The Developmental English Co-Requisite Model: An Overview
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The Basics:
Co-Requisite programs, such as the Accelerated Learning Program (ALP), offer students who place into developmental writing the opportunity to fulfill their developmental writing requirement while enrolling in and receiving credit for first-level composition. Students enrolled in ALP take both Developmental Writing and First-level Composition in the same semester, with the same instructor, back-to-back in their class schedules. ALP offers extensive support for students as they complete assignments in their first-level composition class.

Highlights:
- The first-level composition course contains a balance of students who can enroll directly into first-level composition and students taking ALP. Instructors can utilize interactions between different levels of writers. This also improves the academic self-image of students placing into developmental education.
- Given the amount of time spent with their classmates and their instructor, ALP students develop a stronger connection to colleagues, their instructor, the course, and the college.
- The curriculum for the developmental course is backwards-designed based on the curriculum/assignments in first-level composition.
- The smaller class size promotes differentiated instruction and, thus, accommodates a wide range of skill levels.
- The smaller class size also allows for attention to students’ non-cognitive struggles, ranging from affective issues (e.g. confidence, academic self-image) to life struggles (e.g. transportation, child care issues).

Assessment Data from Onondaga (Spring 2014-Fall 2015):

Eventual Performance in First-Level Comp

![Graph showing eventual performance in first-level composition]

Eventual Performance in Second-Level Comp

Based on Initial Enrollment

![Graph showing eventual performance in second-level composition]

Fixing the leaky pipeline

Students who do not register