



Board of Regents Corequisite Reporting Guidance: Placement Criteria

This guidance is in response to the need for assessing and reporting outcomes for students not meeting the subject-specific minimum scores on any assessment listed in Academic Affairs Policy 2.18.

Pursuant to Academic Affairs Policy 2.18, all institutions that enroll students who do not meet eligibility requirements for enrollment in a stand-alone gateway college-level math or English course must also provide academic support in addition to the **gateway college-level** math and/or English course(s). This is determined by the placement options in the [Academic Affairs Policy 2.18](#).

The following guidance is for reporting this information in the Statewide Student Profile System (SSPS). **Please note that this is in reference to the placement portion of the policy and applies to all students enrolling in an entry level college math/English course, regardless of their admission status. It is not limited to only first-time in-college (FTIC) students (admission status="1").**

Co-requisite courses replaced pre-requisite (developmental) courses or other requirements that students not meeting placement criteria must complete before enrolling in a gateway math or English course. Co-requisite courses are intended to align gateway college-level math or English content with supplemental support. This concurrently provides underprepared students with the instruction and resources necessary for success. Upon successful completion, the student earns credit for the introductory college-level math or English course which should count toward degree requirements. Institutions are required to identify the support provided and the Board of Regents will monitor students' success.

Recognizing that there are presently two types of supplemental support delivery utilized by institutions, this policy provides guidance for reporting and monitoring purposes.

If it is determined that a student is deficient in a gateway college-level math or English course, campuses should identify the corequisite course and/or the gateway college level course (at the student level) with the appropriate flag(s):

1. A co-requisite course is a separate course or requirement that a student must take **concurrently** with the gateway math/English course. These should be coded with a "C" in the "Transitional Course Flag" field. A letter grade may or may not be given for this course. These courses range from 1-3 hours and are not included in the course articulation matrix.

AND

The corresponding gateway math/English course is the first college-level course a student takes in a program of study and is required for students to progress through their major. These should be flagged with "M" for math and/or "E" for English, in the "Transitional Course Flag" field. A grade must be given for this course. These courses are 3 credit hours and must be on the course articulation matrix. They are limited to these Regents Common Courses:

CommonCourseAbbr	CommonCourseNumber	CommonCourseTitle
CENL	1013	English Composition I
CMAT	1103	Contemporary Mathematics
CMAT	1203	Applied Algebra
CMAT	1204	The Nature of Mathematics
CMAT	1213	College Algebra
CMAT	1313	Finite Mathematics

2. If a gateway college-level course is combined (blended) to include supplemental instruction and/or additional support (i.e., additional credits added to the course) this blended college-level entry course should be flagged with “M” for math and/or “E” for English in the “Transitional Course Flag” field. A grade must be given for this course. These courses should be between 4-6 credit hours and must be on the course articulation matrix. They also allow students to progress through their major and are limited to the Regents Common Courses listed above.

Please NOTE: If the student meets minimum placement requirements, they are allowed to enroll in a **stand-alone gateway math/English course** and the “Transitional Course Flag” field SHOULD BE LEFT BLANK.

Any student not meeting placement requirements **MUST have an “M” or “E”** in the applicable math/English course in which they are enrolled (gateway or blended). Please note that this allows students enrolling in the different course delivery options to be properly identified and enables BOR staff to assess outcomes for the different populations of students within the same course equivalencies across institutions.