

1154-97-2419 **Uri Treisman*** (uri@austin.utexas.edu), **Michael O’Sullivan** and **Borbala Mazzag**. *When Novel Instructional Practices Go To Scale: A Case Study*. Preliminary report.

Corequisite Instruction is an evolving hybrid of instructional intensification practices with roots in the Emerging Scholars Programs of the 1980s and administrative practices designed to narrow the gap between campus student support services and classroom instruction. In a growing number of states, it has become the dominant approach to serving students deemed to need remediation in introductory college math courses. It has been the focus of large scale studies using a wide range of methodologies including randomized controlled trials and regression discontinuity studies. In this session, we’ll describe the evolution of corequisite instruction and summarize the results of studies of its effectiveness. We’ll then look at the the implementation of corequisite instruction in the California State University System. We describe the complex challenges implementation at scale creates for mathematics chairs and other campus instructional leaders and the lesson learned to date in one large university system. (Received September 17, 2019)