



Co-Requisite Discussion with Mathematics and English Faculty
Meeting Minutes
Office of Academic Affairs
April 25, 2022
Noon – 1:45 pm

Present from Mathematics: Gloria Parrino, Elizabeth Vidrine, Amanda Dunlap, Joan Vidrine, James, Jean, and Cody Miller

Absent from Mathematics: Ray Christian, Hanna Henry,

Present from English: Billy Fontenot, Michael Alleman, Jude Meche, Rob Jones, and Maura Cavell

Absent from English: Haley Fedor, Diane Langlois

Others in Attendance: Cassie Jobe-Ganuchau: Executive Director of Library & Student Support Services, Paul Fowler: Director of Institutional Effectiveness and Accreditation, and John Hamlin, Vice Chancellor for Academic Affairs and Provost

Dr. Hamlin, Vice Chancellor for Academic Affairs and Provost welcomed everyone to this information session on the co-requisite format for entry level mathematics and English – pairing developmental and general education courses with just in time tutoring – scheduled to be implemented in fall 2023 for mathematics and fall 2024 English composition per the Board of Regents Academic Affairs Policy 2.18 (attached to the end of the minutes). He mentioned that he would like to implement both during fall 2023 if there were no objections. There were none noted during the meeting.

Dr. Hamlin mentioned that he did not want to increase class size, but that LSU Eunice would have to implement the co-requisite model with the staff and the budget that it currently has. He went on to say that the developmental co-requisite portion may be from two to three credit hours as stated in Academic Affairs Policy 2.18.

Dr. Hamlin explained that LSU Eunice had been through the co-requisite methodology before given that all entry level general education mathematics and English composition courses already have co-requisite developmental education courses. This included MATH 1015: Applied College Algebra; MATH 1021: College Algebra; and ENGL 1001: English Composition. He stated that the new MATH 1029 would need a co-requisite course as well. MATH 1029: Mathematics for Liberal Arts Majors would be new for fall 2023. He also stated that he believed that LSU Eunice could keep offering MATH 1020: a five-hour version of College Algebra that has its developmental portion front loaded (as opposed to being just in time). The MATH 1020 course is primarily scheduled for high school dual enrollment students.

The concerns currently are:

- Staffing – LSU Eunice does not employ enough masters trained faculty to have the same instructor teach both the linked general education and developmental courses.
- Retention – all in the room noted that there was a concern that retention would decrease due to higher failure rates because some students were very weak in mathematics.

Dr. Hamlin also mentioned that the following items need to be considered:

- The developmental education course and the general education course will have separate grading.
- The two co-requisite courses will be linked in the registration system like a current biology lab so that if students drop one, they must drop both courses.
- Laboratory classes for the co-requisite developmental education portion might be an option.
- There has been no guidance from the Board of Regents for online or dual enrollment courses yet.
- Incoming students will no longer test into general education mathematics and English composition courses. Instead, they test out of the co-requisite course by meeting the minimums shown in Academic Affairs Policy 2.18. He noted that one of the criteria is problematic and that is a student with an overall high school GPA ≥ 3.00 will be placed into general education mathematics and English without a co-requisite.
- Under the current model, new first-time students would be eligible for Human Anatomy and other science courses. Faculty in those areas will need to decide if it is best to allow students to enroll in those types of classes with a co-requisite or if prerequisites should be created.
- Pathways students would be taking ten hours of mathematics and English and there was a concern about what else they might be able to take (UNIV 1005).
- Blocks might be created for some co-requisite courses with the same instructor teaching the developmental end the general education courses.
- Some course sections may have co-requisite and non-corequisite students mixed in the same sections.

Dr. Hamlin asked the faculty if there were any comments. He then went on to say that much of what happens with it over the next year will be faculty driven and that research will need to be done to figure out what is best for our students. He stated that the plan had to be ready for March 2023 for the summer and/or fall 2023 schedule.

One of the faculty members who taught in Florida had some experience with the process and will share information with the English faculty. Another who had attended the Board of Regents noted that some institutions had their developmental course online; however, there was never any consensus or and details brought forth at any of the meetings. Further discussion took place about modular math 1015 and how the pretests helped screen students for possible issues within a specific section. One faculty member asked if tutoring could assist with the developmental portion and the answer was yes, but it still needed to be part of a course because it was graded.

Finally, Dr. Hamlin noted that a group from LSU Eunice will be traveling to Amarillo College in May to examine what they have done in their programs. They have had some success with the co-requisite model in both English and mathematics and increased retention as a result. They are willing to share their methodology with LSU Eunice personnel. He also mentioned that

Tennessee, Ohio, and Florida had co-requisite requirements so faculty may wish to search including the state names.

As there were no further questions or comments, the meeting was adjourned.

Minutes submitted by Paul Fowler