

Question	Answer
<p>Should the co-req be labeled a 0xx course number (if the chosen model is a "course")? Or is that numbering system a suggestion rather than a rule regarding numbering non-credit courses?</p>	<p>State universities should follow the Course Numbering System Policy which indicates "no credit courses" should be numbered 000 - 099. Two-year institutions are encouraged to follow this policy, as well. A link to the policy is below: CLICK HERE</p>
<p>Can institutions establish minimum placement requirements for enrollment in a co-requisite course?</p>	<p>Admitted students can't be prevented from taking a corequisite course per the Course Placement and Developmental Education Policy. A link to the policy is below: CLICK HERE</p>
<p>Can we have sections for specific populations? For example, can we have a section for athletes that meets at a time of day specifically identified in collaboration with athletics?</p>	<p>KBOR encourages institutions to pay special attention to the multiple measures used to place students, and what different groups of students might need, as they consider which type of corequisite developmental support to offer students. Per policy, "Corequisite support developmental education sections may be tailored for specific student groups and offered for different amounts of credit (up to three semester credit hours)."</p>
<p>Is there anything scheduled regarding Reading specifically?</p>	<p>Yes, reading skills and strategies will be covered in future sessions.</p>
<p>Is there any discussion about working with co-reqs for the general education buckets after the first gateway course?</p>	<p>No, there is no official discussion about that at this time.</p>
<p>Why not distinguish between prerequisite and corequisite by also distinguishing between non-credit bearing and credit bearing? If the coreq is a new approach to teaching comp 1 and maps onto 101 (and supports the goals of 101), isn't the content college-level and not pre-college level?</p>	<p>The corequisite course may range from 0 to 3 credit hours, with each institution determining whether it will be assigned credit and if fees / tuition will be assessed. Although the course content is designed to support success in the gateway course, most of the time, it is not college-level material. This was a Board decision formally outlined in policy. This topic has been discussed with Executive Implementation Teams (EITs) as they relate to math courses. Therefore, campus administrators are well versed on the topic and a good resource for further questions.</p>

November 8, 2024 - English Professional Development Session - Chat Questions

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<p>It sounds like many successful models for co-requisite classes had the same instructor for ENGL 101 and the support class. Does this mean that the instructor should have a degree in English or could someone with another humanities degree be qualified?</p>	<p>Ideally, students would have the same instructor for the gateway and the corequisite sections. Institutions should follow HLC guidelines for determining faculty qualifications found at the below link. CLICK HERE</p>