

Los Medanos College

“Intermediate English for College and Career Success”

- This is a Non-Credit CDCP Certificate of Competency in English as a Second Language

Item 1. Program Goals and Objectives

The intermediate non-credit ESL program offers three courses designed to meet the linguistic, socio-linguistic, and socio-cultural needs of multilingual English language learners pursuing academic and career goals at the college. Based on a backward design curriculum development approach, this program supports non-native English-speaking students’ development of critical reading and writing, grammar, speaking and listening, vocabulary, and thinking and behavior skills and abilities – via/at an intermediate level of English language instruction and proficiency – needed to, ultimately, successfully engage in college level English (English 1A) and general and career education (GE and CE) focused goals.

The “Intermediate English for College and Career Success” Certificate of Competency verifies and values a student’s attainment of college and career focused English language and communication skills, strategies, and abilities at an intermediate level of proficiency.

Item 2. Catalog Description

English as a Second Language Noncredit (ESLN)

CERTIFICATES OF COMPETENCY

Academic ESL for Educational and Professional Advancement

- Intermediate English for College and Career Success
- Advanced English for Academic and Professional Advancement

The LMC English as a Second Language Department offers mirrored for-credit (Credit) and not-for-credit (Non-Credit) programs and courses to best serve the needs, situations, and statuses of our diverse multilingual immigrant, refugee, and international student populations.

The Credit ESL (ESL) courses lead to four General ESL and two Academic ESL College Skills Certificates.

The Non-Credit ESL (ESLN) courses lead to four General ESL and two Academic ESL Certificates of Competency.

The Academic ESL for Educational and Professional Advancement Program serves and

supports non-native English-speaking students who are seeking and ready to acquire intermediate and advanced academic language proficiencies and competencies. Our Academic ESL Program supports these students' college and career advancement by intentionally infusing two key components into our second language acquisition-oriented program student learning outcomes (PSLOs): 1) the LMC Institutional/General Education student learning outcomes, which exist and function to prepare students to succeed in general and career education courses as well as students' chosen major coursework, and 2) the thinking dispositions (i.e., the Habits of Mind) that research has shown most significantly support student success, and which are equivalent to the very "soft skills" that industry has called upon higher education to help students attain.

Additionally, our instruction takes an appreciative, strengths-based approach to teaching our multilingual immigrant, refugee, and international student populations by valuing the rich diversity they bring to our college classrooms, respecting their language learning goals as additive and commendable, and empowering them toward academic and career engagement and success.

Student Learning Outcomes

1. Risk responsibly and persist to accurately understand and apply a wide variety of grammatical structures – from basic to advanced - to negotiate meaning, ask questions, share and discuss ideas and opinions, solve problems, create plans, make decisions, present arguments, and apply past knowledge to achieve solid understanding and intended meaning.
2. Pay attention to recognize and self-improve pronunciation difficulties, speech challenges, writing complexities, listening obstacles, grammar problems, vocabulary concerns, and reading issues that may impede successful engagement and interaction, finding humor and responding with wonderment and awe to support your doing so.
3. Speak and listen with empathy and increasing confidence, fluency, and self-regulation, exploring diverse and alternative perspectives, within a range of formal and informal social, academic, and career communication settings.
4. Communicate clearly, effectively, and creatively in writing at the word, phrase, clause, sentence, paragraph, and essay levels, reviewing and reflecting on your writing and learning, and collaborating with others to support your continual development.
5. Embrace having more to learn through reading inquiringly and critically and thinking flexibly about diverse, multi-genre texts at the pre-college and college levels that connect you to multicultural, social, ethical, and global ideas and issues.
6. Strive to gain increasing ability to understand and accurately and creatively use vocabulary learned from context and on the new general service list (NGSL) and the new academic word list (NAWL) in known and new situations.

Item 3. Program Requirements Table

| COURSE NAME | COURSE # | HOURS | Sequence |
|--|--------------|-------|------------------|
| Intermediate Grammar for College and Career Communication | ESLN-085G | 72 | Fall or Spring 1 |
| Intermediate Oral Communication for the College Classroom and Beyond | ESLN-085SL | 54 | Fall or Spring 1 |
| Intermediate College Writing, Reading, and Dispositional Thinking | ESLN-085WRV | 90 | Fall or Spring 1 |
| | Total Hours: | 216 | |

The courses that make up this certificate are meant to be scheduled and taken as an intermediate instructional “package” in the same academic semester (or in the same academic year), offering an optimized, intensive language learning experience for students on an academic and career focused educational track. This phase of that track prepares students to successfully engage in North American college classrooms by experiencing, exploring, practicing, and developing the relevant and important academic language, communication, and dispositional and critical thinking skills, strategies, and behaviors at an intermediate stage of English language proficiency.

Item 4. Master Planning

In order to more equitably and successfully serve and support the East Contra Costa County population of adult English language learners, the LMC English as a Second Language (ESL) department has developed six new “Career Development and College Preparation (CDCP) Noncredit” ESL courses and two related Certificates of Competency– the intermediate certificate is shown above.

These new CDCP Noncredit courses and certificates are additions to the existing eight CDCP Noncredit courses and their associated four Certificates of Competency that were recently developed, approved, and offered for the first time in Spring 2019. Those eight courses are integrated skills-based courses and instructional sequences at what we refer to as our Entering/Bridge stage of our English for General Purposes (EGP) language acquisition program, which serves to support ESL students attaining competencies at high-beginning to low-intermediate English language proficiency.

Over the past few semesters, we have received a trickling down/in of additional information from the state regarding various policies, practices, guidelines, and mandates concerning Career Development and College Preparation (CDCP) Noncredit, the California Adult Education Program, AB705 as it relates to ESL, as well as Guided

Pathways. We have combined our understanding of this information with our local environmental scan data (showing that foreign-born and non-native English-speaking households are among the fastest-growing populations in East Contra Costa County) and our 2014-2019 Student Equity Plan data (showing achievement gaps within ESL for “low-income and Hispanic and Latino” students, as well as overall achievement gaps for ESL students at LMC in terms of the following equity plan indicators: 1. Access, 2. English Basic Skills Completion, and 3. Degree and Certificate Completion).

Additionally, we have welcomed both the State Chancellor’s Office publicized support for undocumented students: “All students, regardless of their immigration status, are welcome in California’s 115 community colleges,” (CCC Chancellor, Eloy Ortiz, 8/26/19 Press Release), and our own 4CD Governing Board’s passage of Board Resolution 1 on January 11, 2017, which concludes, “Now, Therefore, Be It Further Resolved, the Contra Costa Community College District Governing Board recognizes its responsibility to advocate for educational opportunities for all students in the community college system, regardless of immigration status, at the federal, state, and local levels and will do so accordingly” (4CD Governing Board Report NO. 51-A). Consequently, we have made the humane and data-driven decision that is prudent for us to extend our CDCP Noncredit offerings into our English for Academic Purposes (EAP) language acquisition program, which is for students at our Engaging and Exiting stages and is designed to serve and support any and all ESL students’ - and most especially any and all undocumented non-native English-speaking students’ - attainment of intermediate to advanced linguistic, socio-linguistic, and socio-cultural competencies.

The newly proposed CDCP Noncredit ESL courses – i.e., ESLN-085G, ESLN-085SL, ESLN-085WRV, ESLN-095G, ESLN-095SL, ESLN-095WRV – and the associated certificates will enable those students who wish to advance their second language development in order to continue on to English 100/100S/101 and other general and career education (GE and CE) coursework to do so and to benefit in the following ways from these noncredit designated courses:

- They will not have to pay tuition/fees and are, thus, be afforded, financially, a lower-stakes opportunity to develop valuable academic, career, and civic oriented language abilities.
- Additionally, as we have intentionally integrated the LMC institutional student learning outcomes (ISLOs) into our ESL program student learning outcomes (PSLOs) and subsequently all of the ESL course student learning outcomes (CSLOs), they will have the chance to engage in or continue on a college-pathway of study, acquiring those specific academic English language and communication skills and dispositional thinking abilities needed to succeed specifically in LMC general and career education coursework.
- They will be able to repeat coursework as they may feel they need to and/or as their life situations necessitate.

- The *starting of the clocks* associated with state AB705 compliance measures and our local FT3 Promise opportunity will be delayed until they take credit-bearing courses.

Since offering our new Entering/Bridge stage CDPC Noncredit English for General Purposes courses, and with the much-needed support and service of all of the ESL adjunct faculty, our full-time ESL Counselor, as well as work done by LMC's Adult Education Transition Specialist, we have thus far seen solid enrollments in these courses and sequences, and, thus, we believe that, if the college is able to offer strong, stable, and most importantly equitable outreach, intake, and orientation support to our East Contra Costa County multilingual non-native English-speaking language learners, our Engaging and Exiting stage CDPC Noncredit English for Academic Purposes courses will see the same strong enrollment numbers.

This proposed program serves to address and fulfill the [LMC mission](#) as it has been intentionally designed to provide "quality educational opportunities," in this case specifically for the multilingual non-native English-speaking communities in our service area. The program is focused on the learning and success of those immigrant, refugee and international students who may be new to the U.S., California, and/or East Contra Costa County and those transitioning from local high schools or adult education programs.