ENGLISH TEAMS – Application Form

• Name of College
• Number of participants on your English team

Please answer the following questions

1. **AB 705 Implementation:** Please describe your plans for the coming academic year (4 questions):
   a. What are your placement rules for Fall 2020? Are you using the default statewide placement rules? If not, what are you using?
   b. Are you offering (or planning to offer) concurrent support at the transfer level? If so, please describe your model(s) – e.g., # units, lecture/lab, embedded tutors, whether it is optional or required for certain students. If concurrent support will be required, please include which students would be required to receive support.
   c. Have you made any other changes in response to AB 705?
   d. If your college has had a separate reading department, what has happened to those courses/faculty? (e.g., department merging with English, Reading faculty recognized as qualified to teach composition)

2. **Course Schedule:** Please answer the following questions about your course offerings for Fall 2020 (6 questions).
   a. How many sections of regular transfer-level composition is your department offering in Fall 2020 (include course numbers)?
   b. How many sections of transfer-level with concurrent support (corequisite) is your department offering in Fall 2020 (include course numbers)?
   c. Is your college offering any composition courses below transfer level in Fall 2020? If so, how many sections? Please note how many levels below transfer each course is if you’re offering more than one and include course numbers.
   d. Is your college offering any reading courses below transfer level in Fall 2020? If so, how many sections? Please note how many levels below transfer each course is if you’re offering more than one and include course numbers.
   e. Is your college offering any other English courses below transfer? If so, how many sections? Please note how many levels below transfer each course is if you’re offering more than one and include course numbers.
   f. How are students directed to your basic skills courses?

3. **Changes to Pedagogy and Content:** Has your transfer-level pedagogy and course content changed to meet the needs of the heterogeneous population in your transfer-level classes? If so, please describe how. What are you doing to support faculty teaching in this context?
4. **Implementation Challenges:** What challenges has your department faced as you have increased access to transfer-level courses (political/logistical/pedagogical/other)?

5. **Reasons for Applying:** Please briefly describe what you hope to gain from participating in the CAP Community of Practice and any particular issues or topics you hope the facilitators will address during the trainings.

6. **College Team:** For this question, please submit information for participants on your team. If you have more than 6 total team members, please email the information for each additional team member to CAP Central (CaliforniaAccelerationProject@gmail.com).

   - **Team Leader**
     a. Name
     b. Email address
     c. Job title
     d. Cell phone
     e. Are you… (check one)  
       ___ Full-time faculty  ___ Part-time faculty  ___ other (explain)

   - **Other Team Members (provide the following information about all team members)**
     a. Name
     b. Email address
     c. Job title
     d. Cell phone
     e. Are you… (check one)  
       ___ Full-time faculty  ___ Part-time faculty  ___ other (explain)