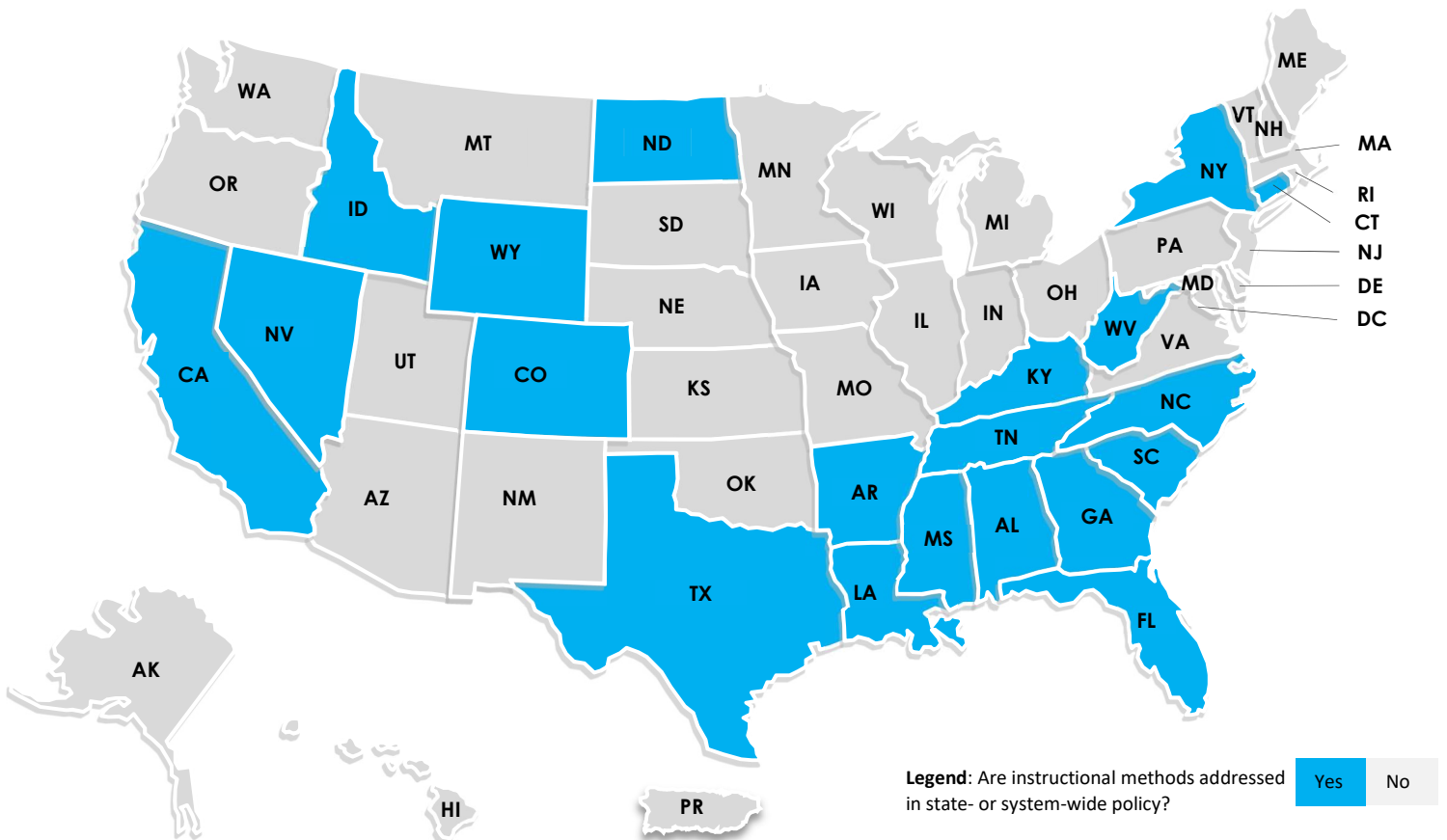


# Accelerated Instructional Methods

*States that include specific instructional methods in policies to support student success.*



Source: Whinnery, E. & Pompelia, S. (2018). 50-state comparison: Developmental education policies. Denver, CO. *Education Commission of the States*.

Retrieved from: <http://ecs.force.com/mbdata/MBQuestDEP2?Rep=DEP1805N>.

In traditional developmental education course sequences, students must complete one or more pre-requisite classes before advancing to transfer-level courses. Standalone developmental courses slow students' progress to completing college-level courses and results in high attrition rates. However, recent studies have shown that reformed developmental course structures produce improved student outcomes and a growing number of states and higher education systems have adopted evidence-based support models. These course structures include co-requisite and accelerated courses.

Education Commission of the States conducted a 50-state comparison to learn about the number of states that have replaced developmental education courses with specific instructional models. In total, 20 out of 52 states and territories identify specific models that differ from traditional developmental education courses in their policies; instructional supports, such as bootcamps and emporium models, were included in the scan. This Points of Interest highlights states that include specific instructional methods in policies to support student success.

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