

TBR Policy 2.03.00.02

Community College Learning Support

Exhibit 2: Fundamental Features of Corequisite Learning Support

TBR Policy 2.03.00.02 describes policies, guidelines, and procedures for learning support at community colleges. This policy reflects the commitment of The College System of Tennessee and its institutions to enhance access to and success in post-secondary education for all students. According to this policy, learning support at community colleges will be offered exclusively in the corequisite format. Students who require learning support in math, reading, or writing will enroll in learning support and a linked college-level, credit-bearing course.

Section II of the policy outlines the fundamental features of the corequisite model, including requirements for the delivery, timing, and alignment of learning support. This document provides additional details about these features of the corequisite model. Three types of details are provided:

- **Policy Guidance:** Core features of the corequisite learning support model. Items in this category are required according to TBR's policy on Community College Learning Support.
- **Promising Practices:** Evidence-based practices that promote student learning and persistence. Items in this category are encouraged but not required.
- **Areas for Innovation:** Emerging areas for further exploration. Items in this category reflect areas where institutions are encouraged to propose pilot projects or test new learning support methods.

The Delivery of Corequisite Learning Support	
POLICY GUIDANCE	<ul style="list-style-type: none"><li>• Learning support will be offered exclusively in the corequisite format.</li><li>• Credit hours assigned to learning support will be kept to a minimum and must allow students to satisfy the learning support requirements for any given academic program with at most three semester credit hours defined in any subject area.</li><li>• The college-level, credit-bearing course linked with learning support will be identical to that taken by students who meet established scores for college-level placement.</li></ul>
PROMISING PRACTICES	<ul style="list-style-type: none"><li>• Colleges may (but are not required to) differentiate learning support by students' program of study or assessment scores. Student outcomes improve when corequisite learning support is differentiated and tailored to students' needs.</li><li>• Examples of these practices include efforts to create distinct learning support sections based on students' academic preparation, varying the number of semester credit hours associated with learning support based on students' placement scores, or embedding tutors for students who need additional support.</li></ul>
AREAS FOR INNOVATION	<ul style="list-style-type: none"><li>• Colleges may provide learning support through credit-bearing courses or non-credit interventions. Few colleges have implemented non-credit learning support experiences, but innovations in this area are encouraged.</li></ul>

## The Timing of Corequisite Learning Support

### POLICY GUIDANCE

- Corequisite learning support will interface with the college-level, credit-bearing course. Students will encounter learning support simultaneously with the college-level credit-bearing course during the same term and part of term.
- Learning support must not delay enrollment of students into college-level courses applicable to the chosen program of study. Learning support competencies will be addressed as quickly as possible, beginning with the student's first semester.

### PROMISING PRACTICES

- When 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, colleges may choose to ensure students address reading and writing requirements before math.

### AREAS FOR INNOVATION

- Limited evidence is available about effective practices for delivering learning support in accelerated courses (compressed courses offered in fewer than eight weeks). Traditional corequisite models that rely upon "just in time" support may be difficult to implement in accelerated courses. Innovations in this area are encouraged.

## The Alignment of Corequisite Learning Support

### POLICY GUIDANCE

- Corequisite learning support will be linked with subject-specific college-level courses that apply to the requirements of the student's program of study.
- Corequisite learning support will be distinct for the linked college-level course (i.e., students enrolled in college-level statistics courses should not be enrolled in the same learning support section as students in college-level algebra).
- Corequisite learning support will support and illuminate the skills and concepts of the college-level, credit-bearing course.

### PROMISING PRACTICES

- Corequisite models are most effective when the student learning outcomes, course schedule, and content of learning support courses are closely aligned with the linked college-level courses. Some corequisite models require instructors to ensure that the linked courses cover the same topics in the same order at the same time.
- Outcomes improve in models featuring paired instruction, where a faculty member teaches learning support and the linked college-level course. However, when this is not feasible, evidence points to the effectiveness of models that promote connection between linked courses, such as frequent faculty communication or learning communities. (Learning communities should follow the minimum definition of practice and taxonomy outlined in [TBR's resources on high impact practices.](#))

### AREAS FOR INNOVATION

- Research promotes practices that promote alignment, such as syllabus consolidation or course streamlining. However, more information is needed about these practices.