

## **Frequently Asked Questions (FAQs) OAA-20-01**

### **Do colleges have to revise existing corequisite courses to comply with a particular model?**

Not at this time. However, as colleges seek to scale corequisite courses to serve more students and as our understanding of the pros and cons of various models grows, the process of continuous improvement may naturally suggest that changes are needed to improve outcomes.

### **What changes must colleges make to non-credit and non-Pathways MQR courses that are beyond Elementary Algebra?**

Some colleges currently require students to take courses that follow Elementary Algebra but precede the first-level Pathways MQR course. (e.g., Intermediate Algebra). Effective Fall 2022, this will not be permitted. These courses must either be revised to be level-appropriate for Pathways status or be included as corequisite support for the first-level Pathways MQR course. Colleges may wish to model their course sequence revision on the several other colleges whose students, even in the STEM track, start immediately in a Pathways MQR course.

### **Does the timeline for phasing out traditional non-credit remedial courses apply to ESL?**

No. ESL is not included in this phase-out plan.

### **Will there be additional funding to support this work?**

For the past three years, various financial supports have been provided to the colleges for the expansion of corequisite courses, which include over \$8 million dollars in grants from the City of New York and Strong Start to Finish. The colleges in the second wave of Strong Start to Finish will receive the final year of funding in academic year 2020-21; the colleges in the first wave have also been offered additional supplemental Strong Start to Finish funds in the final year of the three-year grant. Beyond that, there is no guarantee that the previously awarded City funds supporting this work be available again.