

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).

Mathematics

Placement

- All entering students will be enrolled in one of three standard Area A college-level credit bearing mathematics courses (MATH 1001 Quantitative Reasoning, MATH 1101 Introduction to Mathematical Modeling, or MATH 1111 College Algebra) and a corequisite Learning Support (LS) 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. 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 LS course, not to the college-level mathematics course requirement. Institutions may set higher exemption criteria.

Exemption criteria (meeting any one of these may exempt students from the requirement to enroll in a corequisite mathematics course):

- Student already has credit for an Area A mathematics course (must meet the minimum grade requirement for the course for the institution – which may be a “C” 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 of 3.5 or higher.
- Student has an ACT Mathematics score of 17 or higher.
- Student has an SAT Mathematics score of 400 or higher on the “old” SAT.
- Student has an SAT Math test score of 22 or higher on the “new” SAT.
- Student has an Accuplacer Elementary Algebra score of 67 or higher (for students who will take MATH 1001 or 1101, see below).
- Student has an Accuplacer Elementary Algebra score of 79 or higher (for students who will take MATH 1111, see below)
- Student has an Accuplacer Next-Generation Quantitative Reasoning, Algebra, and Statistics score of XX* or higher (for students who will take MATH 1001 or 1101, see below).
- Student has an Accuplacer Next-Generation Quantitative Reasoning, Algebra, and Statistics score of XX* or higher (for students who will take MATH 1111, see below).

* A score for Next-Generation Quantitative Reasoning, Algebra, and Statistics will be provided when the College Board provides concordance information for Accuplacer Elementary Algebra and Accuplacer Next-Generation Quantitative Reasoning, Algebra, and Statistics scores (expected in spring 2018).

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 0997 Support for Quantitative Reasoning with MATH 1001 Quantitative Reasoning
OR
MATH 0998 Support for Mathematical Modeling with MATH 1101 Introduction to Mathematical Modeling.

Special requirements for MATH 1001 and MATH 1101: Any student may enroll in these courses.

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

Special requirements for MATH 1111 with corequisite support: Students must meet at least one of the criteria on the list below to enroll in MATH 1111 with corequisite support. *Students who do not qualify for initial enrollment in MATH 1111 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.* Institutions may set higher requirements to enroll in MATH 1111 with corequisite support.

- Student already has credit for an Area A mathematics course (must meet the minimum grade requirement for the course for institution – which may be a “C” or higher).
 - Student has a high school GPA of 3.0 or higher.
 - Student has an ACT Mathematics score of 14 or higher.
 - Student has an SAT Mathematics score of 340 or higher on the “old” SAT.
 - Student has an SAT Math test score of 19 or higher on the “new” SAT.
 - Student has an Accuplacer Elementary Algebra score of 67 or higher.
 - Student has an Accuplacer Next-Generation Quantitative Reasoning, Algebra, and Statistics score of XX* or higher.
- * A score for Next-Generation Quantitative Reasoning, Algebra, and Statistics will be provided when the College Board provides concordance information for Accuplacer Elementary Algebra and Accuplacer Next-Generation Quantitative Reasoning, Algebra, and Statistics scores (expected in spring 2018).

Mathematics Learning Support Course Prefixes, Numbers, and Descriptions

MATH 0997 Support for Quantitative Reasoning (1-3 institutional credit hours)

Prerequisites: None

Corequisite: MATH 1001 Quantitative Reasoning

Description: This Learning Support course is intended to provide corequisite support for students requiring remediation in mathematics while they are enrolled in MATH 1001 – Quantitative Reasoning. Topics will parallel topics being studied in MATH 1001 as well as 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 is intended to provide corequisite support for students requiring remediation in mathematics while they are enrolled in MATH 1101 – Introduction to Mathematical Modeling. Topics will parallel topics being studied in MATH 1101 as well as the 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 or MATH 1101 with a “passing” grade (as defined by institution, typically “C” or higher) OR high school GPA 3.0 or higher OR ACT Mathematics score of 14 or higher OR “old” SAT Mathematics score of 340 or higher OR “new” SAT Math test score of 19 or higher OR Accuplacer Elementary Algebra score of 67 or higher OR Accuplacer Next-Generation Quantitative Reasoning, Algebra, and Statistics score of XX* or higher. [Institutions may set higher prerequisites for enrollment in MATH 1111 with corequisite support.]

* A score for Next-Generation Quantitative Reasoning, Algebra, and Statistics will be provided when the College Board provides concordance information for Accuplacer Elementary Algebra and Accuplacer Next-Generation Quantitative Reasoning, Algebra, and Statistics scores (expected in spring 2018).

Corequisite: MATH 1111 College Algebra

Description: This Learning Support course is intended to provide corequisite support for students requiring remediation in mathematics while they are enrolled in MATH 1111 – College Algebra. Topics will parallel topics being studied in MATH 1111 as well as 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

- Each corequisite course will be a required semester-long course that is aligned with the appropriate college-level mathematics course and should be designed specifically to help students master the skills and knowledge required for success in the linked college-level mathematics course.
- Institutions must establish consistent standards for sections of MATH 1001, MATH 1101, and MATH 1111 courses. The college-level mathematics 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 experiences will contribute to the grades earned in the college-level mathematics courses.
- The corequisite courses will serve the dual purpose of supporting and illuminating the skills and concepts of the college-level courses while also providing instruction for students to remediate mathematical 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.
- The college-level and corequisite sections must 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 corequisite sections and ALL college-level 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 the corequisite LS course and the college-level mathematics course every semester until they pass the college-level mathematics course with a grade that satisfies the institution's grade requirement for transferable Area A mathematics courses. At most institutions this will be a "C" or higher.
- 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 course and take the work of the corequisite course seriously. Institutions must use A, B, C, F grading in the corequisite courses.
- Students wishing to drop or withdraw from either the corequisite or college-level mathematics courses 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 LS 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.