

Guidance for Designing Corequisite Remediation At CUNY

Corequisite remediation combines a credit-bearing course with mandatory non-credit remedial support. Students who are assessed as needing remedial instruction in math, reading, and/or English on the basis of CUNY's skill proficiency markers (the SAT/ACT, New York State Regents examinations, and placement tests) are all eligible to enroll in a credit-bearing gateway course with corequisite support.

Some overarching principles and elements of corequisite remediation are:

- 1) The objective of the corequisite remediation is to provide “just in time” support for the college-level course. Simply combining two courses back-to-back within a semester (e.g., students spend the first 6 weeks of the semester in a remedial course followed by 6 weeks in the college-level course) is not optimal.
- 2) The corequisite support should be focused only on building skills that are essential for success in the college-level course. For example, a corequisite for statistics should only focus on basic skills needed for success in statistics.
- 3) The college-level course associated with the corequisite should be the same as a traditional college-level course, with the same learning outcomes, assignments and assessments.
- 4) Corequisite instruction can be designed to serve not only students whose remedial need is light but also students who have significant work to do before they are ready for college.

For students enrolled in associate programs, credit-bearing courses with corequisite support may be offered in either of the following models. Note that in all models, a variety of types of instruction, not just direct instruction by faculty, can count as equated credit as long as there are two hours of work outside of class for every hour of work in class (e.g., two equated credits would require two hours in class and four hours of work outside of class).

Model 1: Two Separate Linked Enrollments (i.e., one regular credit-bearing course and a separate remedial non-credit course or workshop)

- The credit-bearing course (“regular course¹”) consists of college-level material and may be open both to remedial and non-remedial students, while the remedial non-credit course or workshop is open only to remedial students.

¹ See [memo](#) from University Executive Registrar, Vivek Upadhyay, October 15, 2017 for relevant definitions.

- Remedial students are required to register for and attend both portions.
- Each enrollment is graded separately.
- The linked regular and remedial courses may be taught by the same instructor or by two different instructors. If two instructors, the credit-bearing course is taught by a faculty member, while the non-credit course/workshop may be taught by a qualified individual under appropriate supervision. Grades may be recorded by any authorized individual—faculty member or other qualified individual.
- The two courses are treated separately for tuition and financial aid purposes. In CUNYfirst, the credit-bearing course should be coded as a regular course. A corequisite enrollment requirement should be added to indicate that students who lack the standard skill proficiency prerequisite may enroll as long as they also enroll in the corequisite course.
- In CUNYfirst, in this two-course model, the treatment of the remedial enrollment differs depending on whether it is a course or a workshop. If it is a remedial course, the equated credits/academic progress units are set equal to the number of contact hours. Colleges may charge tuition for the course, and the equated credits count the same as regular credits for financial aid purposes and in FTE calculations. If the remedial content is delivered in a workshop (such as a non-summer USIP workshop), the colleges do not charge students, and the workshop hours do not count toward financial aid eligibility.
- Students who earn a passing grade in the credit-bearing course should also be assigned a passing grade in the remedial course. If a student does not earn a passing grade in the credit-bearing course, some colleges assign a passing grade in the remedial course/workshop (if the requirements are met) to indicate that a student may enroll in the credit-bearing course without the enrollment requirement to retake the remedial course/workshop.

Examples:

- At Queensborough Community College: A regular credit-bearing College Algebra course, MA 119, carries 3 credits and 4 contact hours, with 3 hours billed to students. This course is paired with a non-credit remedial course MA 10ALP, which is 0 credits, 2 contact hours and 2 hours charged to students. Both are taught by the same instructor.
- Logue, Watanabe-Rose, Douglas's experiment²: a credit bearing Introductory Statistics course (3 hours/3 credits), taught by a faculty member, with a

² Logue, A. W., Watanabe-Rose, M., & Douglas, D. (2016). Should students assessed as needing remedial mathematics take college-level quantitative courses instead? A randomized controlled trial. *Educational Evaluation and Policy Analysis*, 38, 578-598. doi: 10.3102/0162373716649056

mandatory weekly 2-hour workshop, and led by a peer leader. Students paid no additional tuition for the workshop.

In designing two linked enrollments, one regular credit-bearing and the other remedial non-credit, we recommend that the colleges adhere to the following best practices:

1. The non-credit material is synchronized closely with the credit-bearing course and designed to supplement it “just in time.”
2. The same instructor may teach both. However, if two different instructors teach the two courses, the two instructors work together closely (e.g., the instructor of the remedial course attends meetings of the regular course).
3. The regular course should be an existing fully transferable course, coupled with a newly developed and approved paired remedial course/workshop.
4. The equated credits associated with the remedial course are the minimum (no more than 3 hours) necessary to adequately support the students who are eligible for the course in order to minimize the cost for students.
5. Professional development of faculty to teach corequisite remedial courses is strongly recommended.
6. The college should set the eligibility criteria based on research in such a way as to maximize access to the course while taking into account success rates. The current evidence suggests that *all* students are more successful in credit-bearing courses with corequisite support than they are in a sequence of non-credit remedial courses followed by the credit-bearing course.

Model 2: A Single Developmental Course

- “Developmental courses”³ combine credit-bearing and remedial non-credit-bearing instruction in one course. They are open only to students who have been assigned to remediation in one or more of the skill areas assessed by CUNY: reading, writing, and mathematics.
- In addition to degree credits, developmental courses carry excess contact hours of a remedial nature which *may* be counted as equated credits/academic progress units.
- Equated credits/academic progress units are used to determine tuition and financial aid enrollment status.
- All equated credits/academic progress units count in FTE calculations.

³ [Memo](#) from University Executive Registrar, Vivek Upadhyay, October 15, 2017.

- Students assigned to remediation may receive financial aid for all equated credits. However, note that students who are defined as remedial for TAP purposes must accrue a minimum number of college credits to remain eligible for TAP (0, 3, 9 and 18 credits in their first four semesters).
- Workload hours, not necessarily equivalent to contact hours, are assigned at the discretion of the college or department, and may vary depending on factors such as section size and the number of instructors who deliver the instruction.
- In CUNYfirst, this course is coded as a developmental course. Any hours not charged to financial aid must be paid for by the college. Note that colleges may elect to not charge the students for any hours above the credit hours and pay all the costs.

Examples:

- At BMCC, MAT150.5 (Introduction to Statistics) is a 4- credit, 6-contact hour course, with only 4 hours charged to students.
- At LaGuardia Community College, MAT119 Statistics is a 3 credits, 8 contact hours course with 7 hours charged to students.
- At Bronx Community College, ENG 110 is a 3-credit, 6 contact hour course with 6 hours charged to students.

In designing a developmental course, we recommend that the colleges adhere to the following best practices:

1. The course should have the same learning outcomes and grading criteria as the non-developmental counterpart (i.e., a college-level course of the same topic without corequisite support); students enrolled in the developmental course complete the same assignments and pass the same exams as those taking the non-developmental course.
2. The remedial instruction is integrated carefully into the credit-bearing portion of the course, offering supplemental instruction “just in time.” The remedial material includes only topics that are needed to support topics in the credit-bearing course material.
3. To minimize problems with transfer, we strongly recommend that the faculty maintain identical learning outcomes when adapting an existing fully transferable regular course, and negotiate full transferability for the developmental version of the course. The syllabi and assessments should be as close to identical as reasonable.
4. To minimize the cost for students, the credits and equated credits associated with the developmental course should be the minimum necessary to adequately support the students who are eligible for the course.

5. Professional development of faculty to teach the new developmental course is helpful.
6. Each college sets the eligibility criteria based on research in such a way as to maximize access to the course while taking into account success rates. The current evidence suggests that *all* students are more successful in corequisite courses when compared to a sequence of remedial courses followed by the credit-bearing course.

Summary of Models and Pros and Cons

	<i>Model 1</i>	<i>Model 2</i>
FTE Reimbursement	Possible for both enrollments, based on credits and equated credits. The remedial course can have zero equated credits.	For credits and equated credits
CUNYfirst Coding	Must code one regular course and code one remedial course. Both courses should be linked together with enrollment requirements to ensure enrollment in both.	Must code one developmental course.
Pros and Cons	<p>Pros: Colleges can use an existing credit-bearing course that inherits all current degree-applicability, transferability, and governance approval; Students who repeat the existing credit-bearing course due to failure can have their grade replaced, depending on the local policies.</p> <p>Con: Colleges need to coordinate two sections.</p>	<p>Pro: Grading is simpler than two linked courses. Some instructors find the blending of the remedial component to be pedagogically helpful.</p> <p>Cons: Since a college needs to create a new course, processes for designing and receiving approval take more time and effort. While the new developmental course may have learning-outcomes identical to those of an existing credit-bearing course, they are not the same course. This has two important implications: transfer could be an issue as course equivalencies must be re-established, and a student may not exercise the grade replacement option when taking different courses.</p>

Model 3: Extra Support for Non-Remedial Students

For non-remedial students, both in associate and bachelor's programs, additional mandatory support can be provided as part of a credit-bearing course by structuring it as a "compensatory course." As stated in official guidance,⁴ *Compensatory courses offer additional mandatory excess hours designed to provide skills needed to succeed in the course. The additional instruction may be offered in workshops, seminars, tutorials, study labs or other instructional formats. Degree credit may be awarded only for the contact hours associated with college-level work. Excess hours in compensatory courses are not counted as equated credits/academic progress units and are not calculated in tuition and financial aid or academic load.* In other words, the college cannot charge tuition for the excess hours in order to cover the cost of the additional faculty workload that may be associated with the excess hours. Only the credit portion of the course counts toward full-time status for financial aid purposes. In CUNYfirst, these courses must be coded as any other compensatory course is coded.

Example:

- At some colleges: Precalculus with support (6 hours/4 credits), as opposed to regular Precalculus (4 hours/4 credits). The additional 2 hours may be taught by a tutor or by the instructor. In neither case can tuition be charged and the college must pay the entire expense for the additional hours

⁴ [Memo](#) from University Executive Registrar, Vivek Upadhyay, October 15, 2017.