Portland State University Faculty Senate Motion
6 March 2023

Portland Institute Nanjing English Pathway

Motion presented by the Academic Requirements Committee

Portland Institute Nanjing (PIN) transfer students are required to meet one of the following requirements in order to demonstrate English language proficiency:

1. Minimum test scores from exam such as TOEFL or DET, as defined by the PSU Admissions Office (https://www.pdx.edu/admissions/international/english-language-proficiency)

   OR

2. All of the following criteria:

   a. Completion of all 3 courses of the PINE sequence (PINE 100, Public Speaking for Electrical Engineering; PINE 101, Composition I; PINE 102, Composition II) with a grade average of 75 / C or better.

   b. Completion of at least three PSU-taught **Disciplinary courses** and one PSU-taught **General Education** course with grade average of 70 / C- or better.

Students not meeting language requirements

If students do not meet the language requirements at the time they apply for transfer, they can be admitted with an English language hold and will be required to register as an IELP pathway student or submit a passing language proficiency test score before receiving their I-20

Background, rationale, and preliminary discussions

On behalf of the Portland Institute Nanjing (PIN) program in the Maseeh College of Engineering & Computer Science, the Academic Requirement Committee would like to submit a proposal regarding the English language proficiency requirement for the international transfer students enrolled in the PIN program. The students complete the first two years in China and transfer to PSU, thus they are considered to be international transfer students, and it is proposed that the students in the PIN program are allowed to meet the English language proficiency requirement through one of the designated English proficiency tests or completing designated PSU courses modeled after the IELP's Pathway Program.

According to the Bulletin and the information about IELP Pathway on the website, at Portland State University, undergraduate international transfer students are allowed to directly take courses in their major only after demonstrating English language proficiency. PSU allows a few options to do this:

1. minimum test scores from exam, such as TOEFL or DET (https://www.pdx.edu/admissions/international/english-language-proficiency);

2. associate's degree from the U.S. with GPA of 2.5 or an average 75 (Chinese numerical scale) and 8 credits of college writing with a C- or better grade, or a bachelor's degree from an English-speaking country;

3. completion of PSU's Intensive English Language Program's Pathway Program. The Pathway Program is a 6- or 9-month program that satisfies the undergraduate English requirement.

The proposed English Language Requirement for PIN Program transfer students (general admission) is as follows:

Students are required to meet one of the following requirements in order to demonstrate English language proficiency:

1. minimum test scores from exam such as TOEFL or DET; (https://www.pdx.edu/admissions/international/english-language-proficiency)

OR

2. <u>All</u> of the following criteria:

   a. Completion of all 3 courses of the PINE sequence (PINE 100, 101, 102) with GPA of 75 / C or better;

   b. Completion of at least 3 PSU-taught Disciplinary courses and 1 PSU-taught General Education course with GPA of 70 / C- or better.

More detailed background for the proposed requirement can be found in the proposal below. The Academic Requirements Committee reviewed the proposal, and we are happy to support the proposed English proficiency requirements to be applied to the PIN Program starting in Fall 2023.

Portland Institute Nanjing English Pathway Proposal

PSU's Maseeh College of Engineering and Computer Science partners with Nanjing University of Posts and Telecommunications (NJUPT) on a joint education program. The Portland Institute Nanjing (PIN) was established in 2021 and offers dual degrees in Electrical and Computer Engineering at undergraduate and graduate levels. Articulation pathways allow students admitted to the program to transfer to PSU to continue or complete their degree. Upon fulfilling graduation requirements of both institutions, students are awarded PSU and NJUPT degrees. In Nanjing, the Maseeh College provides instruction for a third of the curriculum and the institute aims to foster research collaboration between faculty.

The Portland Institute Nanjing (PIN) curriculum was designed to prepare students to study at PSU after completing two years of study in China. Part of that curricular design is building the Academic Communication skills of the students systematically. Our model for this design is based on the IELP Pathway Program for undergraduate students, with learning outcomes that map directly to that program.

We would like PSU to recognize successful completion of the undergraduate PIN curriculum prior to transferring to Portland State as a demonstration of academic English proficiency equivalent to the IELP Pathway Program. Successful completion of those courses demonstrate the students' academic readiness and English proficiency. By allowing students to immediately begin courses in their major, these students could graduate at the end of two years from PSU. By setting a minimum GPA for PSU-taught courses at NJUPT, students could be more motivated to reach for higher grades and be more engaged in classes before transferring to PSU. Although the PIN program currently includes both graduate and undergraduate students, this proposal focuses on a proposed pathway for undergraduate PIN transfer students only.

2+2 Transfers: Students who successfully complete 2 years of study at Portland Institute Nanjing will be able to transfer to Portland State University with at least 90 credits that satisfy graduation requirements of a BS in Electrical Engineering or Computer Engineering. Students will have taken:

- 21 transfer credits of PSU-taught **General Education** courses. These 5 courses use English as the medium of instruction and are taught by PSU faculty: Public Speaking for Electrical Engineering, Composition I, Composition II, Critical Thinking, Science and Society;
- Over 20 transfer credits of Electrical Engineering (**Disciplinary**) courses. These 5 courses use English as the medium of instruction and are taught by PSU Electrical Engineering faculty.

All PSU-taught classes at NJUPT are also designed by PSU faculty: former and current faculty from IELP, instructors from the Philosophy Department, and Maseeh College of Engineering and Computer Science's Electrical Engineering Department. All assignments, exams, and grades are administered by PSU faculty.

3+1 Transfers: Students who successfully complete 3 years of study at PIN will be able to transfer an additional 23 credits of classes that are taught in English by PSU faculty.

PSU and PIN Transfer Requirements

ECE's requirements for transfer into the program major are a minimum grade of C and a minimum GPA of 2.25, in the courses listed here.

If students do not meet these minimum requirements, they can be considered for a general admissions transfer, and can retake the courses required for selective admission to ECE once at Portland State. Minimum PSU requirements for transfer students are a cumulative grade point average (GPA) of at least 2.25, and the completion of WR121 or equivalent with a grade of C- or better. Composition I and Composition II will serve as an equivalent for WR121.

CLAS Transfer courses

NJUPT Course names	Language of instruction	Semester Credits	Instructor	PSU Course(s)	Term Credits
University Physics (1+2)	Chinese	8	NJUPT	PH 211, 212, 213	12
Linear Algebra and Analytic Geometry	Chinese	3	NJUPT	MTH 261	4
Advanced Mathematics A (1+2)	Chinese	12	NJUPT	MTH 251, 252, 253, 254	16
PINE 100: Public Speaking for Electrical Engineering	English	3	PSU	COMM 220	4
PINE 101, 102: Composition I, II	English	6	PSU	WR 121 + WR LD	9
PINP 320: Critical Thinking	English	3	PSU	PHL 320U	4
PINP 307: Science and Society	English	3	PSU	PHL 307U	4

Language Requirements

The IELP has been in communication with the PIN Pathway Proposal creators and has reviewed the proposal and related curricular documents. IELP stands in support of the PIN Pathway as equivalent to the IELP Pathway Program based on:

* documented equivalency of the student learning outcomes

* provision for students to take courses for their major in English

* established minimum grading requirements for participant completion

Current PSU Language Requirements for International Students

At Portland State University, undergraduate international transfer students are allowed to directly take courses in their major only after demonstrating English language proficiency. PSU allows a few options to do this:

1. minimum test scores from exam, such as TOEFL or DET (https://www.pdx.edu/admissions/international/english-language-proficiency);
2. associate's degree from the U.S. with GPA of 2.5 or an average 75 (Chinese numerical scale) and 8 credits of college writing with a C- or better grade, or a bachelor's degree from an English-speaking country;
3. completion of PSU's Intensive English Language Program's Pathway Program. The Pathway Program is a 6- or 9-month program that satisfies the undergraduate English requirement.

Proposed English Language Requirements for PIN Program Transfer students (general admission)

The English language requirements for PIN transfer students meet or exceed the current standards for PSU transfer students. Students are required to meet one of the following requirements in order to demonstrate English language proficiency:

minimum test scores from exam such as TOEFL or DET; (https://www.pdx.edu/admissions/international/english-language-proficiency)

OR

All of the following criteria:

Completion of all 3 courses of the PINE sequence (PINE 100, 101, 102) with GPA of 75 / C or better.

Completion of at least 3 PSU-taught **Disciplinary** and 1 PSU-taught **General Education** course with GPA of 70 / C- or better.

Students not meeting language requirements

If students do not meet the language requirements at the time they apply for transfer, they can be admitted with an English language hold and will be required to register as an IELP pathway student or submit a passing language proficiency test score before receiving their I-20.

Appendix 1: Comparison between IELP Pathway and Proposed PIN Pathway

The following table compares the required courses in IELP's 9-month Pathway Program with the courses that will be taught in the first 2 years in the PIN program.

Source: IELP Pathway Program Courses: https://www.pdx.edu/english-language-programs/psu-pathway-program-courses

The aim of the IELP Pathway program is to ensure that students are prepared to take and succeed in PSU courses that students take for their major study. PIN students at NJUPT will be taking courses in their major with English as the medium of instruction. Successful completion of those courses demonstrates the students' ability to take courses in their major at PSU.

In addition to building core concepts in Electrical and Computer Engineering, the PIN program has been designed to integrate the development of Academic English and Communication skills as a part of the core curriculum. English skills are developed through both stand alone Academic English classes and through the core STEM courses using a content based approach to Academic English development

Pathway Courses IELP	PIN Courses Taught by PSU Instructors
Term 1	
Understanding Academic Lectures	Academic Culture and English (ACE) Summer Program, Intro to Computer Hardware, Fundamentals of Circuits Analysis
Guided Research Writing	Composition I
Advanced English Grammar	Composition I and II
Academic Reading and Vocabulary	Critical Thinking Introduction to Computer Hardware
American Culture and Academic Life	Academic Culture and English (ACE) Summer Program
Pathway Seminar	Tutorials

Term 2	
Grammar and Editing	Composition I and II
Independent Research Writing	Composition II
PSU Class	Intro to Computer Hardware
PSU Class	Fundamentals of Circuits Analysis
Pathway Seminar	Tutorials
Term 3	
Discussion Skills/Public Speaking	Critical Thinking, Science and Society, Public Speaking for Electrical Engineering
Advanced Academic Reading and Writing	Science and Society Composition II
PSU Class	Signals and Systems I
PSU Class	Signals and Systems II Statistics
Pathway Seminar	Tutorials

Appendix 2: Example Student Learning Outcomes from IELP and PIN Pathway Courses

The following list is an example of student learning outcomes expected of students who complete the IELP pathway and sample SLOs from PIN course syllabi.

Broad overview of what students should be able to do:

1. **Comprehend lectures in English**

- use a note taking system
- be able to distinguish rhetorical moves and speaker stance in a lecture
- use lecture notes to prepare for course assignments / tests

2. **Participate in course discourse**

- ask and answer questions in lecture format
- participate in group projects
  - small group discussion
  - collaborative project planning and execution
- able to work with classmates in a variety of classroom dynamics
  - lab
  - pair and small group discussions during class
- communicate with professors
  - email
  - office hours
- present ideas to the class
  - individual presentation
  - group presentation

3. **Reading and writing**

- comfortable reading 3 to 10 page articles (non-adapted)
  - can independently identify key themes and topics from articles
  - can independently connect themes and topics across multiple articles
  - use a variety of strategies to engage with complex material
- has read one or more full length non-fiction texts
  - demonstrated comprehension through a variety of assignments / activities requiring textual response (beyond fill the blank, multiple choice type activities)
- Able to respond to written and spoken material through writing that is X words or longer
  - can write a detailed summary
  - can write a summary statement
  - response connecting personal experience to ideas in reading
  - response connecting other knowledge on topic to the reading
  - response that states an opinion and/or critique of ideas in the reading
- Able to write two or more 3- to 6-page papers with an introduction, thesis, supporting points and conclusion - that uses 3 to 6 credible sources on a topic
  - Knows how to develop a thesis

- ○ Knows how to write supporting points within the body of the essay that logically link to the thesis
  - ○ Able to paraphrase material from sources
  - ○ able to document source material (in text and reference list) using a standard documentation system
  - ○ able to develop paragraphs with relevant explanations and use of source evidence
- ● Able to find appropriate, credible source material to write a 4 to 6 page research paper

4. Vocabulary

- ● Receptive knowledge of Academic Word List words
- ● Productive knowledge of Academic Word List sublists X - Y