



Kansas Corequisite Symposium

Friday, October 23, 2026



BARTON
COMMUNITY COLLEGE

Welcome to the 2nd Annual Kansas Corequisite Symposium

We are delighted to host faculty, administrators, and student support professionals from across Kansas to advance student success through corequisite education. This year, we are especially excited to expand our reach to all colleges within the state of Kansas, growing commitment to this work across all areas of higher education. In our first symposium we were reminded of the power of peer support in new endeavors. This year we hope to expand that support by providing state-based research and recommendations on best practices.

Today we come together to share ideas, challenges, and successes that will strengthen our ability to help Kansas students reach their educational goals. We hope you find tips, tricks, and answers to questions in one of our breakout sessions. If you find you wish to continue the conversation after the symposium, we encourage you to join our Communities of Practice to be developed during Breakout Session 5 and continue the conversation of support for corequisite education in Kansas.

Thank you for joining us and for your dedication to improving outcomes for students, educators, and communities throughout Kansas. Together, we are making Kansas stronger and creating greater opportunities for student success. This day would not be possible without the generous support of Strong Start to Finish and the Kansas Board of Regents, we are proud to partner with them to drive meaningful progress across our state.



Stephanie Joiner, Ed.D.
Dean of Academics

To the planning committee for the many hours of preparation that made today possible.
Thank you.

Janet Balk, Director of Fort Riley Academic Programs, Barton Community College
Dr. Melanie Burdick, Professor of English, Washburn University
Nicole Frank, Executive Director of Academic Affairs, Barton Community College
John Hammond, Senior Educator & Director of GTA Instruction, Wichita State University
Dr. Mary Beth Harris, Assistant Professor English & Modern Languages, Emporia State University
Dr. Brooke Istas, Natural Science and Mathematics Department Chair, Cowley College
Dr. Stephanie Joiner, Dean of Academics, Barton Community College
Dr. Gabriel Kerr, Professor of Mathematics; Undergraduate Director, Kansas State University
Angela Maddy, Vice President of Student Services, Barton Community College
Katheryn McCoskey, Professor, Developmental English Lead Instructor, Butler Community College
Brooke Murphy, Administrative Assistant, Barton Community College
Whitney Turner, Professor of Mathematics, Johnson County Community College
Jenna Wornkey, Coordinator of Employee Education and Engagement, Barton Community College

Symposium Keynote

Structure Opens the Door: Making Access Meaningful Through Humanizing Course Design

Participants will move beyond the structure of corequisite reform to examine the learning experience students encounter after gaining access. Through personal reflection, student voice, research, and practical course-design examples, the keynote will explore asset-minded teaching, adult learning, intrinsic motivation, streamlined curriculum, scaffolding, and just-in-time support. Participants will consider how instructional choices can honor students' identities, prior knowledge, responsibilities, and aspirations while supporting autonomy, belonging, and confidence. They will leave with practical ideas for creating more humanizing corequisite environments in mathematics, English, and other disciplines.

About our Keynote Speaker: Tammi Perez-Rice, Ed.D., is a mathematics professor, researcher, and postsecondary education consultant whose work focuses on corequisite education, mathematics pathways, faculty development, curriculum and course redesign, and student-centered institutional reform. Across 17 years in postsecondary education, she has experienced corequisite reform from multiple perspectives—as a faculty member implementing and leading developmental education reform on her own campus, and later as a state and national leader supporting institutions and systems as they strengthened corequisite implementation.

Dr. Perez-Rice previously served at the Charles A. Dana Center at The University of Texas at Austin, where she led and supported multi-institution initiatives focused on corequisites, mathematics pathways, college readiness, digital learning, and institutional transformation. Her work included leading Deepening Corequisites Across Texas, supporting institutions nationally through CoMPASS, working with the UT System on developmental education and corequisite implementation, and supporting statewide mathematics pathways and alignment efforts through Launch Years.



Her research examines the student experience within corequisite mathematics through Self-Determination Theory, with particular attention to autonomy, relatedness, competence, belonging, and intrinsic motivation. This research shapes her broader approach to educational reform: successful corequisite implementation requires more than changing course structures; it requires attention to the learning environments, relationships, supports, and institutional practices students experience every day.

Today, Dr. Perez-Rice works as an independent Postsecondary Mathematics Policy and Reform Consultant and continues to teach mathematics at San Jacinto College. She partners with faculty, institutions, and education organizations to translate research and policy into practical approaches that strengthen teaching, learning, and student success.

Kansas Corequisite Symposium

Session Schedule

8:00 - 8:45 am

Registration and Coffee - Fine Arts Lobby West Doors

8:45 - 9:50 am

Opening Keynote - Fine Arts Auditorium

Structure Opens the Door: Making Access Meaningful Through Humanizing Course Design

Dr. Tammi Perez-Rice, Faculty-San Jacinto College; Postsecondary Mathematics Policy & Reform Consultant

10:00 - 10:45 am Breakout Sessions 1

- Corequisite Connections (SF) - C107
- Math Pathways at Cloud County Community College & Ft. Hays State University (SF) - T147
- Data Informed Math Pathways - T146
- Corequisites in Context: Solving Multiple Problems in a Single Step - C150

11:00 - 11:45 am Breakout Sessions 2

- Beyond Content: Embedding Student Success Skills in Corequisite Courses - F30
- Navigating the Complexities of Composition Corequisite (SF) - T140
- Affective Snapshot at WSU - T146
- Facilitated Conversations - Embedding Student Supports - C107

Noon - 12:50 pm Lunch & Pop-up Presentations - T186

1:00 - 2:45 pm Extended Breakout Sessions

- Facilitated Conversations - English Faculty - F30
- Facilitated Conversations - Math Faculty - T147

1:00 - 1:45 pm Breakout Sessions 3

- Advising For Corequisite Courses - T140
- Corequisites in Context: Solving Multiple Problems in a Single Step (repeated session) - C150

2:00 - 2:45 pm Breakout Sessions 4

- Advising For Corequisite Success - T140
- Facilitated Conversations - Seeking Solutions C107

3:00 - 3:45 pm Breakout Sessions 5

- Writing as Project Management - F164
- Designing English Corequisite Courses - T147
- Synthesis of Online Corequisite Support (SF) - T146
- Community of Practice - F30

4:00 pm Closing Session - F123 Auditorium

Building Key: C=Classroom F= Fine Arts T=Technical

(SF) = Research conducted as a part of the Kansas Board of Regents' Sunflower Scholarship Fellows program

Kansas Corequisite Symposium

Session Descriptions

8 - 8:45 am

Coffee and Registration - Fine Arts Lobby West Doors

8:45 - 9:50 am

Opening Keynote- F123 Auditorium

Structure Opens the Door: Making Access Meaningful Through Humanizing Course Design

Move beyond the structure of corequisite reform to examine the learning experience students encounter after gaining access. Through personal reflection, student voice, research, and practical course-design examples, the keynote will explore asset-minded teaching, adult learning, intrinsic motivation, streamlined curriculum, scaffolding, and just-in-time support. Participants will consider how instructional choices can honor students' identities, prior knowledge, responsibilities, and aspirations while supporting autonomy, belonging, and confidence. They will leave with practical ideas for creating more humanizing corequisite environments in mathematics, English, and other disciplines.

Dr. Tammi Perez-Rice, Faculty-San Jacinto College; Postsecondary Mathematics Policy & Reform Consultant



10 - 10:45 am

Breakout Sessions 1

– Corequisite Connections (SF) - C107

What effect does course modality have on corequisite education? This roundtable will discuss grade outcomes and LMS data at a two-year institution from four course modalities, including online asynchronous courses. Facilitators will share what they've learned and make connections to corequisite scholarship by leading participants in a guided discussion.

Nicole Frank, Barton Community College; Andrew Moos, Washburn University

– Math Pathways at Cloud County Community College & Ft. Hays State University (SF) - T147

Math faculty from CCCC and FHSU will discuss similarities and differences in the delivery of their pathways on-campus and online courses between their institutions. Data collected for the academic year 2025 – 2026 will be presented.

Keith Dreiling, Ft. Hays State University; Melissa Schoepf, Ft. Hays State University; Robert Zima, Cloud County Community College

– Data Informed Math Pathways - T146

The presentation explores how we have analyzed several K-State data set to review math pathways.

Gabe Kerr, Kansas State University

– Corequisites in Context: Solving Multiple Problems in a Single Step - C150

This session reviews how Wichita State University addressed corequisite matters while simultaneously dealing with program alignment, budget constraints, and staffing limitations. The presenter will go over how collaborations with admissions officers, advisors, and faculty played a role in placing students in the best classes while solving a larger institutional problem.

Andrew Bowman, Wichita State University

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11 - 11:45 am

Breakout Sessions 2

– Beyond Content: Embedding Student Success Skills in Corequisite Courses - F30

Building on the keynote's humanizing course-design framework, this interactive breakout moves from reflection to application. Participants will examine selected mathematics and English corequisite course calendars to identify natural opportunities for embedding student success skills, sometimes described as social-emotional learning. Together, they will consider how assignments, course routines, communication, and support can strengthen students' self-awareness, help-seeking, academic identity, belonging, self-management, and confidence without displacing essential disciplinary content. Participants will leave with practical ideas they can adapt within an existing course.

Tammi Perez-Rice, San Jacinto College

– Navigating the Complexities of Composition Corequisite (SF) - T140

Composition faculty from CCCC and FHSU will discuss similarities and differences in the delivery of their pathways on-campus and online courses between their institutions. Data collected for the academic year 2025 – 2026 will be presented along with the key takeaways and recommendations based on the comparisons. Conducted as part of the Sunflower Fellowship Program.

Lisa Bell, Ft. Hays State University; Amanda Stinemetz, Ft. Hays State University; Julia Galm, Cloud County Community College

– Affective Snapshot at WSU - T146

This interactive session shares preliminary dissertation findings on self-efficacy and math anxiety from pathways students via the MSEAQ and autobiographical data. Attendees will explore early affective findings, crowdsource classroom experiences and potential confidence-building interventions, and connect with peers to identify shared questions and future multi-institution research collaborations.

John Hammond, Wichita State University

– Facilitated Conversations - Embedding Student Supports - C107

Participants will be guided through open dialogue addressing pre-submitted questions regarding support services, resources, how institutions and individual courses support student access and use. Participants are encouraged to bring examples to share.

Noon - 12:50 pm

Lunch & Pop-up Presentations - T186

1 - 12:45 pm

Extended Breakout Sessions

– Facilitated Conversations - English Faculty - F30

English faculty will be guided through open dialogue addressing pre-submitted questions regarding course development, curriculum, student supports, academic integrity, and pedagogical practices.

– Facilitated Conversations - Math Faculty - T147

Math faculty will be guided through open dialogue addressing pre-submitted questions regarding course development, curriculum, student supports, academic integrity, and pedagogical practices. Time will be allotted for discussions in Algebra, Contemporary Mathematics, and Elementary Statistics.

1 - 1:45 pm

Breakout Sessions 3

– Advising For Corequisite Courses - T140

Round table discussion regarding advising students taking corequisite courses. We will discuss our experiences so far and share tips and tricks that we have found helpful along the way.

Mary Doyle, Barton Community College; Megan Phillips, Barton Community College

– Corequisites in Context: Solving Multiple Problems in a Single Step (repeated session) - C150

This session reviews how Wichita State University addressed corequisite matters while simultaneously dealing with program alignment, budget constraints, and staffing limitations. The presenter will go over how collaborations with admissions officers, advisors, and faculty played a role in placing students in the best classes while solving a larger institutional problem.

Andrew Bowman, Wichita State University

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2 - 2:45 pm

Breakout Sessions 4

– Advising For Corequisite Success - T140

This facilitated roundtable explores how advisors support student success in corequisite English and mathematics pathways. Participants will discuss placement practices, messaging strategies, student decision-making, and cross-campus collaboration.

Brett Petersen-Bruner, Wichita State University

– Facilitated Conversations - Seeking Solutions - C107

Do you have a concern or a problem you are trying to solve in your corequisite course, placement and advising processes, or student behaviors (integrity, apathy, absenteeism)? Facilitated conversations will allow participants to share with their peers and brainstorm possible solutions or simply offer support for managing the challenge.

3 - 3:45 pm

Breakout Sessions 5

– Writing as Project Management - F164

Creating Project Management plans to help students break up their out of class working time at the beginning of each paper and having them do a reflection on their process at the end. Using Writing Process as time management doesn't come instinctually to most of them, and offering a repeated, structured approach that requires reflection on their own process to develop independence seems to support many of them. Sharing how I do that and some of the feedback from student reflections is the goal of this presentation.

Bridget Carson, Independence Community College

– Designing English Corequisite Courses - T147

What does an effective English corequisite support course look like? The session aims to address this question through backward design and an examination of model assignments and activities. Participants will receive recommendations for relevant open resources and model assignments.

Veronica Goosey, Garden City Community College

– Synthesis of Online Corequisite Support (SF) - T146

This meta-analysis of online corequisite support was conducted as part of the Sunflower Scholarship Fellows Summer 2026 Cohort. In this presentation, we will discuss our search methods, relevant themes that emerged from the literature, implementation recommendations for online corequisite courses, and current gaps in understanding.

Andrew Moos, Washburn University; Jilian Kimzey, Washburn University; Todd Cooksey, Washburn University;
Neal Liu, Washburn University; Whitney Turner, Johnson County Community College

– Community of Practice - F30

Interested in continuing conversations, planning and receiving peer-supported professional development, and participating in state-level conversations on the development and support of corequisite education? Join Symposium planning committee members to establish and develop a framework for the Kansas Corequisite Community of Practice.

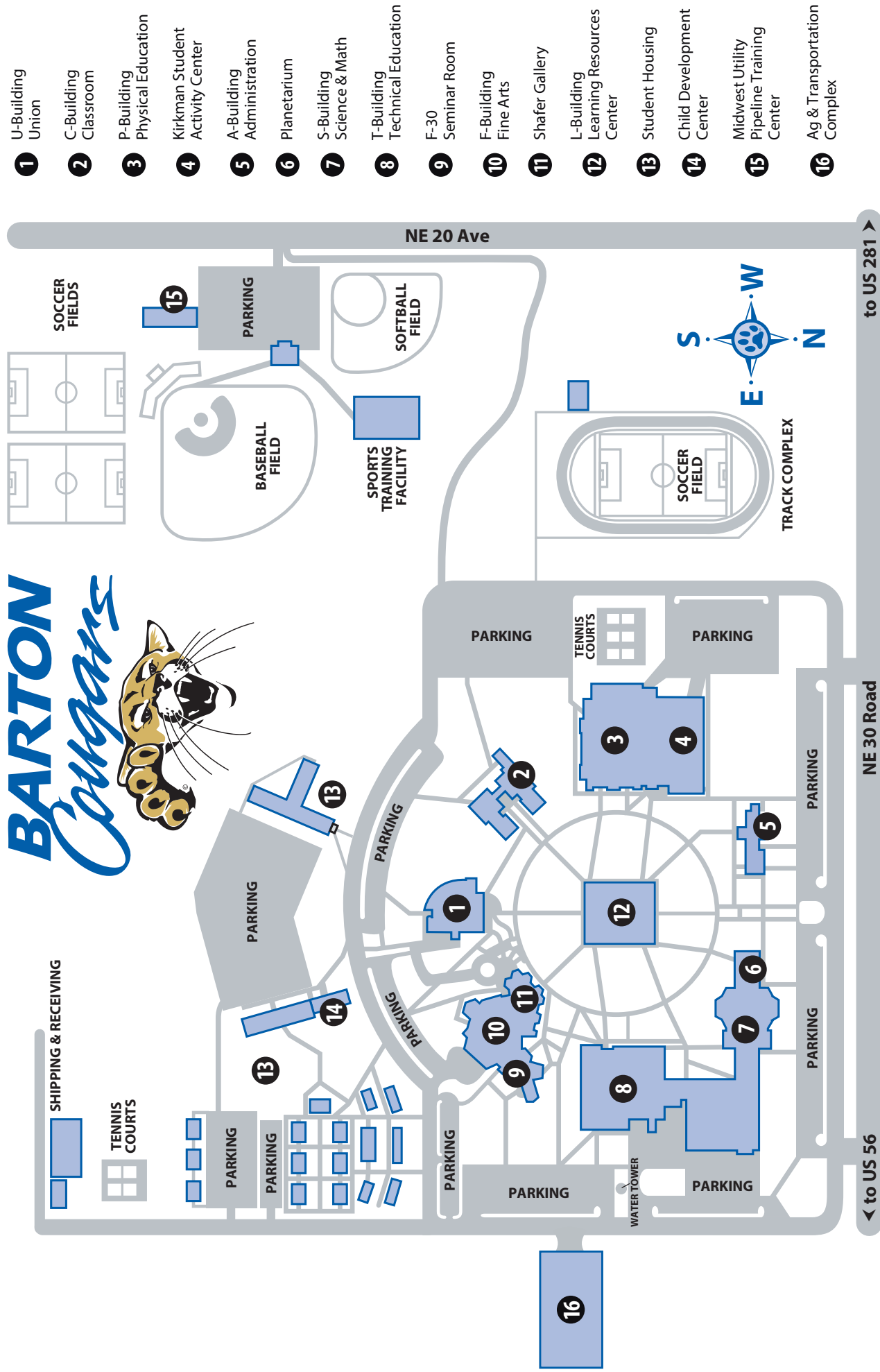
Symposium Planning Committee

4:00 pm

Closing Session - Auditorium F123

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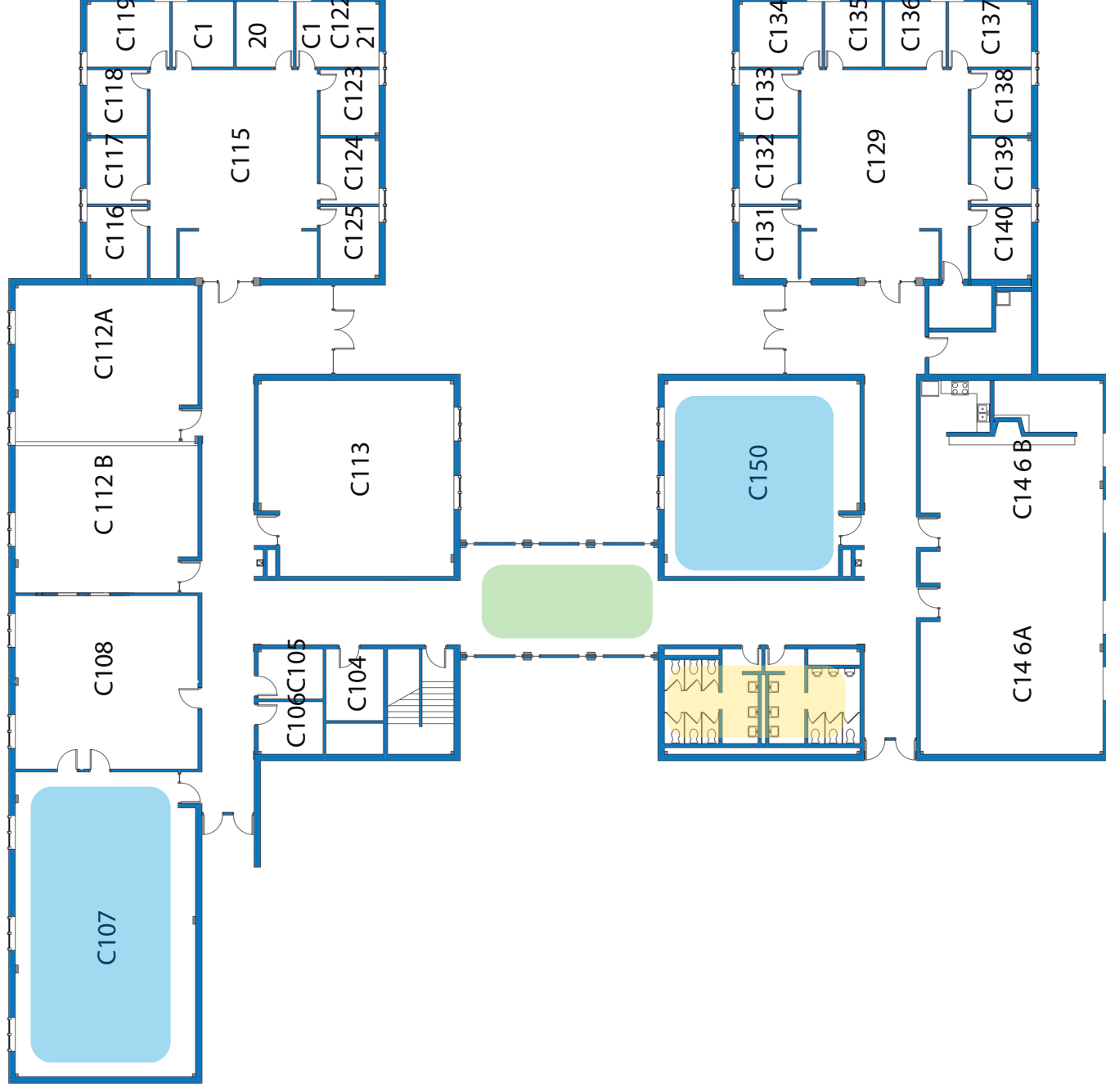
Switchboard: (620) 792-2701
 Campus Safety: (620) 792-9217

Classroom Building

Session Classrooms

Restrooms

Vending and Seating

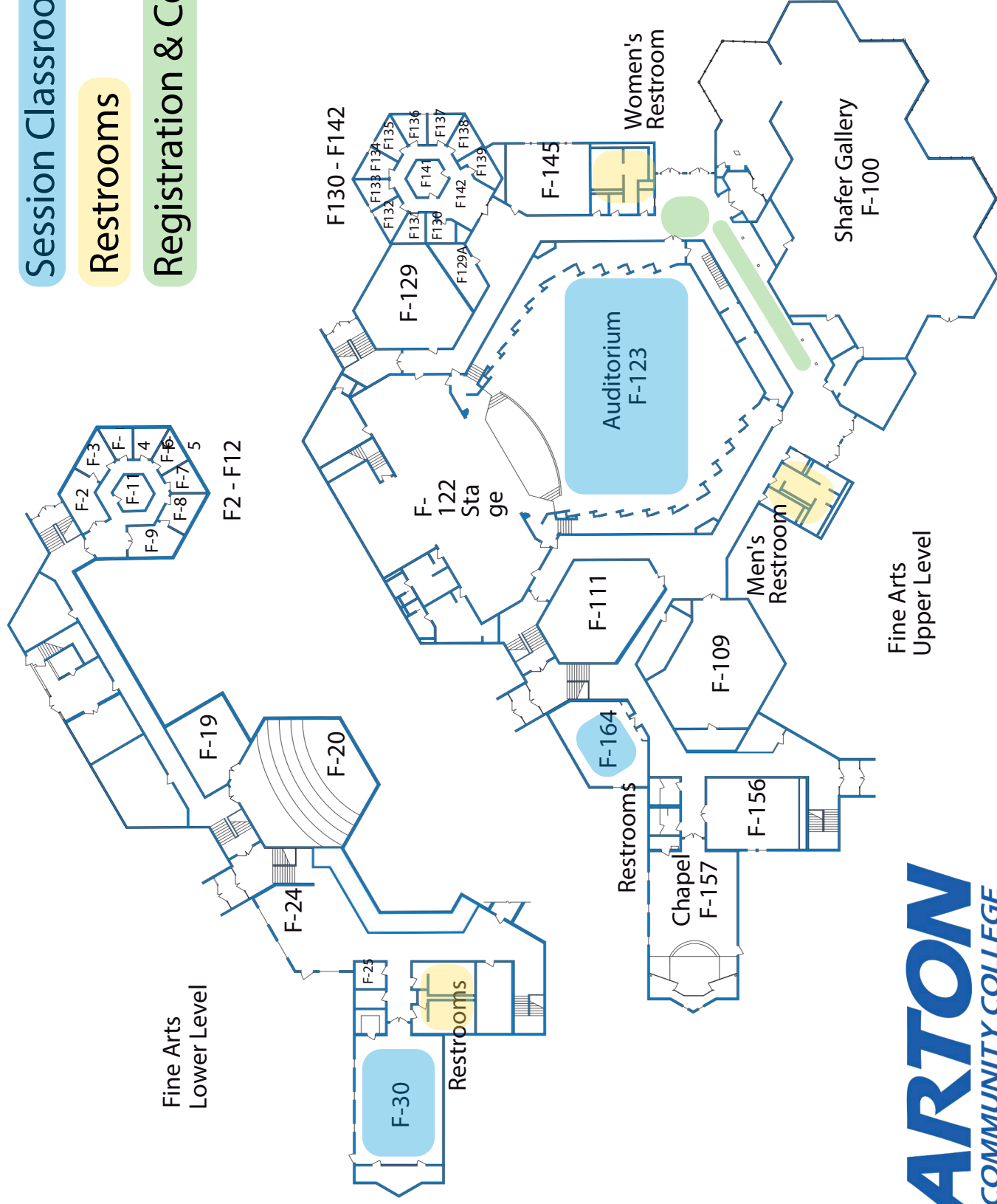


Fine Arts Building

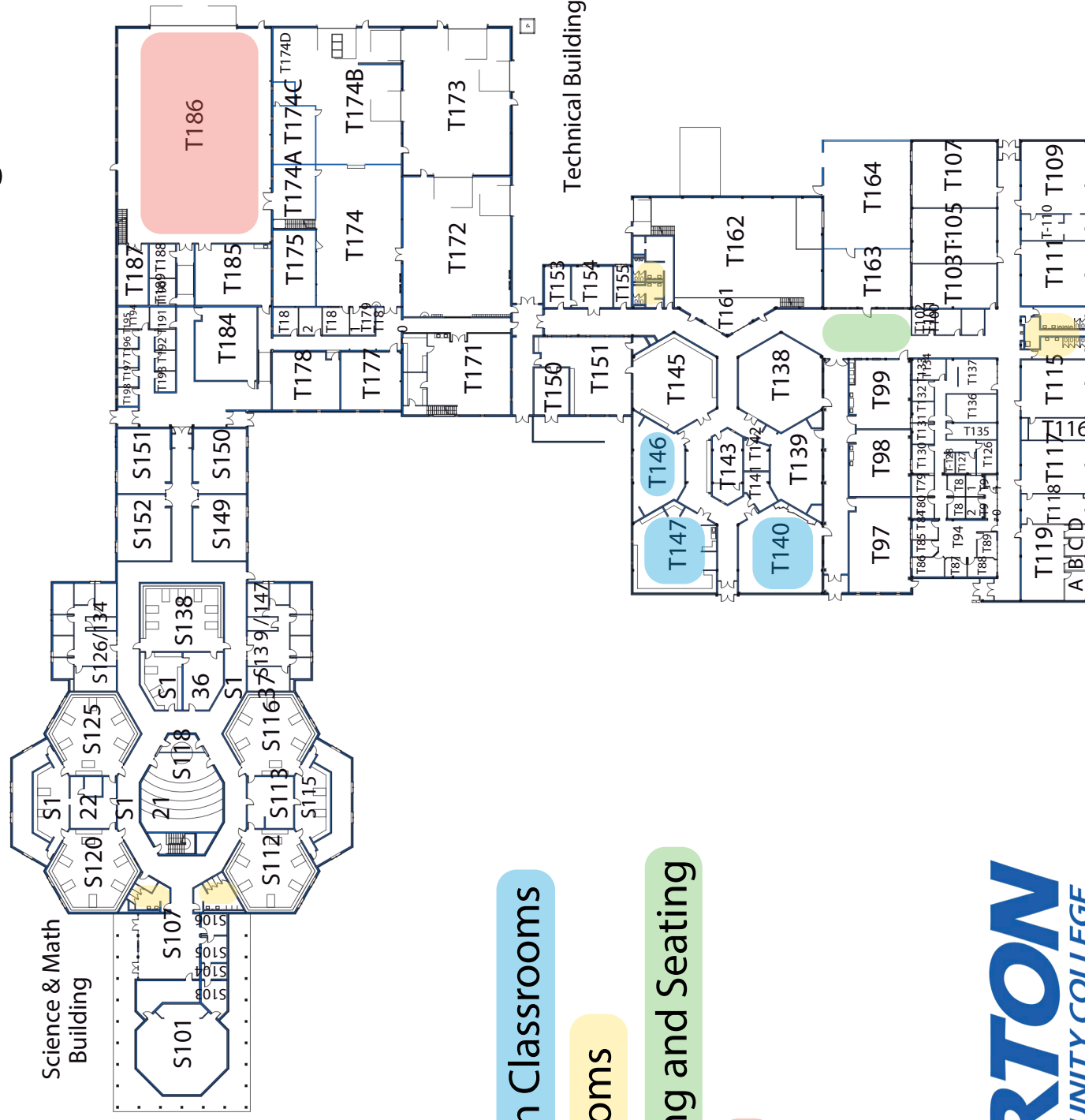
Session Classrooms

Restrooms

Registration & Coffee



Science & Math and Technical Building



Session Classrooms

Restrooms

Vending and Seating

Lunch

Important Information

Barton's Guest WiFi Password

Cougar4Life

Stay Engaged with the Conversation!

Check back regularly!



We want to hear from you!

Please provide us with
feedback after each session.



Stipend Submission Form



Questions?

Wish to plan or help with next year's Symposium?

Email: kscoreqsymposium@bartonccc.edu

2025 Symposium

Lessons Learned

Participants in the 2025 Corequisite Symposium shared lessons learned from sessions attended, and identified ideas they wished to implement in support of the corequisite model and their students as well as questions that were still remaining. As you attend sessions in 2026, we invite you to apply these lessons, ask these questions, and consider how your practices may change as a result.

Pedagogy -Students

Developing student autonomy is important: When providing support to students, it is important to let students drive. Faculty and staff can support students as they navigate their learning by asking open-ended questions and waiting for the student to answer. This can be difficult as we want to develop their participation and motivation to do the work, learn the lesson, and put in the time. [Questions remaining:](#) How do we build trust early in a class or individual meeting? How do we get students to engage in “extra” work?

Student Community is being built to support engagement: Faculty are using group work for students in the classroom, and developing ways to create groups and communities in online courses through discussion boards and group projects. Many recognize the value in students learning together and noted the importance of the student-based community is supporting persistence and engagement. [Questions remaining:](#) How can we build synchronous opportunities for students in online corequisites with engagement in mind?

Multiple methods of providing support are being implemented: Participants identified multiple methods for supporting student learning that are being embedded in pedagogy such as journaling, active reading, group work, individual study skills, bell ringers, portfolio development, scaffolding assignments, vocabulary lists, board work, test analysis, and process emphasis. Additionally, they noted the importance of embedding access to external supports such as tutoring or coaching services, synchronous zoom sessions, digital practice sets or study support, and OER texts and resources. [Questions remaining:](#) How do we pair Student Success, Orientation, or First Year Experience courses with corequisite courses and course content? How do we encourage student use of out-of-class resources? How do we support students to accept academic struggle as a part of the learning process?

Managing integrity and artificial intelligence use is a balancing act: Many faculty noted the desire to learn more about how artificial intelligence could be used for supporting student learning, while many expressed concern on the use of artificial intelligence to subvert learning, cognitive deficits, or task completion in a course. There was ongoing interest in understanding best practices for supporting integrity in corequisite and considering application of artificial intelligence. [Questions remaining:](#) What policies are schools implementing regarding artificial intelligence? How to design courses and assignments to deter academic dishonesty?

Faculty-Staff-State

Ongoing support and engagement of faculty and staff is needed: Many participants commented on the value of being in the room together, learning from each other and the variable ways each institution is implementing the corequisites. Faculty and staff noted the desire to “meet again” and build a community of practice for developing ideas, asking questions, and learning from each other. [Question remaining:](#) How can we develop a community of practice that regularly meets and supports professional development for faculty and staff?

There is interest in studying the impact of the corequisite model in Kansas: Participants were curious about methods for studying throughput and pass rates as measures of success on a state level. They are interested in knowing about consistency in policies and practices and the potential impacts of those on the corequisite model. [Questions remaining:](#) What are the long term impacts on student success rates (retention and completion) in the corequisite model? What institutional policies can create positive impact on corequisite success, i.e. enrollment maximums, integrity policies, artificial intelligence policies, etc.? Is there a way to design different corequisite courses based on placement score levels?

















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