

**Proposal to Change Admission Requirements for
All Applicants to the M.A. in TESOL/BE**

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

March 15, 2011

Graduate faculty members in the TESOL and Bilingual Education program are recommending new admission requirements for all applicants to the M.A. in TESOL and Bilingual Education (MATESOL). This recommendation was supported by faculty members in the Department of Curriculum, Culture, and Educational Inquiry in vote taken within the last week, and in a vote taken last Fall. The rationale for the recommendation is based on several factors. First and foremost, we aim to have admission requirements that are both effective for helping us select students who will thrive in our program, as well as competitive with other respected MATESOL programs in North America. Additionally, most of the prominent and well established MATESOL programs in North America recruit for and attain international student enrollments exceeding 50% of their total students. Since having an international student enrollment of 50% is also our goal, our admission requirements must reflect the criteria necessary to choose international applicants who will thrive in the program, and have requirements that are comparable to MATESOL programs in North America and in other English-speaking countries .

We believe that the two most critical criteria for successful MATESOL/BE students are successful undergraduate work and English proficiency, two measurable criteria. Since our program is relatively new, we also wish to be competitive with high-quality programs that are well established.

Our current admission requirements are:

1. Bachelors degree from an accredited institution
2. GPA of at least 3.0 in the last 60 hours of bachelor's degree and GRE of 800 or GPA of 2.5 in last 60 hours of bachelors degree and GRE of 1000
3. TOEFL score of 550 (for international applicants)

Our new proposed admission requirements are:

1. Bachelors degree from an accredited institution
2. GPA of at least 3.00 in the last 60 hours of bachelor's degree or GPA of 2.50-2.99 in the last 60 hours of bachelors degree and a GRE score of at least 1000
3. TOEFL/IBT (Internet Based TOEFL) of 80 or TOEFL/PBT of 550, or TOEFL CBT of 213 (for international students who have completed all or part of their bachelors degree abroad in non-English-speaking countries, or who have fewer than 2 years postsecondary education in the U.S. We recommend the following subtest scores:

iBT: 20 or higher (Reading, Writing, Listening, Speaking)
PBT: 55 or higher (Reading, Listening, Structure and Written Expression) and
5 or higher on TWE (Test of Written English)
CBT: 21 or higher (Reading, Listening, Structure/Writing)

The TOEFL iBT is preferred over the CBT and PBT because it includes integrated tests in speaking, listening, reading, and writing, whereas the CBT and PBT do not test speaking. Also, the iBT has two measures of writing whereas the CBT has only one.

4. PRAXIS I: Pre-Professional Skills Test in Writing/PPST of 173 (for native English speakers)

The changes proposed are:

- to eliminate the GRE requirement for students who have a GPA of 3.00 or higher in the last 60 hours of undergraduate work
- to add a standardized writing requirement for native English speakers (to coincide with the English language proficiency requirement for international students)
- to add cutoff subtest scores on the TOEFL for international applicants

The rationale for the slight change in the GRE requirement is that we believe that a successful undergraduate career is a better predictor of success in MATESOL programs than is the GRE. This conclusion is also reflected by the admission requirements of many top MATESOL programs in North America (please see Table 1). Additionally, the GRE is inaccessible to many international students and recruiting international students is an important goal for us. As an example, a current student of ours had to travel for 2 days and back to Moscow to take the GRE. It was offered only once a year and cost her considerable time and money. As another example, a representative from the Saudi Institute indicated to us that he did not believe he could successfully recruit Saudi students because of the inaccessibility of the GRE to them.

The rationale for the addition of a standardized writing requirement for native English-speaking students is twofold. First, being a native speaker of English does not guarantee strong writing skills in English. Second, it is discriminatory to require an English language test of all international students and not of domestic students.

The rationale for the addition of cutoff subtest scores on the TOEFL is to enable graduate TESOL faculty to select candidates who have a high intermediate to advanced level of English proficiency that is necessary for graduate level work.

Table 1 illustrates the admission requirements for top MATESOL programs in North America that do not require a GRE. It should be noted that the Ontario Institute is considered to be the top program in the world. Its admission requirement is only a Bachelors degree. Additionally,

Columbia University, San Francisco State University, Ohio University, the School for International Training, Ohio State University, Arizona State University, and Northern Arizona University are major programs with long-standing reputations. Like our proposed requirement, Ohio State University requires the GRE only for applicants with a GPA below 3.0.

Table 1

ADMISSION REQUIREMENTS FOR ALL STUDENTS IN RANKED UNIVERSITIES WITH GRADUATE PROGRAMS IN TESOL AND WITH NO GRE

Name of University	Domestic and International	TOEFL Required Scores (International applicants only)
Arizona State University	<ul style="list-style-type: none"> • "B" average in last 60 credits leading to degree • Recommendation of department in which student plans to study • Three letters of recommendation • Statement of purpose • Resume 	250 (CBT), or 100 (iBT)
Columbia University	<ul style="list-style-type: none"> • A personal statement • Resume • Official transcripts from your university • 2 letters of reference 	102 (iBT), 250 (CBT), or 600 (PBT)
Hawai'i Pacific University	<ul style="list-style-type: none"> • Statement of financial support • Two 500 word essays • 2 letters of recommendation 	80 (iBT) <u>and</u> a Written Module Score of 25, 550 (PBT), or 213 (CBT)
Northern Arizona University	<ul style="list-style-type: none"> • Financial Guarantee Statement (At least \$33,376 (U.S.) should be available to international students planning to study there) • Bachelor's Degree or equivalent 	89 (iBT), 237 (CBT), or 570 (PBT)
Ohio State University	<ul style="list-style-type: none"> • GRE required if GPA under 3.0 • Bachelor's degree 	550 (PBT), or 79 (iBT)
Ohio University	<ul style="list-style-type: none"> • 3.0 GPA or above • Statement of Purpose • Resume • 3 letters of recommendation 	600 (PBT), 250 (CBT), or 100 (iBT)

Name of University	Domestic and International	TOEFL Required Scores (International applicants only)
Ontario Institute for Studies in education (OISE; Canada)	<ul style="list-style-type: none"> • Bachelor's degree (mid-B or better in the last year) • A Statement of Purpose • Two letters of references • A year of professional education for teaching, or the equivalent in pedagogical content, is helpful • At least one year of relevant, successful, professional experience 	
Saint Michael's College	<ul style="list-style-type: none"> • 2 Reference forms • 2 letters of recommendation • Resume • Essay 	550 (PBT), 213 (CBT), or 79 (iBT)
San Francisco State University	<ul style="list-style-type: none"> • ESL placement test upon entry to university for non-native speakers • Statement of purpose • 3.0 in last 60 credits of Bachelor's degree 	95 (iBT), 240 (CBT), or 590 (PBT), with an iBT writing score of at least 24 or CBT essay score of at least 4.5
School for International Training	<ul style="list-style-type: none"> • 1,000-1,500 word essay • Resume • Transcripts • 3 letters of reference 	TOEFL required but no minimum score set. Averages: TOEFL CBT score 240, with scores ranging from 213 to 267
Southern Illinois University at Carbondale	<ul style="list-style-type: none"> • GRE desired, but not required 	88 (iBT), 230 (CBT), or 570- 573 (PBT)
Syracuse University	<ul style="list-style-type: none"> • New York State certification in classroom teacher field • 3.0 GPA • 12 credits in a language other than English • Bachelor's degree • Recommendation letters • Personal statement 	TOEFL is recommended but can be waived at discretion of Admissions Committee; no minimum score stated

**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 proposal recommending the removal of the GRE and requirement of the TOEFL for international applicants who have completed all or parts 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 March 15, 2011



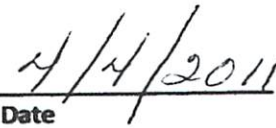
Dr. James McLaughlin, CCEI Department Chair



Date



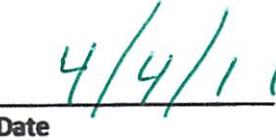
Dr. Deborah Floyd, Chair, COE GPC



Date



Dr. Valerie Bristor, COE Dean



Date

University GPC Chair

Date

Faculty Senate President

Date

Dr. Barry Rosson, Dean of the Graduate College

Date