English Language Proficiency Verification Requirement  
For J-1 International Exchange Visitors  
At John Jay College of Criminal Justice

Effective January 5, 2015, the US Department of State (DOS) is requiring that all prospective/new international exchange visitors coming to US universities in J-1 status demonstrate sufficient English proficiency before the university may issue the DS2019 documentation needed to bring the scholar here.

In principle, this regulation is not new. The DOS has always required J-1 sponsors to determine that a prospective exchange visitor “possesses sufficient proficiency in the English language to participate in his or her program,” without specifying how that should be accomplished. What is new is that DOS now requires sponsors to determine sufficient English language proficiency using “objective measurement” and “to retain evidence of how they measured applicants’ English language proficiency...”

The Department of State released the following guidance to illustrate the level of proficiency that will be required of all new J-1 scholars:

“The Department believes that not only is an exchange visitor’s success in his or her particular program dependent upon sufficient English language capability, but good English communication skills are essential to ensure the health, safety, and welfare of exchange visitors. Moreover, the Department continues to find that too many exchange visitors lack sufficient English proficiency to perform their jobs or complete their academic programs; to navigate daily life in the United States; to read and comprehend program materials; to understand fully their responsibilities, rights, and protections; and to know how to obtain assistance, if necessary. Accordingly the Department adopts a modified version of the regulatory language governing the Trainee and Intern categories as the program-wide standard for determining the English language proficiency of exchange visitors. The Department reminds sponsors to retain evidence of how they measured applicants’ English language proficiency so that it may be made available to the Department upon request.”

Any one of the five methods profiled on the next pages will suffice to determine English proficiency at John Jay College of Criminal Justice. However, it is strongly recommended that the English proficiency verification be completed prior to extending the invitation/offer letter.
Note: The Office of International Student and Scholar Services is required to keep copies of whatever verification methods were used to assess English proficiency. All verification documents must be received before a DS-2019 can be issued. **Failure to do so will cause John Jay College of Criminal Justice to lose Department of State certification to host J-1 exchange visitors.** Thank you for your cooperation in this matter.
J-1 English Proficiency Requirement John Jay College of Criminal Justice

The U.S. Department of State mandated that J-1 exchange visitors including short-term scholars, research scholars, professors, specialists, and student interns have sufficient English proficiency [22 CFR §62.10(a)(2)].

Sponsors must establish and utilize a method to screen and select prospective exchange visitors to ensure that they are eligible for program participation, and that:

(1) The program is suitable to the exchange visitor’s background, needs, and experience; and,

(2) The exchange visitor possesses sufficient English proficiency as determined by an objective proficiency measurement to successfully participate in the program and to function successfully on a day-to-day basis.

The host faculty must verify an applicant’s English language proficiency through a recognized English language test, by signed documentation from an academic institution or English language school, or through a documented interview conducted by the sponsor either in-person or by videoconferencing, or, if videoconferencing is not possible, by telephone. If the host faculty member cannot firmly establish sufficient English proficiency, then it is not appropriate to request a DS-2019 for the J-1 exchange visitor, as s/he is not eligible for J-1 status.

To comply with this regulation, host faculty must submit documentation of a prospective J-1 International Exchange Visitor’s English proficiency as part of the DS-2019 request process. OISSS will not issue a DS-2019 without valid documentation.

The English Proficiency Requirement can be satisfied by submitting documentation of at least one of the following; all documentation must be in English:

1) Documentation that the prospective J-1 international exchange visitor is a Native English speaker from Australia, Belize, Botswana, Canada (except Quebec), Commonwealth Caribbean, Ghana, Great Britain, Ireland, New Zealand, Nigeria, Scotland, Singapore, South Africa, or Zimbabwe.

2) Copy of diploma from U.S. institution or foreign institution where instruction occurred in English.

3) Documentation (scanned copy of original official letter) indicating the following tests of language assessment with dates test taken and test scores.

<table>
<thead>
<tr>
<th>Language Assessment</th>
<th>Minimum Score</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>IELTS</td>
<td>7.0</td>
<td><a href="http://www.ielts.org/">http://www.ielts.org/</a></td>
</tr>
</tbody>
</table>

4) A dated signed letter on company stationery from an accredited academic institution or English language school that is recognized internationally indicating the prospective exchange visitor’s level of English proficiency. The letter must be dated within the last two years, state the dates when the potential scholar attended the institution or school, and affirm that the prospective exchange visitor achieved at least intermediate level skills. The school must have an English website.

5) J-1 English Proficiency Interview Assessment Report (see template on next page) from an interview conducted in English by host faculty member with the prospective exchange visitor. The interview can be conducted in person, via Skype or other videoconferencing method, or if videoconferencing is not available, telephone. The host faculty conducting the interview must be proficient in English.
ENGLISH PROFICIENCY FORM

For J-1 International Exchange Visitor (IEV)

Name of IEV:  

English proficiency is documented by **1 of the 3** following (Check at least one)

- [ ] A copy of TOEFL score is attached
- [ ] (Part A) The John Jay College host faculty who is conducting the interview in English
  
  *Submit a completed Interview Assessment Report (attached)
- [ ] (Part B) English Instructor at an academic institution or an English Language School

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**Part A: Certification by John Jay College Host Faculty**

I certify that I conducted an interview in American English with this prospective J-1 and I feel that his/her fluency in American English is adequate for their intended purpose at JJ.

Name of JJ Host Faculty (Print)  Signature  Date  

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**Part B: Certification by English Teacher**

I am/was the English Instructor of the student named above

From____________________ to ____________________ .

Name of English Instructor (Print)  Signature  Date  

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**J-1 English Proficiency**  
**Interview Assessment Report**

Prospective IEV: _______________  Country of Citizenship: _________________  
Host Faculty Name: ____________________  Department: ____________  
Date of Interview: ________________

Interview Method:  
- [ ] In Person  
- [ ] By videoconferencing  
- [ ] By Telephone

*Please refer to the attached TOEFL Independent Speaking Rubric. Visitors expected to teach should score highly (Score of 4) on all rubric categories. Lower scores are acceptable for those solely conducting research.*

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
<th>Assessment Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please share a little about your previous experiences traveling and/or living abroad. If you have not traveled outside your home country, share about what you will do to prepare for your time in the U.S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What motivated you to come to John Jay College?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you think will be the most challenging aspect of living and working in the U.S?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do you think that the time you spend at John Jay College will benefit you personally and professionally?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please enter additional questions you feel may gauge whether the prospective scholar will be able to function in their intended capacity on a day to day basis.</td>
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</tbody>
</table>

**Host Faculty’s Overall Assessment**

Host Faculty Member’s Signature: ____________________________________________

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## Independent **SPEAKING** Rubrics

<table>
<thead>
<tr>
<th>SCORE</th>
<th>GENERA. DESCRIPTION</th>
<th>DELIVERY</th>
<th>LANGUAGE USE</th>
<th>TOPIC DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:</td>
<td>Generally well-paced flow (fluid expression). Speech is clear. It may include minor lapses, or minor difficulties with pronunciation or intonation patterns, which do not affect overall intelligibility.</td>
<td>The response demonstrates effective use of grammar and vocabulary. It exhibits a fairly high degree of automaticity with good control of basic and complex structures as appropriate. Some minor (or systematic) errors are noticeable, but do not obscure meaning.</td>
<td>Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas).</td>
</tr>
<tr>
<td>3</td>
<td>The response addresses the task appropriately but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:</td>
<td>Speech is generally clear, with some fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times (though overall intelligibility is not significantly affected).</td>
<td>The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecision or inexact use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. This may affect overall fluency, but it does not seriously interfere with the communication of the message.</td>
<td>Response is mostly coherent and sustained and conveys relevant ideas/information. Overall development is somewhat limited, usually lacks elaboration or specificity. Relationships between ideas may at times not be immediately clear.</td>
</tr>
<tr>
<td>2</td>
<td>The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may be obscured in places. A response at this level is characterized by at least two of the following:</td>
<td>Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.</td>
<td>The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluency. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them (serial listing, conjunction, juxtaposition).</td>
<td>The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitive. Connections of ideas may be unclear.</td>
</tr>
<tr>
<td>1</td>
<td>The response is very limited in content and/or coherence or is only minimally connected to the task, or speech is largely unintelligible. A response at this level is characterized by at least two of the following:</td>
<td>Consistent pronunciation, stress and intonation difficulties cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; frequent pauses and hesitations.</td>
<td>Range and control of grammar and vocabulary severely limit or prevent expression of ideas and connections among ideas. Some low-level responses may rely heavily on practiced or formulaic expressions</td>
<td>Limited relevant content is expressed. The response generally lacks substance beyond expression of very basic ideas. Speaker may be unable to sustain speech to complete the task and may rely heavily on repetition of the prompt.</td>
</tr>
<tr>
<td>0</td>
<td>Speaker makes no attempt to respond or response is unrelated to the topic.</td>
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