

Statewide Model	Institutional Flexibility
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## Course objectives and curricula

Students will be placed in the corequisite Math course for their program of study without the requirement to take prerequisite remedial courses.

Below-100 level applied mathematics courses required for career-technical credentials are not included. Corequisites are not designed to replace these courses, as they are not considered part of the remedial pathway leading to MTH 105, 111, or 243.

The corequisite course may be one (1) credit. When attached to the parent course (MTH 105, 111, 243), the total number of credits may not exceed five (5) credits. For example, if a college offers MTH 105 for 4 credits and the corequisite for 1 credit, the total math credits combined equals 5 credits. The 5-credit maximum was determined for student-centered reasons (e.g., satisfactory academic progress may be in jeopardy if one course is 6+ credits) and in practical terms, as Oregon public universities only require 4 credits for MTH 105, 111, & 243.

Institutions can use multiple models of teaching strategies, based on corequisite best practices. Corequisites have their own pedagogy; they are not simply several remedial classes rolled up into one course, nor are they tutoring sessions.

## Fiscal and Transfer Implications

Corequisite college-credit courses count toward FTE reimbursement.

Corequisite courses are expected to be fully transferable between community colleges and universities; work at the state level is currently underway to solidify agreements.

## Course Format and Qualifications

Institutions may determine whether corequisite classes are at same size or half size of a traditional college course. They may also determine the number of contact hours and whether they are lecture or lab (within 1-credit limit).

Institutions may determine the staffing for corequisite courses, e.g., having the same instructor for corequisite and core math course, using a “lab aide” model as long as there is an appropriately credentialed instructor of record, or other options, following accreditation and credentialing requirements.

## Placement Guidelines

Multiple measures will be used for placement in corequisite courses, as determined by each institution. *See Oregon Developmental Education Redesign reports (2014, 2016) for additional information on the use of multiple measures in community colleges.*

Once corequisites are at scale across Oregon, college-level courses will be the default for all students (with or without corequisite) in Math pathways.

## Grading Options

Institutions may determine grading policies (e.g., grade or pass/fail) for corequisite courses. They may also determine retake policies.