



Position Statement on Academic and Degree-Granting Credit for ESOL Courses

Courses for English language learners in academic institutions are often mischaracterized as remedial and are not always acknowledged for full credit and/or count toward graduation. These policies and practices fail to recognize that ESOL courses are standards-driven content courses, similar to and on par with other subject matter, such as language arts or foreign language courses.

TESOL advocates that institutions of secondary and tertiary education develop policies that identify those ESOL courses that will be credit-bearing upon successful completion and/or satisfy academic requirements for graduation purposes and that these institutions grant such courses appropriate credit hours. Second, TESOL encourages institutions to examine, and revise as needed, their guidelines for eligibility for participation in or access to programs at their schools that are driven by academic course requirements that do not recognize ESOL coursework as credit-bearing courses. These guidelines for eligibility may currently exclude English language learners from participation. Finally, testing opportunities should be made available that would allow English language learners to receive equivalent credit for appropriate coursework upon demonstrating mastery of expected content and/or skills.

*Approved by the Board of Directors
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