



Tennessee Board of Regents

Office of the Vice Chancellor for Academic Affairs

Fundamental Features of Co-requisite Remediation

Mathematics

- All students with ACT Math sub-scores below the established cut-score, who have not demonstrated satisfactory mastery of the A-100 Math Competencies, will be enrolled in a co-requisite college-level credit bearing math course, unless they are enrolled in a program for which a mathematics course is not required. If the program does not require a mathematics course, but the student chooses to take a math course, standard assessment and placement rules apply.
- For students who are **not** enrolled in a STEM or Business program, or a field requiring an algebra-intensive course, the math course will be a non-algebra based course that satisfies the general education requirement, such as elementary statistics, quantitative reasoning, or math for general studies.
- For students enrolled in a field **with** a calculus or algebra-intensive math requirement, the co-requisite math course **may** be linked with a college-level credit bearing algebra based course that does not satisfy the general education requirement, such as MATH 1000. This co-requisite instruction will address the A-100 Math Competencies, as well as additional competencies to prepare for College Algebra.
- The co-requisite experience will be a required semester-long experience that interfaces with the college-level credit bearing course.
- The college-level credit bearing course experience will be identical to that taken by students who meet established scores for initial college level placement, and no elements of the co-requisite experience will contribute to the grade earned in the college-level credit bearing course.
- It may be appropriate to require differing co-requisite experiences with fewer SCHs or different delivery approaches. Examples include students with differing ACT sub-scores or within specific majors or cohorts.
- The co-requisite experience will serve the dual purpose of supporting and illuminating the skills and concepts of the college-level credit bearing course while also providing instruction for students to remediate those A-100 Math Competencies in which they have a deficiency.
- The co-requisite experience may be for **up to** 3 SCH, and tuition may be charged accordingly at community colleges.
- While it is possible for students to complete the A-100 competencies without earning a passing grade in a college-level credit bearing course, if they pass the college-level course they will be deemed to have also satisfied the Learning Support competencies. The

student's BANNER record will reflect this distinction.

- Students who are deemed to have satisfied the A-100 competencies by passing college-level credit bearing, non-algebra based course will not be eligible to enroll in College Algebra, or Pre-Calculus until they are able to demonstrate all Math Competencies that prepare a student for success in College Algebra. Typically, these additional math competencies to prepare for algebra-based college level math are taught in Math 1000 or a comparable course that does not fulfill general education requirements, but may be used as an elective if the curriculum allows.
- Degree-seeking students with ACT Math sub-scores below the established cut-score for college level placement, who have not demonstrated appropriate mastery of the A-100 Math Competencies, who are enrolled in a program that requires **no** mathematics course, and who choose not to take a college-level math course, must still address the A-100 Math Competencies. Non-degree seeking students **may** be required to address A-100 Math Competencies **if** faculty have established the Learning Support Math Competencies as pre-requisite for admission or completion of a certificate program. In each of these situations, the student may enroll in a stand-alone Learning Support Math course. Only community colleges are allowed to charge tuition and award credit for any Learning Support intervention, but all Learning Support activities may be delivered as either credit bearing or non-credit bearing.
- For programs requiring no college-level mathematics, schools may develop ways to embed the A-100 Math Competencies into one or more non-Mathematics college-level course(s) or co-requisite pairings with other college-level courses.
- When a student's placement requires remediation in more than one subject area, Learning Support competencies may require more than one semester of work, but should be completed within the first 30 semester credit hours. In this case, it may be appropriate to address literacy requirements first.

English

- All students with ACT Writing sub-scores below the established cut-score, who have not demonstrated that they have achieved the A-100 Writing Competencies will be enrolled in a co-requisite section of ENGL 1010.
- There will be a required semester-long co-requisite experience that interfaces with the college-level credit bearing course.
- The college-level credit bearing course experience will be identical to that taken by students who initially place into college level courses, and no elements of the co-requisite experience will contribute to the grade earned in the college-level credit bearing course.
- Students will be assessed in all of the established developmental writing competencies.
- While it is possible for students to complete the A-100 competencies without earning a passing grade in the college-level credit bearing course, if they pass the college-level credit bearing course this passing grade will be treated as also satisfying the competencies.
- It may be appropriate to require differing co-requisite experiences with fewer SCHs or different delivery approaches. Examples include students with differing ACT sub-scores or within specific majors or cohorts.
- The co-requisite experience may be for up to 3 SCH, and tuition may be charged

accordingly at community colleges.

- Degree-seeking students with ACT Writing sub-scores below the established cut-score for college-level placement into ENGL 1010, who have not demonstrated appropriate mastery of the A-100 Writing Competencies, who are enrolled in a program that requires **no** writing course, and who choose not to take a college-level writing course, must still address the A-100 Writing Competencies. Non-degree-seeking students **may** be required to address A-100 Writing Competencies **if** faculty have established the Learning Support Writing Competencies as pre-requisite for admission or completion of a certificate program. In each of these situations, the student may enroll in a stand-alone Learning Support Writing course. Only community colleges are allowed to charge tuition and award credit for any Learning Support intervention, but all Learning Support activities may be delivered as either credit bearing or non-credit bearing.
- For programs requiring no college-level writing, schools may develop ways to embed the A-100 Writing Competencies into one or more college-level course(s) or co-requisite pairings with other college-level courses.

Reading

- All students with ACT Reading sub-scores below the established cut-score for placement into a reading intensive college level course, who have not demonstrated that they have achieved the A-100 Reading Competencies will be enrolled in a co-requisite college-level credit bearing reading intensive course that satisfies a general education requirement or is a freshman student success course.
- There will be a required semester-long co-requisite experience that interfaces with the college-level credit bearing course.
- The college-level credit bearing course experience will be identical to that taken by students who meet the established criteria for college level placement in reading and no elements of the co-requisite experience will contribute to the grade earned in the college-level credit bearing course.
- Students will be assessed in all of the established developmental reading competencies.
- While it is possible for the students to complete the A-100 competencies without earning a passing grade in the college-level credit bearing course, if they pass the college-level credit bearing course they will be deemed to have also satisfied the competencies. The student's BANNER record will reflect this distinction.
- It may be appropriate to require differing co-requisite experiences with fewer SCHs or different delivery approaches. Examples include students with differing ACT sub-scores or within specific majors or cohorts.
- The co-requisite experience may be for up to 3 SCH, and tuition may be charged accordingly at community colleges.