



**Guidance for  
the Corequisite Model  
at CUNY**

**City University of New York  
Office of Academic Affairs  
Updated October 2019**

## **Guidance for the Corequisite Model at CUNY (Updated October 2019)**

As part of CUNY's Developmental Education Reform, traditional non-credit prerequisite remedial courses are being replaced with the corequisite model. In the corequisite model, a credit-bearing Pathways course is offered at the same time as mandatory, non-credit support. Students who are assigned to developmental education in math, reading, and/or writing on the basis of CUNY's skill proficiency markers (the SAT, ACT, New York State Regents examinations, placement tests, and proficiency indices) are all eligible to enroll in credit-bearing Pathways courses with corequisite support.

### **Definition**

There are varying uses of the term "corequisite courses." For the purposes of this memo and for CUNY's Developmental Education Reform, this term requires *both* of the following:

1. The student earns at least three Pathways English Composition or Pathways Math and Quantitative Reasoning credits. It is not sufficient for the course to simply be credit-bearing; and
2. The college must allow enrollment of students who are *not* skills proficient. Some colleges have labeled various accelerated models "corequisite," but they only allow proficient students to enroll. For the University's purposes, these courses are not considered corequisite courses.

### **Overarching Principles and Elements**

Some overarching principles and elements of the corequisite model that must be followed when designing corequisite courses:

1. The objective of a corequisite course is for students to succeed in a Pathways course. Therefore, corequisite support should be focused *only* on building skills that are essential for success in the Pathways course. For example, a corequisite for statistics should only focus on basic skills needed for success in statistics and not simply include all topics from elementary or college algebra.
2. Corequisite courses should provide contextualized, "just in time" support for the Pathways 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 Pathways course) is not optimal for helping students succeed in their Pathways course.

3. The Pathways course associated with the corequisite should be the same as a traditional college-level Pathways course, with the same learning outcomes, assignments, and assessments.
4. Corequisite instruction can and should be designed to serve students with all levels of developmental need, and not only students whose developmental need is light. All available evidence suggests students at all levels of developmental assignment perform better in corequisite courses than in traditional non-credit prerequisite courses.

## Models

For students enrolled in associate programs, Pathways 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 one 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).

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

Note: This is the preferred model for Pathways courses that must transfer as equivalent to a course at the receiving college. In particular, this is the preferred model for Introduction to Statistics or College Algebra courses. For Pathways English Composition and Pathways Liberal Arts MQR courses, either model will transfer well due to the Pathways Guarantee.

- The credit-bearing Pathways course (“regular course<sup>1</sup>”) consists of college-level material and may be open both to proficient and non-proficient students, while the remedial non-credit course or workshop is open only to non-proficient students.
- Non-proficient students are required to register for and attend both portions.
- Each of the two courses 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.

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

- 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. See the notes on proficiency status later in the document.

*Examples:*

- At Queensborough Community College, a regular credit-bearing Pathways 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.
- At Queensborough Community College, a regular credit-bearing Pathways Liberal Arts MQR course, MA 321, carries 3 credits and 3 contact hours. This course is paired with a non-credit remedial course MA 321ALP, which is 0 credits, 2 contact hours and 2 hours charged to students. Both are taught by the same instructor.

- In the experiment by Logue, Watanabe-Rose, and Douglas<sup>2</sup>, a credit bearing Introductory Statistics course (3 hours/3 credits), taught by a faculty member, with a 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 Pathways 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 credit course should be an existing fully transferable Pathways course, coupled with a newly developed and approved paired remedial course/workshop. The support should not simply be an existing prerequisite remedial course in which the student concurrently enrolls.
4. The equated credits associated with the remedial course are the minimum (no more than 2 hours) necessary to adequately support the students who are eligible for the course in order to minimize the cost of financial aid and time for students.
5. Professional development should be offered to faculty to teach corequisite courses.
6. The college should set the eligibility criteria based on research in such a way as to maximize access to the credit 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.

#### One-Course Model: A Single Developmental Pathways Course

*Note:* This model is NOT recommended for courses where transfer as an equivalent course at the receiving college is required. In particular, this model is NOT recommended for Introduction to Statistics or College Algebra courses. It may be successfully implemented for

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<sup>2</sup> 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

Pathways English Composition and Pathways Liberal Arts MQR courses due to the Pathways Guarantee.

- “Developmental courses”<sup>3</sup> combine credit-bearing and remedial non-credit-bearing instruction in one course. They are open only to students who are non-proficient.
- 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.
- 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, ENG 100.5 (Intensive English Composition) is a 3-credit, 6-contact hour Pathways English Composition course.
- At NYCCT, MAT 1190CO (Quantitative Reasoning Corequisite) is a 3-credit, 5-contact hour Pathways Liberal Arts MQR course for non-stem majors.

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 Pathways course of the same topic

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

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 possible. Moreover, this model is not recommended for Introduction to Statistics or College Algebra courses.
4. To minimize the cost for students in terms of financial aid and time requirements, 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. In particular, it should be at most two more hours than the non-corequisite Pathways version of the same course.
5. Professional development of faculty to teach the new developmental course is encouraged.
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 and Pros/Cons of Two Models

	Two-Course Model	One-Course Model
<b>FTE Reimbursement</b>	Possible for both regular and remedial courses, based on credits and equated credits. The remedial course/workshop can have zero equated credits.	For credits and equated credits.

	Two-Course Model	One-Course Model
<b>CUNYfirst Coding</b>	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.
<b>Pros and Cons</b>	<p>Pros: Colleges can use an existing credit-bearing Pathways course that inherits all current degree-applicability, transferability, and governance approval.</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 an important implications: transfer could be an issue as course equivalencies must be re-established (and previous implementations have demonstrated that the receiving college may be extremely hesitant to establish these new equivalencies).</p>

### Proficiency for Students Not Passing the Pathways Course

The following question is being reprinted from OAA-19-01.

Q: Is it possible for a student who fails a corequisite course to be deemed *proficient* (but not earn credit from the course)?

Yes. The determination of proficiency would be made by the individual faculty member who assigns grades in the course and handled differently depending on the corequisite



course structure:

*One-Course Model:* If a student has not performed well enough to earn college credit in a corequisite course, but the instructor determines that the student is sufficiently prepared to re-take a gateway course in the subject without corequisite support, the instructor may deem the student proficient. In order to grant proficiency to students who have not passed the credit-bearing portion of a one-course corequisite course, the instructor must submit a list of students to the appropriate party on campus (either the registrar or a college-determined person with proper access) who will then manually populate the Proficiency Milestone for the appropriate skill area in CUNYfirst. That means the student must attempt another credit-bearing gateway course in the subject, but will not be required to complete additional developmental interventions. (No special action is needed to grant proficiency to students who earn a passing grade in the course; the Proficiency Milestone will be triggered by the passing grade.)

*Two-Course Model:* The instructor may assign a separate grade/outcome to the credit course and the linked developmental intervention. The non-credit bearing developmental course should be coded with the 'REME' course attribute in CUNYfirst and the subject-specific course attribute value ('MATH', 'READ', or 'WRIT'). If the instructor assigns a passing grade to the developmental course, CUNYfirst will populate a proficiency milestone for the appropriate skill area, regardless of the students' grade in the associated credit-bearing course. That means the student must attempt another credit-bearing gateway course in the subject, but will not be required to complete additional developmental interventions.

## **Grade Replacement**

The following question is being reprinted from OAA-19-01.

**Q: Are corequisite courses automatically equivalent to existing courses for failing grade replacement policy purposes?**

It depends on the corequisite model used:

*One-Course Model:* Since corequisite courses that follow a one-course model are new courses, they are not automatically equivalent to an existing course. During the course approval process, colleges should include a sentence stating that the new course is equivalent to an existing course for grade replacement purposes. If course equivalencies were not stated at the time of initial approval, colleges should submit this additional information for approval through the ordinary course

approval process.

*Two-Course Model:* If the credit-bearing course portion of a corequisite enrollment is an existing course, then grade replacement policy will automatically take effect. If it is not the same as an existing course, then during course approval colleges must state that the new course is equivalent to an existing course for grade replacement purposes. If this was not stated at time of initial approval, colleges should submit this additional information for approval through the ordinary course approval process.

### **Extra Support for Proficient Students**

This model is not a corequisite remedial course because the students are skills proficient. This model could also be applied to non Pathways courses. We have elected to include this model because it has been successfully deployed as a type of support for students in historically difficult classes.

For proficient 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,<sup>4</sup> *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

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