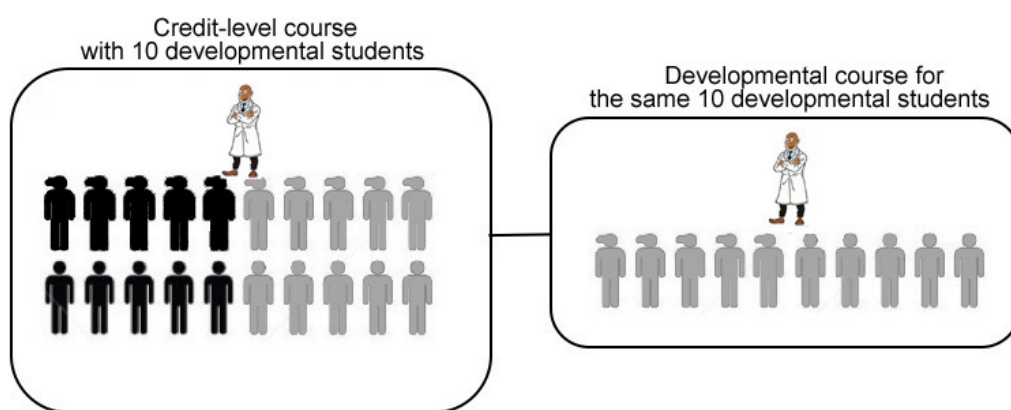


Co-Requisite Models

In the diagrams that follow, students who have been placed into the credit-level course are represented in black. Students who have been placed into the developmental course are represented in grey.

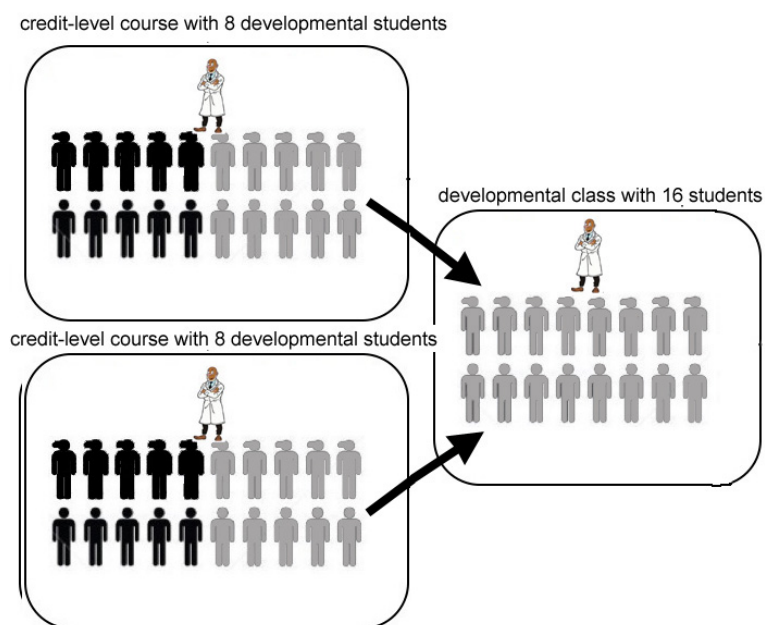
1. Accelerated Learning Program (ALP) Model

Ten developmental students join an equal or larger number of college-ready students in a 3-hour per week ALP section of the credit-level course. The students who are not yet college ready also register for a ALP developmental section for an additional 3 hours per week. In the original model, both classes are taught by the same instructor. Some variations include having the developmental section taught by a different instructor and reducing the number of hours students spend in the developmental section, perhaps only meeting 1 or 2 hours per week instead of 3 hours.



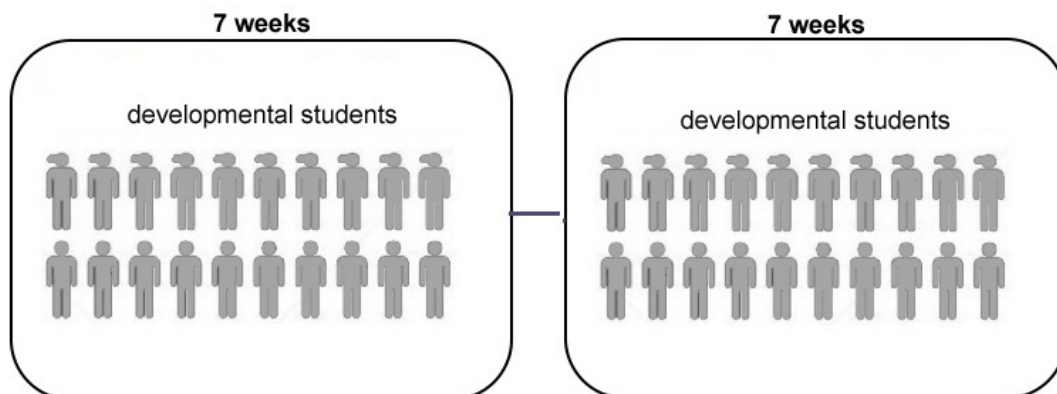
2. ALP Triangle Model

Eight students from two different sections of the credit-level course also register for a single developmental section. Preferably, all three sections would have the same instructor, but a variation could be different instructors.



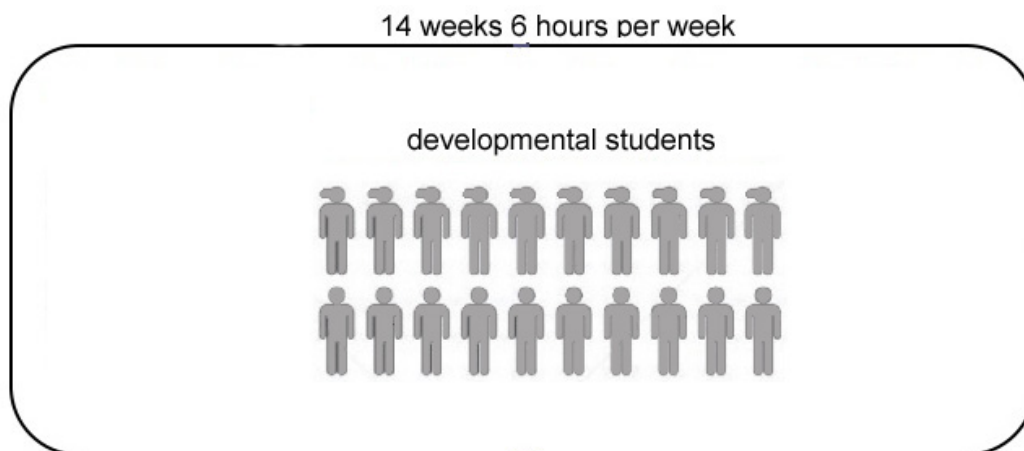
3. Compressed Model

Developmental students register for two courses with the same instructor. Courses meet for 6 hours per week. The first 7 weeks is the developmental course; the second 7 weeks is the credit-level course.



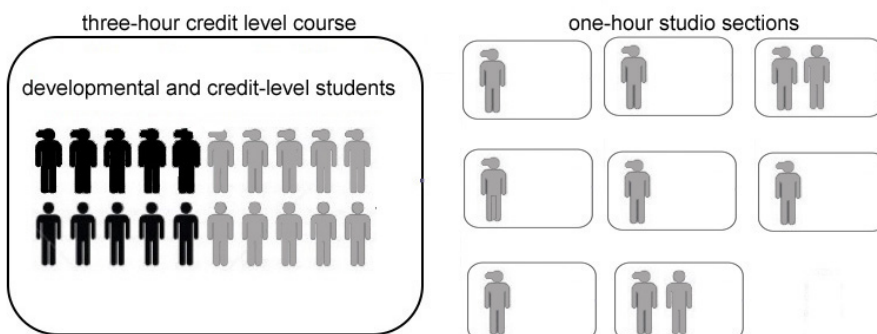
4. Merged Courses

The same group of developmental students are enrolled in credit-bearing and developmental courses. In this approach, only students who are not yet college ready are in both courses. The course meets six hours per week and blends the developmental material and the college-level material.



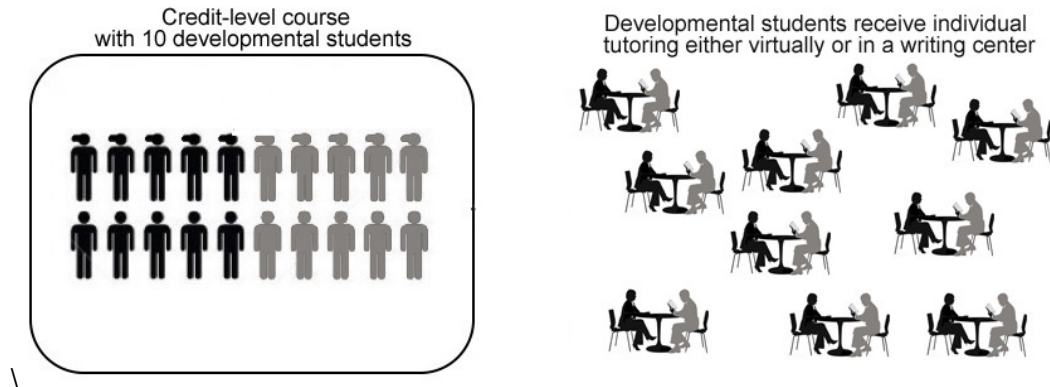
5. Studio

Developmental students register for a three-credit college-level course where they are mixed with an equal or greater number of college-level students. In addition, they register for one-hour studio course with a different instructor and with students from a variety of other courses.



6. Tutoring Model

All students are enrolled in a credit level course. Developmental support is offered through use of either virtual tutoring or a writing center,



7. Technology Model

All students are enrolled in a credit level course. Developmental support is offered through use of technology (adaptive math systems, virtual writing centers).

