



TRANSLATING
OPPORTUNITY TEXAS



Participant Handout - Module 4

Designing Corequisite Pathways for Multilingual Learners

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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

Part 1

Section 1A: Context and Research Framing

- Multilingual Learners in Community Colleges
- The Path Multilingual Learners Often Walk

Notes:

Pause & Reflect 1 (10 minutes)

1. At your institution, how many terms does the longest multilingual learner pathway take before a student reaches a credit-bearing course?
2. Where in that sequence do you lose the most students, and what do you believe is causing it?

Section 1B: 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

Notes:



Pause & Reflect 2 (10 minutes)

3. How knowledgeable do you feel about the pathways and your role as an instructor in the pathways?
4. How prepared do you feel to discuss the pathways with your students? With your colleagues or administrators?
5. In what ways might current pathway structures at your institutions fail to recognize or use the strengths multilingual students already possess?

Section 1C: Local contexts

- Texas
- CUNY/BMCC

Notes:

Pause & Reflect 3 (6 minutes)

6. Where does Rosario's account sound like your institutions, and where do the experiences differ?
7. What has or would help your colleagues better understand their shared role in serving multilingual students?

Section 1D: Adapting Corequisites for Multilingual Learners

Four dimensions for adapting Corequisites for Multilingual Learners

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

Notes:

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

Part 2

Section 2A: Institutional Design: Corequisite Pathways

- ESL-Specific Corequisites at BMCC: Before and After
- Collaborations in and across Departments

Notes:

**Pause & Reflect 5** (10 minutes)

1. Take one gateway course and one advanced ESOL course at your institutions. Where do their outcomes already overlap?
2. In your own gateway course, are language and content assessed separately, or does a single grade represent students' learning in both areas?

Section 2B: Curriculum Design for Corequisite Courses

- BMCC CO-REQS, Curriculum Design
 - Outcomes and Assessment
 - The Courses
 - The Classroom

Notes:

**Pause & Reflect 6** (10 minutes)

3. What types of collaboration exist between ESL and composition faculty at your institution?
4. What barriers exist to implementing corequisite models?

5. How do we know when students are sufficiently proficient in their language development for academic purposes at the college level? Is it possible for an ESL student to master the content matter but not the language?

Section 2C: Classroom Practices and Instructional Supports

- Strategies for success
- From Your Classroom Outward

Notes:



Pause & Reflect 7 (8 minutes)

6. What instructional strategies have you used to support multilingual learners in credit-bearing courses?
7. What challenges arise when teaching students with varying levels of academic English?
8. What kinds of supports would help instructors feel more prepared?

Notes:

Note: There are 4 professional learning modules available on the Texas Success Center, Translating Opportunity [Resource Hub](https://tacc.org/tsc/translating-opportunity-texas-tot) (website: <https://tacc.org/tsc/translating-opportunity-texas-tot>), in addition to a series of short campfire chats spotlighting innovations at Texas Community Colleges. MLE faculty and staff can also find additional technical assistance tools, reports and resources to enhance your program and improve outcomes for multilingual students. The project team encourages you to review and share these resources broadly.

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