



TRANSLATING
OPPORTUNITY TEXAS



**Local Professional Learning Modules for
Educators Who Work with Multilingual Learners of English (MLE)**

**Facilitator Guide for Module 4
*Designing Corequisite Pathways for Multilingual Learners***

Presented by Julia Raufman, MA, Dr. Rosario Torres, and Dr. Emily Suh

Session overview:

For the most productive discussions, the modules in this series are designed to be used with groups of 3 or more people. We suggest that participants review the [Introduction to the Series](#) before using this module.

This module is divided into two parts to accommodate the depth and breadth of the research and practice presented. Professional learning cohorts are advised to schedule two dedicated sessions to fully engage with, reflect on, and discuss the material. Alternatively, participants may review Part 1 individually in advance and begin the group session with the reflection questions provided at the end of Part 1 before proceeding to view Part 2 together.

Estimated time for completion:

Part 1: 68 minutes (*Video run time 31:47 minutes + ~36 minutes of breaks for discussion*)

Part 2: 55 minutes (*Video run time 24:15 minutes + ~30 minutes of breaks for discussion*)

Facilitator preparation:

- Review the module video. You may also wish to review the slides, which can be found on the resource hub with this video. Remind participants about the materials on the hub after the session.
- Provide participants with the [Participant Handout](#) to take notes and follow along with the presentation.

Objectives:

Participants will:

- Engage in a brief discussion of ES(O)L pathways to credit-bearing courses
- Examine what research does and does not yet tell us about ES(O)L students' experience in corequisites
- Examine institutional examples from CUNY and BMCC
- Explore dimensions that should inform corequisite design

Snapshot agenda:

Section	Start Time	Content
Part 1		
Intro	0:00	Introduction Title, welcome, and norms
		Introduction to the module, acknowledgment of the partners, and introduction to the presenters
		Objectives & Agenda • Understand how corequisite models can support multilingual learners • Examine institutional examples from CUNY and BMCC • Identify instructional strategies that support multilingual learners in corequisite and credit-bearing courses
Section 1A	4:18	Multilingual Learner Pathways • Multilingual Learners in Community Colleges • The Path Multilingual Learners Often Walk
	9:06 (Pause ~10 mins)	 Pause & Reflect 1
Section 1B	9:29	Examine what research does and does not yet tell us about ES(O)L students' experience in corequisites • Key Terms: How We Use Them in This Presentation • Evidence of effectiveness of corequisites on short-term outcomes
	16:29 (Pause ~10 min)	 Pause & Reflect 2
Section 1C	17:00	Local contexts • Texas • CUNY/BMCC
	25:08 (Pause ~6 min)	 Pause & Reflect 3
Section 1D	25:42	Four dimensions for adapting Corequisites for Multilingual Learners • Asset-based pedagogy • Integrated language and content • ESL-disciplinary faculty collaboration • Aligned placement and advising
	30:20 (Pause ~10 min)	 Pause & Reflect 4

Section	Start Time	Content
Part 2		
Intro	0:00	Intro to part 2 Review of part 1
Section 2A	1:55	Institutional Design: Corequisite Pathways • ESL-Specific Corequisites at BMCC: Before and After • Collaborations in and across Departments
	9:06 (Pause ~10 mins)	 Pause & Reflect 5
Section 2B	9:48	Curriculum Design for Corequisite Courses • BMCC CO-REQS, Curriculum Design ◦ Outcomes and Assessment ◦ The Courses ◦ The Classroom
	15:41 (Pause 10 min)	 Pause & Reflect 6
Section 2C	16:28	Institutional and Instructional Supports • Strategies for success • From Your Classroom Outward
	22:51 (Pause ~10 min)	 Pause & Reflect 7
Closing	23:17	Closing Thank You, Discussion, Questions, Suggested Reading or viewing

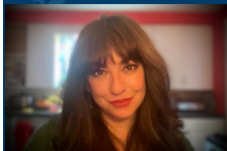
Detailed suggestions for facilitation

Black Font = module content/summary

Red Font = facilitation notes

Blue Font = sample response

***Facilitation Notes:** If participants do not have copies of the participant handout, consider posting the objectives in a prominent place.*

Part 1	
Section (Time)	Suggestions
Introduction (4 mins)	Facilitator: Welcome and thank participants for their interest. Remind the group of the departmental norms for professional learning. • Introduction to module and presenters • Objectives, framing, and research. Presenters  Julia Raufman, Research Associate, CCRC  Rosario Torres, Professor/Deputy Chair BMCC, CUNY • Julia Raufman, Community College Research Center (CCRC) • Julia is a Research Associate at CCRC where her research focuses on multilingual learner pathways and developmental education reform in community colleges. Her work examines how institutional practices can support equitable pathways to college success. • Dr. Rosario Torres, Borough of Manhattan Community College • Rosario is Professor and Deputy Chair in the Department of Academic Literacy and Linguistics at BMCC. She has designed and developed co-requisite courses that combine credit-bearing courses with ESL, such as Critical Thinking for ESL (CRT 100.6), Language and Culture for ESL (LIN 100.6), and English Composition for ESL (ENG 100.7).      Agenda: • Context and Research framing ◦ Understanding multilingual learners' pathways and the role of corequisite reforms in community colleges. • Institutional Design: Corequisite Pathways ◦ Examining how CUNY and BMCC have developed corequisite courses and acceleration strategies for students transitioning from ESL. • Classroom Practices and Instructional Supports ◦ Exploring instructional approaches, assignments, and assessments that support multilingual learners in credit-bearing courses. • Reflection and discussion

	Considering how these strategies could be adapted to participants' institutional contexts.
Section 1A (5 mins)	Context and Research Framing In this section, presenters build understanding of multilingual learner pathways, key terminology, and research on corequisite models, highlighting challenges and opportunities before prompting reflection on participants' own contexts. Texas and CUNY/BMCC contexts are shared.
	Multilingual Learners in Community Colleges - In this slide, presenters describe the diverse backgrounds, goals, and assets of multilingual learners in community colleges. The Path Multilingual Learners Often Walk- In this slide, presenters illustrate the typical, often lengthy and complex pathway multilingual learners navigate before reaching credit-bearing coursework.
II Pause & Reflect 1 (10 minutes) Facilitation Notes: <i>Encourage participants to open one of the resources with a partner, as a group, or on their own and try one of the ideas below or make up a new prompt.</i> - At your institution, how many terms does the longest multilingual learner pathway take before a student reaches a credit-bearing course? <i>Sample prompts:</i> <i>Use a board or a piece of paper and map out what a pathway for an ES(O)L student might look like. Your college catalog might be a good support tool to open up if any faculty or staff participating are unfamiliar with all of the courses.</i> <i>Examine the number of classes in the sequence starting from the lowest level until they reach a credit-level course.</i> <i>Sample Response:</i> <i>"When we mapped it, a student starting at our lowest level faces five terms of non-credit ESL and two terms of credit ESL before ENGL 1301. That's seven terms before the first credit toward a degree, and it assumes they pass every level on the first try."</i> <i>"The catalog says three semesters, but that assumes full-time enrollment. Most of our ML students work and take one or two courses at a time, so three semesters is really closer to two years."</i> - Where in that sequence do you lose the most students, and what do you believe is causing it? <i>Sample prompts:</i> <i>Looking at the course map you drew, discuss stop-out points for students and some of the causes. Participants have a deep understanding of their students; make sure that all feel they can share their perspectives as you work together to support MLL at your institution.</i> <i>Sample Response:</i> <i>"The biggest drop is at the move from non-credit to credit. Students have to reapply, retest, and sort out financial aid, and many never make it across that line."</i> <i>"We lose them at the intermediate levels. They're making progress, but they can't see the finish line, and a job or a family obligation wins"</i>	

- *"Summer. Students who finish a level in May often don't come back in August, and we have no contact with them in between."*

**Section 1B
(7 mins)**

- **Key Terms: How We Use Them in This Presentation** - In this slide, presenters define key terminology and clarify how terms are used to ensure shared understanding across varying institutional contexts.
- **Evidence of effectiveness of corequisites on short-term outcomes** - In this slide, presenters summarize research showing improved short-term outcomes from corequisite models while noting limitations of the evidence for multilingual learners.



Pause & Reflect 2 (10 minutes)

3. How knowledgeable do you feel about the pathways and your role as an instructor in the pathways?

Sample prompts:

- *Think about a student who recently moved from your course into the next step in their pathway. Where did they go next, and how do you know?*
- *Where does your course sit in the broader sequence, and at what point did you learn that?*
- *What parts of the pathway feel most opaque to you — adult education on one end, credit-bearing coursework on the other, or the handoffs in between?*
- *If a colleague new to ESL instruction asked you to map out your institution's ML pathway, how confident would you feel doing that?*

Sample Response:

- *"I know my course really well, but I honestly couldn't tell you what happens to my students after they leave my section. We don't get follow-up data, and I don't have time to track it informally."*
- *"I came up through adult education, so I know the AE side, but the credit-bearing side is more of a mystery — I know it exists, but I'm not sure who teaches what or how placement decisions get made."*
- *"I feel pretty knowledgeable about the pathway on paper, but the lived experience of students moving through it is different - I learn about the friction points from students themselves, often after they've already been derailed by them."*
- *"I'd call myself moderately knowledgeable. I can describe the levels and the prerequisites, but I couldn't tell you the completion rates or the time-to-credit for our ML students."*

4. How prepared do you feel to discuss the pathways with your students? With your colleagues or administrators?

Sample prompts:

- *When a student asks "how long will this take?" — what do you currently say, and how confident are you in that answer?*
- *Is the conversation different with students than it is with administrators? Why?*
- *What information would you need to feel fully prepared for those conversations — and what's stopping you from getting it?*
- *Have you ever felt that what you'd want to say to students differs from what your institution wants you to say? How do you navigate that?*

Sample Response:

- *"With students, I feel prepared in the moment — I can answer their immediate questions. But I'm not always prepared to be honest about how long the full sequence really takes."*
- *"Talking to administrators is harder. They want outcome numbers, and I have stories and patterns - both are real, but they're not always heard as equally credible."*
- *"With colleagues in my own department, I feel very prepared. With faculty in English or in degree programs, less so — we don't have a shared vocabulary, even though we're often talking about the same students."*
- *"I'm prepared to advocate for individual students, but I don't always feel equipped to advocate for systemic change. The two require different kinds of knowledge."*

5. In what ways might current pathway structures at your institutions fail to recognize or use the strengths multilingual students already possess?

Sample prompts:

- *Think of a specific student whose strengths you've seen the institutional structure overlook. What did the system miss?*
- *Where in the pathway does a student's multilingualism become invisible — or, treated as a problem to be solved?*
- *What gets measured at intake and at placement, and what gets ignored?*
- *If you redesigned the placement conversation to surface what students bring rather than what they lack, what would it look like?*

Sample Response:

- *"Placement tests measure decontextualized English, not academic capability. I've had students with law degrees from their home countries placed into the lowest ESL level because the test couldn't see their actual intellectual range."*
- *"Bilingual competence is treated as a deficit in placement, but as an asset in the labor market - that contradiction sits inside our institutions and we mostly don't talk about it."*
- *"Generation 1.5 students often get misplaced because their oral English is strong and their academic English is still developing — the structure can't read them accurately."*
- *"Our advising scripts default students into non-credit ESL even when a corequisite would be appropriate. That's not malice — it's a structural assumption that 'safer' means 'lower-level.'"*
- *"Funds of knowledge — community expertise, family literacy traditions, multilingual reading practices — none of that shows up anywhere in our intake. We start every student from zero."*

**Section 1C
(7 mins)**

Local contexts

- **Texas Context & CUNY/BMCC Context** - In these slides presenters provide examples of system- and campus-level contexts to highlight how different structures shape multilingual learner pathways and corequisite implementation. Discussions ensue between presenters.]



Pause & Reflect 3 (6 minutes)

6. Where does Rosario's account sound like your institutions and where do the experiences differ?

Sample prompts:

- *Think about how collaboration happens within and across departments at your institution. What feels familiar in Rosario's story?*
- *Has anyone worked across departments to design a course, revise a pathway, or coordinate student support? What made that collaboration successful or challenging?*

Sample Response:

- *"The part about ESL and English figuring out who owns the course sounded very familiar. The difference is that CUNY had a system-level push, and we're doing it one department chair at a time."*
- *"What felt familiar is that the work started with a few faculty who trusted each other. What we haven't done is turn that into something that survives when those people leave."*

7. What has or would help your colleagues better understand their shared role in serving multilingual students?

Sample prompts:

- *Consider the challenges multilingual learners may face in courses outside of English or ESL. How can colleagues in other disciplines better anticipate and support those needs?*
- *What kinds of conversations or professional learning would help colleagues understand how language development intersects with their course expectations?*

Sample Response:

- *"Data broken out for ML students. Most of my colleagues had no idea how many of their students came through ESL, because nothing on the roster tells them."*
- *"A joint PD session where an ESL faculty member modeled sentence frames on a biology reading. It made language support look like part of teaching the content, not an extra job."*

**Section 1D
(5 minutes)**

- **Adapting Corequisites for Multilingual Learners** - Presenter outlines key principles for adapting corequisite models to better support multilingual learners through asset-based, integrated, and intentional design.

Four dimensions for adapting Corequisites for Multilingual Learners are discussed. These dimensions are:

- Asset-based pedagogy
- Integrated language and content
- ESL-disciplinary faculty collaboration
- Aligned placement and advising



Pause & Reflect 4 (10 minutes)

8. Which of the four design dimensions (asset-based pedagogy, integrated language and content, ESOL and disciplinary faculty collaboration, and aligned placement and advising) has your institution already begun to address in implementing and refining ES(O)L corequisite reform?

Sample prompts:

- *Invite participants to name specific examples: "Where do you see these principles already showing up—in course design, advising, placement, or classroom practice?"*
- *Ask for evidence or indicators: "What tells you that this dimension is actually being implemented, not just discussed?"*
- *Encourage cross-department reflection: "Which departments or programs have taken the lead on any of these dimensions?"*

- *Surface variation: "Are some dimensions stronger in certain courses or pathways than others?"*

Sample Response:

- *"Integrated language and content happens in pockets. A few ESL faculty teach around sustained content themes, but it depends on the instructor, not the course design."*
- *"We talk about asset-based pedagogy a lot. I'm not sure it has changed anything students would actually notice yet."*

9. Which dimensions (if any) still need support?

Sample prompts:

- *Focus on gaps: "Where do you see students struggling because one of these dimensions isn't fully in place yet?"*
- *Probe structural barriers: "What makes it hard for your institution to strengthen this dimension—time, staffing, communication, policy?"*
- *Encourage practical thinking: "If you could add one support tomorrow, which dimension would benefit most?"*
- *Highlight collaboration needs: "Which dimension would improve most if ESL and disciplinary faculty had more shared planning time?"*
- *Invite examples: "Where do you see promising efforts that haven't yet scaled or been fully supported?"*

Sample Response:

- *"Faculty collaboration. There's goodwill, but no paid time. Every joint planning meeting we've had happened over someone's lunch."*
- *"Asset-based pedagogy on the credit-bearing side. ESL faculty are trained in it, but most gateway faculty aren't, and that's where students end up."*

10. Where does the original focus on monolingual English-speaking students still show through in your institution's corequisite ES(O)L model?

Sample prompts

- *Look at your curriculum: "Are there assignments, assessments, or pacing decisions that assume native-speaker proficiency?"*
- *Examine advising: "Do placement conversations still default to monolingual norms or assumptions?"*
- *Consider classroom expectations: "Where do expectations around participation, reading load, or writing genres reflect monolingual assumptions?"*
- *Invite reflection on materials: "Do course materials or examples presume cultural or linguistic familiarity that multilingual learners may not share?"*
- *Connect to student experience: "What feedback have multilingual learners given that reveals where monolingual assumptions persist?"*

Sample Response:

- *"Readings that lean on U.S. cultural references like sports or TV. Nobody noticed until a student asked what one meant."*
- *"Participation grades that reward quick answers in whole-class discussion. Students who need processing time get marked down for it."*

Part 2

Section (Time)	Suggestions
Section 2A (9 min)	Institutional Design: Corequisite Pathways In this section, presenters examine how to design and implement corequisite models for multilingual learners, including curriculum alignment, asset-based approaches, and cross-department collaboration, followed by reflection on design and implementation challenges. Examples are shared from BMCC. Topics include: • ESL-Specific Corequisites at BMCC: Before and After - Here, the presenter compares traditional ESL pathways with redesigned corequisite models to show how reforms accelerate access to credit-bearing courses. • Collaborations in and across Departments - Presenters describe the cross-department collaboration and planning required to design, implement, and sustain effective corequisite programs.



Pause & Reflect 5 (10 minutes)

Facilitation Notes:

You may pose the sample prompts (in red), share a sample response (in blue), or share your own experience.

1. **Take one gateway course and one advanced ESOL course at your institutions. Where do their outcomes already overlap?**

Sample prompts:

- *Think about the learning outcomes for each course. Which skills or competencies appear in both—reading, writing, argumentation, analysis, vocabulary, genre awareness?*
- *Consider the assignments students complete. Do any tasks in the gateway course resemble tasks in the advanced ESOL course?*
- *Where have faculty already collaborated—formally or informally—to align expectations across these courses?*
- *Where do you see integrated language and content already happening across these two courses?*
- *Which shared outcomes reflect an asset-based approach to multilingual learners' linguistic resources?*

Sample Response:

- *"When we put the syllabi side by side, almost every outcome in advanced ESOL writing also shows up in comp: thesis, use of sources, paragraph development. The difference was mostly wording."*
- *"The assignments overlap more than the outcomes do. Both courses have a summary-response paper, but the gateway version gives much less scaffolding."*
- *"There's real overlap, but nobody had looked before. The two departments had never compared outcomes until this conversation."*

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