# Technical Guidance Memorandum OAA-20-01

Effective Fall 2022, remedial instruction will no longer be offered in standalone non-credit courses.[1] Such traditional remedial courses will be phased out, and instead, remedial instruction will be delivered to matriculated non-proficient students only in corequisite courses. That is, by Fall 2022, *all* non-ESL matriculated students, regardless of level of skills assessment, must be permitted to enroll in a first-level Pathways Mathematical and Quantitative Reasoning (MQR) course appropriate to their course of study, and in a Pathways English Composition (EC) course. Students assessed as not meeting the University's skills proficiency requirements in math or English may be required to enroll in additional corequisite support linked to or embedded in the courses.

[Guidance for the Corequisite Model at CUNY](#) states that at CUNY, corequisite remedial support is no more than two hours, and a corequisite course is required to fulfill *both* of the following:
- Students earns at least three Pathways MQR or EC credits. It is not sufficient for the course to simply be credit-bearing; *and*
- The college must allow students who are not skills proficient to enroll.[2]

The guidance also describes various models of corequisite support, and pros and cons of each model.

### Request for Individual Colleges' Implementation Plan

Colleges differ in their current scale of corequisite offerings. As of Spring 2020, a few colleges have already discontinued offering standalone prerequisite remediation in math and/or English. Other colleges may be planning to fully scale corequisite remediation within a semester or two. Some may choose to plan for incremental progress towards the Fall 2022 full implementation (e.g., 40% of all remedial offerings for matriculated students will be via corequisite support in Fall 2020; 50% in Spring 2021; 75% in Fall 2021; 85% in Spring 2022; and 100% in Fall 2022).

Because colleges are currently at different points, we are requesting that the Provost of each college that currently offers developmental education submit a **brief** plan (2-4 pages) indicating how the college will phase out traditional remediation no later than Fall 2022. In your plan, please include the target semester for full corequisite implementation.

**Please submit your Corequisite Remediation Scale-up Plan to [Woldine Guerrier](#) no later than December 30, 2020.**

In constructing your implementation plan, please address the following questions:

1. What is your timeline and plan to scale the corequisite model to serve students currently being served by traditional remediation? What (additional) courses need to be developed? Include projected numbers and placement criteria for students you will serve in Immersion and CUNY Start/Math Start.

2. For each current or planned corequisite course, what is the format and the number of credits and number of scheduled hours? Please follow the [Guidance for Corequisite Models at CUNY](#). If your college currently requires students to take a course (e.g. Non-Pathways MQR

Intermediate Algebra and Non-Pathways EC Critical Reading) before taking the first-level Pathways MQR/EC courses, what is your plan for the course? Essentially, there are two choices: 1) to make it a corequisite support for the Pathways MQR/EC course, or, 2) in the case of credit-bearing courses (or courses that could be a credit-bearing course), to adjust the course to be level and content appropriate for Pathways MQR/EC status.

3.  Currently, large numbers of students do not enroll in Pathways MQR courses in their first year at most associate-degree granting colleges (see table below). How will you ensure *all* students take required Pathways MQR/EC courses in their first year?

4.  What are the financial implications and anticipated costs (if any) of your plans? If there are additional costs, how will they be covered? What strategies did you consider for mitigating the cost?

To assist you in tracking your progress, OAA's Office of Undergraduate Studies will be monitoring the metrics. For tables of the metrics, please contact the Office of Undergraduate Studies.

## Pre-Matriculation Interventions and English as a Second Language (ESL)

By Fall 2022, standalone developmental, non-credit interventions may only be offered through pre-matriculation programs such as CUNY Start, Math Start, and immersion programs, and for English as a Second Language (ESL) instruction. Students who have the greatest remedial needs should be advised to enroll in CUNY Start and Math Start. For more detailed descriptions of the placement recommendations for students with remedial needs in both math and English and those with the greatest need in math, see Technical Guidance Memo OAA-19-01. ESL instruction is not remedial, rather it is language training. ESL students will continue to be identified and placed into appropriate interventions, including standalone ESL courses and the CUNY Language Immersion Program (CLIP).

## Algebra Proficiency Standard for Students Pursing STEM Degrees

Based on feedback from colleges and analysis of course outcomes, OAA is currently considering a higher standard of proficiency for college algebra courses than for quantitative reasoning or statistics courses. Students not meeting this higher level may be required to take up to two additional hours of corequisite support in college algebra to develop a strong foundation for further study in STEM-focused algebra sequences. Note that under longstanding policy as outlined in University Definition and Configuration for Equated Credit for Non-Credit Instruction, proficient students may not be required to complete remedial instruction. Excess contact hours in excess of credits are not counted as equated credits/academic progress units and are not calculated in tuition and financial aid or academic load. Until a CUNY-wide standard for Algebra Proficiency is determined, colleges may contact the Office of Undergraduate Studies to discuss piloting a new algebra proficiency level on their campus.

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[1] This excludes pre-matriculation remedial interventions and ESL programs. See p. 2 of this document.

[2] Some colleges have labeled various accelerated models "corequisite," in which only proficient students are allowed to enroll. For the University's purposes, these courses are not considered corequisite courses.