

Advising Handbook for Corequisite Implementation

A Guide for NSHE's Advising Communities

December 2020



NSHE
COREQUISITE
IMPLEMENTATION
TASK FORCE

Table of Contents

Table of Contents.....	2
Introduction	3
Acknowledgements.....	4
Why NSHE Adopted Developmental Education Reform	5
Our Timeline for Corequisite Support Implementation	6
Advisor Specific Information.....	6
Corequisite Model.....	7
Corequisite English Placement	7
English Pathways.....	7
Corequisite Math Placement	9
Math Pathways	9
Impacts on Students	12
Incoming First-Year Students.....	12
Incoming Transfer Students.....	12
Continuing Students.....	12
Advisor Resources.....	13
Continuous Enrollment Requirement.....	13
Enrollment Enforcement.....	13
Communication Toolkit.....	18
Professional Development.....	18
Conclusion.....	19
Appendix A: Definition of Terms.....	20
Appendix B: States utilizing Corequisite Model.....	21
Appendix C: NSHE Corequisite Implementation Task Force Membership.....	1

Introduction

In 2019, NSHE adopted a policy to end traditional developmental education and move to a corequisite model. This advisor guidebook provides a system-level overview of this reform and details about how this implementation works at your institution. This advising guidebook offers the following information for advisors:

- An overview of why and when NSHE is moving to the corequisite model;
- The format of the NSHE corequisite model;
- The updated enrollment policy and enforcement information; and,
- The placement tables and the English and Math pathways.

In addition to this guidebook, a series of professional development activities for academic advisors are scheduled for Spring 2021. Each institution will also provide individual training on their specific placement tables and enforcement policies. More information on these trainings is included in the “Professional Development” section of this handbook.

The NSHE Corequisite Implementation Task Force would like to express their gratitude for the work that academic advisors will be doing throughout the next few years to implement the corequisite policy. We know advisors are at the heart of all communication to prospective, incoming, and continuing students. Advisors work tirelessly to ensure students understand their requirements and are on track for graduation. We know that students' comprehension of the corequisite model and their gateway requirements will primarily come from what advisors teach them.

Advisor-student relationships are a critical component of a students' education journey at NSHE institutions; therefore, we thank them in advance for this work.

Acknowledgements

In June 2019, System leadership established a statewide Corequisite Implementation Task Force. The purpose of this Task Force is to tackle the challenges of bringing corequisite reform to scale in a manner that utilizes collective impact, consistency, and national best practice. The Task Force is developing a comprehensive NSHE Corequisite Implementation Action Plan and engaging in assessment activities that will prompt continuous improvement following the corequisite policy's initial implementation.

The Task Force includes an advising lead from each of NSHE's seven teaching institutions. The advising leads' goals have been to ensure that academic advisors will have the professional development and the tools and information necessary to implement the Corequisite model for the academic year 2021-2022 and beyond. The following representatives are the advising leads from each institution:

- Emilly Borthwick-Wong, Interim Executive Director, University Advising, UNR
- Jennifer Brown, Director, Advisement & Retention, GBC
- Natalie Brown, Executive Director, Advising & Access Services, TMCC
- Alex Kunkle, Director, Academic Advising, NSC
- Piper McCarthy, Director, Counseling Services, WNC
- Jeffrey Orgera, Associate Vice Provost for Student Success, UNLV
- Lee Willis, Coordinator, Academic Advising, CSN

We would like to acknowledge the work these individuals have done in the development of the implementation plan. By bringing forth potential challenges and concerns for both advisors and students, our team ensured these challenges were addressed, and solutions developed.

Why NSHE Adopted Developmental Education Reform

Traditional remediation does not work. For many years, far too many NSHE students have entered into long traditional developmental education pathways that, instead of opening the door to college access, have closed it. For the thousands of students that enter into traditional remediation each year within NSHE, few have graduated, often due to the increased cost and time required to engage in traditional developmental education.

Historically, for every 100 students placed into traditional developmental education within NSHE's community colleges, only eight will graduate. The remaining 92 students will have either dropped out or will remain spiraling in the System accumulating additional costs and time. An 8% graduation rate is unacceptable and has prompted the impetus for comprehensive change in NSHE policy.

Recognizing both NSHE institutional data and growing national research supporting reform in remediation, the NSHE Board of Regents adopted a milestone policy eliminating traditional remediation pathways. The NSHE Corequisite and College Ready Gateway Policy (Title 4, Chapter 16, Section 1) requires all students to be enrolled in college-level gateway English and math courses in their initial year of enrollment, with or without corequisite support, effective Fall 2021. Corequisite instruction is a nationwide movement of delivering just in time support for college-level coursework in place of traditional remediation.

Since the policy's passage in June 2019, System leadership established a statewide Corequisite Implementation Task Force that includes four individuals from each of NSHE's seven teaching institutions: one math faculty lead, one English faculty lead, one advising lead, and one administrative lead from an area of immediate impact (admissions, registrar, etc.).

Beginning in Fall 2021, NSHE institutions of higher education will no longer offer remedial courses in English or Mathematics. Students who place below their gateway college-level English or Math course based on the various placement methods recognized by their institutions will be placed into the corequisite course(s) and the college-level course.

Our Timeline for Corequisite Support Implementation

The corequisite policy and practice will be fully implemented by Fall 2021. Training and communication to prepare advisors will begin in Fall 2020. The training will include the Why of the corequisite model, securing placement into Math and English, the changes in curriculum and math/English pathways, and impacts on current students' enrollment by early Spring 2021. The estimated timeline is laid out below:

Corequisite Implementation Timeline



Advisor Specific Information

Fall 2020

- Advisors receive initial training on corequisites via a virtual statewide advisor summit
- Each individual institution finalizes their implementation and training plan
- Marketing communication plan and materials are completed

Spring 2021

- Continued Advisor training focused on your specific campus
- Marketing and communication of new policy and classes to continuing students
- Pre-Enrollment for incoming students*
- Fall 2021 courses are scheduled and the schedule of classes is posted
- Advising for Fall 2021 for continuing students, focus on explaining new policy and courses if applicable

Summer 2021

- Orientation for incoming students and explanation of courses for Fall 2021

Corequisite Model

Multiple corequisite models are utilized nationwide that all provide instructional support for students. NSHE has decided to use the 101 + Model. This means that students are enrolled in the Gateway College course along with a mandatory Corequisite support course that is worth anywhere from 0-2 credits.



Corequisite English Placement

Students with relevant standardized test scores will be placed into English classes based on the policy in the NSHE Board of Regents' *Handbook* ([Title 4, Chapter 16, Section 1](#)). Students who meet and/or exceed the following scores place directly into ENG 101 and will be exempt from any English corequisite requirement: ACT English score of 18 or higher, SAT Reading & Writing Score of 480 or higher, Smarter Balanced Score of 2583 or higher or a PARCC score of 4 or higher.

Recent high school graduates who meet or exceed the minimum English score on any of the college readiness assessments noted above will be placed into English 101 providing that the student has adhered to the 12th grade conditions noted in the NSHE Board of Regents' *Handbook* (Title 4, Chapter 16, Section 1).

Additionally, students without relevant standardized test scores may be placed in English classes using a variety of additional supplemental placement measures depending on the institution. These placement measures include an evaluation of student portfolios, Accuplacer, and other multiple measure variables as defined through a directed self-placement questionnaire.

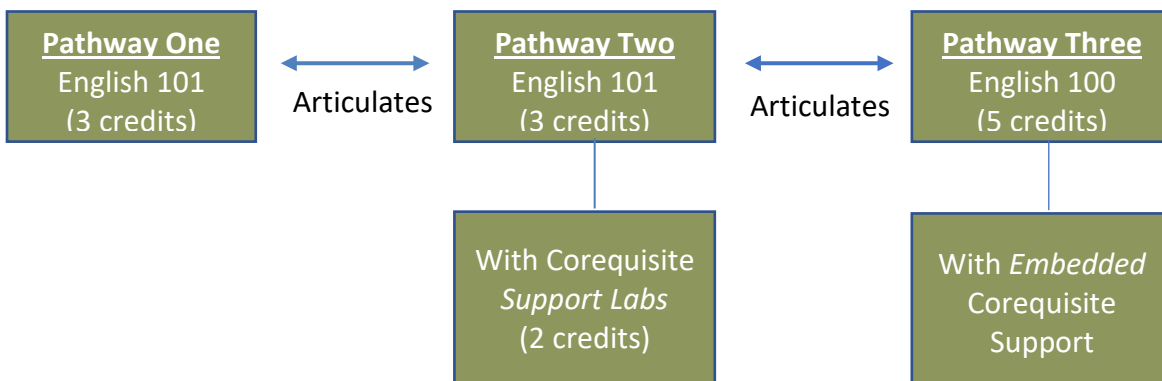
Students who do not meet the placement standards for direct entry into the gateway ENG 101 course will be automatically placed into the corequisite English course.

English course placement information will be shared with students through course descriptions in the catalog, new student orientations, and communication from an institution's testing center, advising center, and/or the English department.

English Pathways

There are three parallel gateway English pathways for students. Pathway One is for students who are college ready for English and do not need additional English support. These students will enroll in directly into the English gateway course (English 101) for three credits at all NSHE

institutions. Pathway Two is for students at UNR and UNLV who need additional support. These students will enroll in English 101 for three credits along with English corequisite support labs for two credits. Pathway Three is for students at NSC and the community colleges. These students will enroll in English 100, a five-credit gateway English class that includes embedded corequisite English support. The English 100 course is equivalent to English 101 and offers additional embedded support with reading and editing skills for students. The following visual is an illustration of the three parallel gateway English pathways for students.



All students who successfully complete ENG 100 or ENG 101 will be prepared to enter into English 102.

Institution	English 100 Credits
CSN, GBC, TMCC, & WNC	5 Credits (3 gateway English credits + 2 credits of Embedded English support)
Nevada State College	5 Credits (3 gateway English credits + 2 credits of Embedded English support)

UNR and UNLV will offer ENG 100 for 3 credits plus 2 additional credits of lab support based on student placement. The credits for the English corequisite course(s) are noted in the following table:

Institution	English 100 Credits
UNR	5 Credits (3 gateway English credits + 2 credits of lab support) *
UNLV	5 Credits (3 gateway English credits + 2 credits of lab support) **

* For UNR, students who place into ENG 100 will also be placed into one corequisite credit of ENG 100L (Composition Lab) and one corequisite credit of ENG105L (Critical Reading Lab) in their first semester.

**For UNLV, students who place into ENG 100 may also be placed into both 100L (Composition Lab) and 105L (Critical Reading Lab), but UNLV is also exploring placement options that would identify when students might only need one lab or the other.

The English corequisite course will be offered in a variety of different formats depending on institutional resources and the range of student needs. Whether offered as a stand-alone

course (community colleges and NSC) or with required corequisite support labs (universities); all versions of the English corequisite course will allow students to fulfill the requirements for English 101 within one semester.

Corequisite Math Placement

Students with relevant standardized test scores will be placed into math classes based on the policy in the NSHE Board of Regents' *Handbook* ([Title 4, Chapter 16, Section 1](#)). Students who meet and/or exceed the following scores may be enrolled directly into college-level Math 120 and will be exempt from any Math 120 corequisite requirement: ACT Mathematics score of 22 or higher, SAT Mathematics Score of 530 or higher, Smarter Balanced Score of 2628 or higher or a PARCC score of 4 or higher.

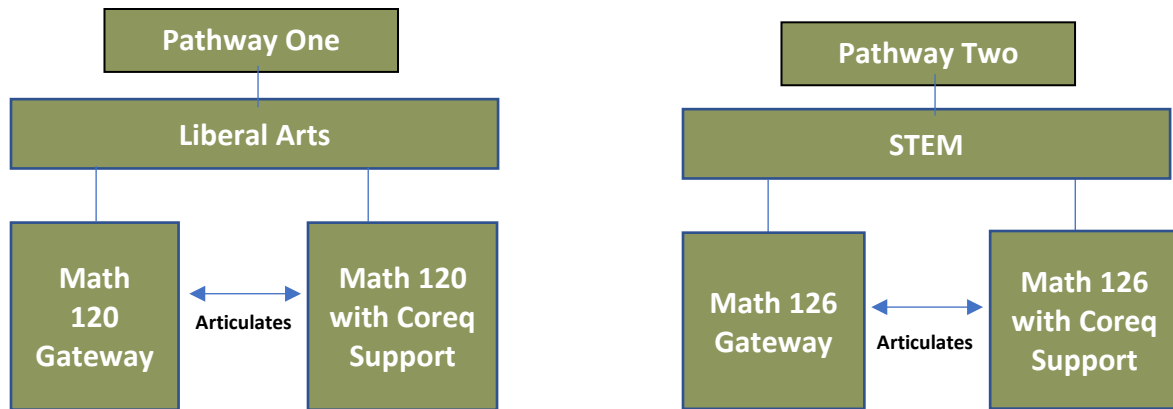
Recent high school graduates who meet or exceed the minimum math score on any of the college readiness assessments noted above may be placed into Math 120 providing that the student has adhered to the 12th grade conditions noted in the NSHE Board of Regents' *Handbook* (Title 4, Chapter 16, Section 1).

Additionally, students without relevant standardized test scores or who choose to improve their math placement, may be placed in math classes using a variety of additional supplemental placement measures depending on the institution. These placement measures include ALEKS PPL, EdReady, Accuplacer, High School GPA, and other multiple measure variables as defined through a directed self-placement questionnaire. Student's placement scores (e.g. ACT, SAT, Accuplacer, ALEKS PPL, etc.) will be placed into the student's record.

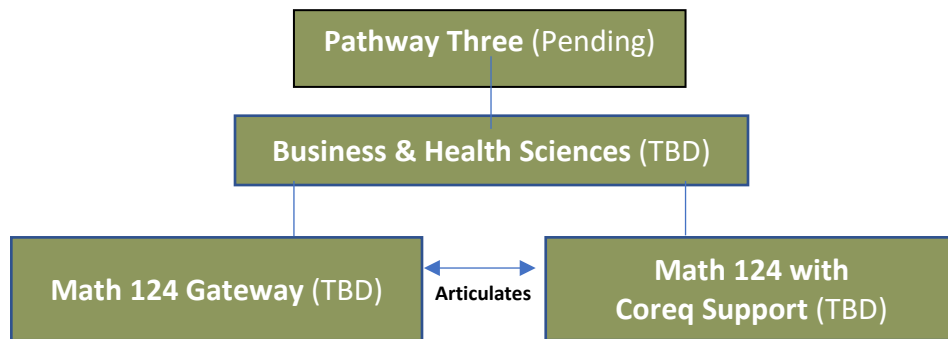
Based on placement outcomes, students who do not place directly into a traditional gateway math course will be placed into the appropriate corequisite math pathway. Math course placement information will be shared with students through course descriptions in the catalog, new student orientations, and communication from an institution's testing center, advising center, and/or the math department.

Math Pathways

The math faculty leads created math pathways based upon a student's declared discipline of study. Currently, the Task Force math leads reached consensus on two overall gateway math pathways (with or without corequisite support): A liberal arts pathway and a STEM pathway.



The math leads are working through a *third* common corequisite gateway math pathway for business and health sciences. The math faculty on the Task Force are discussing the use of Math 124 (College Algebra) as a corequisite math pathway for business students and health sciences students. Currently, three institutions have such a pathway. However, the application of this pathway has been inconsistent across the system for years. Further discussion is necessary to determine the best math pathway for business and health science students.



The community colleges and Nevada State College will offer the Math 120 (liberal arts) corequisite course for 5 credits. This consistency in credits for the corequisite Math 120 course will allow for equity in the outcome of the funding formula as the community colleges and NSC all receive funding to provide these extra math support credits to students.

Institution	Math 120 Corequisite Credits
CSN, GBC, TMCC, & WNC	5 Credits (3 gateway Math 120 credits + 2 credits of additional support)
Nevada State College	5 Credits (3 gateway Math 120 credits + 2 credits of additional support)

UNR will offer the Math 120 corequisite course for 3 credits plus 1 additional credit of support. UNLV will offer the Math 120 corequisite course for 3 credits plus 2 additional credits of support. The credits for the Math 120 corequisite course for the universities are noted in the following way so the costs for the extra student support (remedial content) is documented.

Institution	Math 120 Corequisite Credits
UNR	4 Credits (3 gateway math credits + 1 credit of support)
UNLV	5 Credits (3 gateway math credits + 2 credits of support)

The common credit amounts for the Math 126 corequisite course are currently being discussed and will be outlined in Part Two of the Corequisite Implementation Action Plan that will be presented in December 2020.

Impacts on Students

Incoming First-Year Students

The impacts on incoming first-year students are minimal. The student starts in the correct catalog and is placed based on their Gateway College Level course or corequisite based on the new placement practices.

Incoming Transfer Students

The impacts on incoming transfer students will be based on what institution the student is coming from, when they began their academic career, their planned major, and if they plan to change majors.

Continuing Students

There will be no impacts on continuing students who have completed their gateway college-level math requirement OR above their gateway college-level math requirement OR are enrolled in the gateway college-level math requirement. There will be impacts on continuing students who, based on the previous placement practices placed into remedial courses and have not completed that sequence.

Advisor Resources

Continuous Enrollment Requirement

Within the first two regular academic semesters following initial enrollment, all degree-seeking students must be enrolled in a college-level or corequisite gateway English and mathematics course or the equivalent for a certificate program (e.g. embedded curriculum) until the institutional core curriculum English and mathematics requirements are completed ([NSHE Policy](#)).

Please note: regular semesters are defined as Fall or Spring. Advisors should continue to advise students to enroll in these courses during their first or second term to ensure completion and on-time graduation.

Enrollment Enforcement

In addition to proactive advising, enrollment holds, and technical enforcement solutions, some institutions currently have the resources to be able to administratively enroll their students into the proper courses for their first term—to include administrative enrollment into the correct math and English courses. This administrative enrollment approach occurs at UNLV, UNR and NSC. The community colleges are currently exploring ways to engage in administrative enrollment strategies.

Institutions are working through the design and implementation of technical solutions to allow a student to make schedule changes from section to section within the same course to maintain continuous enrollment without allowing dropping of the course entirely without intervention.

University of Nevada, Las Vegas

Corequisite Pairing: In UNLV's current corequisite setup, which is used for math courses at present, two separate courses are built as corequisites of each other: one for the support course (2 credits) and one for the mainstream gateway course (3 credits). For example, UNLV uses MATH 26 as a corequisite to MATH 126; students who need the additional support will enroll in a section of MATH 26 must enroll in a section of MATH 126. In Fall 2021 and into the future, UNLV plans to follow the same basic schema for building gateway English corequisites.

Administrative Enrollment & Advising: Going forward, ensuring continuous enrollment in gateway courses will require appropriate setup in UNLV's PeopleSoft instance, as well as enforcement by UNLV's advising community. Upon initial enrollment, freshmen will be enrolled in either gateway math and/or English by their academic advisor as part of the block scheduling process. Also, UNLV will require department consent both to enroll in or to drop each corequisite course. To carry forward the original example of MATH 26/MATH 126, students would need consent of their college academic advising center/department to register for the courses, and they would also need consent to drop. It is anticipated that advisors will work with

students and academic departments to ensure that students register or drop in gateway courses appropriately.

As a convenience to students, UNLV's swap customization should make the process of switching sections of corequisite courses less time-intensive for both students and advisors. Using this modification in PeopleSoft will allow students to freely switch sections of corequisite courses without securing department consent so long as they meet the requirement of enrolling in both sections of the corequisite. This modification allows students to swap out of one section of MATH 26 and into another without securing department consent so long as they remain enrolled in MATH 126.

University of Nevada, Reno

For the University of Nevada, Reno, enrollment enforcement will be handled through a mixture of mandatory advising, administrative enrollment into first term of attendance, and restricted drops.

Mandatory Advising: UNR utilizes mandatory advising enforced via enrollment holds for all first-year students until they complete 30 credits as well as for all incoming transfer students. Academic advisors will stress the importance of corequisite success to degree progress, review placement options, and enrollment selection with each student.

Restricted Drops: Once a student is enrolled into a corequisite math or English class, they are locked into that class unless they completely withdraw from the University. Exceptions are handled on a case-by-case basis by academic advising leads and schedule changes are currently manually processed while a technical solution is developed.

Administrative Enrollment: UNR administratively enrolls students into their first term based on academic program requirements and current math and English placement information.

Nevada State College

Nevada State College will use existing policies and processes to enforce the continuous enrollment policy and corequisite math/English policy. This enforcement will be managed through corequisite pairing, first-semester block scheduling, non-compliance petitions, administrative registration, and drop consent.

Corequisite Pairing: NSC is not changing the pairing process for their corequisite courses. MATH 20/120E and 26/126E will be paired by section number (e.g. 20-001 is paired with 120E-001), ensuring simultaneous registration in both the college-level component of the course and the corequisite component of the course.

Block Scheduling & Advising: All incoming freshman are block scheduled by academic advisors prior to their first semester (i.e., they are administratively enrolled in the appropriate math and composition courses through new student orientation). This ensures proper placement in the

appropriate math/English and worked effectively at NSC for several years running, as placement data indicates. With the change in the continuous enrollment policy, allowing students to take math and/or English in their first or second semester, the advisors will determine which students will be required to take each section within their first semester, versus waiting until their second (however, most students will be enrolled in English in the first semester because it is a two-semester sequence for the majority of our students). They will then be advised of the policy and be required to take the remaining requirements in the second semester. Mandatory advising in the fall – which applies to all incoming students – will help ensure that students enroll in the appropriate course in the spring semester.

Non-Compliance: Those students who fail to adhere to the continuous enrollment policy and complete college-level math and English within the first year of enrollment shall have a hold placed on their account. Students will be required to meet with an academic advisor and will be administratively registered into math and/or English in the following semester. Those who wish to drop these courses in the subsequent semester will be required to meet with an advisor for drop consent and will only be allowed to register for math and/or English until completion.

College of Southern Nevada

The Office of the Registrar and Academic Advising Department at the College of Southern Nevada will work collaboratively to ensure enrollment enforcement of the NSHE gateway/corequisite model. This effort will include both advising interventions and technical protocols as noted below. CSN will offer the following corequisite courses: English 100, and three math courses built as corequisites of each other - Math 20/120, Math 24/124 and Math 26/126.

Mandatory Advising: CSN's *First Steps* initiative includes mandatory placement testing, completion of New Student Orientation, and academic advising for all new, degree-seeking students. During New Student Orientation, students will receive information about gateway/corequisite math and English requirements, and academic advisors will provide an academic plan for the first year that will include enrollment in the appropriate gateway English and math courses.

Continuous Enrollment Audits and Communication: During enrollment periods each term (open enrollment and prior to the end of each semester), enrollment audits will identify first year students who are not enrolled in their required gateway English and/or math courses and communication will be sent to these students instructing them to enroll in the required English and/or math course(s). Once a student *attempts* 11-15 credit hours, an enrollment hold will be placed on the student's account requiring mandatory academic advising. Academic advisors will monitor each student's progress towards the completion of both English and math corequisite/gateway requirement. Academic advisors will prepare an academic plan with the student outlining the completion of any remaining corequisite/gateway requirement.

Drop Consent: Until a technical solution can be implemented to ensure a student meets with an academic advisor before withdrawing from a gateway/corequisite English or math course

(Drop Consent – Advisor Consent Required), students will be prompted to contact the English or Math Department and course changes will be processed manually by the Office of the Registrar. CSN would like to utilize the swap customization feature once it is available in the shared instance of PeopleSoft. This modification will allow students to freely switch sections of gateway/corequisite courses without obtaining consent. This will greatly reduce the amount of manual staff intervention needed to handle the drop/add process for students.

Great Basin College

Enrollment enforcement at Great Basin College will be handled through a mixture of mandatory advising, restricted drops, and case management by academic advisors.

Mandatory Advising: GBC utilizes mandatory advising enforced with enrollment holds in PeopleSoft for all new college students. Academic advisors will assist students with registering for their first semester, ensuring that students are following the continuous enrollment requirement while stressing the importance of corequisite success and how it applies to overall student success.

Restricted Drops: Once a student is enrolled into a corequisite math or English class, they are unable to drop the course using self-service methods. If a student attempts to drop a corequisite course, they will be prompted to meet with their academic advisor.

Case Management & Audits: GBC students are assigned an academic advisor when they apply for admissions to the college. Advisors will audit their students accounts each semester using PeopleSoft Queries. Enrollment holds will be placed on students accounts if they have not completed their math and English requirements.

Truckee Meadows Community College

Corequisite Pairing and Enrollment: TMCC plans to use course pairing for gateway math. For example, Math 120 section 0101 pairs with Math 20 0101 ensuring enrollment in both the gateway and corequisite support course for math. English uses ENG 100, a 5-credit corequisite gateway English course. TMCC will use the established advising process to enroll students properly into gateway math and English.

Year-One Enrollment Enforcement (*Fall 2021 – Spring 2022*): Those students that do not meet the gateway math and English requirement in their first two academic semesters will be non-compliant. Non-compliant students will have a hold put on their accounts. Non-compliant students from Spring 2022 will be required to meet with an advisor prior to enrolling in Fall 2022 classes. Students that are non-compliant as of Fall 2022 will be required to meet with an academic advisor prior to enrolling in Spring 2023. This will continue to be the plan, if the long-term plan to implement the swap feature is not available. There are challenges with this process, as advising is already understaffed and there are limited windows to advise students from fall to spring but are able to handle more students from spring to fall.

Long-term Enrollment Enforcement Plan (Fall 2022 and thereafter): TMCC would like to utilize the swap feature once the feature is available in the shared instance of PeopleSoft. This feature will be set to use class level holds on gateway classes but allow students to swap one section for another section. With the swap feature, students will no longer have to be manually dropped from a class to add another section of the same class, and instead will be able to swap their class for another during the enrollment period. This greatly reduces the amount of manual staff intervention needed to handle the drop/add process for students.

Students that need to drop their gateway math or English for legitimate reasons, even if TMCC utilizes the swap feature, will still have to go through a manual drop process that they will have in place for this purpose. This recommendation has the least impact on students and staff. It does not impede on students until they become non-compliant. Thus, reducing the impact to advising and resources.

Western Nevada College

Western Nevada College will engage in numerous processes to comply with the NSHE corequisite and college-ready gateway policy, including measures to enforce the continuous enrollment requirement, effective Fall 2021.

Restricted Drops: WNC has the following corequisite options for students: English 100, Math 120/20, Math 124/24, and Math 126/26. English 101 and each 100-level math class are offered as an alternative for students who place directly into college level gateway English and/or math. Drop consent is enabled on all gateway Math courses. Students desiring to change their class schedule must meet with an academic advisor or request through Admissions and Records an exchange from one class section to the other.

Mandatory Advising: All new degree-seeking students have an enrollment hold placed on their student record, prohibiting class registration until a student has participated in placement measures and meets with an Academic Counselor/Advisor. Advisors will explain the corequisite/gateway policy and work with students to develop an individual plan for enrollment in English and math during the student's first two semesters. An additional registration hold will be placed on student accounts prior to the second semester. Advisors will ensure students enroll in any remaining required Gateway classes during their second semester.

Non-Compliance: As a follow up to ensure compliance, a review of academic progress will occur for these students at the end of their second semester. Students who have not successfully completed college level English and math will receive intervention from an advisor to confirm necessary gateway class enrollment for the next semester.

Communication Toolkit

An NSHE system-wide communication and marketing toolkit will be developed and shared with each of the institutions to use for their respective internal and external communications. The toolkit will provide institutions with support materials designed to brand the corequisite implementation efforts and support consistent messaging. The communications and marketing team at Great Basin College developed this toolkit for all NSHE institutions to utilize.

This toolkit contains downloadable standard and consistent content messaging templates in various mediums, including flyers, posters, postcards, websites, social media content, and PowerPoint slides. Each institution can uniquely brand these templates. The toolkit also includes an NSHE corequisite branded logo, banner, and other graphics downloaded for use by institutions and System leadership. The communication and marketing toolkit will be available in Fall 2020.

Professional Development

The NSHE Corequisite Implementation Task Force has emphasized the value and importance of professional development opportunities for academic advisors across the state of Nevada. Academic advisors are typically the first contact point for our incoming and continuing students and will share information about the corequisite policy with students. Academic advisors will also help students build course schedules, monitor progress toward gateway course completion, and provide supportive resources to students to foster their academic success in corequisite and gateway math and English.

NSHE successfully obtained grants from NV Energy, Strong Start to Finish, and ECMC to support the ongoing training and professional development of our academic advisors across the state. Following a kickoff event in December, we will host a series of virtual professional development sessions on various topics in February, March, and April 2021. These sessions will include the delivery of one hour of content by experts from NACADA, Student-Ready Strategies, and the Advising Network, followed by one hour of deep-dive breakout sessions for the advising staff of the NSHE campuses. These deep dives will allow a team from the same institution to discuss implications for the content shared in the previous hour and plan to include the lessons learned on their campus. The following professional development activities are scheduled for Nevada's academic advising community

- February 2021: Implementation at Your Institution
 - Each institution will determine their own date to review pertinent, institution-specific information regarding corequisite implementation
- March 12, 2021 from 10:00am until 12:00pm
 - Growing the Whole Student: Equity and Advising
- April 9, 2021 from 10:00am until 12:00pm
 - Corequisite Math and English Courses: What Do They Look Like?

Following the full implementation of the corequisite policy in fall 2021, we intend to evaluate options for offering the NSHE academic advising community online modules and certification in the best practices of corequisite advising.

Conclusion

The Advising Corequisite Implementation subcommittee is confident that this guidebook has provided you with foundational details about the NSHE Corequisite Implementation Action Plan and your specific institutions' implementation. We believe that we will begin to see an increase in graduation for our students who would have placed into remedial English and math courses throughout the next few years and these students will find success at their NSHE institution.

We also acknowledge that advisors will be a large part of that success not just through the teaching of the corequisite model and its components but also through the relationships they will build with faculty and staff to support them. Thank you again for all you do today, tomorrow, and every day for our students.

Appendix A: Definition of Terms

Throughout the document you will find the following terms and they are in use across NSHE:

Gateway Course

A **Gateway [Math or English] Course** is, “the first college-level or foundation courses for a program of study. Gateway courses are for college credit and apply to the requirements of a degree,” as defined by many of the nation’s leading education reformers.

Remedial Education

The term **remedial education** pertains to all mathematics and related subjects (skills center, algebra math labs) numbered below 100 across the System. This includes the following courses: MATH 91, MATH 92, MATH 93, MATH 95, MATH 96, MATH 97, CTM 86, SKC 80, SKC 85, and algebra refresher courses.

Less Than High School Math

Students who place below MATH 95 (Elementary Algebra) are defined as students with **less than high school math** placement levels. This includes the following courses: MATH 91, MATH 92, MATH 93, CTM 86, SKC 80, SKC 85, and algebra refresher courses.

Corequisite Support Course

A **corequisite support course** is one in which content of the course is offered as a corequisite simultaneously during enrollment in a gateway course, not a prerequisite, to the credit-level gateway course. It ensures just in time support for the topics being covered in the gateway course and allows for more time on the development of the content.

Appendix B: States utilizing Corequisite Model

- California:
 - <https://accelerationproject.org/Corequisites>
- Texas
 - <https://instruction.austincc.edu/txcoreqs/>
- Tennessee
 - <https://www.tbr.edu/news/tennessee-board-regents-Corequisite-remediation-model-produces-giant-leaps-student-success>
- Florida
 - <https://www.insidehighered.com/news/2019/03/29/remedial-education-progress-florida-still-leaves-unanswered-questions>
- West Virginia
- Colorado
 - <https://smlr.rutgers.edu/sites/default/files/images/DE%20Executive%20Summary%202-29-16%20FINAL.pdf>
- Georgia
 - https://www.usg.edu/curriculum/corequisite_support
- Indiana

Appendix C: NSHE Corequisite Implementation Task Force Membership

	Math	English	Admin	Advising
CSN	Patrick Villa & Alok Pandey	Levia Hayes	Bernadette Lopez-Garrett	Lee Willis
GBC	Jinho Jung	Evi Buell	Jennifer Brown	
NSC	Seth Churchman	Joanna Shearer	Andrea Martin	Alex Kunkle
TMCC	Anne Flesher	Molly Maynard	Julie Ellsworth	Natalie Brown
WNC	Eric York	Jessica Rowe	Scott Morrison & Dianne Hilliard	Piper McCarthy
UNLV	ZJ Wu	Elaine Bunker	Laurel Pritchard	Jeff Orgera
UNR	Jeff Mortensen	Jane Detweiler	Dave Shintani & Heather Turk	Emily Borthwick-Wong