

Are math co-requisites right for you?



Co-requisites are 3-credit college-level math classes paired with either MATH 114 or MATH 107. The purpose of these courses are to help students accelerate their time to finish mathematics while providing support for deep learning and confidence. Students must either place into the prerequisite for the target course or pass basic algebra.

MATH 130: corequisite for MATH 107: Mathematical Reasoning (Not eligible with online MATH 107)

MATH 131: corequisite for MATH 114: Algebra Concepts

How does this benefit you?

Co-requisites are intended to help you succeed in your college math class by building your pre-requisite skills, knowledge, and math study strategies in a just-in-time approach. You should not expect the course to be a study hall or lab for the partner course, but rather a support that provides a foundation for the content and learning strategies needed in the partner course. Expect to actively participate and to work with other students on problems and mathematical reasoning with support from outstanding instructors. The corequisite course will count as an elective towards graduation. Students can be concurrently enrolled in any section of MATH 107 *except the online sections*, but MATH 130 and MATH 107 are tied together so that withdrawing from one course will require withdrawal from the other course. Similarly, MATH 114 and MATH 131 are tied together so that withdrawing from one course will require withdrawal from the other course. Each section of co-requisites is limited to 24 students.

How effective are co-requisites at EWU?

Pass rates in the first two pilots (Spring & Fall 2019) were as good as the pass rates in the control groups (i.e.. Those students who took the prerequisite and then the target class). In Fall 2019, students in MATH 107 who concurrently took MATH 130 outperformed those students in MATH 107 who had taken a prerequisite.

Framework

Transparent teaching: Explicit with students about what they are learning, how we expect them to learn, and how that learning contributes to their success in math.

Deep learning strategies: Requires students to be active learners, making connections among mathematical ideas while improving conceptual understanding and procedural fluency.

Build mathematical habits of mind: helps students develop ways of thinking and habits of learning mathematics that further support their independence as mathematical thinkers and doers.

TA support: secondary math majors help out in the classroom, with grading, and sometimes have office hours.

Designers and Evaluators

Jackie Coomes, Professor
 Kelly Lynn, Senior Lecturer
 Becky Sommers, Developmental Mathematics Director
 Wade Neilson, Senior Lecturer
 Xiuqin Bai, Assistant Professor (External evaluator)
 Christy Oliveri, Student Success Coordinator, CSTEM

