

## 2.03.00.03 English Language Learners (Formerly A-105)



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#### Policy/Guideline Area

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Academic Policies

#### Applicable Divisions

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Community Colleges

#### Purpose

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The Tennessee Board of Regents will provide institutions with a course pathway for ELL students 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 2.03.00.00 (Admissions) and Policy 2.03.00.02 (formerly A-100 Learning Support).

#### Definitions

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- 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-Requisite: 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/Guideline**

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- I. Policy Provisions
  - A. TBR requires that all community colleges develop an English Language Learner policy consistent with the provisions of this policy.
- II. Policy Development
  - A. English Language Learner policies should be developed in compliance with TBR Policy 2.03.00.02.
  - B. Each institution shall include in its English Language Learner policy cut scores for placement exams as designated in the Exhibits of this policy.
- III. Policy Revisions
  - A. Any subsequent change to cut scores for English Language Learner placement exams, prior to implementation, should be submitted to the Tennessee Board of Regents for review and approval.

## **Procedures**

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- 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 international (F-1 Visa) applicants through use of the TOEFL or other comparable standardized examinations in accordance with TBR Policy 2.03.00.00 (Admissions).

- C. 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.
- D. 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. Institutions shall provide English Language Learners who test below minimum cut scores ESL/ESOL enhanced co-requisite English courses.
  - 1. ELL/ESOL enhanced courses may be provided in two co-requisite formats:
    - a. ENGL 1010/ENGL 1020 with a supplemental instruction focused on providing ESL. Supplemental instruction focuses on English for Academic Purpose (EAP), which includes training in academic reading, writing, presenting and note-taking.
    - b. ELL/ESOL enhanced ENGL 1010/ENGL 1020. In addition to the curriculum of the English course, content on English for Academic

Purpose (EAP), which includes training in academic reading, writing, presenting and note-taking, is also provided.

2. Students may have the option to sign a waiver to opt-out and enroll in college level English courses.
- B. For colleges with designated ESOL coursework, 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 (ENGL 0920/1010 ESL) if they score below the minimum standards, or a stand-alone 1010 ESOL-designated course.
- C. 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.

## Exhibits

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For Exhibits, click the Attachments button at the top right of the page.



## Sources

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### Authority

T.C.A. § 49-8-203

### History

A-105 Guideline approved at Presidents Meeting, May 16, 2017; Revised and changed to Policy 2:03:00:03 and approved at Board Meeting March 21, 2019.