

# **Corequisite Learning Support Manual**

**The University System of  
Georgia**

**May 18, 2023**

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1.



2. Students who enrolled in Foundations Learning Support might not pass that course.
3. Students who successfully completed Foundations Learning Support might not enroll in Corequisite Learning Support paired with a collegiate course.
4. Students who enrolled Corequisite Learning Support paired with a collegiate course might not pass the collegiate course, which is required to satisfy their Learning Support requirement.

Starting at the Corequisite level, students encounter only two potential attrition points:

1. Students who were told that they would have to enroll in Corequisite Learning Support courses while taking entry-level collegiate courses might decide not to enroll in college at all.
2. Students who enrolled in a Corequisite Learning Support course paired with a collegiate course might not pass the collegiate course, which is required to satisfy their Learning Support requirement.

### **Chained Attrition**

Below are two illustrations (English and Mathematics) of how chained attrition affects student persistence using USG data from students who first enrolled in fall 2016.

#### English

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Of the 960 students who passed ENGL 0989, 77% (735 students) enrolled in ENGL 1101 with Corequisite Support in ENGL 0999 within a year of admission

Of the 735 students who enrolled in ENGL 1101 with Corequisite Learning Support, 69% (508 students) passed ENGL 1101 with a grade of "C" or higher within a year of admission.

Thus, of the 1387 students who enrolled in Foundations-level English in fall 2016, **37%** (508 students) passed ENGL 1101 within a year<sup>1387</sup><sub>1387</sub><sup>1387</sup>

We do not know how many students decided not to enroll in a USG institution after being placed in Foundations-level Learning Support.

Of the 3585 students enrolled in Foundations-level mathematics (MATH 0987, 0988, or 0989), 74% (2641 students) passed the Foundations-level course.

Of the 2641 students who passed the Foundations course, 68% (1797 students) enrolled in MATH 1001, 1101, or 1111 with Corequisite Learning Support.

Of the 3585 Of these,

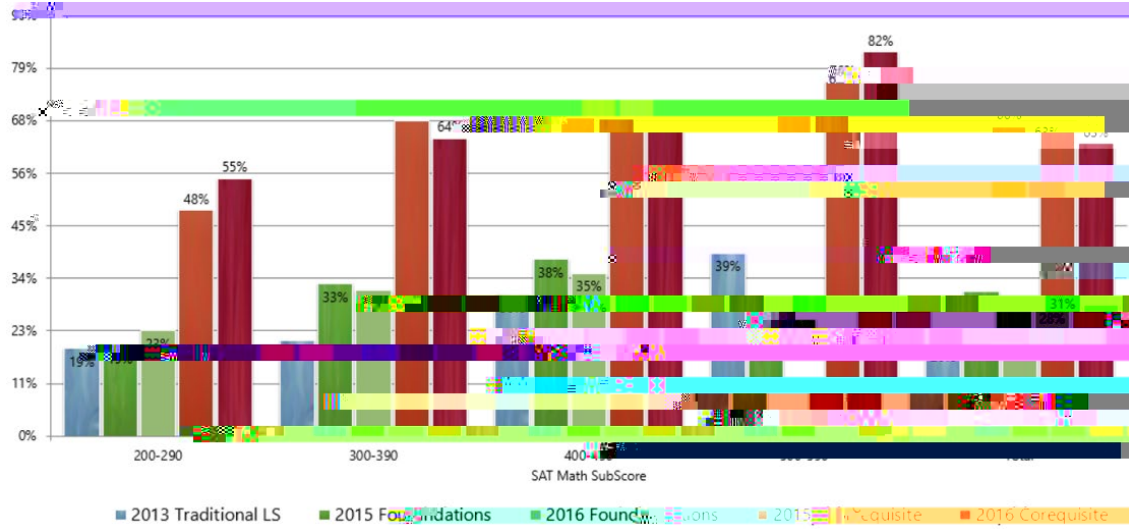
We do not know how many students decided not to enroll in a USG institution after being placed in an entry-level collegiate mathematics course with Corequisite Learning Support.

Of the 3490 students who enrolled in an entry-level mathematics course with  
C

While the higher success rate of students starting in Corequisite Learning Support could be a result of these students starting out more prepared than the students who started in Foundations Learning Support, USG data showed that students at all levels of preparation were more likely to complete and

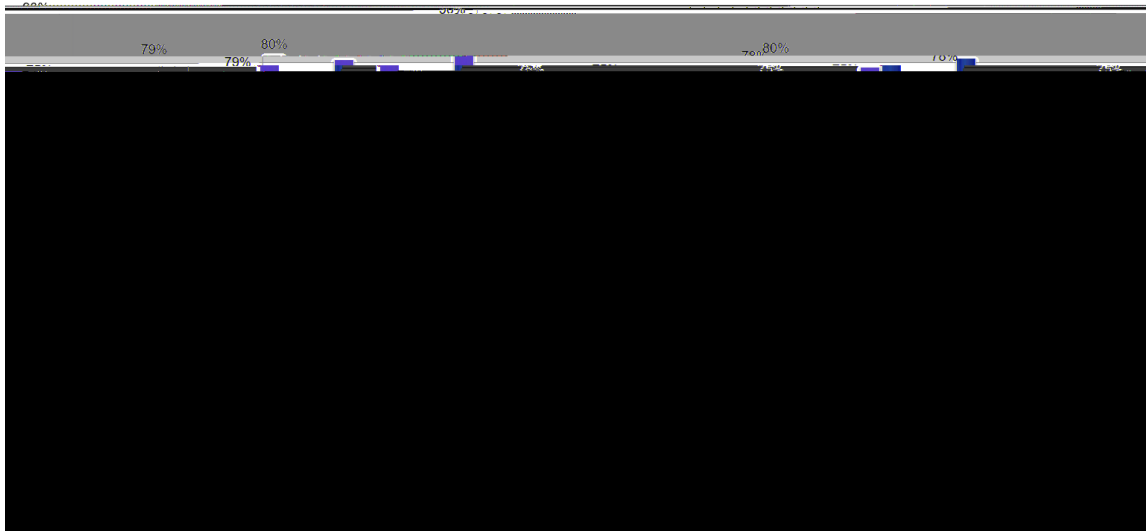


## Mathematics



## Success in Gateway Courses by Academic Preparation as Defined by ACT Scores

### English



## Mathematics

Success in Gateway Courses by Academic Preparation as Defined by High  
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## Mathematics

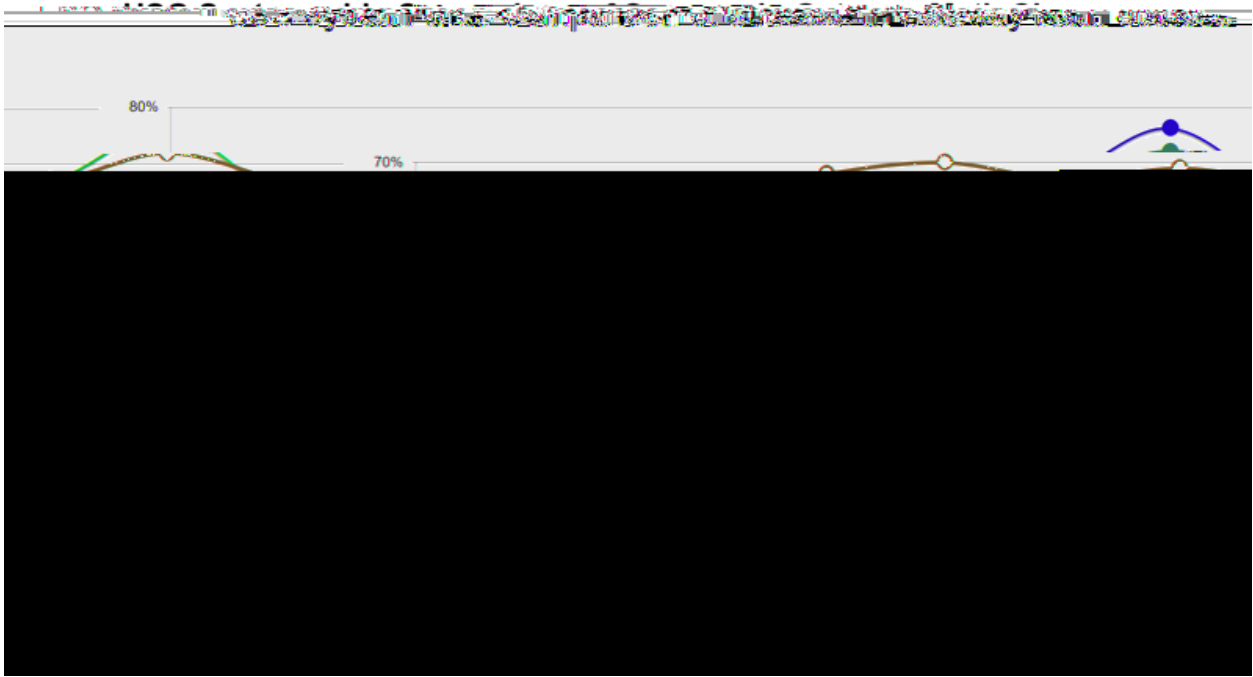
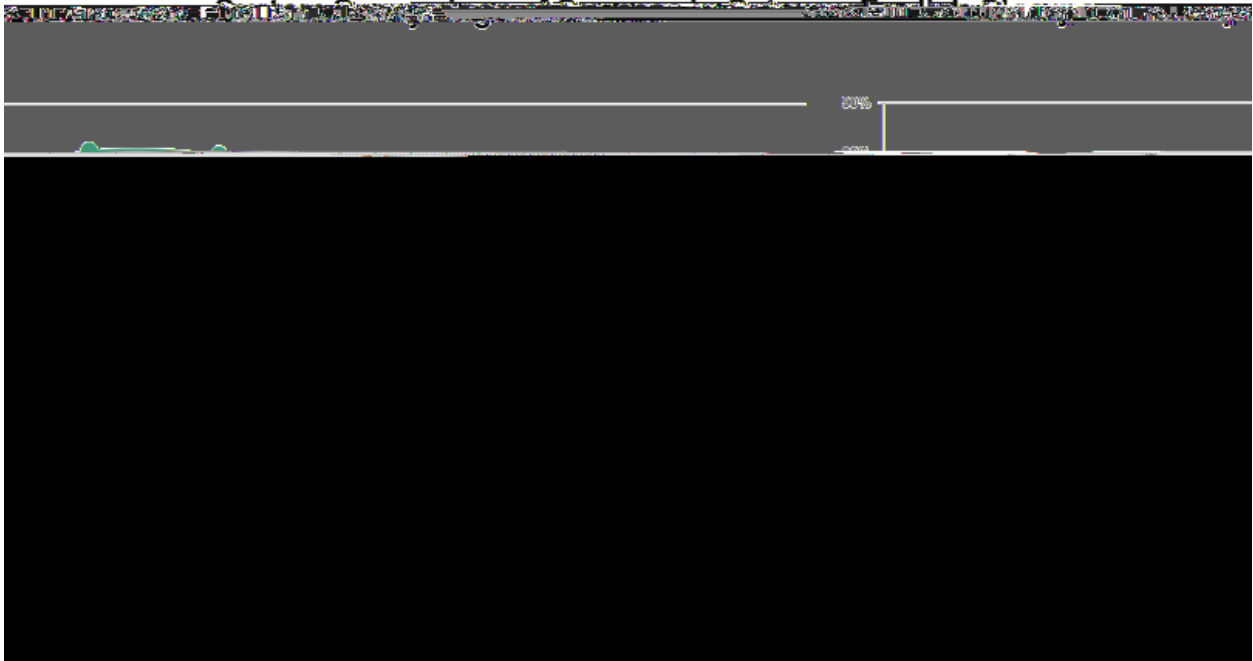


### Move to Fully Corequisite Learning Support – Fall 2018

Beginning in fall 2018, USG institutions only offered Learning Support courses in a corequisite format. This meant that the less prepared students who had previously been placed in Foundations-level Learning Support were now placed in Corequisite Support sections.

As a result of this shift, it was expected that success rates in the paired collegiate courses would dip. They did not. Success rates in paired collegiate courses in fall 2018 equalled or exceeded success rates in fall 2017, when the less prepared students were placed in Foundations courses.

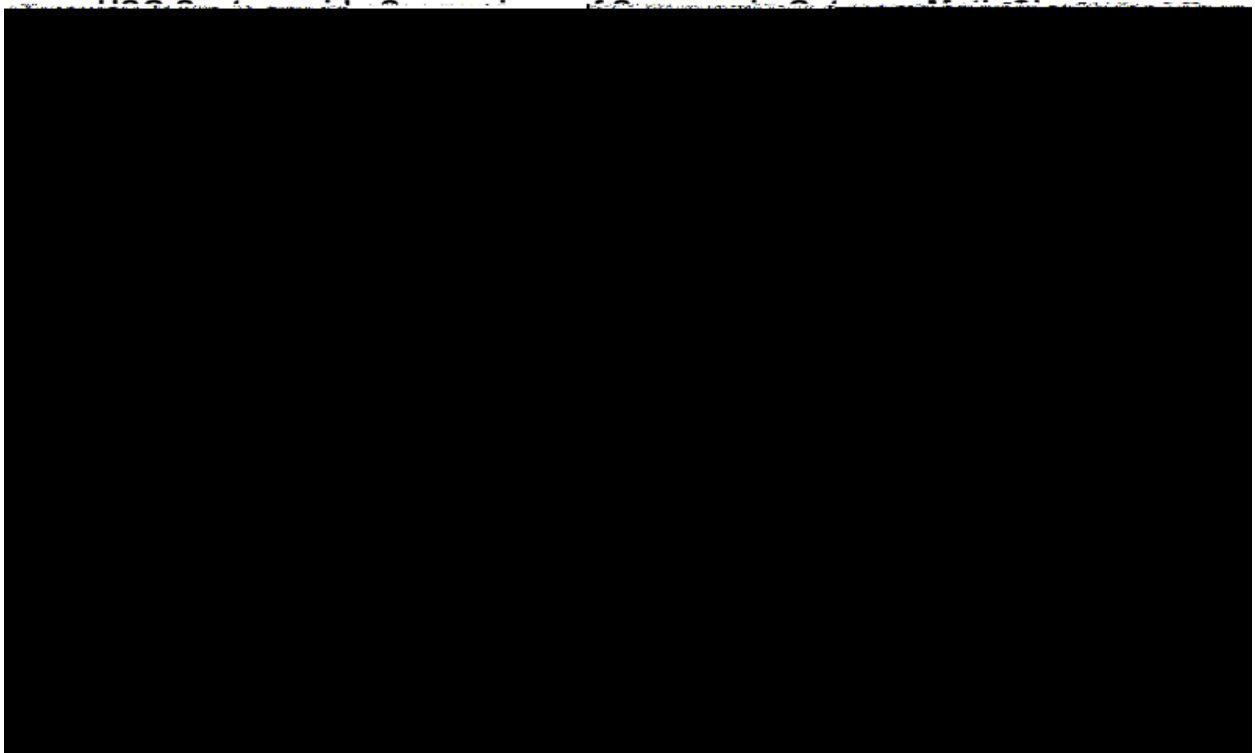
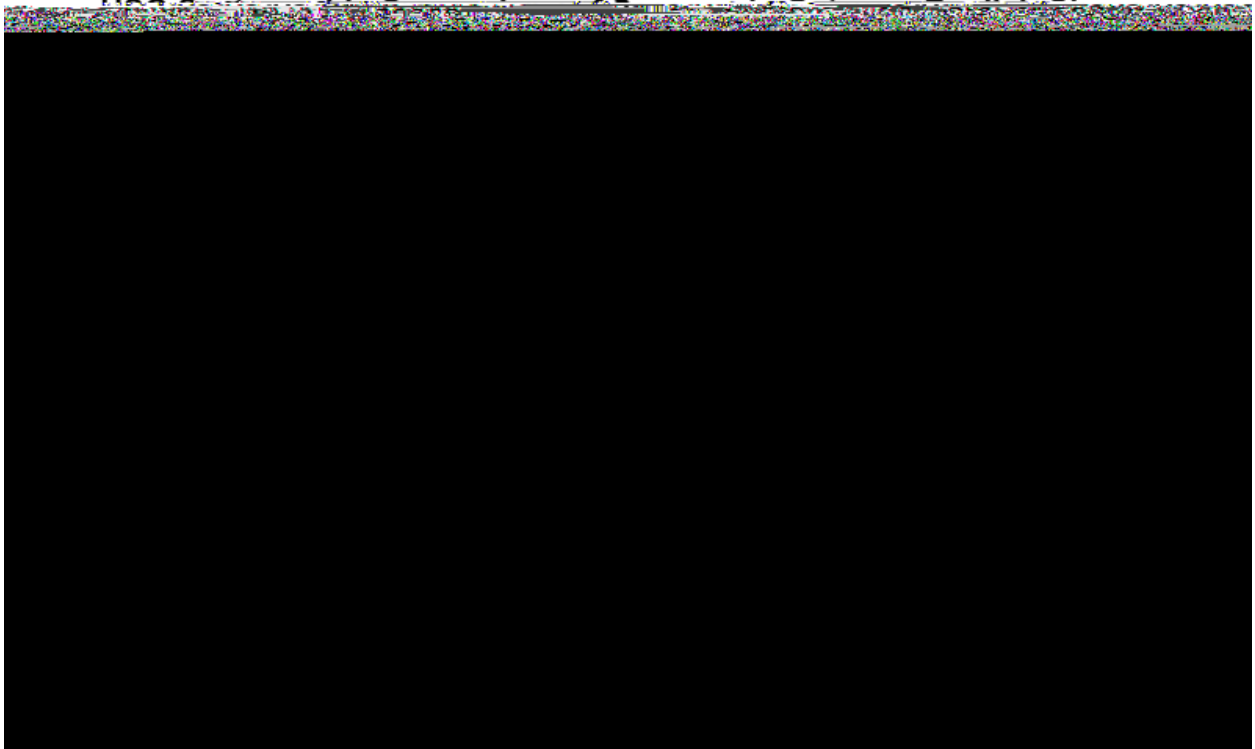
Students enrolled in corequisite support at all levels of preparation succeeded in their collegiate English



## Equity

Do students from all racial groups benefit from the move to fully corequisite Learning Support? The answer appears to be “yes.” The next two graphs show the system-wide comparison of success in gateway English and mathematics courses for students

enrolled in Corequisite Support at all levels of preparation disaggregated by race and ethnicity.









## 2. Requirements for Institutions

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.

Institutions that admit students requiring Learning Support in English or mathematics must designate a Learning Support Coordinator.

Institutions must use A, B, C, F grading in the Corequisite Learning Support courses.

### **3. Learning Support Coordinator**

Institutions that admit students requiring Learning Support in English or mathematics must designate a Learning Support Coordinator.

The duties of the



course seriously.

Students wishing to drop or withdraw from either the Corequisite Learning Support or linked college-level courses will be required to drop or withdraw from BOTH courses.

Students requiring Learning Support in both English and mathematics may defer enrollment in Corequisite Learning Support and the paired collegiate course in one or the other area

## **5. Numbering of Corequisite Learning**

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

## Corequisite Support for

## 6. Mathematics Pathways and Aligned Mathematics Courses

For students who are not enrolled in a STEM or business program, or a field requiring an algebra-



## 7. Placement

in calculation of the Freshman Index) of 2.7 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.

- x Student has an ACT English or Reading score of 17 or higher.
- x Student has an SAT Verbal/Critical Reading score of 430 or higher on the “old” SAT.
- x Student has a score of 480 or higher on the “new” SAT Evidence-Based Reading and Writing (EBRW) section. \*\*
- x Student has a Classic Accuplacer Reading Comprehension score of 61 or higher AND an Accuplacer WritePlacer score of 4 or higher.
- x 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:

- o Student has placed in Pre-Calculus or a higher mathematics course (e.g., College Trigonometry or some form of calculus).
- o Student has a 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 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**

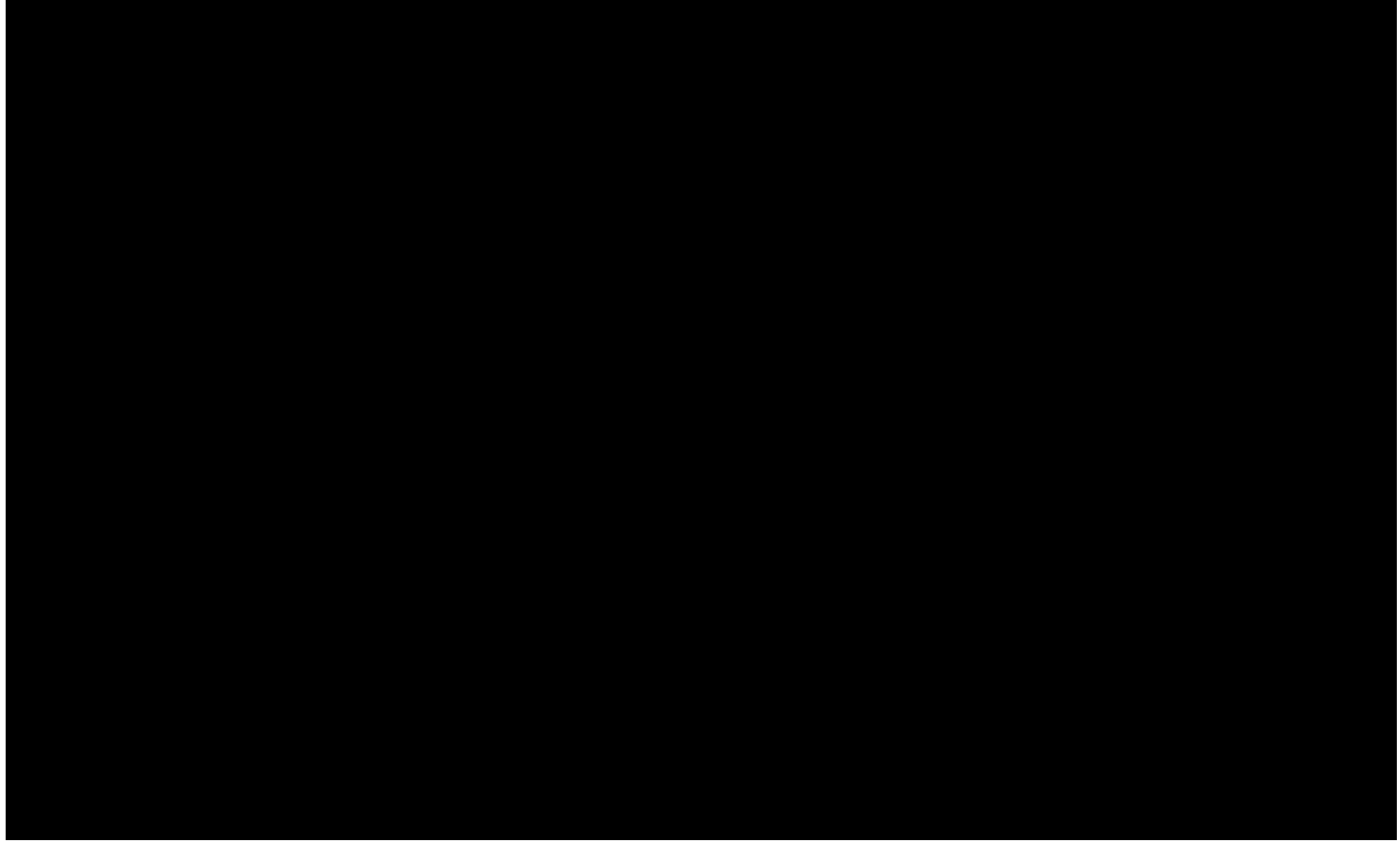
Students who do not qualify for initial enrollment in MATH 1111 (with or without

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. \*



Criteria for examination from Commonwealth countries. Student must meet one of the following. Student must meet one of the following



## 8. Next-Generation Accuplacer Placement Tests

Since the “default placement” for all students will be in an entry-level collegiate course with Corequisite Learning Support, if no placement information is available for students, they must be placed in Corequisite Learning Support at the highest level of credit offered at the institution.

Students who have not exempted Corequisite Learning Support based on available high school grade point average or test information or who have no information relevant to placement have the option to take Next-Generation Accuplacer Placement tests to see whether they may exempt Corequisite Learning Support requirements or place in Corequisite Learning Support courses at a lower level of credit intensity.

For English placement or exemption, students are required to take two tests:

- x **Next-Generation Accuplacer Reading**
- AND
- x **WritePlacer**

For mathematics placement or exemption, students are required to take the **Next-Generation Accuplacer Quantitative Reasoning, Algebra, and Statistics (QAS)** test.

These tests should be available to students through the Testing Centers at each USG institution.

Professionals can access the Accuplacer Program Manual at <https://secure-media.collegeboard.org/digitalServices/pdf/accuplacer/accuplacer-program-manual.pdf>. Information about Next-Generation Accuplacer tests has been integrated into the Program Manual along with the information on Classic Accuplacer tests.

Students can access Next-Generation Accuplacer test information (including preparation and practice tests) at <https://accuplacer.collegeboard.org/>.

While the USG has established minimum “cut-scores” for each of these tests (for collegiate placement), institutions may set higher criteria to exempt Corequisite Learning Support requirements. For institutions wishing to

- x Institutions wishing to determine cut-scores for the Next-Generation Accuplacer Reading test that are higher than USG cut-scores should use the [concordance chart \(Table 3\) provided by the College Board](#) to convert Classic Accuplacer Reading Comprehension cut-scores to Next-Generation Reading scores.

**Note on the Reading/Reading Comprehension concordance table:** We were not able to use the exact concordance for the Next-Generation Reading cut-score. The concordance was not reliable around the Classic Accuplacer cut-score value. Institutions wishing to use higher cut-scores or convert their Classic Accuplacer Reading Comprehension cut-score to a Next-Generation Reading test score should be able to use the concordance table if their institutional cut-scores are significantly higher than the USG cut-score. Cut-scores closer to the USG Classic Accuplacer cut-score will have greater uncertainty in concurring to Next-Generation test scores.





Alternatively, institutions that do not wish to offer Learning Support sections for different amounts of credit may still establish different preparation criteria as prerequisites for different Corequisite Learning Support sections (with the same amount of credit) so that instructors can tailor instruction appropriate to specific groups of students.

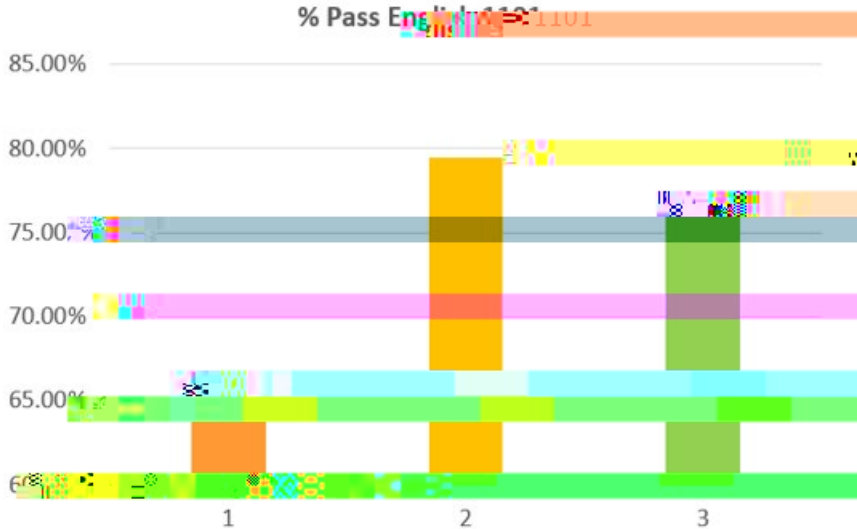
# 10. Special Considerations for Corequisite Instruction in English

ENGL 0999, Support for English Composition, will serve the dual purpose of supporting and developing the skills and concepts of ENGL 1101 English Composition I while also providing instruction for students to strengthen both reading and writing competencies in which they have deficiencies.

### Support Course Credit Hours

Data from fall 2018 show that students pass ENGL 1101 at very significantly higher rates when the Corequisite Learning Support Course is offered at 2 or 3 credits, versus only 1 credit. Therefore, the recommendation is that ENGL 0999 be offered for 2 or 3 credits, and possibly at both levels so that instruction may be differentiated. ([See Section 9 of this manual.](#))

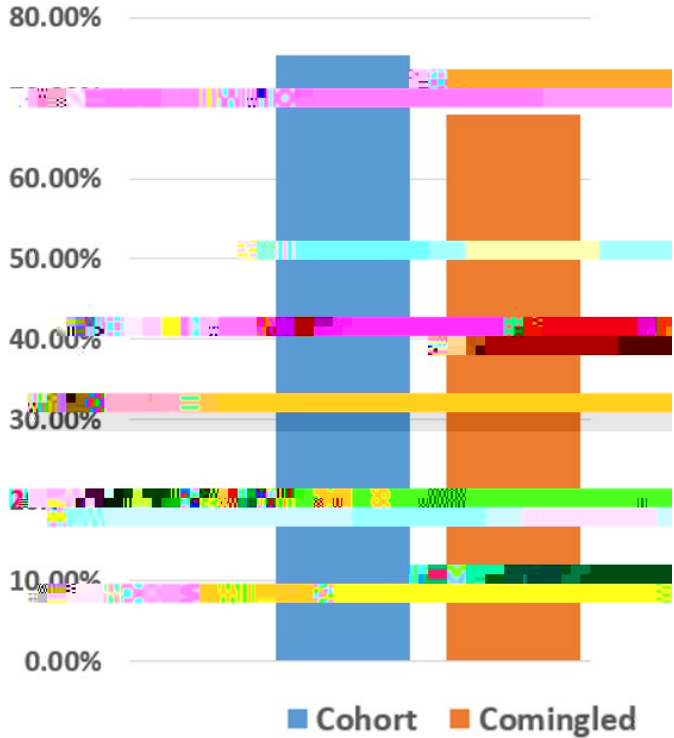
**ENGL 0999 Credit Hours**



### Collegiate Course Composition

The fall 2018 data show that students with Corequisite Learning Support requirements pass ENGL 1101 at higher rates when their ENGL 1101 sections are composed exclusively of students with Corequisite Learning Support requirements (cohort model). Restricting ENGL 1101 sections exclusively to students with Learning Support requirements may cause problems with class size, however, by forcing ENGL 1101 sections to be smaller than is usually the case or ENGL 0999 sections being larger than is ideal. See below (Class Size) and [Section 13](#).

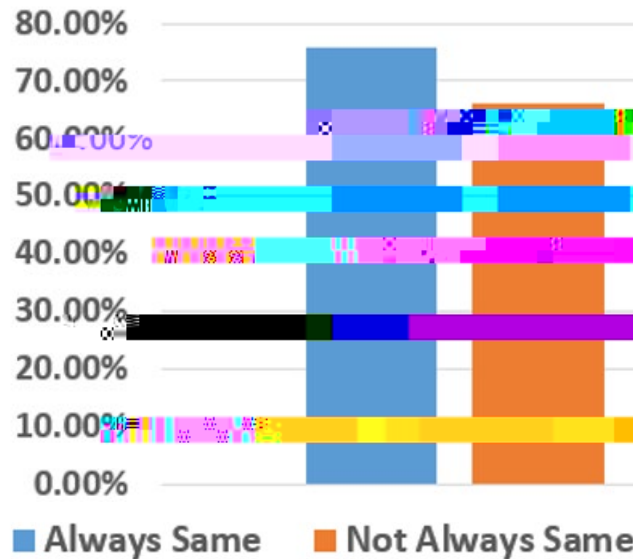
# ENGL 1101 Pass Rates



## Instructor Alignment

Data from fall 2018 also indicate that students pass ENGL 1101 at higher rates when the same instructor teaches both 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.

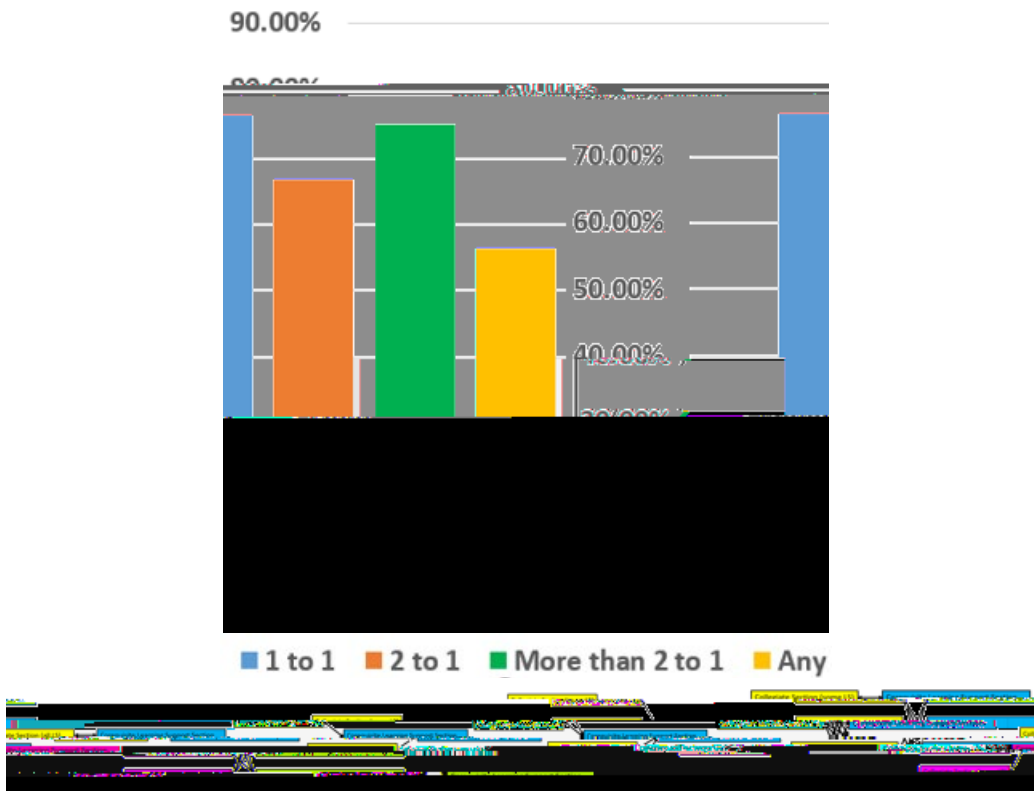
## ENGL 1101 Pass Rates Same vs. Not Always Same Instructor



### Alignment Model

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 Learning Support requirements. Data from fall 2018 show that the lowest pass rates in ENGL 1101 are achieved at institutions where students with Corequisite requirements are allowed to enroll in any ENGL 0999 section, rather than being assigned to sections that are deliberately paired. Alignment models in the drawing below reflect the models discussed extensively in [Section 12](#).

## ENGL 1101 Pass Rates by Alignment Model



### Corequisite Section Size

Data from fall 2018 suggest that the size of Corequisite Learning Support sections in English impacts the likelihood of student success, with students in smaller Corequisite Support sections passing ENGL 1101 at higher rates than students in larger Corequisite Support sections. Therefore, it is recommended that institutions make a concerted effort to restrict class sizes in English 0999 sections to no more than 20 students.

**$r = -0.29462$**





## Collegiate Math Pass Rates



**$r = -0.30112$**







There are several potential variants of this configuration, but the common element is that the pairing of collegiate and corequisite Learning Support sections is not random. Specific collegiate sections are paired with specific Corequisite Learning Support sections.

A prototype for this arrangement is shown below.

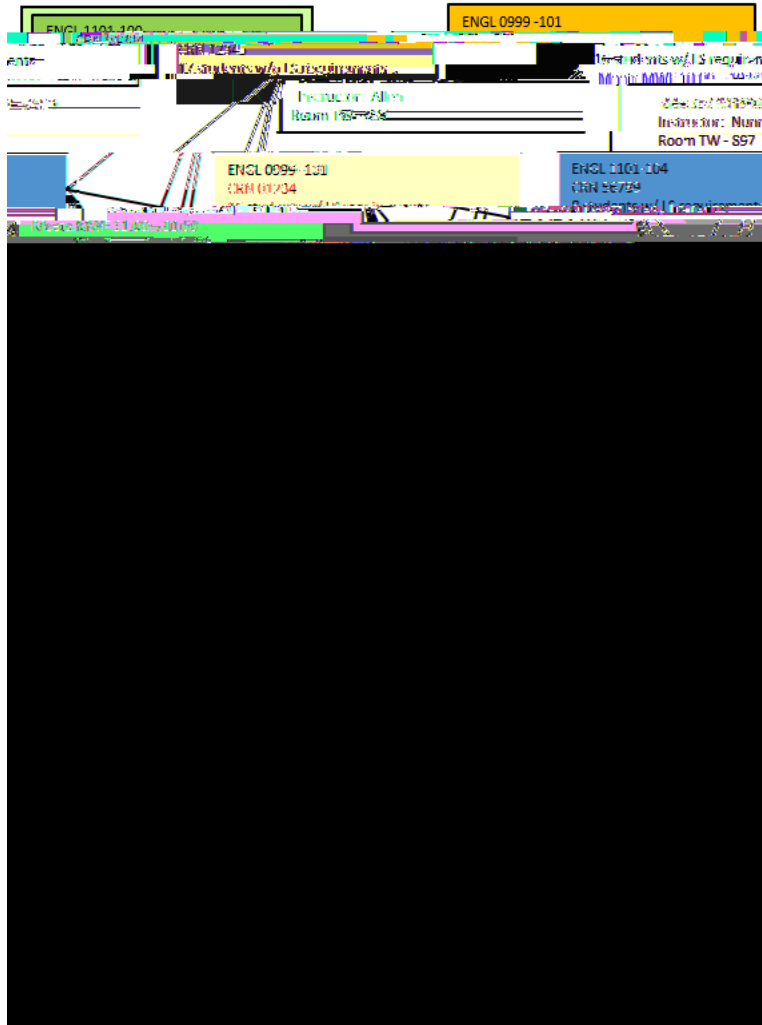
Advantages:

- x May allow institutions to maintain smaller class sizes in corequisite sections because these are partially offset by the additional students in the collegiate parts of the classes.
- x Students with and without Learning Support requirements are taking collegiate courses side by side. This will help to ensure that collegiate standards are maintained.

Disadvantage: Slightly more complex to schedule than Model B.

### **Model D**

Students in any collegiate section designed for students with Corequisite Learning Support requirements can sign up for any Corequisite Learning Support section.



Advantage:

- x Requires little institutional planning other than making sure that there are enough collegiate and corequisite Learning Support sections.

Disadvantages:

- x Scheduling burden will be mainly on students.
- x Corequisite Learning Support sections are supposed to provide “just in time” support for the skills and topics that students are covering in collegiate sections. If pairing between collegiate and Corequisite Learning Support sections is random, it will be nearly impossible for instructors in Corequisite Learning Support sections to know what is being covered in the collegiate sections for all of the students in their classes. Because of the difficulty in aligning content between collegiate and Corequisite Learning Support sections with this model, use of this model is strongly discouraged. Data presented in [Sections 10](#) and [11](#) show that students are less likely to succeed in collegiate courses (in English and mathematics) when this model is used.



## 13. Class Sizes

Corequisite Learning Support sections should be smaller than the size of the collegiate sections they support. Smaller Corequisite Learning Support class sizes will typically reduce the range of student preparation within a single section and allow instructors to be more effective in tailoring instruction to help students overcome deficiencies in preparation.

Most of the scheduling models discussed in the previous section would allow institutions to keep their collegiate sections at their target sizes while allowing smaller class sizes for Corequisite Learning Support sections. There is only one scheduling model that will not support this goal: Model A (see [previous section](#)) in which the collegiate section has only students with Corequisite Learning Support requirements and the same students

# 14. Corequisite Course Setup in Banner

The Ellucian Customer Center provides instructions on how to schedule corequisite sections in Banner as is commonly done with science lecture and lab sections.

You need an Ellucian Customer Center account to access this information. If you do not have an Ellucian Customer Center account, you may request one here:

<https://clientapps.ellucian.com/SignUp>. Granting of access is not instantaneous; they will have to verify your employment, etc.

- A. Once you have an account, you can Log into the Ellucian Customer Center via: <https://login.ellucian.com>.
- B. From the Ellucian Customer Center landing page, select “Resources” from the top navigation bar, then choose the On-Demand Training app listed under Knowledge.
- C. From the On-Demand Training landing page, select the On-Demand Training Menu (just beneath the top navigation bar), then “Banner” from the dropdown menu.
- D. From the Banner On-Demand Training landing page, select the Student (see courses) blue link to see courses under Banner 9.
- E. From the Banner Student courses landing page, scroll down to find the Managing the Class Schedule’ selections.
- F. Select the ‘Defining Courses with Advanced Scheduling Configurations’ and click “View Course” to begin.
- G. Click on start to view the course. This “course” is 26 minutes if you take all the modules.
- H. You will have an opportunity to download the quick reference guide on “Defining Courses with Advanced scheduling Configurations,” which is recommended. The second page of this quick reference guide walks you through the steps to link courses.
- I. The entire course may be useful to you. However, you also have the option to go directly to the “Linking Lecture and Lab Sections” in the right-hand navigation menu.

## **15. Other Banner Considerations**







your





Refer to the Course Grade Mode Code element (SCE005) in the Academic Data Collection data element dictionary ([https://www.usg.edu/research/reporting\\_resources](https://www.usg.edu/research/reporting_resources), then click on Data Element Dictionary with Valid Values ).

#### Instructional Level

Each of the Corequisite Learning Support courses (MATH 0997, MATH 0998, MATH 0999, ENGL 0999) in Banner should be identified with Classification code 10 (Learning Support). This instruction level must be established at the catalog level. To confirm settings, check the following location in Banner:

[Learning Support Requirements](#), and [Section 15D. Corequisite Learning Support Rules, Placement, and Documentation in Banner](#).

Institutions may require exit or exemption from Corequisite Learning Support requirement as prerequisites to enrolling in other collegiate courses, as described in the [Academic and Student Affairs Handbook, section 2.9.1.4](#). Learning Support prerequisites for these courses should be stated as:

- x Completion or exemption from Corequisite Learning Support requirements in English.  
OR
- x Completion or exemption from Corequisite Learning Support requirements in mathematics [can specify MATH 1001, MATH 1101, MATH/STAT 1401, or MATH 1111].  
OR
- x Completion or exemption from Corequisite Learning Support requirements in English and mathematics.

Exemption from Corequisite Learning Support requirements could be indicated in Banner SOATEST as:

- x LSE =

## 16. Data Collection

Institutions must maintain test-score data and Corequisite Learning Support placement and exit information in the Banner Student Information System in a USG-approved format so that accurate data concerning Learning Support placement and completion is reported via the USG Academic Data Collection.

Implementation of Georgia Enhancements 9.6 (as described in [Section 15 D](#) of this manual) is necessary to ensure that information on Corequisite Learning Support status for students is maintained in Banner in a USG-approved format.

The Learning Support placement functionality in Banner provided by Georgia Enhancements 9.6 will result in the update in Banner of the necessary information in the correct field for the ADC extraction of each student's Learning Support Program Requirement Status.

The Learning Support Program Current Enrollment indicator will be derived in the extraction from a combination of the student's Learning Support Requirement Indicator (NCRQ), the student's actual course enrollments during the term, and the Learning Support requirement status field (NCST) in Banner.

The Learning Support Program Date of Completion field will be derived from a combination of the student's Learning Support Requirement Indicator, the Learning Support Program Current Enrollment Indicator, and the activity date for when a student was coded as having satisfied exit requirements in the requirement status field.

If an institution makes changes to the GeorgiaBEST-delivered functionality around Learning Support Placement, the institution is responsible for ensuring that the same information is produced and populated in Banner.

Students are classified as **Volunteers** if they enroll in Corequisite Learning

# 17. USG Policy on Learning Support

## Board of Regents Policy Manual

In order to avoid conflicts with official USG policy, the policies will not be restated here, but links to the relevant policies are provided below.

### [3.3.7 Learning Support Programs](#)

This section describes the requirement for USG institutions to offer Learning Support programs.

#### [3.5.1.2 Cumulative Grade Point Average](#)

This section states that institutional credit (which is what Learning Support courses offer) cannot affect students' grade point averages.

# 18. Academic and Student Affairs Handbook Guidelines on Learning Support

## Academic and Student Affairs Handbook

In order to avoid conflicts with the guidelines in the Academic and Student Affairs Handbook, the guidelines will not be restated here, but links to the relevant sections of the Academic and Student Affairs Handbook are provided below.

**2.4.4 Details Regarding Areas A-F** This section state restad.sf4d( )Tj0.004 Tc -0.002 Tw 0.27 0 Tdo

**19**

# **20. Academic and Student Affairs Handbook Guidelines on Students with Disabilities**

**Academic and Student Affairs Handbook**









# 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 any 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-**



# Mathematics

## Aligned Mathematics Courses

- o 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:
  - o 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.
  
- o 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**

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 Supportj EMC /P <i.3 (a)6a\* [(cor)-3 ( w Td [(M)9 (j EM10.6 ( N)207 Tw T\*e)11.2 ( 6a-5.

- o Student has placed in pre-calculus or a higher mathematics course (e.g., College Trigonometry or some form of calculus).
- o 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.
- o Student has an ACT Mathematics score of 20 or higher.
- o Student has an SAT Mathematics score of 470 or higher on the “old” SAT.
- o Student has an SAT Math section score of 510 or higher on the “new” SAT. \*\*
- o Student has a Classic Accuplacer Elementary Algebra score of 79 or higher.
- o 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 tw[





## Appendix 2.

### **Banner 9 Quick Guide for Corequisite Courses**

This guide was provided for sharing with other USG institutions by Dr. German Vargas at the College of Coastal Georgia.

Please use the guide with caution and note that if any errors or process inconsistencies are found, please contact Dr. Vargas at [gvargas@ccga.edu](mailto:gvargas@ccga.edu).

[Guide begins on next page.]

## BANNER 9 QUICK GUIDE FOR COREQUISITE COURSES

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### INTRODUCTION

This guide was created at the College of Coastal Georgia to document internal processes, facilitate training for department coordinators and to support Corequisite implementations at other institutions that use Ellucian's BANNER 9.

The guide will have a specific illustrative case (College Algebra paired with a Corequisite Support), but its content can be easily transferred to the implementation of corequisite support for various Math Pathways or simply corequisite support in other disciplines like English.

The guide will contain implementation guidelines for three specific BANNER 9 features, Reserved Seating, Corequisite at the Course level (SCADETL) and Corequisite at the section level (SSADETL).

NOTE: If you find any error or process discrepancy in this document please contact German Vargas at [gvargas@ccga.edu](mailto:gvargas@ccga.edu).

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### ILLUSTRATIVE EXAMPLE:

- x Gateway Course
  - o Name: MATH 1111 College Algebra





10. You may receive a warning that indicates that you are changing the maximum number of seats available. Click Yes.

11. Reserved Seating feature is ready and you will be able to monitor the number of available seats for each row of criteria. In this case we just have one row for open seats and one row for students needing

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## IMPLEMENTING COREQUISITE AT THE COURSE LEVEL

In BANNER we can link the registration on the corequisite support course with registration in the Gateway course. The goal is that any attempt to register a student into MATH 0999 will require concurrent registration in MATH 1111. Please note that this is a requirement that needs to be imposed in MATH 0999 but not vice versa, as a student can be registered in MATH 1111 without needing the support course. Also note that this needs to be done

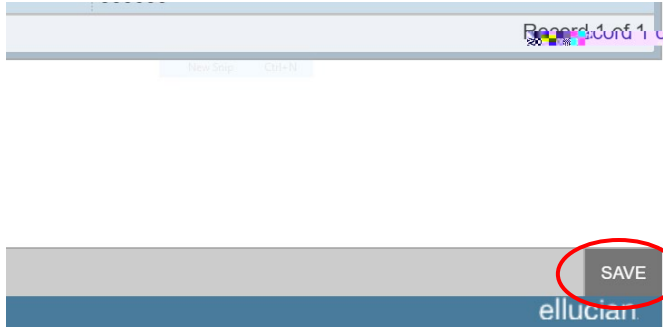
Steps to implement corequisite at the course level:

1. Create the Gateway Course
2. Create the Support Course
- 3.

8.



12. Click Save at the bottom right corner of the screen (or press F10)



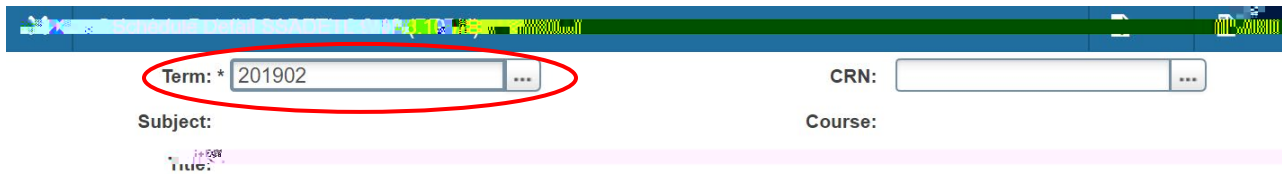
13. Corequisite at the course level has been successfully implemented. Please note that this process needs to be performed only one time, as the course prerequisite will continue indefinitely as denoted by the term 999999. To eliminate the corequisite at the course level, you can click the Maintenance button between the "From Term" and the "To Term" fields.

## IMPLEMENTING COREQUISITE AT THE SECTION LEVEL

Beyond the connection between courses we can use BANNER to link specific sections. This is an additional layer of connectivity for institutions in which the corequisite support course is specifically connected with a paired section of the gateway course that is traditionally taught by the same instructor. The goal is that any attempt to register a student into CRN: 80202 MATH 0999 will require concurrent registration in CRN: 80201 MATH 1111. Please note that this is a requirement that needs to be imposed in MATH 0999 but not vice versa as a student can be registered in MATH 1111 without needing the support course.

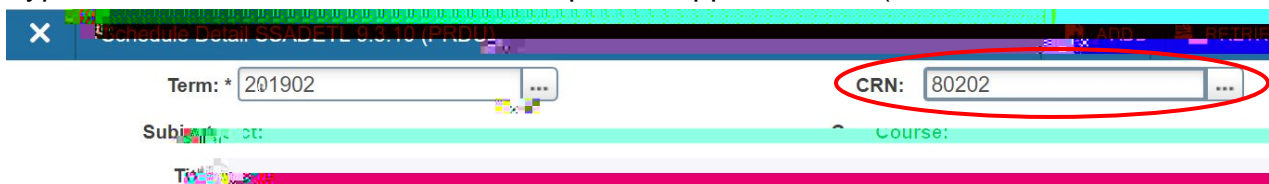
Steps to implement corequisite at the section level:

1. Create the Gateway Course
2. Create the Support Course
3. Open SSADETL
4. Type or search the Term (Next registration term in this example is 201902 corresponding to spring 2019)



A screenshot of the SSADETL interface. The 'Term: \*' field is highlighted with a red circle and contains the value '201902'. Other fields like 'CRN:', 'Subject:', and 'Course:' are visible but empty.

5. Type or search for the CRN of the corequisite support course (CRN: 80202 for MATH 0999)



A screenshot of the SSADETL interface. The 'CRN:' field is highlighted with a red circle and contains the value '80202'. The 'Term: \*' field contains '201902'.

6. Click Go



A screenshot of the SSADETL interface. The 'GO' button is highlighted with a red circle. The 'Term: \*' field contains '201902'. The 'CRN:' field contains '80202'.

7. On the Section Link and Corequisites tab, skip the Link Connector Section and go to the Corequisites Section. Type the CRN of the MATH 1111 section that is paired with this support section

8.

# Updates and Corrections.

May 30, 2019

- o Section 1. Chained attrition – added total number of students lost between Foundations and Corequisite for English and mathematics
- o Section 1. Success in Gateway Courses by Academic Preparation as Defined by ACT Scores – replaced English bar graph with correct graph. (Previously the mathematics score graph was posted for both English and mathematics.)
- x Section 7. Updated placement criteria in English and Mathematics in light of new admissions



course every semester until they pass the collegiate course, even if they have passed the corequisite Learning Support course one or more times.”

June 2, 2021

- x Section 5. Numbering of Learning Support Courses: Added MATH/STAT 1401 as a possible qualifying course to get into MATH 0999, Support for College Algebra.
- x Section 7. Placement: In “Criteria for Placement into MATH 1111 with Corequisite Learning Support:” added “Student already has credit for MATH 1001 Quantitative Reasoning, MATH 1101 Introduction to Mathematical Modeling, or MATH/STAT 1401 Elementary Statistics.”
- x Section 7. Placement: In “Criteria for Direct Placement into MATH 1111:” Added MATH/STAT 1401 as course that will allow direct placement into MATH 1111 without corequisite support.
- x Section 7. Placement: Placement Infographic: Added MATH/STAT 1401 to the list of courses where transferable credit will allow students to exempt placement in Corequisite Learning Support for MATH 1111.
- x Section 15. Other Banner Considerations: F. Setting up Corequisite Learning Support Prerequisites for Collegiate Course in Banner. Added MATH/STAT 1401 to the LSM2 list.

July 13, 2021

- x Section 5. Numbering of Learning Support Courses: Corrects

