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

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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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