

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

**On-campus memo:**

---

**TO:** Admission and Standards Committee

**FROM:** Dr. Scott Handy, Interim Associate Dean College of Graduate Studies  
(Department Chair or Program Coordinator)\*

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

**Contact Person:** Dr. Scott Handy

EMAIL shandy@mtsu.edu

**RE:** Raising the English Language Proficiency Standards for Admission to the College of Graduate Studies  
(Specify issue[s] being submitted to the committee.)

**DATE:** 4/27/2015

**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 Programs at MTSU  
(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 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.)

Raise the current English Language Proficiency standards for admission to the College of Graduate studies from 525/71/6.0 (for TOEFL paper-based test/ TOEFL internet-based test/ IELTS respectively) to 550/79/6.5 and include an iTEP score of 4.5 as an additional option as well as completion of level 6 in all course areas offered at IEI.

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

See rationale attached to the impact form.

**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.

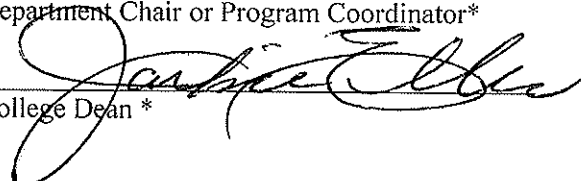
Proposer's signature  3/5/15  
Date

**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.*

This proposal has been approved by Graduate Council in the April 24th meeting.

---

**Other signatures needed for approval of proposal:**

Department Chair or Program Coordinator\*  
  
College Dean \*

Date of initial proposal  
5/5/15  
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: Increase English Language Proficiency Standards Date: 5/05/2015

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.)*

See impact section of attached pages.

---

---

---

---

Proposed Effective Date Fall 2017

2. Identify the student population(s) that will be affected.

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.")*

There is no plan to make this retroactive. It would become applicable for Fall 2017.

---

---

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.

See attached.

---

---

---

---

---

Rationale/Justification (for cover memo):

The basic underlying reasons for this proposed increase to the English Language Proficiency standards for admission to Graduate Studies at Middle Tennessee State University are to:

1. Attract better quality and better prepared international students, and
2. To increase the likelihood of student success once admitted into a graduate program.

At present, the English Language proficiency standards of MTSU are below the average of our funding and institutional peers (Table 1). This situation results in MTSU attracting and admitting international students who are not adequately prepared for success in graduate study. The consequences of this action are several-fold. First, many of these students wind up on probation early in their graduate career (14 of the students on probation this last fall fell below the proposed new standards) which makes it more difficult for them to successfully complete their course of study. Second, the programs themselves have to devote a great deal of resources to assist these students (particularly in programs which require a thesis or are reading/writing intensive). This creates a burden on the faculty and limits the ability of programs to grow and increase enrollment. Third, lower standards compared to our peer institutions can give MTSU a reputation as a “university of last resort” and lessens our chance of attracting higher quality and better prepared students. Thus, our reputation as a university is damaged. The proposed increase would put MTSU on a level equal to the majority of our peers and assist in attracting qualified international graduate students.

Table 1 – Peer Institution Data

Institution	TOEFL (paper-based)	TOEFL (internet-based)	IELTS
<b>TBR Institutions</b>			
ETSU	550	79	6.5
APSU	500	61	6.0
TSU	500	61	?
TTU	525	71	5.5
Memphis	550	79	6.0
TBR Average	525	70	6.0
<b>Funding Peers</b>			
Texas Tech	550	79	6.5
UT Arlington	Varies by program		
UT San Antonio	550	79	6.5
UNC Charlotte	557	83	6.5
UNC Greensboro	550	79	6.5
NSSE Peer Average	551	80	6.5

Institutional Peers			
Florida Atlantic	550	81	6.5
Florida International	Varies by program		
University of Central Florida	220*	80	6.5
George Mason	570	88	6.5
Georgia State	Varies by program		
Old Dominion	Varies by program		
University of North Texas	Not reported	79	6.5
Institutional Peer Average	547	82	6.5

\*= Suspected typo, likely should be 520. ? = Value not reported.

With respect to the addition of iTEP (International Test of English Proficiencies) as an English Proficiency standard, it is already accepted at the undergraduate level at Middle Tennessee State University and we have proposed the 4.5 level based upon conversations with iTEP as to what level would be in keeping with our preparation goals and proposed standards. Further, as a low cost option, this option is expected to increase our accessibility to prospective students in less-developed part of the world.

Finally, IEI (International English Institute) would be added as an English preparation system, much like ELS (English Language Services). It is a local institution, based in Nashville, and is likewise already accepted at the undergraduate level at Middle Tennessee State University. This proximity is expected to aid in directing well-prepared students to an institution that is geographically close to the preparation institution and thus aid in recruitment efforts.

Impact (sections 1 and 4 from Impact Data Form):

Table 2: Three Year Impact Data

Term	Total International Admits	International Admits Below Proposed	New International Enrolled	New International Enrolled Below Proposed
201480	211	65	85	23
201380	135	44	57	27
201280	166	42	91	22

As can be seen, the effective impact of increasing standards on actual enrolled students is fairly modest over the last three years (Fall data only are shown as this is the term in which the vast majority of our students enter graduate programs). Further, the impact is not localized in only a handful of programs. Generally, only one or two students would be in any one program. The

only exceptions are the MBA and Information Systems programs, which had maximal impacts in any given year of roughly 5 students (although these were only one year spikes). As overall enrollments are healthy in both of these programs, there is no anticipated significant negative impact.

As mentioned before, raising standards would likely decrease the number of graduate students who go on probation. Additionally, as these raised standards are more widely known, the quality of students applying to MTSU are expected to increase which will enhance the reputation of both MTSU and our programs, thereby further making us more competitive for the best international students. More attention could be focused on the other students in the Graduate programs and additional students could be added due to the time released from having to help less-prepared students complete their degrees.

As mentioned previously, the additions of iTEP as a low-cost proficiency test and IEI as a local ELS alternative are expected to increase the accessibility of Middle Tennessee State University to less-developed countries and to capture international students who are already geographically close for their English preparation respectively.

**Master Catalog Change Form  
Graduate**

Department Graduate Studies Prefix \_\_\_\_\_ Course No. \_\_\_\_\_

Full title of course \_\_\_\_\_  
(100 characters only)

Credit hours \_\_\_\_\_ Contact hours \_\_\_\_\_ (If different than credit hours)

Course taught with:  Standard Grading  Pass/Fail  S/U

Can be taken multiple times without calculating as repeat?  Yes  No How many times \_\_\_\_\_ Total Hours \_\_\_\_\_

CIP code \_\_\_\_\_ <http://nces.ed.gov/ipeds/cipcode/>

Fees (if applicable) \_\_\_\_\_

(must be approved by TBR)

Schedule type \_\_\_\_\_ Instructional Method \_\_\_\_\_

(See next page for a list of schedule types and instructional method codes.)

<b>EFFECTIVE TERM:</b> <u>Fall 2017</u>	
<input type="checkbox"/> <b>New course</b>	
<b>Abbreviated Title:</b> _____ (30 characters only)	
<input type="checkbox"/> <b>Course title change</b>	Previous Abbreviated Title: _____
<input type="checkbox"/> <b>Course prefix/number change</b>	Previous course prefix/number: _____
<input type="checkbox"/> <b>Credit hours change</b>	Previous credit hours: _____
<input type="checkbox"/> <b>Contact hours change</b>	Previous contact hours: _____
<input type="checkbox"/> <b>Grading system change</b>	
<input type="checkbox"/> <b>Change course to inactive status</b>	
<input type="checkbox"/> <b>Change course to active status</b>	
<input type="checkbox"/> <b>Dual-listing (when course is offered at two different levels, e.g., 4000/5000 or 6000/7000)</b>	
<input type="checkbox"/> <b>Cross-listing (offered under two different prefixes)</b>	Cross-list with: _____

Course prerequisites/co-requisites/restrictions: \_\_\_\_\_  
(A course cannot require departmental permission AND prerequisites/restrictions)

Memo Notes for RaiderNet: \_\_\_\_\_  
(i.e. restrictions to specific programs)

Does this change require a new catalog description?  Yes  No (attach new catalog description, if required)

Date Passed by Graduate Council: 4/24/15

Approved: \_\_\_\_\_ Date \_\_\_\_\_  
Dean, College of Graduate Studies

FOR REGISTRAR'S OFFICE USE ONLY			
Course	Equivalentents	Beg	End
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
GC Approved: _____		Registrar Entered: _____	

Attributes:

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

## Master Catalog Statement

### Current:

#### **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 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.

For information on TOEFL, visit [www.ets.org/toefl](http://www.ets.org/toefl).

For information on UMELI testing, visit [www.iei.edu/](http://www.iei.edu/).

For information on IELTS testing, visit [www.ielts.org/contact\\_us.aspx](http://www.ielts.org/contact_us.aspx).

For information on E.L.S., visit [www.els.edu/en](http://www.els.edu/en).

### Proposed:

#### **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 Test of English as a Foreign Language (TOEFL) score (minimum score of 550 paper-based or 79 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 6.5), 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.

For information on TOEFL testing, visit [www.ets.org/toefl](http://www.ets.org/toefl)

For information on UMELI testing, visit [www.iei.edu](http://www.iei.edu)

For information on IELTS testing, visit [www.ielts.org/contact\\_us.aspx](http://www.ielts.org/contact_us.aspx)

For information iTEP testing , visit [www.iTEPexam.com](http://www.iTEPexam.com)

For information on E.L.S., visit [www.els.edu/en](http://www.els.edu/en)

For information on IEI, visit [www.iei.edu](http://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: Change in English language proficiency standards for admission to the College of Graduate Studies at Middle Tennessee State University

**Degree Designation [or] Type of Certificate:**

Not Applicable 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

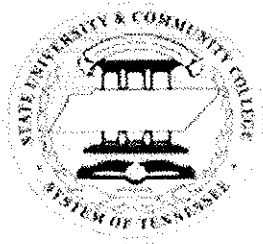
**Proposed Implementation Date:** Fall 2017

**Cooperative/Collaborative Partners:** None

For more information contact: Dr. Peter Cunningham / 615-494-7611  
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 (specify using “Type of Change” from following page):**

Policy Revision: Change in English language proficiency standards for admission to the College of Graduate Studies at Middle Tennessee State University

**PROPOSED EFFECTIVE DATE:** Fall 2017

(For terminations, date phase-out period will end: \_\_\_\_\_)

**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 increase the English language standards to be more in keeping with those of our peer institutions.

**NEED/RATIONALE:**

With an increase in the number of international students in graduate programs at Middle Tennessee State University, there has been an increasing challenge in guiding these students to completion due to highly variable English language skills and preparation. While other peer institutions have steadily increased their selectivity, Middle Tennessee State University has not and this increase will serve to put us on the same level as our peers as outline in the following table. The inclusion of iTEP (International Test of English Proficiencies) and IEI (International English Institute) training as options for demonstrating English language proficiency will create greater consistency between the undergraduate and graduate divisions at Middle Tennessee State University and should lessen confusion on the part of applicants.

Institution	TOEFL (paper-based)	TOEFL (internet-based)	IELTS
<b>TBR Institutions</b>			
ETSU	550	79	6.5
APSU	500	61	6.0
TSU	500	61	?
TTU	525	71	5.5
Memphis	550	79	6.0
TBR Average	525	70	6.0
<b>Funding Peers</b>			
Texas Tech	550	79	6.5
UT Arlington	Varies by program		
UT San Antonio	550	79	6.5
UNC Charlotte	557	83	6.5
UNC Greensboro	550	79	6.5
NSSE Peer Average	551	80	6.5
<b>Institutional Peers</b>			
Florida Atlantic	550	81	6.5
Florida International	Varies by program		
University of Central Florida	220*	80	6.5
George Mason	570	88	6.5
Georgia State	Varies by program		
Old Dominion	Varies by program		
University of North Texas	Not reported	79	6.5
Institutional Peer Average	547	82	6.5

\*= Suspected typo, likely should be 520. ? = Value not reported.

## IMPACT:

This increase is expected to serve to improve the quality of student attracted to graduate study at Middle Tennessee State University and enhance student success and the institution's reputation locally and internationally making it progressively more competitive for better students. Although there may be a short term decline in applications, study of the impact on previous years has shown that no single program would be adversely effected by increasing the English proficiency standards, and it is expected that many programs will actually be able to increase enrollment by freeing up time and resources used on under-prepared students for use with better-prepared students (see impact table below). Further, by including iTEP as an option, this low cost proficiency test is expected to enhance applications from developing nations. Finally,

partnering with IEI, 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. SACS will be notified.

***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

\_\_\_\_\_ Consolidate existing academic programs regardless of degree designations for Performance Funding purposes only

\_\_\_\_\_ 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 to demonstrate that becoming freestanding will not endanger other concentrations within the existing degree.**

\_\_\_\_\_ 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.)

\_\_\_\_\_ 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/theac/Divisions/AcademicAffairs/academic\\_programs/THEC%20Administrative%20Units%20Form%20Feb%2027%202015.pdf](http://www.tn.gov/theac/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

\_\_\_\_\_ 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 of an existing program or concentration

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:

Not applicable as this change will be for all graduate programs at Middle Tennessee State University.

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	Degree	CIP Code	Title of New Program Certificate, or	Degree	CIP Code

(Include all existing concentrations before revision.)			Concentrations existing after revision is approved.		

**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.**

Side-by Side Comparison

Current Standards	Proposed Standards
<p><b>Proof of English Proficiency</b></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 <a href="http://www.ets.org/toefl">www.ets.org/toefl</a>  For information on UMELI testing, visit <a href="http://www.iei.edu">www.iei.edu</a>  For information on IELTS testing, visit <a href="http://www.ielts.org/contact_us.aspx">www.ielts.org/contact_us.aspx</a>  For information on E.L.S., visit <a href="http://www.els.edu/en">www.els.edu/en</a></p>	<p><b>Proof of English Proficiency</b></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 550 paper-based or 79 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 6.5), 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.</p> <p>For information on TOEFL testing, visit <a href="http://www.ets.org/toefl">www.ets.org/toefl</a>  For information on UMELI testing, visit <a href="http://www.iei.edu">www.iei.edu</a>  For information on IELTS testing, visit <a href="http://www.ielts.org/contact_us.aspx">www.ielts.org/contact_us.aspx</a>  For information iTEP testing , visit <a href="http://www.iTEPexam.com">www.iTEPexam.com</a>  For information on E.L.S., visit <a href="http://www.els.edu/en">www.els.edu/en</a>  For information on IEI, visit <a href="http://www.iei.edu">www.iei.edu</a></p>

5. Intended implementation date for program change: Fall 2017

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



(If the phase-out period is greater than 1 year for certificates or 3 years for any other program, explain why more time is needed.)

**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.**

As can be seen in the following table, the effective impact of increasing standards on actual enrolled students is fairly modest over the last three years (Fall data only are shown as this is the term in which the vast majority of our students enter graduate programs). Further, the impact is not localized in only a handful of programs. Generally, only one or two students would be in any one program. The only exceptions are the MBA and Information Systems programs, which had maximal impacts in any given year of roughly 5 students (although these were only one year spikes). As overall enrollments are healthy in both of these programs, there is no anticipated significant negative impact.

Term	Total International Admits	International Admits Below Proposed	New International Enrolled	New International Enrolled Below Proposed
201480	211	65	85	23
201380	135	44	57	27
201280	166	42	91	22

As mentioned before, raising standards would likely decrease the number of graduate students who go on probation. Additionally, as these raised standards are more widely known, the quality of students applying to MTSU are expected to increase which will enhance the reputation of both MTSU and our programs, thereby further making us more competitive for the best international students. More attention could be focused on the other students in the Graduate programs and additional students could be added due to the time released from having to help less-prepared students complete their degrees.