

Corequisite Support Education

September 6, 2024

Supplemental course section

- ▶ A student in a supplemental course section attends a corequisite support developmental education section model in which there are structured courses that run before, after, or on opposite days to the gateway course. The gateway course and the concurrent supplemental course are completed in the same semester.
 - ▶ Another version of this type of corequisite is an extended section where students take a course for more than the typical 3 credits, usually 4 to 6 credits where the corequisite material is included throughout the course.
 - ▶ Blended vs. Cohort structure
- ▶ Pro
 - ▶ Logistically easier for schools
- ▶ Con
 - ▶ There a quite a few ways this can exist, and it may not be presented in a best-practice way

Supplemental Course Section Best Practices

- The non-credit material is synchronized closely with the credit-bearing course and designed to supplement it “just in time.”
- The same instructor can teach both courses for cohesiveness and consistency. If two different instructors teach the two courses, the two instructors should work together closely.
- The credit course should be an existing fully transferable Pathways course paired a supplemental course/workshop. The support should not be an existing prerequisite remedial course in which the student concurrently enroll.
- Include soft skills as part of the corequisite education. Examples: study skills, note taking, college-services, math anxiety, and testing strategies.
- Individualize the supplemental education as not all students require the same review topics.
- Cohort structure where the students attend support and gateway course with the same group

Mandatory Tutoring Section

- ▶ A student in a mandatory tutoring section attends a corequisite support developmental education section model in which mandatory tutoring in a lab is required for a specified number of hours per week. The gateway course and concurrent mandatory tutoring are completed in the same semester.
- ▶ Pro
 - ▶ Individualized to a student
- ▶ Con
 - ▶ May not cover all the of material a student may need; isolating; learning alone

Mandatory Tutoring Section Best Practices

- ▶ Enforced student compliance by tracking if students are attending and utilizing the tutoring and resources.
- ▶ Individualized tutoring or small group interactions with tutors
- ▶ Qualified individuals helping students.
- ▶ Close communication between tutors and the Professor of credit bearing course to help students

Boot Camp Section

- ▶ A student in a boot camp section attends a corequisite support developmental education section model in which the first three to five weeks of the semester are typically developmental content, followed by the college-level content. Classes meet extra hours each week throughout the semester to equal the two classes or class plus lab. The boot camp and gateway course are completed in the same semester.
- ▶ Pros
 - ▶ Math has scaffolding and this builds up skills to serve the student in the later course
- ▶ Cons
 - ▶ It can feel overwhelming to the student to review a large chunk of material if they already struggled with the content in prior courses

Compressed Course Section

- ▶ A student in a compressed course section attends a corequisite support developmental education section model in which a developmental class is typically compressed into eight weeks, and then the college-level gateway course is typically compressed into eight weeks, so that both classes are completed in the same semester. Classes meet extra hours each week throughout the semester to deliver the applicable credit hours of instruction for both the corequisite section and the gateway course within the compressed timeframes.
- ▶ Pro
 - ▶ If a student is not ready for the second semester course, they are able to retake the first course without enrolling in more credits
- ▶ Cons
 - ▶ Overwhelming to students; can look like a compressed traditional prerequisite method

Important Soft Skills for Co-reqs

- ▶ Note Taking
- ▶ Understanding How to Study
- ▶ Reviewing Corrected Work
- ▶ Learning from Fellow Students
- ▶ Keeping Materials Organized
- ▶ Pushing Through Frustrations
- ▶ Asking for Help
- ▶ Addressing Math Anxiety
- ▶ Time Management

Additional Notes

- ▶ Each pathway course has different material and what works for one pathway may not work for another. Prerequisite knowledge varies for each course
 - ▶ College Algebra requires algebra skills
 - ▶ Contemporary Math requires basic number sense and additional problem-solving strategies
 - ▶ Elementary Statistics requires reasoning and additional examples
- ▶ The type of student taking these each course will be different and their goals will be different with the courses.
- ▶ Vary the Way Learning Happens
 - ▶ Flipped Classroom
 - ▶ Active Learning
 - ▶ Projects
- ▶ Require Rigor and Expectations
- ▶ More Than Just Math