

# ESL\* Content Committee Report

May 2, 2014

*\*ESL is not the most inclusive name for the field that teaches English for multilingual students, but it is the designation the committee was given for this work.*

## Executive Summary

In a document dated 1/20/12 (Appendix A), four content committees were established under the umbrella of Developmental Education Content Committees, one for each content domain of Reading, Math, English, and ESL. For the purposes of this document, the term English as a Second Language (ESL) is used though it does not capture the students' multiple language backgrounds nor the variety of course designators and program names used across the system such as English for Academic Purposes (EAP and ENAP), and English for Speakers of Other Languages (ESOL). Please see Appendix B for a list of terms that are used synonymously in MnSCU and around the world.

The Developmental Education Content Committees were limited-term committees expected to begin their work in Fall 2013 and complete their work by Spring 2014. It was expected that the work of the committees could be accomplished with four day-long meetings per content area.

Specifically, the groups were given the following three charges:

1. To develop and submit recommendations of specific competencies and student learner outcomes to be mastered for "college and career readiness standards" for ...ESL.
2. Make specific recommendations to the Vice Chancellor of Academic and Student Affairs regarding how to promote seamless transition and transfer of developmental curriculum across our system.
3. Make specific recommendations to the Vice Chancellor on how to work with K-12 school districts on specific strategies for aligned competencies, student learner outcomes and targeted interventions to promote college readiness benchmarks while students are still in high school.

In response to these charges, a group comprised of ESL faculty from two-year and four-year MnSCU schools met over the course of the academic year to develop recommendations for the Vice Chancellor of Academic and Student Affairs. Individual campus MSCF and IFO chapter presidents appointed faculty to the ESL Content Committee. After an initial meeting, it immediately became clear that the scope of the charges was beyond what could be accomplished in four day-long meetings. The ESL Content Committee, therefore, decided to begin its work with the first charge. Working together, this statewide workgroup came to agree on shared

student learning outcomes for ESL courses across institutions while simultaneously trying to honor the variety of campus realities and student populations that each campus serves.

In this document, the committee offers recommendations for specific competencies and student learner outcomes to be mastered for “college and career readiness standards” for the content areas of ESL. However, during discussions of best practices and arriving at shared learner outcomes, it became clear that while making these recommendations under the umbrella of developmental education, there was a strong desire to adhere to the professional standard that ESL should not be considered a developmental discipline in the MnSCU system but rather a world language field under the MNTEC goal areas 7 and 8, thus making it a college-level field of study.

Current international standards as determined by TESOL (Teachers of English for Speakers of Other Languages) clearly show that ESL should not be considered a developmental discipline but rather the acquisition of language and culture. It is recommended “. . . that degree-granting credit be awarded to ESL students for successful completion of coursework in English as a second or foreign language in institutions of higher education” (TESOL).

This document has two parts: Part 1: The ESL Content Committee Report Responding to the Charges and Part 2: The ESL Committee Recommendations for Charting the Future. The ESL Content Committee Report will address the three charges from MnSCU by making recommendations for them, and the ESL Committee’s Recommendations for Charting the Future will outline the rationale for considering ESL as a world language and not a developmental field.

## **Part 1: The ESL Content Committee’s Response to the Charges**

**Charge 1: The purpose of the committees is to develop and submit recommendations of specific competencies and student learner outcomes (SLOs) to be mastered for “college and career readiness standards for ... ESL.”**

Each campus submitted documents concerning its curriculum (cut scores, course outlines, scope and sequence, and program exit criteria). The committee used this information to create student learning outcomes (SLOs) for college readiness in reading, writing, and speaking and listening.

The creation of SLOs, seen as a priority by the committee, was an extended collaborative process in which the members of the committee looked for commonalities in curricular outcomes.

Despite the current variations in programs across the system, the committee’s SLOs are a consensus of skills that non-native English-speaking (ESL) students need to have mastered in order to be college-ready and successful in their future academic work and careers. The shared student learning outcomes for ESL students in language acquisition courses are as follows:

### Listening and speaking outcomes

- Create comprehensive notes from academic lectures for academic tasks
- Identify and restate key points of a given speech, lecture, or story
- Show ability to self-monitor for accent
- Demonstrate an awareness of pronunciation rules and begin to implement strategies to improve comprehensibility
- Modify accent and grammar when they interfere with communication
- Deliver presentations on academic topics
- Apply acquired skills and strategies to increase effectiveness in nonverbal communication
- Identify and improve individual target areas in pronunciation.
- Participate in small and large group academic discussions
- Ask grammatically correct questions
- Express oral opinions that represent the perspective of the individual and others, acknowledges the opinions of others, and identifies threads of conversation
- Demonstrate academic integrity and source citation when paraphrasing or summarizing

### Reading outcomes

- Demonstrate critical reading skills, for example making inferences, synthesizing, differentiating fact from opinion, evaluating evidence
- Use effective strategies when encountering unknown vocabulary
- Recognize, understand, and use academic English vocabulary
- Read, understand, and follow written directions
- Use pre-, during-, and post-reading strategies to enhance comprehension
- Apply appropriate reading strategies depending on the text
- Identify main and supporting ideas in a variety of text types
- Connect a variety of readings to the student's background and experiences
- Read independently and respond to text in critical, creative, and personal ways
- Read a variety of text genres
- Apply active reading techniques such as annotation
- Demonstrate comprehension of readings by completing specific tasks: exercises, outlines, charts, graphs, paraphrasing, and summaries
- Demonstrate academic integrity and source citation when paraphrasing or summarizing
- Demonstrate ability to access information from a variety of sources
- Identify personal reading strengths and weaknesses and create an action plan for improvement

### Writing outcomes

- Demonstrate effective use of the writing process, from pre-writing to producing multiple drafts to revising and editing
- Work cooperatively with fellow students to improve writing
- Demonstrate ability to write for different academic demands
- Demonstrate proficiency with academic written English
- Write for specific audiences and purposes, employing appropriate voice and tone
- Understand, recognize, and develop specific essay components, particularly explicit thesis statements, explicit topic sentences, introductions, body paragraphs, and conclusions
- Demonstrate academic integrity

- Demonstrate ability to access information from a variety of sources
- Understand and apply specific source-based writing strategies: quoting, paraphrasing or summarizing , and works cited and in-text citation
- Demonstrate the use of personal experience and source-based ideas as evidence to support a thesis
- Identify personal writing strengths and weaknesses and create an action plan for improvement
- Use accepted formats for college writing assignments

**Charge 2: “These committees are also charged with making specific recommendations to the Vice Chancellor of Academic and Student Affairs regarding how to promote seamless transition and transfer of developmental curriculum across our system.”**

The committee asserts that the SLOs can be used as a foundation for seamless transfer within the system, yet there is at least another year of work needed in order to create an action plan. For example, how achievement of these outcomes will be measured and demonstrated was discussed, but this is work that requires much more time to accomplish. The SLOs reflect college-readiness upon exiting English language acquisition coursework; however, transferability of individual course offerings is a larger and more complex issue that will take much more time to address. MnSCU colleges currently are not aligned in terms of cut scores. Furthermore, there is variation in utilization of the placement instrument across the campuses. One such example is that different campuses use different sections of MnSCU-endorsed assessments, and some campuses use additional measures. Faculty-driven discussions of initial placements across the system would be worthwhile but would require a significant amount of time.

**Charge 3: These committees are also charged with making specific recommendations to the Vice Chancellor on how to work with K-12 school districts on specific strategies for aligned competencies, student learner outcomes and targeted interventions to promote college readiness benchmarks while students are still in high school.**

The ESL Content Committee believes that college and university faculty should not create “interventions” for the work of K-12 colleagues. K-12 teachers are the experts in their fields and the learning environment they must accommodate where language acquisition is concerned can

be very different from the post-secondary level. With that said, developing professional relationships across K-12, ABE, and institutions of higher education could be very productive and some possible topics of discussion could be as follows:

- Options for assessing college readiness and the assessments used
- Broad discussions of what is and what should be/changes needed
- The financing and support for what needs to be done
- Realistic timeframes needed to effect change

### **Recommendations for Part 1: ESL Committee Charge Report**

The committee recommends the following actions:

1. A continuation and deepening of this work in academic year 2014-2015 with release time and/or stipends for faculty
2. MnSCU support for college level credits awarded for language acquisition courses
3. Discontinuation of language defining English language acquisition programs as developmental
4. MnSCU support for faculty-driven and planned professional meetings in the discipline

This committee very much values the opportunity for collaboration among MnSCU institutions and would like to acknowledge it has barely scratched the surface in terms of what could be accomplished. The process of creating the SLO document has made it apparent that each institution offers different programming in terms of the scope and sequence of courses offered and the credits awarded to students for language acquisition coursework. Broad discussions about transferability, course designators, credits awarded, and scope and sequence should occur, and faculty should be the driving force of these discussions.

**Part II: Charting the Future: The ESL Committee’s Recommendations and Proposed Actions**  
**“Develop a collaborative and coordinated academic planning process that advances affordability, transferability, and access to our programs and services across the state” (Charting the Future 11).**

The Minnesota Transfer Curriculum is currently recognized by MnSCU’s 24 community and technical colleges and 7 state universities (Appendix E). Separating ESL from developmental coursework and including ESL in the Minnesota Transfer Curriculum makes it easier for students to earn credit for English language acquisition coursework and transfer ESL credits across MnSCU thus saving students both time and money as they pursue their degree.

Moving efficiently through academic studies carries tremendous weight when persistence is considered. Recent reports and recommendations from the Center for Community College Student Engagement (CCCSE) and the Community College Research Center (CCRC) have cited the time it takes a student to complete a sequence of course work as directly related to the student’s successful completion of a certificate or degree. In other words, the longer students spend in course work outside their major/career path, the less likely they are to persist. Yet, language acquisition cannot be rushed. Many variables determine how quickly a student is able to acquire the academic language needed in order to successfully compete with their native English speaking peers. Allowing ESL coursework to be part of the credit for degrees students earn will increase persistence while honoring the necessary language acquisition work. Furthermore, the SLOs described in Part 1 fulfill several goal areas of the Minnesota Transfer Curriculum including:

- Goal 1: Communication  
ESL students read, write, speak, and listen in an academic context by employing the writing process, communicating in small groups, and building academic English vocabulary.
- Goal 2: Critical Thinking  
Language learners must constantly use critical thinking skills as they gather, assess, and



compare data across languages and cultures and as they learn more about American cultures.

- Goal 7: Human Diversity

Human diversity is clearly visible in ESL classrooms; it is addressed via reading materials and writing assignments, through class discussions, and personal experiences. Moreover, most ESL students have experienced unequal power relationships during their lives in different countries, cultures, and racial/ethnic groups. ESL coursework also helps students develop “communication skills necessary for living and working effectively in a society with great population diversity.”

- Goal 8: Global Perspective

Since ESL students come from all corners of the globe, they bring their personal histories of what life is like in other areas of the world. Discussion from a global perspective is inescapable in ESL classrooms as students learn the cultures and languages of the United States. In fact, at one community college alone some 60 countries, thus languages and cultures, are represented in the ESL classroom.

Moreover, English is a world language. One out of four people around the world speak English with some level of competence (British Council). “Globally, English has been key to academic collaboration, through research activity, events and communications, both inside and between institutions themselves” (Shaw). In the world of academia, “...in 1997, 95% of the articles indexed in the Science Citation Index’s Web of Science were written in English, despite the fact that only half were written by authors in English-speaking countries” (Johnson). Because so many people speak and learn English worldwide, and sometimes without native-English speaking instruction or connections, English truly is a ‘world language’ that exists in various forms.

The MnSCU system office has set a precedent in recognizing world languages for the Minnesota Transfer Curriculum. In a November 20, 2013 memorandum, Senior Vice Chancellor John O'Brien states that, “. . . all beginning and intermediate level world languages, including American Sign Language and Native American languages such as Anishinaabe and Ojibwe, may be included in any of the Minnesota Transfer Curriculum goal areas.”

**If *beginning* level world language students can receive MnTC credit for their work, then the same recognition should be granted to the language work that ESL students complete in ESL courses.**

Thus, the rationale for including ESL coursework in the Minnesota Transfer Curriculum is clear. ESL courses focus on academic language proficiency (in the profession, it is referred to as cognitive academic language proficiency-CALP) whereas other world language courses taught in the US focus on basic interpersonal communication skills (BICS). In addition, ESL instruction is not just the work of teaching language but also one that includes cultures, civic responsibility, critical thinking, and strong communication skills in all the language domains of reading, writing, listening and speaking. Implementing this recommendation will not only fulfill goals stated in the *Charting the Future* document but also benefit ESL learners across the state of Minnesota.

***Proposed Action 1 based upon the recommendation:***

**Correctly Place ESL within MnSCU Policy.**

While current MnSCU policy 3.3 Part 3 Subpart C. (Assessment of students who are non-native speakers of English) states that "a student who is identified as being a non-native speaker of English shall be evaluated for college readiness in the area of English language proficiency using the ESL version of the system-endorsed placement instrument" no specific language exists that places ESL under the umbrella of developmental education.

Every effort should be made to honor the level and work of English language acquisition courses students in MnSCU take in order to reach academic fluency. An excellent first step, as demonstrated by the literature (TESOL), would be to correctly place ESL as language acquisition and not as developmental education.

***Proposed Action 2 based upon the recommendation:***

**Give college credit for ESL coursework. See Appendix 2 for sample course outcomes for world languages from campuses in the MnSCU system.**

The academic rigor of work across levels of ESL coursework is at a higher level than students who study other languages at comparable levels. Once the correct placement in MnSCU policy of ESL as language acquisition has been made, taking the next step to place ESL course work at all levels into the context of language acquisition as a world language would further offer MnSCU's students access to an extraordinary education. These steps would reflect what was done with the transfer of world language credits in Senior Vice Chancellor for Academic and Student Affairs, John O'Brien's memo dated November 20, 2013 to System Colleges and Universities regarding ASA-2013-08: Minnesota Transfer Curriculum: Recognition of World Languages Courses:

“Effective immediately, all beginning and intermediate level world languages, including American Sign Language and Native American languages such as Anishinaabe and Ojibwe may be included in any of the Minnesota Transfer Curriculum goal areas, subject to the learning outcomes met by the course. World language courses shall no longer be restricted to Goal 8, and any world language course, like other courses, may meet the competencies for up to two goal areas (or three goal areas if one of them is Goal 2).“

This step would also involve assigning goal areas to ESL courses thus easing the difficulty in transferring courses from one institution to another within the system.

The Chancellor's "Charting the Future" also does the following:

- Calls for "new thinking, new opportunities to serve" (8).
- Asks us to "Certify student competencies and capabilities, expand pathways to accelerate degree completion through credit for prior learning, and foster the award of competency-based credit and degrees" (13).

- Asks us to “promote the accountability of our educational offerings by encouraging college and university participation in subject-specific accreditations and national measures that are benchmarked with peer institutions through partnerships with other colleges and universities or through third-party evaluations” (17).

In response, the ESL Content Committee asks that MnSCU adopt “new thinking” and recognize that ESL students in the MnSCU system contribute to global perspectives by bringing knowledge of other languages and cultures to our state and campuses. English language acquisition classes meet/exceed learning outcomes for world language courses available on our campuses. Giving ESL students transfer credit for English language acquisition coursework recognizes the diverse sets of skills that students who are studying at an advanced level of English have. Granting credits towards graduation for specific English language courses will help them complete their degrees in a timelier manner. For example, students at St. Cloud State University and North Hennepin Community College offer English language acquisition credits as electives towards graduation. We propose that English language acquisition credits should be recognized consistently across the MnSCU system.

English language acquisition classes should receive recognition for meeting the following Minnesota Transfer Curriculum goal areas: Goal 1: Communication; Goal 2: Critical Thinking; Goal 7: Human Diversity; Goal 8: Global Perspective; and at some institutions/in some classes: Goal 9: Ethical and Civic Responsibility and Goal 10: People and the Environment.

The list of American institutions granting credit toward a degree for English language acquisition in Appendix C supports the position that students learning English in MnSCU colleges and universities are advanced language learners who should receive transfer credits for their English language acquisition coursework at our institutions. The list shows a sampling of over fifty institutions, including some in Minnesota, that allow English language acquisition classes to count towards completion of a degree. This honors the advanced language work that students do in ESL classes. Students exiting ESL classes have learned as much or more language and culture than students who take comparable coursework in other world language courses. These peer institutions are already demonstrating the “new thinking, new opportunities to serve” that

*Charting the Future* outlines. Some of these institutions have been granting credit since the 1980s (Van Meter). Instructors in both ESL and world languages programs acknowledge that ESL course outcomes are generally at a higher level of language proficiency than those in world languages simply because of the difference in focus with ESL courses focusing on academic language proficiency and world languages focusing on basic interpersonal communication skills. For example, the shared learning outcomes in ESL that this group is proposing surpass the typical outcomes found in world language course outlines within MnSCU. However, no English language acquisition credits are recognized as Minnesota Transfer Curriculum credits, unlike credits from world languages.

The ESL Content Committee firmly believes that granting Minnesota transfer credits for English language acquisition classes directly supports the vision of the chancellor's *Charting the Future*.

***Proposed Action 3 based upon the recommendation:***

Where language acquisition is concerned, the relationship between what takes place in high school ESL course work and what happens when students complete high school and begin post-secondary studies has too many variables which cannot be controlled by K-12 or post-secondary systems, and it would be presumptuous to prescribe anything at all in regard to the “interventions” that would come from college and university ESL faculty.

The proposed action of the ESL Content Committee is that MnSCU support the efforts of our K-12 counterparts in the quest for extraordinary education for ESL students which encompasses supporting pre-kindergarten teaching and learning. Being part of a united effort to encourage legislation that adequately funds P-20 education for Minnesota students is the correct approach.

## Conclusion

The ESL Content Committee appreciates the opportunity to be part of this conversation for *Charting the Future*. As a system, we must embrace the rich diversity reflected in the changing demographics of Minnesota. This committee strongly believes that committing to the recommendations and proposed actions in this document is a step towards a bright future. The ESL Content Committee would highly value discussing this document with Vice Chancellor O'Brien, and the committee members stand ready to do so. We look forward to continuing this conversation.

Faculty who participated in these meetings:

|                    |   |
|--------------------|---|
| Jan McFall (Chair) | North Hennepin Community College            |
| Jennifer Willcutt  | Anoka Ramsey Community College              |
| Lori-Beth Larsen   | Central Lakes Community College             |
| Jennifer Jakubic   | Century College                             |
| Kathy Matel        | Century College                             |
| Kirsi Halonen      | Lake Superior College                       |
| Terry Otto         | M State – Fergus Falls                      |
| Heidi Anderson     | M State – Moorhead                          |
| Rosa Fagundes      | Metropolitan State University               |
| Michal Moskow      | Metropolitan State University               |
| Ellen Lewin        | Minneapolis Community and Technical College |
| Melissa Siebke     | Riverland Community College                 |
| Judith Benka       | Normandale Community College                |
| Susan Nyhus        | North Hennepin Community College            |
| Choon Kim          | St. Cloud State University                  |
| Amy Tarrell Florey | St. Paul College                            |

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## Appendix A

### Committee Charge:

**Title:** Developmental Education Content Committees

**Type:** The Developmental Education Content Committees are limited-term committees expected to complete their work by March 15, 2014.

**Purpose:** The purpose of the committees is to develop and submit recommendations of specific competencies and student learner outcomes to be mastered for “college and career readiness standards” for each the foundational skill content areas of: math, English, reading and ESL. The recommendations will be submitted to the Vice Chancellor of Academic and Student Affairs.

These committees are also charged with making specific recommendations to the Vice Chancellor of Academic and Student Affairs regarding how to promote seamless transition and transfer of developmental curriculum across our system.

These committees are also charged with making specific recommendations to the Vice Chancellor on how to work with K-12 school districts on specific strategies for aligned competencies, student learner outcomes and targeted interventions to promote college readiness benchmarks while students are still in high school.

**Scope:** There are four Developmental Education Content Committees, one for each content domain of Reading, Math, English, and ESL.

**Responsibilities:** The co-chairs of each committee will partner with MSCF, IFO, and the professional organizations of: MNADE (Minnesota Association of Developmental Education), MinnMATYC (Minnesota Math Association of Two Year Colleges and MNCUE W (Minnesota Colleges and Universities English and Writing) and MinneTESL (Minnesota Teachers of English as a Secondary Language) to convene a developmental education advisory group of faculty in each content area which is representative of faculty from MnSCU state colleges and state universities.

**Member Appointments:** Each of the four Developmental Education Content Committees will consist of 20 to 25 faculty members appointed by the IFO and MSCF. Solicitations of interest and recommendations for committee members may be made by System Office staff, but final appointments will be approved by IFO and MSCF.

**Developmental Education Content Committee Facilitator:** System Director or Interim System Director for College Transitions.

**Expectations of Committee Members:** Council members are expected to participate fully in committee meetings, discussions, and communication. This may require extensive reading of material and other activities in between actual face to face meetings.

**Meeting Times and Dates:** It is expected that the work of the committees can be accomplished with four day-long meetings per content area. Meetings begin in April 2013 and resume between September and March 15, 2014.

**Committee Information:** The council charge document, committee membership list, meeting schedule, agendas, meeting summaries, and other information will be available and posted publicly.

**System Office Staff Support:** Monica Surrency, 651-201-1665

**Responsible Associate Vice Chancellor, System Office:** Dr. Mike Lopez, Associate Vice Chancellor for Student Affairs, 651-201-1673

## Appendix B

### Definition of Terms:

English language acquisition courses and programs

Students in English language acquisition courses and programs

- EAP: English for academic purposes.
- EFL: English as a foreign language -- English language programs in non-English-speaking countries where English is not used as the lingua franca. It is also used in some U.S. university programs where international students study English and are likely to return to their home countries after graduation or finishing course work.
- ELL: English language learner -- often used to refer to a student in an ESL or EFL program.
- ELT: English language teaching or training -- used internationally.
- ESL: English as a second language -- English language programs in English-speaking countries where students learn English as a second language.
- ESP: English for specific purposes.
- ESL: English to speakers of other languages -- used to describe U.S. elementary and secondary English language programs. It is also used to designate ESL classes within adult basic education programs and as a general term for ESL/EFL.
- IEP: Intensive English program.
- LEP: Limited English proficient -- often used to describe the language skills of students in ESL or EFL programs.
- TEFL: Teaching English as a foreign language -- often used to refer to teacher education programs in EFL.
- TESL: Teaching English as a second language -- often used to refer to teacher education programs in ESL.
- TESL: Teaching English to speakers of other languages -- a professional activity that requires specialized training. It is also the name of the association, Teachers of English to Speakers of Other Languages, Inc.
- TOEFL: Test of English as a Foreign Language -- an exam administered worldwide to international students applying to U.S. institutions of higher education.

## Appendix C

### Sample of American Colleges that accept ESL Classes for a College Degree

1. Lewis & Clark College
2. Northern Arizona University
3. University of Washington
4. Santa Barbara City College
5. Eastern Michigan University
6. College of Lake Country
7. U Mass
8. Westchester Community College
9. St. Cloud State University
  
10. Norwalk Community College, Norwalk, CT
11. St. Petersburg College, St. Petersburg, FL
12. University of California system
13. Elmira College
14. Michigan State University
15. Beloit College, Beloit, WI
16. Madonna University, Livonia, Michigan
17. Canisius College, Buffalo, NY
18. University of Wisconsin, LaCrosse
19. University of Wisconsin, Madison

20. University of Wisconsin, Eau Claire
21. University of Wisconsin, Milwaukee
22. University of Wisconsin, River Falls
23. Oakland University, Rochester, Michigan
24. University of Cincinnati, Cincinnati, Ohio
25. Stony Brook University, New York
26. Passaic Community College, Patterson, NY
27. University of Kansas, Lawrence, KS
28. University of Illinois at Urbana-Champaign
29. Parsons The New School For Design, New York City, NY
30. Portland Community College
31. Utah State University, Logan, Utah
32. Grossmont College, El Cajon, CA
33. Eastern Michigan University, Ypsilanti, MI
34. Penn State, University Park, PA
35. Gonzaga University
36. University of Houston-Clear Lake, Houston, Tx
37. Miami University, Oxford, OH
38. College of Southern Idaho, Twin Falls, ID
39. West Virginia Wesleyan College, Buckhannon, West VA
40. University of the West, Rosemead, CA

41. Graceland University, Independence, MO
42. University of Colorado, Boulder, CO
43. Herkimer County Community College, The State University of New York, Herkimer, NY
44. Raritan Valley Community College, Branchburg Township, NJ
45. Olympic College, Bremerton, WA
46. Tillamook Bay Community College, Tillamook, Oregon
47. The University of Iowa, Iowa City, IA
48. North Dakota State University, Fargo, ND
49. University of Texas, El Paso, TX
50. Marquette University, Milwaukee, WI
51. Westchester Community College, Valhalla, NY
52. Ouachita Baptist University, Arkadelphia, AR
53. University of Hawaii, Manoa, HI
54. Boise State University, Boise, ID
55. Augsburg College, Minneapolis, MN
56. College of Saint Benedict and Saint John's University, St. Joseph, MN
57. Concordia University, St. Paul, MN
58. The College of Saint Catherine, St. Paul, MN

*Compiled 2013/2014 on behalf of the ESL Shared Learning Outcomes MnSCU Group: Ellen Lewin, MCTC*

## Appendix D

### Samples of Course Outcomes from MnSCU World Language Courses

#### Beginning Spanish

1. Identify grammatical and vocabulary elements of basic Spanish proficiency.
2. Apply and practice basic proficiency in Spanish such as: to greet, to express basic needs, attitudes, and emotions.
3. Interpret and produce simple information in Spanish as needed when communicating, interacting and socializing with others.
4. Spell out and reproduce the correct pronunciation of words and sentences at this level.
5. Develop basic skill in the areas of Spanish language speaking, reading, and writing.
6. Recognize, understand, and appreciate human diversity through the understanding of another culture – thus, also becoming aware of the diversity within the students' own community.

#### Beginning Arabic 1:

1. Identify grammatical and vocabulary elements of basic Arabic proficiency.
2. Apply and practice basic speaking proficiency in Arabic using basic vocabulary and grammar to express a variety of basic needs, attitudes, and emotions.
3. Read Arabic texts on familiar topics and comprehend the main ideas.
4. Initiate and respond to questions/answer conversational scenarios using basic Arabic skills.
5. Correctly write basic Arabic words, grammar, and sentences.
6. Demonstrate knowledge of and familiarity with the basic elements of Arab culture, customs, and social life.

#### American Sign Language 1

1. Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
2. Understand the role of a world citizen and the responsibility world citizens share for their common global future.
3. Demonstrate knowledge of cultural, social, and linguistic differences.
4. Summarize specific problems, illustrating the cultural, economic, and political differences that affect their situation.

5. Demonstrate cultural sensitivity and awareness within American Deaf Culture.
6. Use basic noun/verb pairs in American Sign Language appropriately.
7. Develop basic knowledge of personal pronouns, possessives and negatives in American Sign Language.
8. Demonstrate appropriate use of time concepts, relating to past, present and future.
9. Create conversations using appropriate ASL sentence structures.
10. Compose narrative stories in appropriate ASL order.
11. Explain appropriate facial expression/grammar that is used for various ASL sentence types.
12. Ability to establish and identify reference points in space and use real-world orientation.



## Appendix E

### Transfer Curriculum Goal Area Outcomes

These transfer curriculum outcomes are on the MnSCU site:

[http://www.mntransfer.org/transfer/mntc/t\\_mntc.php](http://www.mntransfer.org/transfer/mntc/t_mntc.php)

- **“Total credits** to complete the MnTC ten goal areas: 40 credits. Some courses may be certified to complete up to two different goals at the same time, but credits are only counted once. Additionally, some courses may fulfill a third goal if it is Goal 2: Critical Thinking.

The University of Minnesota honors completion of the entire MnTC package; however, if the entire MnTC package is not completed, MnTC courses are evaluated on a course-by-course basis.”

### Goal 1: Communication

**Goal:** To develop writers and speakers who use the English language effectively and who read, write, speak and listen critically. As a base, all students should complete introductory communication requirements early in their collegiate studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum. Speaking and listening skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, and discussion.

#### Students will be able to:

- Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
- Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
- Select appropriate communication choices for specific audiences.
- Construct logical and coherent arguments.
- Use authority, point-of-view, and individual voice and style in their writing and speaking.
- Employ syntax and usage appropriate to academic disciplines and the professional world.

## **Goal 2: Critical Thinking**

**Goal:** To develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking will be taught and used throughout the general education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems.

### **Students will be able to:**

- Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
- Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
- Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
- Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

## **Goal 7: Human Diversity**

**Goal:** To increase students' understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.

### **Students will be able to:**

- Understand the development of and the changing meanings of group identities in the United States' history and culture.
- Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
- Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
- Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
- Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

## **Goal 8: Global Perspective**

**Goal:** To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

### **Students will be able to:**

- Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
- Demonstrate knowledge of cultural, social, religious and linguistic differences.
- Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
- Understand the role of a world citizen and the responsibility world citizens share for their common global future.

## **Goal 9: Ethical and Civic Responsibility**

**Goal:** To develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others' positions, be part of the free exchange of ideas, and function as public-minded citizens.

### **Students will be able to:**

- Examine, articulate, and apply their own ethical views.
- Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.
- Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.
- Recognize the diversity of political motivations and interests of others.
- Identify ways to exercise the rights and responsibilities of citizenship.

## **Goal 10: People and the Environment**

**Goal:** To improve students' understanding of today's complex environmental challenges. Students will examine the inter-relatedness of human society and the natural environment. Knowledge of both bio-physical principles and socio-cultural systems is the foundation for integrative and critical thinking about environmental issues.

**Students will be able to:**

- Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
- Discern patterns and interrelationships of bio-physical and socio-cultural systems.
- Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
- Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
- Propose and assess alternative solutions to environmental problems.
- Articulate and defend the actions they would take on various environmental issues.