.Program)
University of Florida	80 (213 in CBT or 550 in PBT) (Min.score –up to ind.Program)	Verbal 516,Quant. 550 (Min.score -up to ind.Dept.)
University of South Florida	100 (250 in CBT or 600-603 in PBT) 79 (iBT), 213 (CBT), or 550 PBT)	A total score of 1000

Note: highlighted items refer to requirements for Masters programs in TESOL;
unhighlighted items refer to general graduate admissions requirements

Table 2: TOEFL TEST FORMATS

The TOEFL test is offered in three formats: iBT Test (Internet-based format), PBT (Paper-based format), and CBT (computer-based test) and they generate separate section scores and a total score as shown in the table below: .

Format	Listening	Speaking	Reading	Structure & Writing	Total Scaled Score
TOEFL iBT	X	X	X	X	X
TOEFL CBT	X		X	X	X
TOEFL PBT	X		X	(Multiple choice items for structure/written expression; no writing)	X (writing score reported separately)

We prefer TOEFL iBT over other TOEFL tests for these reasons:

1. TOEFL iBT is a more widely available test worldwide than TOEFL CBT or PBT.
2. TOEFL iBT includes integrated tests in the four skills whereas CBT and PBT do not test speaking.
3. The iBT writing section is composed of two writing tasks: one is independent writing and one integrated writing. On the contrary, TOEFL PBT structure and written expression section is composed of multiple choice questions and does not include writing. Students who take the PBT format have to take the TWE (Test of written English) and the essay score is reported separately from the total score. Although the CBT structure and writing section includes multiple choice questions and an essay writing, it has only one measure of writing whereas iBT writing has two measures of writing.

Table 3: Score range and breakdown of scores on the iBT, CBT and PBT tests

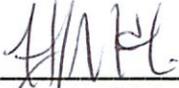
	IBT	CBT	PBT
Listening:	High (22-30) Intermediate (15-21) Low (0-14)	High (22-30) Intermediate (16-21) Low (0-15)	High (58-68) Intermediate (50-55) Low (0-49)
Speaking	Good (26-30) Fair (18-25) Limited (10-17) Weak (0-9)		
Structure/Writing	Good (24-30) Fair (17-23) Limited (1-16)	Good (26-30) Fair (22-25) Limited (3-21)	Good (61-68) Fair (55-60) Limited (31-54)
Reading Comprehension	High (22-30) Intermediate (15-21) Low (0-14)	High (23-30) Intermediate (17-22) Low (0-16)	High (57-67) Intermediate (49-56) Low (31-48)
TOTAL SCALED SCORE	0-120	0-300	310- 677

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The proposal recommending the removal of the GRE and requirement of the TOEFL for international applicants who have completed all or part of their education abroad in non- English-speaking countries or have less than 2 years of post-secondary education in the United States was reviewed and approved by:

The faculty of the Department of Curriculum, Culture and Educational Inquiry on November 10, 2010.



Dr. James. McLaughlin, Department Chair

1/27/11
Date

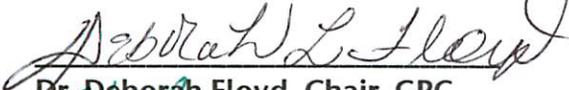
The curriculum subcommittee of the COE Graduate Programs Committee



Dr. Linda Webb, Chair, Subcommittee

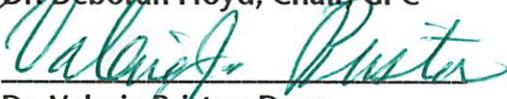
1-27-11
Date

The College of Education Graduate Programs Committee



Dr. Deborah Floyd, Chair, GPC

1-27-11
Date



Dr. Valerie Bristor, Dean

1/31/11
Date



Dr. Deborah Floyd, Chair University GPC

1-31-11
Date

Dr. Barry Rosson, Dean, Graduate College

Date