

SOUTHWEST TENNESSEE COMMUNITY COLLEGE**SUBJECT: English Language Learners****EFFECTIVE DATE: December 1, 2020; Revised October 11, 2021****Purpose and Scope**

This policy provides a pathway for English Language Learners (ELL) who qualify for co-requisite remediation to ensure those students have the support needed to be successful in credit-bearing course work. This policy supports TBR Policy 2.03.00.03 (English Language Learners), 2.03.00.00 (Admissions) and Policy 2.03.00.02 (Learning Support).

Definitions

- Learning Support- Academic support needed by a student to be successful in college level general education courses and/or to meet minimum reading, writing, and mathematic competencies as required by faculty in programs that do not require general education courses in reading, writing and/or mathematics. The purpose of learning support is to enhance academic success in college level courses and increase the likelihood of program completion that will prepare students for career success in their chosen field of study.
- English Language Learner (ELL)- A student who self-identifies on their admissions application that their primary language is not English or who is a foreign national, and who is in the process of actively acquiring English.
- English for Speakers of Other Languages (ESOL)- Curricular interventions that support a student whose first language is not English and who would benefit from language support programs to improve academic performance in English due to challenges with reading, comprehension, speaking, and/or writing in English.
- Co-Requisit- Learning Support courses or experiences linked with an appropriate college level course that is required in the student's chosen field of study, so that the student is enrolled concurrently in both Learning Support and appropriate college level courses that are applicable to the student's academic pathway.

Policy

Southwest offers a pathway for English language learners to help international students and immigrants develop the English language skills they need to be successful in U.S. academic and professional environments.

English Language Learner Pathway:

1. Students can be referred to the English for Speakers of Other Languages (ESOL) advisor or self-select for testing.
2. The student will then meet with the ESOL advisor and after an interview be referred for testing or referred to advising for assistance with regular registration.
3. The ESOL advisor administers the test, records the scores in Banner and scores the essay.
4. The ESOL advisor will interpret the scores for the student and assist with course registration.

Scoring:

- ENGL 1000 - Michigan English Placement Test 0-40
- ENGL 1001 - Michigan English Placement Test 0-40
- ENGL 1002 - Michigan English Placement Test 40-60
- ENGL 1003 – Michigan English Placement Test 60-80

Courses:

- ENGL 1000 (ESL 1 - Listening & Speaking) and ENGL 1001 (ESL 1 - Reading & Writing) are pre-collegiate courses that do not transfer but do apply as electives
- ENGL 1002 (ESL 2)- Used instead of READ 0810 when student is registered for the ESL section of ACAD 1100
- ENGL 1003 (ESL 3) - Used instead of ENGL 0810 when student is registered for ESL section of ENGL 1010
- ENGL 1000 - Standalone (or paired with ENGL 1001)
- ENGL 1001 - Standalone (or paired with ENGL 1000)
- ENGL 1002 - Standalone (or used in place of READ 0810 when paired with ACAD 1100)
- ENGL 1003 - Standalone (or used in place of ENGL 0810 when paired with ENGL 1010)
- ENGL 1010 - ESL - Standalone (similar to other 1010 sections, but 1003 is used as support instead of 0810)
- ENGL 1020 - Standalone (similar to other 1020) sections

- ACAD 1100 - ESL - Similar to other ACAD sections, but able to use ENGL 1002 as support

Procedure

I. Assessment

- A. International non-immigrant applicants and in/out-of-state applicants must meet admissions criteria in accordance with TBR Policy 2.03.00.00 (Admissions).
- B. Institutions identify placement scores for in-state applicants in accordance with TBR Policy 2.03.00.02, by examination of transcripts showing successful completion of ENGL 1010, or by other comparable standardized examinations.
- C. Based on an analysis of student success characteristics, staff and faculty may make referrals for ELL students to enroll in ESL/ESOL supported courses as provided in TBR Policy 2.03.00.00.

II. Placement for Speakers of Other Languages Supported Courses

- A. International applicants who have placement scores above the minimum level determined by the institution shall enroll in college-level English courses.
- B. In-State applicants who have placement scores above the minimum level determined in this policy or who have successfully completed ENGL 1010, shall enroll in college-level English courses. See Exhibit 1 and 2 for recognized placement exams and cut scores.
- C. English Language Learners who have test scores below the minimum placement cut score, shall be enrolled in co-requisite ENGL 1010. See Exhibit 1 and 2 for recognized placement exams and cut scores.

III. English for Speakers of Other Languages Supported Courses

- A. Students that score below the minimum test scores can opt to take pre-college level coursework designed for language acquisition that will help prepare them for college coursework in their chosen majors. Additionally, ELL students may opt to take ESL-suffixed co-requisite Composition courses if they score below the minimum standards, or a stand-alone 1010 ESOL-designated course.

- B. At such time as the English Language Learner who was enrolled in ESOL enhanced co-requisite English courses successfully completes ENGL 1010/ENGL 1020, they shall have met the requirement for college-level English.

Source of Policy: Academic Affairs **Responsible Administrator:** VP of Academic Affairs
2.03.00.00
TBR Policy Reference: 2.03.00.02, 2.03.00.03

Related Policy: _____ **TBR Guideline Reference:** _____

Approved: Dr. Tracy D. Hall **Date:** October 11, 2021
President