

English Co-Requisite Information Sheet

This document contains information from some CA colleges that are currently offering corequisite classes in English based on information given by faculty members at the college. If you want to access the course outlines, email CAP Central at CaliforniaAccelerationProject@gmail.com and request an electronic version of the English Corequisite Information sheet and use the embedded links to the Course Outlines of Record (CORs).

Linked Corequisite Courses (all students “underprepared”)

Students who would traditionally place below transfer level enroll in designated sections of a transfer-level course with a linked support course. All students in these sections take the support course.

College and Contact Person	Brief Description	Placement Directly into Transfer-Level	Placement into the Coreq or Enhanced Course	Class Size	Coreq Grading	How do you use the time in the coreq?	Extra Information	Links to the CORs
Porterville Melissa Long melissa.long@portervillecollege.edu	Students take the 4-unit transfer-level class and a 2-unit lecture support course taught by the same instructor.	Students with a HS GPA of 2.6 OR combined Accuplacer score of 199-204 place directly into transfer-level. Students who have been out of HS for more than 5 years can self-place.	Students who place two-levels below, one-level below, or at transfer level can take the corequisite. Students with a HS GPA of 2.3 or a combined Accuplacer score of 164-198 traditionally place 1-level below. Students with a HS GPA of 2.0 or Accuplacer score of 125-163 traditionally place 2-levels below.	25 in both traditional and coreq sections	pass/ no pass	Hands-on activities, scaffolding, practice of the components learned in the transfer-level class	Porterville has an in-house training program for faculty teaching the corequisite course. They also have strong counselor buy-in.	Porterville Coreq COR Porterville Transfer-Level COR
Irvine Valley College Deanna Scherger dscherger@ivc.edu	Students take the 4-unit transfer-level class and a 2-unit lecture support course taught by the same instructor. Students also take a .5 unit writing lab.	Students who earn a 2.6 HS GPA OR a CTEP score of RC>25, SG>22, and SS>29 AND self-asses their reading ability as "good" or above are placed directly into the transfer-level course. 57% of incoming students met these criteria in Fall 2017.	Students who earn a 2.3 HS GPA OR a CTEP score of RC>22, SG>21, and SS>26 AND self-asses their reading ability as "average" or above traditionally place one-level below and are eligible to take the corequisite course. 13% of incoming students met these criteria in Fall 2017.	25 in both traditional and coreq sections	Students can choose a letter grade or pass/no pass.	Supplemental activities to support the transfer-level coursework	IVC built the course from the ground up and faced many technical difficulties. Deanna navigated much of the district and college logistics.	Irvine Valley Coreq COR Irvine Valley Transfer-Level COR
San Diego Mesa Wendy Smith wsmith@sdccd.edu	Students meet five hours a week in a 3-unit transfer-level course and a 2-unit lecture support course.	Students who have graduated in the last 10 years and self-report the grade in their last English class and have a HS GPA of 2.6 or above place into transfer-level. Students who graduated more than 10 years ago take Accuplacer and place into transfer-level with a cut score of 105.	Students who have a HS GPA below 2.6 can take the corequisite course. Students who place into transfer-level can take the coreq as well. If a student must take the Accuplacer (only if he or she graduated 10+ years ago), they need a score of R:30/W:30 to take the coreq. The department chair can also approve placement.	25 in both traditional and coreq sections	pass/ no pass	The coreq sections are taught as one 5-unit course. There is not a separation.	San Diego Mesa has created a strong community of practice for instructors teaching the course.	San Diego Mesa Coreq COR San Diego Mesa Transfer-Level COR

Linked Corequisite Courses (all students “underprepared”) (continued)

College and Contact Person	Brief Description	Placement Directly into Transfer-Level	Placement into the Coreq or Enhanced Course	Class Size	Coreq Grading	How do you use the time in the coreq?	Extra Information	Links to the CORs
<p>Solano College</p> <p>Josh Scott</p> <p>jscott@solano.edu</p>	<p>Students take a 4-unit transfer-level course and a 1-unit lab course that meets 3 additional hours per week. The corequisite course is open to students who place one-level-below.</p>	<p>To place directly into transfer level, students must have an Accuplacer score of 90 OR a HS GPA of 2.7 OR a grade of B in Jr or Sr English in high school. In Fall 2017, 70% of students met these criteria.</p>	<p>To place into the transfer-level class with coreq support, students must have an Accuplacer score of 70-89 OR a HS GPA of 2.3 OR a grade of C in Jr or Sr English in high school. In Fall 2017, 15% of students met this criteria.</p>	<p>30 in both traditional and coreq sections</p>	<p>pass/no pass— student must attend the coreq and pass the transfer-level class to pass the coreq</p>	<p>Scaffolding assignments in the transfer-level course, computer-lab time</p>	<p>At Solano, 85% of students placed into transfer level (stand alone or with support) in Fall 2017. Since they have implemented the coreq, the course success rates have remained steady at around 70%.</p>	<p>Solano Coreq COR</p> <p>Solano Transfer-Level COR</p>
<p>Allan Hancock College</p> <p>Julia Raybould-Rodgers</p> <p>jraybould-rodgers@hancockcollege.edu</p>	<p>Students take a 4-unit transfer-level course and a 2-unit lecture support course. Students in the transfer-level course meet 3 hours in person and 1 hour online.</p>	<p>Students who graduated 12th grade with a GPA of 2.6 or above OR scored 261 or above on Accuplacer (calculated using 2 times the writing score plus the reading score) place directly into transfer level.</p>	<p>Students who graduated 12th grade with a GPA of 1.70 to 2.59 OR who score 194-260 on Accuplacer (calculated using 2 times the writing score plus the reading score) are eligible to take the corequisite course.</p>	<p>30 in both traditional and coreq sections</p>	<p>Graded using points for each assignment</p>	<p>More time is spent reading, dissecting, planning, and discussing writing assignments. Homework is also started in class, more workshopping is done in class, and drafts are typed in class.</p>	<p>Allan Hancock instructors have created strong thematic courses for both the coreq and accelerated basic skills classes.</p>	<p>Allan Hancock Coreq COR</p> <p>Allan Hancock Transfer-Level COR</p>

Linked Corequisite Courses (all students “underprepared”) (continued)

College and Contact Person	Brief Description	Placement Directly into Transfer-Level	Placement into the Coreq or Enhanced Course	Class Size	Coreq Grading	How do you use the time in the coreq?	Extra Information	Links to the CORs
Cuyamaca Lauren Halsted Burroughs Lauren.halsted@gcccd.edu.edu	Students take the 3-unit transfer-level class (which includes a lab hour in addition to 3 lecture hours) and a 1-unit lecture support course taught by the same instructor.	Students with a HS GPA of 2.6 OR combined Accuplacer score of 199-204 place directly into transfer-level.	Students who place one-level below or at transfer level can take the transfer-level class with the corequisite support course. Students with a HS GPA of 2.3 or a combined Accuplacer score of 164-198 traditionally place one-level below.	35 in both traditional and coreq sections	pass/ no pass	Just-in-time remediation, extra time to facilitate student inquiry, scaffolding for major assignments, low-stakes collaborative practice	Cuyamaca's college leadership has been very supportive of acceleration and multiple measures placement. They have strong counselor buy-in. They also use our BSSOT grant funding for faculty professional development.	Contact Lauren—they are housed on Cuyamaca's district's password-protected intranet site.
San Joaquin Delta Sarah Antinora santinora@deltacollege.edu	Students take the 3-unit transfer-level class and a 1-unit lecture support course taught by the same instructor.	Students who have a HS GPA of 2.6 or above and/or score >95 in the Sentence portion of Accuplacer place into transfer-level.	Students who place one-level below or higher can take the transfer-level with corequisite support: successful completion of the two-level below course, a HS GPA of 2.3 or higher, and/or an Accuplacer score of Reading >60 and Sentence > 70.	30 in both traditional and coreq sections	pass/ no pass	In most sections, there is no separation between the coreq and the transfer-level class. Student embedded tutors are in the coreq sections.	SJDC's Acceleration Community of Practice is comprised of faculty who teach the coreq and pre-transfer level accelerated courses, which are grounded in Reading Apprenticeship and Growth Mindset, and both utilize student embedded tutors.	San Joaquin Delta Transfer-Level COR San Joaquin Delta Coreq COR

Linked Corequisite Courses (all students “underprepared”) (continued)

College and Contact Person	Brief Description	Placement Directly into Transfer-Level	Placement into the Coreq or Enhanced Course	Class Size	Coreq Grading	How do you use the time in the coreq?	Extra Information	Links to the CORs
<p>Cerritos</p> <p>Lynn Serwin</p> <p>lswerwin@cerritos.edu or Niki Lovejoy-Robold</p> <p>nlovejoy@cerritos.edu</p>	<p>Students take the 4-unit transfer-level class and a .5-unit lab (2 hours) support course taught by the same instructor.</p>	<p>Students with an Accuplacer score above 95 place directly into transfer-level. MMAP will be implemented in Fall 2018, and students who have a 2.6 HS GPA will place directly into transfer-level.</p>	<p>Students who place in 1 or 2-levels-below can take the transfer-level course plus the corequisite support course. Students with an Accuplacer score below 40 are placed in Adult Ed courses and cannot enroll in the transfer-level class plus corequisite support.</p>	<p>30 in the stand-alone transfer-level course; 25 in the coreq (all 25 take the transfer-level and coreq together)</p>	<p>pass/ no pass</p>	<p>One on one time with the instructor, just-in-time remediation, time to develop skills, more exploration of components introduced in transfer-level class, and activities to support transfer-level work.</p>	<p>Cerritos offers a hybrid version of the coreq course. This meets 3 hours in person and 3 hours online each week. Students use time online to further discussions on the reading, participate in just-in-time remediation for writing skills, and complete small group writing process activities with the instructor and peers.</p>	<p>Cerritos College Transfer-Level COR</p> <p>Cerritos College Coreq COR</p>
<p>Mt. San Antonio College</p> <p>Erin Danson</p> <p>edanson@mtsac.edu or Michelle Dougherty</p> <p>mdougherty@mtsac.edu</p>	<p>Students take the 4-unit transfer-level class and a 1-unit support course taught by the same instructor.</p>	<p>Students with a HS GPA of 2.6 or higher or a HS GPA of 2.4-2.59 AND a B or higher in regular 12th grade English or transfer-level placement on the placement test will place directly into transfer-level.</p>	<p>Students with a HS GPA of 2.4-2.59 or a HS GPA of 2.2-2.39 AND a B or higher in regular 12th grade English can take the transfer-level class plus corequisite support.</p>	<p>30 in the stand-alone transfer-level course; 25 in the coreq (all 25 take the transfer-level and coreq together)</p>	<p>Students can choose pass/no pass or a letter grade option</p>	<p>Supplemental reading, writing, and researching activities to support the transfer-level course work</p>	<p>Mt. SAC revised a deactivated 1-unit course to use as the corequisite support course, which allowed them to implement the coreq course more quickly.</p>	<p>Mt. SAC Transfer-Level COR</p> <p>Mt. SAC Coreq COR</p>

Linked Corequisite Courses (all students “underprepared”) (continued)

College and Contact Person	Brief Description	Placement Directly into Transfer-Level	Placement into the Coreq or Enhanced Course	Class Size	Coreq Grading	How do you use the time in the coreq?	Extra Information	Links to the CORs
Golden West College Ayesha Zia azia@gwc.cccd.edu	Students take the 3-unit transfer-level English 100, which has the corequisite 2-unit lecture support course taught by the same instructor. Due to scheduling challenges, they are working to get a 5-unit enhanced course passed through curriculum.	Students who earn at least a 2.6 HS GPA OR an Accuplacer score of 165-215 place in transfer-level English.	Students with a 2.3 to 2.59 OR an Accuplacer score of 113-151 place into 1-level-below. Students can choose to take the transfer-level plus coreq or the traditional 1-level-below.	30 in both traditional and coreq sections	Pass/no pass—attendance is mandatory in the coreq (with a limited number of allowable absences). If students are dropped from the coreq, they are dropped from the transfer-level.	Scaffolding assignments in the transfer-level, just-in-time remediation, grammar review, conferencing with students, and focus on reading strategies	Golden West has a SIA (supplemental instructional aide) designated to each class to support the instructor. They are working on a summer training institute for faculty to build a community of practice.	Golden West transfer-level COR Golden West coreq COR
Mt. San Jacinto College Rebecca Coleman rcoleman@msjc.edu	Students take the 4-unit transfer-level class and a 1-unit lecture support course taught by the same instructor.	Students with an Accuplacer score of at least 80 OR 12 th grade self-reported HS GPA of 2.5 OR a B- or higher in non-remedial senior level English place directly into transfer-level English.	Students with an Accuplacer score of 65-79 OR 12 th grade self-reported HS GPA of 2.0 OR a C or higher in non-remedial senior level English are eligible for the coreq.	25 in both traditional and coreq sections	Pass/no pass	Just-in-time remediation, student-instructor conferencing, developing active reading strategies, scaffolding writing assignments, and community building	Mt. San Jacinto College has a community of practice that meets throughout the semester to share experiences and ideas.	Mt. San Jacinto transfer-level COR Mt. San Jacinto coreq COR

Higher-Unit Transfer-Level Classes

Students who would traditionally place below transfer level enroll in a higher-unit transfer-level course (no linked corequisite).

College and Contact Person	Brief Description	Placement Directly into Transfer-Level	Placement into the Coreq or Enhanced Course	Class Size	Coreq Grading	How do you use the time in the coreq?	Extra Information
<p>Modesto Junior College</p> <p>Andrew Kranzman</p> <p>kranzmana@yosemite.edu</p>	<p>Modesto’s corequisite course is a 5-unit enhanced course and meets 5 hours per week. Their traditional transfer-level course is 3 units and meets 3 hours per week.</p>	<p>Students who have a 2.6 HS GPA OR Accuplacer score of 180-240 qualify for the traditional transfer-level course.</p>	<p>Placement below transfer level is based on cut scores alone (no GPA). For 1-level below, the cut scores are 140-179, and these students are eligible to take the coreq course. Students who place into the traditional transfer-level can take the coreq if they want to, but counselors try to steer them into the traditional transfer level.</p>	<p>27 in both the traditional and enhanced course</p>	<p>Focus on affective domain and just-in-time remediation</p>	<p>Modesto college has a community of practice that has met regularly throughout the planning and implementation process.</p>	<p>Modesto Enhanced Course COR</p> <p>Modesto Transfer-Level COR</p>
<p>Fullerton College</p> <p>Bridget Kominek</p> <p>BKominek@fullcoll.edu</p>	<p>English 101: Enhanced College Writing is a 5-lecture-unit transferable course that is on track to be offered as a permanent course in Fall 2018. A pilot version of this course has been offered since Fall 2016. The class meets five hours per week. There is no separate coreq class or lab.</p>	<p>Fullerton uses guided self-placement. Students take the placement test and place via cut scores, but students attend a group advising session led by an academic counselor, who helps them choose the best class for them.</p>	<p>Students who would traditionally place one- or two-levels below transfer are eligible to take English 101: Enhanced College Writing; however, anyone can take the enhanced course if he or she meets with a counselor and goes through the guided self-placement process.</p>	<p>27 in both the traditional and enhanced course</p>	<p>Just-in-time remediation, provide support for the affective domain, and give additional support for students’ reading skills—focusing on the reading skills needed to do academic research and writing</p>	<p>Fullerton’s guided self-placement process allows students to place themselves into the writing sequence after meeting with an academic counselor.</p>	<p>Fullerton College Enhanced Course COR</p> <p>Fullerton College Transfer-Level COR</p>
<p>Skyline College</p> <p>Chris Gibson</p> <p>gibsonc@smccd.edu</p>	<p>Skyline’s corequisite course is a 5-unit enhanced course. Their traditional transfer-level course is 3 units.</p>	<p>Students with a HS GPA of 2.6 or higher OR Jr/Sr English grade of B- or higher OR Accuplacer cut scores of 88-120 on Reading Comprehension/86-120 on Sentence Skills place directly into the traditional transfer-level course.</p>	<p>The enhanced course is open to students who would have traditionally placed one or two levels below transfer – those with a HS GPA of 2.0 or higher OR Jr/Sr English Grade of C- or higher OR Accuplacer cut scores of 63-87 on Reading Comprehension/101-120 on Sentence Skills OR 88-120 on Reading Comprehension/66-85 on Sentence Skills. Students who place into the traditional 3-unit transfer-level course can opt into the enhanced course.</p>	<p>26 in both the traditional and enhanced course</p>	<p>Analysis of assigned readings, activities to engage with class readings, additional time to scaffold reading and writing processes and collaboratively work on writing, and community building.</p>	<p>Skyline repurposed an old 5-unit transfer-level course and changed the placement requirements to create their enhanced course.</p>	<p>Skyline Enhanced Course COR</p> <p>Skyline Transfer-Level COR</p>

Linked Corequisite Courses—ALP Model (inspired by Accelerated Learning Project at the Community College of Baltimore County)

Students who would traditionally place below transfer level enroll in a transfer-level course made up of a portion of students who placed directly into transfer level and a portion who would traditionally place below transfer level. Students who would traditionally place below transfer level take an additional support course.

***CAP cautions that this model may be difficult to scale in CA due to the funding constraints associated with the small-group support class.**

College and Contact Person	Brief Description	Placement Directly into Transfer-Level	Placement into the Coreq or Enhanced Course	Class Size	Coreq Grading	How do you use the time in the coreq?	Extra Information	Links to the CORs
<p>Sacramento City</p> <p>Dawna DeMartini</p> <p>demartd@scc.losrios.edu</p>	<p>28 students take a 3-unit transfer-level course; 20 of those students take a 3-unit lecture support course.</p>	<p>Students place via Accuplacer score, multiple measure questions regarding GPA, course-taking history and “studenting” skills, and a writing sample. MM questions can add points to their Accuplacer score, and students with a 96 or above place directly into transfer. Students who place below transfer-level take a writing sample, which is scored by English faculty. Students from the local school district can place directly into transfer level with a C or better in 12th grade English.</p>	<p>The course is open to students who place one-level below transfer level. To place one-level below, students must earn a 78-95 on Accuplacer and a 4 out of 5 on the essay exam.</p>	<p>28 in the transfer-level section; 20 in the corequisite section</p>	<p>Some instructors use contract grading. Others give complete/incomplete grades for assignments, but they must assign a letter grade at the end of the semester.</p>	<p>Scaffolding and contextualizing assignments in the transfer-level course, working on homework assignments with instructor and peer feedback</p>	<p>Sacramento City has set up a local professional development program for faculty teaching the corequisite course.</p>	<p>Sacramento City Coreq COR</p> <p>Sacramento City Transfer-Level COR</p>
<p>MiraCosta</p> <p>Luke Lambert</p> <p>llambert@miracosta.edu</p>	<p>25 students take a 4-unit transfer-level course; 12 of those students take a 2-unit lecture support course taught by the same teacher.</p>	<p>MiraCosta uses informed self-placement. Students with a 2.8 HS GPA or a 2.5 and B in their last English class are given the recommendation to take the stand-alone transfer-level course. If after a student receives the email indicating his or her “course eligibility,” the student wishes to understand other course options, he or she may come into the testing office to complete the guided self-placement process, which allows students to place into any course in the sequence.</p>	<p>Any student can choose to take the corequisite course with informed self-placement. Students with a 2.4 HS GPA or a C or better in their last English class are given the recommendation to take the corequisite course (or one level below transfer).</p>	<p>25 in the transfer-level section; 12 in the corequisite section.</p>	<p>Letter grade</p>	<p>The coreq supports the needs of students for the transfer-level outcomes. The instruction usually varies depending on the needs of the students throughout the semester and is tailored to the content and skills in English 100.</p>	<p>Through MiraCosta’s informed self-placement process, any student can take the corequisite or transfer-level course. Students are sent a letter with a placement recommendation based on HS GPA, but students can choose any class they feel is appropriate for them by participating in the informed self-placement process.</p>	<p>MiraCosta Coreq COR</p> <p>MiraCosta Transfer-Level COR</p>