Comments and Resources shared in the Chat
English Faculty Professional Development 4-4-25

Each person joined others from their institution in a breakout room and discussed a topic of their choosing related to corequisite support. The following comments were shared in the chat:

We discussed the challenges of going online with the co-req course

The GCCC team fully implemented English developmental co-recs this year after a few years running out intermediate co-rec, so we discussed our initiatives for planning line schedule and timing co-rec sections with their associated English I next year.

We talked about the role of shared parameters vs. shared assessments and if one or both would be appropriate. We talked about whether a shared assessment and rubric could help with standardization of rigor. A theme in our conversations was having students equally prepared with the same exposures and encounters to set them up for success in Composition II. Finally, we talked about those instructional encounters with students at a lower level vs. a significantly higher level, how that would be navigated by instructors, and how those experiences would feel for students. Essentially, we asked a lot of questions to be answered as we continue on this journey.

Someone posted the **question**,

We're wondering what is anticipated for Spring 2026. We had assumed that we would use that for revising the course as necessary, but someone here got information that maybe we were expected to offer the co-req in spring 2026.

Answer:

Yes, all institutions are expected to offer at least one corequisite section for both Fall 2025 and Spring 2026.

During discussion, Dr. Burdick asked institutions how they frame the ALP model so that students don't feel stigmatized. Institutions offered the following responses:

I've not seen a stigma at all at Seward Co.

We have not seen a stigma at GCCC

We saw a stigma more when students needing extra support were in a separate section vs. in a combined section with "regular" students. So, I think the ALP model in and of itself helps to reduce stigma

We hold the courses in separate rooms, so those who assess as college ready are not aware there is another course directly afterward.

Regarding opening up the ALP corequisite section to any student:

I do tell anyone they can drop in on the ALP class

Some of our students preferred to stay in the same classroom. Most looked at being in the co-req as being a member of an "exclusive club."

Participants were asked what they might like to learn more about in the future:

I'd love to hear more about online corequisite sections (from you or others). We have trouble with attendance and completion rates, and we worry that online classes will result in students not completing the course.

AI is also a big concern for us (esp with online)

Yes, there is a pressing need to navigate how to address students' use of AI in online writing course

I'd enjoy learning more about how online sections are handled. We (Seward CC) have had very limited success with it.

Best Practices for online co-req

There is an urgent need for AI detective tools that universities agree on

Investigating OER models, particularly to better support concurrent courses.

AI training

GCCC has already fully implemented co-rec developmental courses. Our biggest need is classroom space on campus and we've requested some data for assessment purposes.

Partnering (continuing) with Institutional research, first year advising, for tracking and gathering student data effectively

Institution-wide training for professional advisors and other stakeholders on placement and tracking

Scheduling is more of a challenge with our switch to a 4-day week.

More professional development about teaching reading!

We have had co-reqs a long time but I think we will struggle to completely do away with standalone developmental English. I don't think all of my dev ed English students can succeed in ALP. So tactics for helping the lowest readers and writers to operate at a college level.

Tutors & tutor training

I think also data on a zoomed out picture of whether students in our corequisites are also in other coreq courses — namely math, and how that reflects wider curricular concerns or questions about student load

AI, AI, AI

Challenge with translators/AI as well.

Other comments shared in chat:

I shared with my group that KCKCC is considering having two levels of corequisite classes -- one for students who need help with reading skills and strategies and one for students who have the reading skills and need more focus on writing. There will be overlap (both have reading and writing), but placement should help students get more attention based on their individual needs in the ENGL classroom.

Seward will have two levels of coreq classes.

GCCC has three co-reqs: ESL (3 credits), Basic (2 credits), and Intermediate (1 credit) There is a great deal of overlap, review, and reinforcement.

For anyone interested, Auburn University has an excellent teaching with AI course.

The software I have used in the past immediately offers a tool to remove the traces of AI from the paper as soon as it identifies a paper as being AI generated, so yeah. It's quite the double bind.

I also make all work due Thursday night since many of my rural students don't have wifi on the weekends

Dr. Casey Reid shared the following resources with everyone

https://www.nroc.org/courseware/developmental-english

https://www.wested.org/support/reading-apprenticeship/

https://heartlandcrla.wixsite.com/heartlandcrla