

Equitable Placement (AB 705) Corequisite Supports

Corequisite Support Models

Paired Course

In this model, students requiring the corequisite simultaneously **enroll in a corequisite support course and the transfer-level course**, rather than staggering them over two terms. The support course can retain the same curriculum previously used in traditional developmental education courses or be designed to better coordinate with the concurrent transfer-level course. In many cases, the same instructor teaches the support and the transfer-level course. Typically, students requiring the corequisite and students for whom corequisites are optional enroll in separate sections of the transfer-level course, but this model can be cohorted or commingled.

Extended Instructional Time

In this model, students requiring the corequisite **enroll in just one course, but that course includes additional instructional time** compared to the transfer-level course without corequisite support. The support is delivered as classroom instruction, and most of the coursework comes from the transfer-level course. In most cases, the same instructor teaches the course and corequisite support. This model can be cohorted or commingled with students for whom corequisites are optional registering for the transfer-level course without additional instructional time.

Academic Support Services

In this model, students requiring the corequisite enroll in the transfer-level course and **participate in academic support services** commonly offered at institutions for voluntary use. The support involves regular participation in support services consisting of tutoring sessions or office hours. In most cases, different tutors or instructors deliver the support and the transfer-level course. Typically, students requiring the corequisite enroll in transfer-level courses along with students for whom corequisites are optional, but this model can be cohorted or commingled.

Technology-Mediated Support

In this model, students requiring the corequisite enroll in the transfer-level course and **complete computer-adaptive modules** in lab settings or online. The support relies on technology-facilitated instruction aligned with the concurrent transfer-level coursework. In most cases, different facilitators or instructors deliver the support and the transfer-level course. Typically, students requiring the corequisite enroll in transfer-level courses along with students for whom corequisites are optional, but this model can be cohorted or commingled.

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Corequisite Support Model Comparison

	Paired Course	Extended Instructional Time	Academic Support Services	Technology-Mediated Support
Course Structure	Requires enrollment in 1 transfer-level course and 1 corequisite support course; support is often structured as 3- to 4-credit-hours	Requires enrollment in 1 transfer-level course with additional lecture or lab hours; support is often structured as 1- to 2-credit-hours	Requires enrollment in 1 transfer-level course and participation in external support; support is often structured as 0- to 1-credit-hours	Requires enrollment in 1 transfer-level course and participation in external support; support is often structured as 0- to 1-credit-hours
Faculty Structure	The transfer-level and support courses can be taught by the same or different instructors	The same instructor often teaches the support and the transfer-level course	Different individuals typically deliver the support and the transfer-level course	Different individuals typically deliver the support and the transfer-level course
Student Structure	Students typically enroll in separate sections of the transfer-level course, but this model can be cohorted or commingled	This model can be cohorted or commingled with students for whom corequisites are optional not registering for the additional credit-hours	Students typically enroll in the same sections of the transfer-level course as students for whom corequisites are optional; but can be cohorted or commingled	Students typically enroll in the same sections of the transfer-level course as students for whom corequisites are optional; but can be cohorted or commingled
Delivery	Support is course-based; can retain the same textbook and coursework used for the traditional developmental education course	Support is course-based; typically, the extended instruction comes directly from the transfer-level course	Support is non-course-based; utilizes academic support services commonly in place at institutions	Support is non-course-based; utilizes lab settings or online platforms commonly in place at institutions
Scheduling	Use of a single instructor, linked course registration and/or two instances of academic coursework can present challenges with scheduling and advising	Use of a single instructor and extended class hours can present challenges with scheduling and advising, particularly if the course is commingled	May require alignment between academic support service hours and course scheduling and advising; may be mandatory or optional	May require alignment between computer lab hours and course scheduling and advising; may be mandatory or optional
Financial Impact	As a higher-credit support option, impact on unit requirements and student financial aid increases; institutional costs affected by number of course offerings and faculty as well as delivery approach (in-person or online)	As a lower-credit support, impact on unit requirements and student financial aid is less impactful than a higher-credit support; institutional costs affected by number of course offerings and faculty as well as delivery approach (in-person or online)	As a low or noncredit support, impact on unit requirements and student financial aid is minimized; institutional costs affected by services made available and facilitator (faculty or tutor); often less expensive than faculty-led courses	As a low or noncredit support, impact on unit requirements and student financial aid is minimized; institutional costs affected by software, hardware and facilitator (faculty or tutor); often less expensive than faculty-led courses