



Access to Linguistic Inclusion

Higher Education Admissions Questions and Answers

This resource includes information on aspects of Access to Linguistic Inclusion (HB 2056) that may be useful to admissions personnel at institutions of higher education.

1. What is *Access to Linguistic Inclusion* and what is its purpose?

- a. [*Access to Linguistic Inclusion*](#) is a law passed in the 2021 legislative session. It has three main effects:
 - i. Updates definition for Language Arts in Oregon law;
 - ii. Updates definition for World Language in Oregon law; and
 - iii. Repeals a rule requiring English as the language of instruction in Oregon.
- b. *Access to Linguistic Inclusion* equips Oregon schools and districts with new tools to honor and recognize the achievements of Oregon's multilingual and multicultural students. At least 160 different languages are spoken by students in Oregon. This law honors the linguistic heritage of Oregon's students and communities and paves the way for a multilingual educational environment in Oregon's schools. It also removes structural barriers to high school graduation for students in the process of learning English, and recognizes that content learning can and should occur in multiple languages.

2. In districts or schools that are implementing *Access to Linguistic Inclusion*, what will a high school transcript look like?

- a. *Access to Linguistic Inclusion* opens a number of new opportunities in course offering and credit earning for secondary schools and students in Oregon. The number and content area of credits earned by a given student will be recorded in the credit summary section of the transcript.
- b. If more detail is sought regarding exactly how a given credit was earned, the following list of examples (while incomplete), may help with transcript interpretation.
 - i. **Courses taught in languages other than English.** (*Examples: Algebra in Spanish or World History in Russian.*) District transcripts may or may not indicate the language of instruction, if it has no bearing on the content area. Districts who choose to signal the language of instruction may do so



in the course title (World History in Russian) or in the district specific course code (ex. by appending an “SP” for courses delivered in Spanish).

- ii. **Language Arts credit for courses in languages other than English.** *(Examples: awarding Language Arts credit for courses such as Heritage Spanish IV or IB Mandarin.)* Districts may signal this directly in the course title (Spanish Language Arts, Mandarin Literature and Composition), especially for languages using non-Latin alphabets. For languages using Latin alphabets, the district may transcribe course titles in the content language (ex. Literatura y Composición, Artes del Lenguaje, or simply Lenguaje).
- iii. **Language Arts credit for Advanced English Language Development (ELD) courses.** This should only occur with Advanced ELD courses and should supply only one of the required four years of Language Arts credits. Districts may signal this through course titles mirroring Language Arts courses offered in the lower grades of district high schools, such as Grade 9 Language Arts.
- iv. **World Language credit for courses taught in English.** *(Examples: English Language Development or English Language Arts.)* Districts may signal this through course titles such as World Language: English.
- v. **Awarding credit for courses completed abroad.** *(Examples: a Spanish-language literature course [Language Arts] taken in a high school in Mexico, or an English language and culture course [World Language] taken in a high school in Vietnam.)* Districts may signal this by recording the exact name of the course if possible, or translating the course name into English if not.

3. How might admissions offices communicate about Language Arts or World Language requirements with districts and incoming students?

- a. College and university communications regarding admissions requirements should be clear and specific for incoming students. This is particularly important in the content areas of Language Arts and World Language, where *Access to Linguistic Inclusion* made new opportunities available in high school course offerings and credit earning.



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Some Oregon high school Language Arts programs now include courses that may or may not use the word “English” in the course title. Therefore, admissions departments might consider replacing “English” with a clearer and more specific term (such as Language Arts), adding an explanation as to how applying students may satisfy the requirement, or both. For example:

- i. Four years of Language Arts, meaning literature and composition.
 - ii. Four years of Language Arts. This requirement may be satisfied by literature and composition courses completed in any language or languages, including English.
- b. Similar clarity may be useful with World Language requirements, specifying whether English is accepted as a World Language.
 - c. If “holistic review” or other flexible admissions process exists for students from linguistically diverse backgrounds (or any other reason), it may be useful to prominently state or link this in the general admissions requirements.

[Reference: [Graduation Requirements](#) to earn an Oregon high school diploma]