CONSIDERATIONS FOR COREQUISITE DEVELOPMENT LEADERS

Intended Audience: Leaders tasked with building the corequisite model for their department.

Intended Use: A jumping off point for implementing corequisites. The questions below should provoke thought regarding the scope/variety of elements that may be considered during the corequisite planning process. Suggestions for some elements may be found in the Backmapping and Workflow video series. Answers have not been supplied since the best solutions/answers/action plans will depend on your campus, and culture.

Before getting started, consider the groups on campus that can be pulled in for support in this planning process. For example, key faculty, administrators, advising, tutoring, professional development?

STRUCTURE: Key Faculty and Administrators

- How many credit hours will the corequisite course be and how will this course count in faculty load?
- How will the corequisite and credit courses be scheduled? Will any sections be offered online?
- Will courses be designed as one-to-one linked courses or will the corequisite curriculum need to be standardized to allow mixing and matching of courses?
- What will happen to students who fail or withdraw from the credit-level but pass the support course?
- What will happen to students who were enrolled prior to the implementation?
- How will you balance the need for standardized structure while allowing instructors academic freedom?
- Are there ways the corequisite support course can fill the gaps that crop up in typical credit and developmental courses? This could include content, classroom management, study skills, and mindset.
- Will a standard final exam be administered in the corequisite support course and how will it be weighted?
- What best practices (if any) will be required? (i.e. active learning, classroom management techniques)
- What technological elements (canned LMS course, LMS template structural elements, homework system, etc.) can be pre-built and automated for instructors and what should they do on their own?

STUDENT COMMUNICATION: Advising and Advertising

- How does your implementation model affect the registration process?
- What will be the placement criteria?
- How will advisors become aware of this new model? (i.e. email blasts, formalized training, meetings)
- How will this model be advertised to students before the semester starts? (email blasts, social media, etc.)

FACULTY TRAINING: Professional Development

- What elements of your corequisite model will be new to instructors and require training?
- Should training be face-to-face or will a blend work?
- Will training be an information session or workshops where faculty try out new elements/ask questions?
- Will training be required and paid or just strongly recommended?
- What external/internal resources are available to further support the instructors in training and throughout the semester? Expert instructors? Pro Dev? On-demand videos? A repository of techniques?
- How will you get buy-in from your faculty to get them to teach these courses?
- How will you prepare faculty for the challenges ahead and keep their morale up during the semester?
- How will you prepare credit-level instructors to teach a mix of students in their classrooms?
- How/when will you give faculty an opportunity to vent about the upcoming changes?
- How will you empower faculty to take ownership of the course once you have built the structure?

FACULTY COMMUNICATION: Teaching Team "Boots on the Ground"

- How will you gather input from faculty teaching the courses before, during, and after your first semester?
- How will you demonstrate to faculty that you are listening to their suggestions/feedback?
- How regularly should you be contacting the faculty to ensure they are "on track" and feel supported?
- Will credit-level and corequisite instructors communicate about student issues (i.e. absences, disruptions)?
- How should instructors integrate tutoring and other learning support?