University System of Georgia

Fundamental Features of Corequisite Learning Support

Note: This is not an admissions document. All guidelines and statements below are intended for students who have already been admitted to USG institutions, not as conditions for admission.

General Requirements for Learning Support Programs

- Institutions that admit students with high school grade point averages (HSGPA) or standardized test scores indicating that they will require additional support to succeed in collegiate English or mathematics courses must offer Corequisite Learning Support courses in these areas.
- The "default placement" for all students will be in an entry-level collegiate course with Corequisite Learning Support UNLESS students meet exemption criteria (for support) as outlined below in the sections on English and mathematics.
  - Students who do not meet any exemption criteria may waive placement testing if they are willing to accept placement in Corequisite Learning Support at the highest level of credit intensity offered at the institution.
  - All students must be made aware that they have the OPTION to take placement tests, which may place them directly into collegiate courses or in less credit-intensive levels of Corequisite Learning Support. Students interested in taking placement tests should not be discouraged from doing so.
  - Exception: students wishing to enroll in MATH 1111 College Algebra, (with or without Corequisite Learning Support), must take the mathematics placement test unless they have already met the criteria for direct placement into MATH 1111 or MATH 1111 with Corequisite Learning Support (see below).
- Institutions that admit students requiring Corequisite Learning Support in English or mathematics must designate a Learning Support Coordinator whose duties must include (but are not limited to):
  - Ensuring that appropriate Corequisite Learning Support courses are provided for all admitted students requiring Learning Support.
  - Coordinating with institutional admissions, the testing center, and academic departments as needed regarding placement, and ensuring that all students are appropriately placed.
  - Ensuring that Corequisite Learning Support placement and progress are accurately flagged and tracked in Banner.
  - Ensuring that the fundamental features of Corequisite Learning Support are fully implemented at the institution.
  - Ensuring that Corequisite Learning Support courses are carefully and appropriately coordinated with the college level courses they are intended to support.
  - Providing or coordinating training of institutional faculty, staff, and administrators as needed to ensure appropriate implementation of the Corequisite Learning Support model.

- Learning Support courses are to be offered exclusively in "corequisite" format. The corequisite format means that students requiring Learning Support will enroll in both a collegiate course (ENGL 1101, MATH 1001, MATH 1101, MATH/STAT 1401, or MATH 1111) and a Corequisite Learning Support course that is designed to support mastery of the skills and concepts needed to pass the collegiate course in a "just-in-time" manner.
- Each Corequisite Learning Support course will be a required course that is aligned with and offered alongside the appropriate college-level course and should be designed specifically to help students master the skills and knowledge required for success in the linked college-level course.
- The college-level and Corequisite Learning Support sections must be carefully coordinated. In particular, the college-level and Corequisite Learning Support sections must cover the same topics in the same order at the same time. In practical terms, this may mean that institutions will have to specify the order and timing of topic coverage for ALL Corequisite Learning Support sections and ALL college-level sections that include students with Learning Support requirements.
- Institutions must use the standard prefixes, numbers, titles, and course descriptions as listed below for the Corequisite Learning Support courses.
- Different sections of Corequisite Learning Support courses may be tailored for particular groups and offered for different amounts of credit (up to 3 hours of institutional credit), and tuition may be charged accordingly. Sections at different levels of support should be distinct (i.e., students requiring a three-credit corequisite course should not be enrolled in the same Learning Support class as students requiring a one-credit corequisite course). At institutions offering Corequisite Learning Support courses at multiple levels of credit intensity, course number suffixes A, B, and C will be used to designate courses with different credit hours. Examples:

Corequisite Support for ENGL 1101 – English Composition I	Corequisite Support for MATH 1001 – Quantitative Reasoning
ENGL 0999A – 3 credit hours ENGL 0999B – 2 credit hours ENGL 0999C – 1 credit hour	MATH 0997A – 3 credit hours MATH 0997B – 2 credit hours MATH 0997C – 1 credit hour
	Corequisite Support for MATH 1101 – Introduction to Mathematical Modeling
	MATH 0998A – 3 credit hours MATH 0998B – 2 credit hours MATH 0998C – 1 credit hour
	Corequisite Support for MATH/STAT 1401 – Elementary Statistics
	MATH 0996A – 3 credit hours MATH 0996B – 2 credit hours MATH 0996C – 1 credit hour
	Corequisite Support for MATH 1111 – College Algebra
	MATH 0999A – 3 credit hours MATH 0999B – 2 credit hours MATH 0999C – 1 credit hour

- Institutions offering only one level of Corequisite Learning Support do not need to use the identifier suffixes described above.
- Students will exit Learning Support (LS) requirements in English and/or mathematics by passing the college-level course in the LS area with a grade that meets the minimum grade requirement for the collegiate course at that institution (typically a "C" or higher). Students must enroll in both the Corequisite Learning Support course and the collegiate course every semester until they pass the collegiate course, even if they have passed the Corequisite Learning Support course one or more times.
- There are no limits on the number of "attempts" students may have to satisfy LS requirements.
- Paired college-level course sections may have only students with LS requirements (cohort model) or a mix of students with and without LS requirements (comingled model). When a college-level course section contains only students with LS requirements, care should be taken to ensure that the section adheres to the same academic standards as sections containing a mix of students with and without LS requirements or sections containing only students without LS students requirements.
  - Institutions must establish consistent standards for sections of ENGL 1101, MATH 1001, MATH 1101, MATH/STAT 1401, and MATH 1111. The college-level course sections that students with LS requirements enroll in must be identical to those taken by students who do not have LS requirements. No elements of the Corequisite Learning Support experience will contribute to the grade earned in the college-level course.
- Although exit from LS requirements is determined by the grade in the collegiate course, institutions should make every effort to ensure that students attend the Corequisite Learning Support course and take the work of the Corequisite Learning Support course seriously.
- Institutions must use A, B, C, F grading in the Corequisite Learning Support courses.
- Students wishing to drop or withdraw from either the Corequisite Learning Support or linked college-level courses will be required to withdraw from BOTH courses.
- Students requiring LS in both English and mathematics may defer enrollment in Corequisite Learning Support and the paired collegiate course in one or the other area, but must be continuously enrolled in one or both pairs until the college-level courses have been passed. In cases where students cannot take courses in both LS areas simultaneously, enrollment in ENGL 1101 with Corequisite Learning Support should take priority. All Area A requirements for collegiate English and mathematics and Corequisite Learning Support English and mathematics courses must be completed by the time students have completed 30 collegiate credit hours. Hours in Corequisite Learning Support courses do not count toward the 30 collegiate credit hours.

English

Placement

All entering students will be enrolled in ENGL 1101 English Composition I and the Corequisite Learning Support course, ENGL 0999 Support for English Composition, unless they meet one of the exemption criteria listed below or are enrolled in a program for which ENGL 1101 is not required. If students enroll in programs that do not require ENGL 1101, but they choose to take this course, standard assessment and placement rules will apply.

The exemption criteria below apply to the requirement to enroll in the Corequisite Learning Support course, not to the ENGL 1101 course requirement. Institutions may set higher exemption criteria.

Students meeting <u>any</u> of the criteria on the list below may enroll in ENGL 1101 without the Corequisite Learning Support course, ENGL 0999:
o   Student already has credit for an Area A English course (must meet the minimum grade requirement for the course at the institution – which may be a "C" or higher).
o   Student has an English Placement Index of 4230 or higher. *
o   Student has a final high school GPA (HSGPA – this is the same HSGPA that is used in calculation of the Freshman Index) of 3.1 or higher and has completed the Required High School Curriculum (RHSC) in English. If the RHSC in English has not been completed, HSGPA may not be used to exempt this requirement.
o   Student has an ACT English or Reading score of 17 or higher.
o   Student has an SAT Verbal/Critical Reading score of 430 or higher on the "old" SAT.
o   Student has an Evidence-Based Reading and Writing (EBRW) score of 480 or higher on the "new" SAT. **
o   Student has a Classic Accuplacer Reading Comprehension score of 61 or higher AND an Accuplacer WritePlacer score of 4 or higher.
o   Student has an Accuplacer Next-Generation Reading score of 237** or higher AND an Accuplacer WritePlacer score of 4 or higher.

* At the institution's option, the English Placement Index (EPI) may continue to be used for students who have at least two of the following: 1) High school grade point average, 2) (Old) SAT or ACT scores, 3) Classic Accuplacer scores.
** "New" SAT scores and Next-Generation Accuplacer Reading test scores may not be used to calculate the English Placement Index.

English Learning Support Course Prefix, Number, and Description

ENGL 0999 Support for English Composition (1-3 institutional credit hours)
Prerequisites: None
Corequisite: ENGL 1101 English Composition I
Description: This Learning Support course provides corequisite support in reading and writing for students enrolled in ENGL 1101 – English Composition I. Topics will parallel those being studied in ENGL 1101 and the course will provide support for the essential reading and writing skills needed to be successful in ENGL 1101. Taken with ENGL 1101, this is a composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also including introductory use of a variety of

research skills.

Course Design

o ENGL 0999, Support for English Composition, will serve the dual purpose of supporting and illuminating the skills and concepts of ENGL 1101 English Composition I while also providing instruction for students to strengthen reading and writing competencies in which they have deficiencies.
o It is recommended that the same instructor teach the ENGL 1101 and ENGL 0999 sections. When this is not possible, the college-level and Corequisite Learning Support sections must still be carefully coordinated. In particular, the college-level and Corequisite Learning Support sections must cover the same topics in the same order at the same time. In practical terms, this may mean that institutions will have to specify the order and timing of topic coverage for ALL ENGL 0999 sections and ALL ENGL 1101 sections that include students with LS requirements.

Mathematics

Aligned Mathematics Courses
- For students who are **not** enrolled in a STEM or business program, or a field requiring an algebra-intensive course, the linked mathematics courses will be either:
    - MATH/STAT 0996 Support for Elementary Statistics with MATH/STAT 1401 Elementary Statistics
        OR
    - MATH 0997 Support for Quantitative Reasoning with MATH 1001 Quantitative Reasoning
        OR
    - MATH 0998 Support for Mathematical Modeling with MATH 1101 Introduction to Mathematical Modeling.

    Any student may enroll in these courses.

- For students enrolled in programs with a calculus or algebra-intensive mathematics requirement, the linked mathematics courses will be:
    MATH 0999 Support for College Algebra with MATH 1111 College Algebra.

Special requirements for MATH 1111: Students must meet placement criteria (outlined below) for direct placement into MATH 1111 or placement into MATH 1111 with corequisite support.

Placement

All entering students will be enrolled in one of four standard Area A college-level credit-bearing mathematics courses (MATH 1001 Quantitative Reasoning, MATH 1101 Introduction to Mathematical Modeling, MATH/STAT 1401 Elementary Statistics, or MATH 1111 College Algebra) and a Corequisite Learning Support course unless they meet one of the exemption criteria listed below or are enrolled in a program for which a mathematics course is not required. Note that MATH 1111 has higher placement and exemption criteria than MATH 1001, MATH 1101, and MATH/STAT 1401. If students enroll in programs that do not require a mathematics course, but they choose to take a mathematics course, standard assessment and placement rules will apply.

The exemption criteria below apply to the requirement to enroll in a Corequisite Learning Support course, not to the college-level mathematics course requirement. Institutions may set higher exemption criteria.

MATH 1001 Quantitative Reasoning and
MATH 1101 Introduction to Mathematical Modeling and
MATH/STAT 1401 Elementary Statistics
Students meeting any of the criteria on the list below may enroll in MATH 1001, MATH 1101, or MATH/STAT 1401 without the Corequisite Learning Support courses, MATH/STAT 0996, MATH 0997 or MATH 0998:
- Student already has credit for an Area A mathematics course (must meet the minimum grade requirement for the course at the institution – which may be a "C" or higher).
- Student has a Mathematics Placement Index of 1165 or higher. *
- Student has placed in Pre-Calculus or a higher mathematics course (e.g., College Trigonometry or some form of calculus).
- Student has a high school GPA (HSGPA – this is the same HSGPA that is used in

calculation of the Freshman Index) of 3.2 or higher and has completed the Required High School Curriculum (RHSC) in mathematics. If the RHSC in mathematics has not been completed, HSGPA may not be used to exempt this requirement.
- o Student has an ACT Mathematics score of 17 or higher.
- o Student has an SAT Mathematics score of 400 or higher on the "old" SAT.
- o Student has an SAT Math section score of 440 or higher on the "new" SAT. **
- o Student has a Classic Accuplacer Elementary Algebra score of 67 or higher.
- o Student has an Accuplacer Next-Generation Quantitative Reasoning, Algebra, and Statistics score of 258** or higher.

* At the institution's option, the Mathematics Placement Index (MPI) may continue to be used for students who have at least two of the following: 1) High school grade point average, 2) (Old) SAT or ACT scores, 3) Classic Accuplacer scores.
** "New" SAT scores and Next-Generation Accuplacer scores may not be used to calculate Mathematics Placement Indices (MPI).

MATH 1111 College Algebra
Students who do not qualify for initial enrollment in MATH 1111 (with or without corequisite Learning Support) may enroll in MATH 1001 or MATH 1101 (with or without corequisite support), and may later enroll in MATH 1111 after successfully completing MATH 1001 or MATH 1101.

Criteria for Placement into MATH 1111 with Corequisite Learning Support: Students meeting any of the criteria on the list below may enroll in MATH 1111 with corequisite support, MATH 0999. (Institutions may set higher requirements to enroll in MATH 1111 with corequisite support.)
- o Student already has credit for MATH 1001 Quantitative Reasoning, MATH 1101 Introduction to Mathematical Modeling, or MATH/STAT 1401 Elementary Statistics (must meet the minimum grade requirement for the course at the institution – which may be a "C" or higher).
- o Student has a Mathematics Placement Index of 1165 or higher. *
- o Student has a high school GPA (HSGPA – this is the same HSGPA that is used in calculation of the Freshman Index) of 3.2 or higher and has completed the Required High School Curriculum (RHSC) in mathematics. If the RHSC in mathematics has not been completed, HSGPA may not be used to meet this requirement.
- o Student has an ACT Mathematics score of 17 or higher.
- o Student has an SAT Mathematics score of 400 or higher on the "old" SAT.
- o Student has an SAT Math section score of 440 or higher on the "new" SAT. **
- o Student has a Classic Accuplacer Elementary Algebra score of 67 or higher.
- o Student has an Accuplacer Next-Generation Quantitative Reasoning, Algebra, and Statistics score of 258** or higher.

Criteria for Direct Placement into MATH 1111: Students meeting any of the criteria on the list below may enroll in MATH 1111 without the Corequisite Learning Support course, MATH 0999. (Institutions may set higher requirements for direct enrollment in MATH 1111.)
- o Student already has credit for MATH 1001 Quantitative Reasoning, MATH 1101 Introduction to Mathematical Modeling, or MATH/STAT 1401 Elementary Statistics (must meet the minimum grade requirement for the course at the institution – which may be a "C" or higher).
- o Student has a Mathematics Placement Index of 1265 or higher. *

- Student has placed in pre-calculus or a higher mathematics course (e.g., College Trigonometry or some form of calculus).
- Student has a high school GPA (HSGPA – this is the same HSGPA that is used in calculation of the Freshman Index) of 3.4 or higher and has completed the Required High School Curriculum (RHSC) in mathematics. If the RHSC in mathematics has not been completed, HSGPA may not be used to exempt this requirement.
- Student has an ACT Mathematics score of 20 or higher.
- Student has an SAT Mathematics score of 470 or higher on the "old" SAT.
- Student has an SAT Math section score of 510 or higher on the "new" SAT. **
- Student has a Classic Accuplacer Elementary Algebra score of 79 or higher.
- Student has an Accuplacer Next-Generation Quantitative Reasoning, Algebra, and Statistics score of 266** or higher.

* At the institution's option, the Mathematics Placement Index (MPI) may continue to be used for students who have at least two of the following: 1) High school grade point average, 2) (Old) SAT or ACT scores, 3) Classic Accuplacer scores.
** "New" SAT scores and Next-Generation Accuplacer scores may not be used to calculate Mathematics Placement Indices (MPI).

Mathematics Learning Support Course Prefixes, Numbers, and Descriptions

MATH/STAT 0996 Support for Elementary Statistics (1-3 institutional credit hours)
Prerequisites: None
Corequisite: MATH/STAT 1401 Elementary Statistics
Description: This Learning Support course provides corequisite support for students enrolled in MATH/STAT 1401 – Elementary Statistics. Topics will parallel topics being studied in MATH/STAT 1401 and the course will provide support for the essential skills needed to be successful in MATH/STAT 1401. Taken with MATH/STAT 1401, topics to be covered will include descriptive statistics, probability theory, confidence intervals, hypothesis testing, and other selected statistics topics.

MATH 0997 Support for Quantitative Reasoning (1-3 institutional credit hours)
Prerequisites: None
Corequisite: MATH 1001 Quantitative Reasoning
Description: This Learning Support course provides corequisite support in mathematics for students enrolled in MATH 1001 – Quantitative Reasoning. Topics will parallel topics being studied in MATH 1001 and the course will provide support for the essential quantitative skills needed to be successful in MATH 1001. Taken with MATH 1001, topics to be covered will include logic, basic probability, data analysis and modeling from data.

MATH 0998 Support for Mathematical Modeling (1-3 institutional credit hours)
Prerequisites: None
Corequisite: MATH 1101 Introduction to Mathematical Modeling
Description: This Learning Support course provides corequisite support in mathematics for students enrolled in MATH 1101 – Introduction to Mathematical Modeling. Topics will parallel topics being studied in MATH 1101 and the course will provide support for essential quantitative skills needed to be successful in MATH 1101. Taken with MATH 1101, this course is an introduction to mathematical modeling using graphical, numerical, symbolic, and verbal techniques to describe and explore real-world data and phenomena. Emphasis is on the use of

elementary functions to investigate and analyze applied problems and questions, supported by the use of appropriate technology, and on effective communication of quantitative concepts and results.

MATH 0999 Support for College Algebra (1-3 institutional credit hours)
Prerequisites: Credit for MATH 1001, MATH 1101, or MATH/STAT 1401 with a "passing" grade (as defined by institution, typically "C" or higher) OR high school GPA 3.2 or higher OR ACT Mathematics score of 17 or higher OR "old" SAT Mathematics score of 400 or higher OR "new" SAT Math section score of 440 or higher OR Accuplacer Elementary Algebra score of 67 or higher OR Accuplacer Next-Generation Quantitative Reasoning, Algebra, and Statistics score of 258 or higher. [Institutions may set higher prerequisites for enrollment in MATH 1111 with corequisite support.]
Corequisite: MATH 1111 College Algebra
Description: This Learning Support course provides corequisite support in mathematics for students enrolled in MATH 1111 – College Algebra. Topics will parallel topics being studied in MATH 1111 and the course will provide support for the essential quantitative skills needed to be successful in MATH 1111. Taken with MATH 1111, this course provides an in-depth study of the properties of algebraic, exponential and logarithmic functions as needed for calculus. Emphasis is on using algebraic and graphical techniques for solving problems involving linear, quadratic, piece-wise, defined, rational, polynomial, exponential and logarithmic functions.

Course Design

The corequisite mathematics courses will serve the dual purpose of supporting and illuminating the skills and concepts of the college-level mathematics courses while also providing instruction for students to strengthen mathematical competencies in which they have deficiencies

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