

University System of Georgia

Fundamental Features

Corequisite Remediation

General Requirements for Learning Support Programs

- Institutions that admit students with high school grade point averages (GPA) or standardized test scores indicating that they will require additional support to succeed in collegiate English or mathematics courses must offer Learning Support courses in these areas.
- Institutions that admit students requiring Learning Support in English or mathematics must designate a Learning Support Coordinator whose duties must include (but are not limited to):
 - Ensuring that appropriate 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 the fundamental features of corequisite remediation 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 training to 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 starting no later than fall 2018. The corequisite format means that students requiring Learning Support will enroll in both a collegiate course (ENGL 1101, MATH 1001, MATH 1101, 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. This means that the content of the collegiate courses and the corequisite Learning Support courses must be carefully coordinated.
- Institutions must use the standard prefixes, numbers, and course descriptions as listed below for the corequisite Learning Support courses.
- Different sections of Learning Support courses may be tailored for particular groups and offered for different amounts of credit (1-3 institutional credit hours) at institutional discretion.
- Institutions must use A, B, C, F grading in the corequisite Learning Support courses.
- Students will exit Learning Support requirements in English and/or mathematics by passing the collegiate-level course in the Learning Support area with a grade that meet the minimum grade requirement for the collegiate course at that institution (typically a “C” or higher).

English

Placement

- All entering students will be enrolled in ENGL 1101 English Composition I and the corequisite LS course, ENGL 0099 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 LS course, not to the ENGL 1101 course requirement. Institutions may set higher exemption criteria.

Exemption criteria (meeting any one of these may exempt students from the requirement to enroll in ENGL 0999):

- Student already has credit for an Area A English course (must meet the minimum grade requirement for the course for the institution – which may be a “C” or higher).
- Student has a high school GPA of 3.5 or higher.
- Student has an ACT English score of 17 or higher.
- Student has an SAT Verbal/Critical Reading score of 430 or higher on the “old” SAT.
- Student has an SAT Reading test score of 24 or higher on the “new” SAT.
- Student has an Accuplacer Reading Comprehension score of 61 or higher AND an Accuplacer WritePlacer score of 4 or higher.
- Student has an Accuplacer Next-Generation Reading score of XX* or higher AND an Accuplacer WritePlacer score of 4 or higher.

* A score for Next-Generation Reading will be provided when the College Board provides concordance information for Accuplacer Next-Generation Reading and Accuplacer Reading Comprehension (expected in spring 2018).

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 is intended to provide corequisite support for students requiring remediation in reading and or writing while they are enrolled in ENGL 1101 – English Composition I. Topics will parallel topics being studied in ENGL 1101 as well as 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

- ENGL 0999, Support for English Composition, will be a required semester-long course that is aligned with ENGL 1101, English Composition I, and should be designed specifically to help students master the skills and knowledge required for success in ENGL 1101.
- Institutions must establish consistent standards for sections of ENGL 1101 courses. The ENGL 1101 course sections that LS students enroll in must be identical to those taken by students who do not have LS requirements. No elements of the corequisite ENGL 0999 experience will contribute to the grade earned in ENGL 1101.
- 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 remediate reading and writing competencies in which they have deficiencies.
- Paired college-level course sections may have only LS students or a mix of LS and non-LS students. When a college-level course section contains only LS students, care should be taken to ensure that the section adheres to the same academic standards as sections containing a mix of LS and non-LS students

or sections containing non-LS students only.

- 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 sections must still be carefully coordinated. In particular, the college-level and corequisite 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 LS students.
- The corequisite experience may be for up to 3 hours of institutional credit, and tuition may be charged accordingly. This course may be offered for variable credit (1–3 institutional credit hours). It may be appropriate to require differing corequisite experiences with fewer credit hours or different delivery approaches for students at different levels of preparation.
- Students will be required to enroll in both ENGL 0999 and ENGL 1101 every semester until they pass ENGL 1101 with a grade of C or higher.
- Although exit from LS requirements is determined by the grade in ENGL 1101, institutions should make every effort to ensure that students attend ENGL 0999 and take the work of the corequisite course seriously. Institutions must use A, B, C, F grading in the corequisite course.
- Students wishing to drop or withdraw from either ENGL 0999 or ENGL 1101 will be required to withdraw from BOTH courses.
- Students requiring Learning Support in both English and mathematics may defer enrollment in one or the other, but must be continuously enrolled in one or both until the college-level courses have been passed with grades of C or higher. In cases where students cannot take courses in both Learning Support areas simultaneously, enrollment in ENGL 1101 with corequisite support should take priority. All Area A requirements must be completed within the first 30 credit hours, including college-level and corequisite requirements in both English and mathematics.