



# NSHE COREQUISITE MATH AND ENGLISH

## 2025 NSHE Corequisite Conference

April 24-25, 2025

Student Union

University of Nevada, Las Vegas

# NSHE Corequisite Conference

April 24, 2025

**2:00pm-6:00pm:** Registration (SU Pre-function: Outside Ballroom)

**2:30pm-4:00pm:** Nevada Mathematical Association of 2-Year Colleges Meeting  
(SU 219)

**2:00pm-4:00pm:** Mathematics Networking Time (SU 209)

**2:00pm-4:00pm:** English Networking Time (SU 211)

**2:00pm-4:00pm:** Advising Networking Time (SU 213)

**4:00pm-6:00pm:** Welcome Reception (SU Ballroom)

NSHE Corequisite Conference  
April 25, 2025

**7:00am-8:00am:** Check In (SU Pre-function: Outside Ballroom)

**7:15am-7:55am:** Breakfast (Ballroom)

**7:55am-8:00am:** Welcome Address (Ballroom)

Dr. Jake Thompson, Assistant Vice President for Undergraduate Education and High Impact Practices, UNLV

**8:00am-9:00am:** Keynote- “The Role of Faculty Mindset in Student Success”  
by Dr. Chris Hulleman  
(Ballroom)

*--Transition (10 minutes)--*

**9:10am-10:10am:** Session Block #1

*--Transition (10 minutes)--*

**10:20am-11:20am:** Session Block #2

*--Transition (10 minutes)—*

**11:30am-12:30pm:** LUNCH (Ballroom and Pre-function)

*--Transition (10 minutes)—*

**12:40pm-1:40pm:** Session Block #3

*--Transition (10 minutes)—*

**1:50pm-2:50pm:** Session Block #4

*--Transition (10 minutes)—*

**3:00pm-4:00pm:** Facilitated Workshop on Learnings from the Day:

Mathematics (SU 208A)  
English (SU 208B)  
Advising (SU 208C)

## Keynote

8:00am-9:00am



Chris Hulleman

*SU Ballroom 8:00am-9:00am*

### **“The Role of Faculty Mindset in Student Success”**

Dr. Chris Hulleman is a professor of education and public policy at the University of Virginia as well as the founder and director of the Motivate Lab, which is driven to improve people’s lives through rigorous motivation research and to understand the mindsets that promote learning, growth, and well-being. In this session, he will explore the power of the Faculty Mindset and how faculty and instructors across disciplines can apply principles to enhance student Growth Mindset, Purpose, and Belonging in their courses which then lead to improved academic success and decreased equity success gaps.

#### **Speaker Bio:**

Chris S. Hulleman, Ph.D. is a professor of education and public policy at the University of Virginia. He is also the founder and director of the Motivate Lab, which collaborates with educational practitioners to help ameliorate systemic racism and inequality. His team develops and tests changes in educational practice that support the motivation of students from historically marginalized backgrounds in education. He received his BA from Central College (Iowa) in 1993 and his PhD in social and personality psychology from the University of Wisconsin–Madison in 2007. Prior to his career in psychology, he spent six years as a teacher, coach, and social worker. Chris is a second-generation educator whose grandparents were tenant farmers in Iowa and Nebraska. He tries to emulate their hard work and persistence in the pursuit of social justice. One of his favorite childhood memories is eating his paternal grandmother’s homemade fruit pies with plenty of ice cream.

## Session 1

9:10am-10:10am

### OPEN FORUM DISCUSSION ON CO-REQUISITE MATH (SU 205)

Dr. Jeffrey Downs, *Community College Professor, Western Nevada College*

This session will be an opportunity for Mathematics faculty to share their experiences with the CoRequisite program. Participants are invited to share how the program is going. In their discussions, participants are encouraged to share their successes in the program and how they are able to achieve those success. They are also invited to share suggestions to modify the program/policy to make adjustments that will better serve the students participating in the programs as well as the institution.

*Jeffrey Downs has been a community college professor at Western Nevada College since 2004 and has been a member of the Nevada System of Higher Education Board of Regents since 2022. He has a Master of Arts in Applied Mathematics and a PhD in Instructional Design and Technology.*

### ALIGNING CO-REQ CONTENT WITH STUDENT SUCCESS (SU 207)

Mr. Eric Hutchinson, *Professor, College of Southern Nevada*

Mr. Denny Burzynski, *Community College Professor Emeritus, College of Southern Nevada and Truckee Meadows Community College*

Do our co-requisite precalculus and college algebra courses aligned with the needs of the departments we serve? Have we selected topics for their necessity or tradition? Join us as we discuss how to refine course content to better prepare students for future coursework while maintaining mathematical rigor.

*Eric Hutchinson has an M.S. from UNLV, has taught at CSN for 21 years, and is dedicated to open educational materials, creating free resources for precalc, trig, and calculus on MyOpenMath. His website features e-lecture notes, videos, and review materials. He is a frequent presenter at AMATYC and ICTCM.*

*Denny Burzynski has taught CC Mathematics for 49 years. He has been President of NevMATYC & CMC3, the Newsletter Editor for AMATYC, has interned as a Program Director at the NSF, has authored a few textbooks and given a few presentations. He is thrilled to still be involved in mathematics education.*

### JUST IN CASE AND JUST IN TIME INSTRUCTION (SU 208A)

Ms. Amy Mathis-Leonard, *Gateway Math Placement Coordinator and Part-Time Mathematics Instructor, University of Nevada, Las Vegas*

This session will explore strategies for seamlessly incorporating both Just-in-Case and Just-in-Time instruction in a corequisite math classroom, ensuring that students receive the foundational support they need while staying engaged with college-level coursework.

*Amy Mathis-Leonard is the Gateway Math Placement Coordinator at UNLV and teaches Math 126E+26B part-time. Amy has 20 years of experience teaching high school mathematics and served as her school site's course coordinator for Algebra 2/2H and AP Statistics during her time at CCSD.*

### REDEFINING WRITING IN THE COREQUISITE CLASSROOM (SU 208B)

Ms. Linzy Garcia, *Teaching Assistant Professor, University of Nevada, Reno*

Dr. AnnElise Hatjakes, *Teaching Assistant Professor, University of Nevada, Reno*

Writing doesn't need metaphors or iambic pentameter to be considered "creative." In this panel, two creative writers will discuss the pedagogical opportunities afforded by expanding the definition of writing in the corequisite classroom. These approaches empower students as creative communicators, regardless of writing experience or discipline.

*Linzy Garcia earned her MFA in Fiction from the University of Nevada, Reno, in 2020. She currently serves as a teaching assistant professor at UNR, where she teaches both corequisite and creative writing courses.*

*AnnElise Hatjakes holds a PhD in English and an MFA in fiction from the University of Nevada, Reno, where she currently serves as a teaching assistant professor. Her short story collection, Matter Out of Place, is forthcoming from the University of Nevada Press.*

### **EXPLORING STRATEGIES FOR SUPPORTING STUDENTS' LEARNING MINDSETS (SU 208C)**

Dr. Chris Hulleman, *Professor of Education and Public Policy/Director of Motivate Lab, University of Virginia*

In this session, participants will explore practical strategies that they can use to enhance students' Mindset GPS: Growth mindset, Purpose, and Belonging. Participants will apply example strategies to their interactions with students in their local educational contexts.

*Chris Hulleman is a professor of education and public policy at the University of Virginia as well as the founder and director of the Motivate Lab, which is driven to improve people's lives through rigorous motivation research and to understand the mindsets that promote learning, growth, and well-being.*

### **ENGAGING YOUR WRITERS THROUGH THE POWER OF CHOICE (SU 209)**

Mr. Neil Stotts, *Lecturer, University of Nevada, Reno*

Ms. Karen Herschbach, *Lecturer, University of Nevada, Reno*

This session briefly reviews the research on student agency and explores opportunities for promoting agency in the co-requisite classroom to make teaching and learning more enjoyable for all.

*Beginning in 2014, Neil Stotts assisted in the development and implementation of the University of Hawaii Community College system's co-requisite English program. He now brings successful innovations in pedagogy and student-centered curriculum to UNR and NSHE.*

*Karen Herschbach's areas of expertise include teaching, curriculum, and assessment. From the start, she was involved in developing, implementing, and refining UNR's co-requisite English program. Committed to student success, she drives innovation in curriculum and instruction*

## **Session 2**

10:20am-11:20am

### **ON THE COREQUISITE PROGRAM AT TMCC (SU 205)**

Dr. Lars Jensen, *Community College Professor, Truckee Meadows Community College*

Dr. Katherine Evans, *Community College Professor, Truckee Meadows Community College*

This session will be an opportunity for Mathematics faculty to share their experiences with the Co-requisite program. Participants are invited to share how the program is going. In their discussions, participants are encouraged to share their successes in the program and how they are able to achieve those success. They are also invited to share suggestions to modify the program/policy to make adjustments that will better serve the students participating in the programs as well as the institution.

*Lars Jensen has been a community college professor at Truckee Meadows Community College since 1996 and has been department chair since 2022. He has a Masters in Mathematics from the University of Copenhagen and a PhD in Physics from the University of Pennsylvania.*

*Katherine Evans has a PhD from the University of California, Irvine.*

### **SPEED DATING & OTHER ACTIVE LEARNING REVIEWS (SU 207)**

Ms. Debbie Vallin, *Instructor, College of Southern Nevada*

Speed dating and problem circles are review activities that are easy to implement and get students moving around, working together, engaging in mathematical discourse, and, of all things, having fun in math class! Experience these activities from the student's point of view while you learn how to set them up.

*Debbie Vallin is an instructor at CSN. She has a BS in Mathematics from Ohio State and an MS in Applied Mathematics from North Carolina State. She teaches the spectrum of math courses and loves to come up with creative activities to engage students in their own learning.*

## **LEVERAGING HIGH SCHOOL GRADES FOR MATH PLACEMENT (SU 208A)**

*Ms. Amy Mathis-Leonard, Gateway Math Placement Coordinator and Part-Time Mathematics Instructor, University of Nevada, Las Vegas*

This facilitated dialogue invites faculty, administrators, and policymakers to share experiences, discuss best practices, and explore equitable approaches to using high school grades for math placement in higher education.

*Amy Mathis-Leonard is the Gateway Math Placement Coordinator at UNLV and teaches Math 126E+26B part-time. Amy has 20 years of experience teaching high school mathematics and served as her school site's course coordinator for Algebra 2/2H and AP Statistics during her time at CCSD.*

## **WRITE TO COLLEGE: LINGUISTICALLY DIVERSE STUDENTS (SU 208B)**

*Dr. Stefani Relles, Associate Professor, University of Nevada, Las Vegas*

*Mrs. Megan Hullinger, Assistant Dean—College of Sciences, University of Nevada, Las Vegas*

*Ms. Sarath Kraus, Director of Systems Change Management—Business Affairs, University of Nevada, Las Vegas*

*Ms. Esther Herrera, Assistant Director of Advising—William F. Harrah College of Hospitality, University of Nevada, Las Vegas*

*Ms. Taly Fux-Dafnai, Graduate Assistant—College of Education, University of Nevada, Las Vegas*

This session focuses on the overrepresentation of linguistically diverse students—those who speak a language other than English in the home—in corequisite English. The session will invite interactive discussion regarding the considerable and often overlooked multilingual assets that these students bring to their corequisite classrooms.

*Prior to becoming a researcher, Stefani Relles taught both public high school and community college English. In particular, her years teaching pre-college composition at Los Angeles City College inspired her professional investment in higher education policy and remediation reform.*

*Megan Hullinger is the Assistant Dean of Student Success and Undergraduate Programs in the College of Sciences at the University of Nevada, Las Vegas. She holds a BA in Corporate Communication, an MS in Technology, and certifications in Training, Development, and Workforce Improvement from Eastern Illinois University. Megan joined the UNLV community in 2008 and has served in roles related to new student programs, enrollment services, international student advising, and academic advising. Her research focuses on policy analysis, organizational change, and institutional performance. Megan recently defended her Ph.D. dissertation, "The Cycle Paradox: A Mixed-Methods Analysis of Excess Credit Accumulation in Public Higher Education."*

*Sarath Kraus is the Director of Systems Change Management within the Business Affairs Division at the University of Nevada, Las Vegas (UNLV). She oversees the Workday shared governance network on behalf of the university. She accomplishes this overarching responsibility by identifying governance, policy, and business process improvement opportunities and leading the effort to develop, strengthen, and sustain them. Sarath has over 10 years of experience in higher education, spanning admissions, grants management, and business operations. She earned her bachelor's degree in international business at California State University, Fresno, and her master's degree in business administration at West Chester University. Sarath is a higher education doctoral student at UNLV and is exploring how public funding policies impact the ability of postsecondary education to serve their students, especially those enrolling high proportions of underrepresented learners. Her daily hobbies are strength training, hot yoga, and finding new eateries to enjoy.*

*Esther Herrera is originally from Chicago, IL, but has lived in the Las Vegas area since 2009. She earned her bachelor's degree in political science from the University of Illinois at Urbana-Champaign and a master's degree in higher education at UNLV. She is pursuing a Ph.D. in higher education at UNLV, emphasizing student retention, progression, and completion. Esther has worked in higher education for 20 years as an advisor/specialist at CSN, in admissions, registrar, and academic advising. She is currently the Assistant Director of the Hospitality Advising Center, but has worked at UNLV for 12 years.*

*Taly Fux-Dafnai is a graduate assistant in the College of Education at UNLV.*

## **GUIDING THE WAY BY ADVISING FOR COREQ SUCCESS (SU 208C)**

Staci Miller, *Director of Academic Advising, Truckee Meadows Community College*  
Ms. Tara Connolly, *Senior Academic Advisor, Truckee Meadows Community College*  
Ms. Jennifer Pierce, *Senior Academic Advisor, Truckee Meadows Community College*

Advisors are key in guiding students through the coreq model while balancing student needs and institutional expectations. This session explores strategies rooted in the Appreciative Advising framework as starting points for managing workloads and fostering student confidence, ensuring holistic advising practices that drive long-term completion.

*Staci Miller has been in Academic Advising at the community college level since 1999. She is passionate about the role advising plays in helping students meet their individual goals and find success. As a new Director, Staci ensures her team provides quality holistic advising to all students.*

*Tara Connolly found her calling as a peer advisor in 2003. A first-gen college graduate of immigrants, she earned multiple degrees tied to her belief that everyone deserves a high-quality education in a safe, welcoming space. She is passionate about helping others overcome barriers on their path to success.*

*Jennifer Pierce has been an Academic Advisor at TMCC since 2016 and has served in academic and administrative roles within NSHE since 2006. She draws from Appreciative Advising frameworks to meet students where they are in their journey, helping them create plans to meet their academic and personal goals.*

## **STUDENT PERSPECTIVES ON GRADE CONTRACTS IN FIRST YEAR COMPOSITION (SU 209)**

Dr. Nayelee Villanueva, *Professor of English, College of Southern Nevada*

This presentation focuses on student perceptions of grade contracts as one approach to ungrading practices in First-Year Composition. This presentation offers one professor's experience, approach, and evolution of using a grade contract in a FYC as well as students' perceptions of writing under a grade contract system.

*Nayelee Villanueva is on the English Faculty at the College of Southern Nevada. Her area of research include critical theory, critical pedagogy, multicultural transformative education, and writing assessment.*

## **Session 3**

12:40pm-1:40pm

## **FROM FORMULA TO APPLICATION: SAVINGS AND CREDIT (SU 205)**

Mr. Adam Koebke, *Senior Lecturer, University of Nevada, Las Vegas*

This presentation will examine the role of applications to better understand the financial portion of math 120E.

*Adam Koebke is a senior lecturer at UNLV, specializing in first year and corequisite courses..*

## **A MORE MATHEMATICAL APPROACH TO CO-REQ TEACHING (SU 207)**

Mr. Tan Nguyen, *Community College Math Instructor, College of Southern Nevada*

Mr. James Lee, *Community College Math Professor, College of Southern Nevada*

Dr. Angel Muleshkov, *Associate Professor, University of Nevada, Las Vegas*

My presentation will cover confidence, positive mindset, and goal setting. I will cover the steps to get closer to reaching your ultimate dream and how to stand out.

*Tan Nguyen is currently a tenure-track math instructor at the College of Southern Nevada. He obtained his degrees and education from UNLV.*

*James Lee was born and raised in Los Angeles, CA. He has been teaching at CSN for the past 13 years. When he is not teaching, he enjoys spending time with his wife and kids and rooting for the Dodgers and Lakers.*



*Angel Muleshkov is an associate professor in the Department of Mathematical Sciences at UNLV. His research interests and expertise are in: Applied Complex Analysis, Partial Differential Equations, and Analytical (Exact and Approximate) Methods.*

### **INFORMATION SHARING ACROSS CAMPUS PARTNERSHIPS (SU 208A)**

*Dr. Stefani Relles, Associate Professor, University of Nevada, Las Vegas*

*Mrs. Megan Hullinger, Assistant Dean—College of Sciences, University of Nevada, Las Vegas*

*Ms. Sarath Kraus, Director of Systems Change Management—Business Affairs, University of Nevada, Las Vegas*

*Ms. Esther Herrera, Assistant Director of Advising—William F. Harrah College of Hospitality, University of Nevada, Las Vegas*

*Ms. Taly Fux-Dafnai, Graduate Assistant—College of Education, University of Nevada, Las Vegas*

This session will introduce the participatory research design of a five-year study that focuses on corequisite policy implementation across NSHE. Attendees will learn how their personal and professional feedback will be used to tailor the study's research questions to fit each campus' unique mission, culture, students, and resources.

*Prior to becoming a researcher, Stefani Relles taught both public high school and community college English. In particular, her years teaching pre-college composition at Los Angeles City College inspired her professional investment in higher education policy and remediation reform*

*Megan Hullinger is the Assistant Dean of Student Success and Undergraduate Programs in the College of Sciences at the University of Nevada, Las Vegas. She holds a BA in Corporate Communication, an MS in Technology, and certifications in Training, Development, and Workforce Improvement from Eastern Illinois University. Megan joined the UNLV community in 2008 and has served in roles related to new student programs, enrollment services, international student advising, and academic advising. Her research focuses on policy analysis, organizational change, and institutional performance. Megan recently defended her Ph.D. dissertation, "The Cycle Paradox: A Mixed-Methods Analysis of Excess Credit Accumulation in Public Higher Education."*

*Sarath Kraus is the Director of Systems Change Management within the Business Affairs Division at the University of Nevada, Las Vegas (UNLV). She oversees the Workday shared governance network on behalf of the university. She accomplishes this overarching responsibility by identifying governance, policy, and business process improvement opportunities and leading the effort to develop, strengthen, and sustain them. Sarath has over 10 years of experience in higher education, spanning admissions, grants management, and business operations. She earned her bachelor's degree in international business at California State University, Fresno, and her master's degree in business administration at West Chester University. Sarath is a higher education doctoral student at UNLV and is exploring how public funding policies impact the ability of postsecondary education to serve their students, especially those enrolling high proportions of underrepresented learners. Her daily hobbies are strength training, hot yoga, and finding new eateries to enjoy.*

*Esther Herrera is originally from Chicago, IL, but has lived in the Las Vegas area since 2009. She earned her bachelor's degree in political science from the University of Illinois at Urbana-Champaign and a master's degree in higher education at UNLV. She is pursuing a Ph.D. in higher education at UNLV, emphasizing student retention, progression, and completion. Esther has worked in higher education for 20 years as an advisor/specialist at CSN, in admissions, registrar, and academic advising. She is currently the Assistant Director of the Hospitality Advising Center, but has worked at UNLV for 12 years.*

*Taly Fux-Dafnai is a graduate assistant in the College of Education at UNLV.*

### **FIVE YEARS IN: KEEPING THINGS INTERESTING IN COREQUISITE COMPOSITION AT TMCC (SU 208B)**

*Ms. Emily King, English Professor, Truckee Meadows Community College*

*Ms. Lenaya Andersen, English Professor, Truckee Meadows Community College*

*Ms. Misty Kinser, English Instructor, Truckee Meadows Community College*

*Mr. Joe Sanpietro, English Professor, Truckee Meadows Community College*

We're five years in. Do we know what we're doing yet? Maybe. Do we want to keep doing this? Absolutely. Corequisite teaching (and learning) is hard. How do we support students in corequisite classrooms? How do we keep faculty inspired and willing to stay the course? These are questions that we continue to grapple with at TMCC. In this session, we will share what we've been doing in our corequisite English program to address these questions and continue supporting students and faculty. Please join us in exploring creative ideas for support in the writing classroom, in the department, and across campus.

*Emily King is a tenured professor of English at Truckee Meadows Community College. Since 2020, she has served as the English Corequisite Community of Practice Leader at TMCC. Emily holds a MA degree in Composition and Rhetoric and is also a PhD student in the Educational Leadership program at UNR.*

*Lenaya Andersen is a tenured professor of English at TMCC. She has taught corequisite courses and been instrumental in the implementation of the English coreq at TMCC since 2020. Lenaya holds a MA in English Literature and is also working on a second masters in Equity, Diversity, & Education at UNR.*

*Misty Kinser teaches English full-time at TMCC and has also taught composition at UNR and The Davidson Academy. She holds an MA in English from UNR with a focus on Public Engagement.*

*Joe Sanpietro teaches English full-time at TMCC and is the future chair of the department. He holds an MA from Kean University.*

### **SUPPORTING STUDENTS WITH CHILDREN (SU 208C)**

*Mrs. Chante Derella, Academic Advisor, College of Southern Nevada*

*Mrs. Amber Gomez, Academic Advisor, College of Southern Nevada*

The workshop will highlight college and community resources for students that have children, with an emphasis on postpartum, lactation, and the birthing parent's needs.

*Chante Derella has worked in higher ed since 2013 and has advised students since 2019. She holds an MA in Higher Education from Columbia University and love helping students navigate their academic paths. Outside of work, her two amazing kiddos keep her on her toes!*

*Amber Gomez is an Academic Advisor at the College of Southern Nevada, a mom of three (soon to be four), and a passionate community advocate. She is dedicated to supporting students while balancing her family life and giving back to her local community.*

### **READ IT AND DON'T WEEP: THE VALUE OF READING (SU 209)**

*Ms. Erin Beatie, Reading Lab Coordinator, University of Nevada, Reno*

How do students experience the value of reading in your course? In this interactive session, we'll explore various ways that we, as instructors, can demonstrate the value of reading in our courses and provide meaningful reading experiences for our students with the goal of enhancing student engagement with reading.

*Erin Beatie is the Reading Lab Coordinator at UNR, and she designs and implements reading-specific curriculum for lab sections as part of UNR's corequisite program. She is particularly interested in increasing student confidence and overcoming resistance to reading.*

### **ENHANCING MATH SKILLS THROUGH GAMIFIED LEARNING (SU 211)**

*Dr. Monica Neda, Professor, University of Nevada, Las Vegas*

*Dr. Daniel Sahl, Director, Center for Gaming Innovation, University of Nevada, Las Vegas*

*Dr. Alok Pandey, Professor, College of Southern Nevada*

*Ms. Claudia Mora Bornholdt, Professor, College of Southern Nevada*

This team will showcase conceptually rich math games and interactive scientific and engineering applications designed to enhance student success in math courses. Computers will be available for the audience to explore and engage with these games and applications.

*Monika Neda is a Professor in the Department of Mathematical Sciences and Associate Dean for Research in the College of Sciences at the University of Nevada, Las Vegas (UNLV). Her research focuses on the theoretical and computational analysis of fluid flow models and STEM education.*

*Daniel Sahl serves as the director for the Center for Gaming Innovation, part of the International Gaming Institute. In this role, Dr. Sahl works with undergraduate and graduate students, faculty, and industry leaders to drive, develop, and commercialize new casino gaming technologies.*

*Alok Pandey is a professor in Department of Mathematics at College of Southern Nevada.*

*Claudia Mora Bornholdt is a professor in Department of Mathematics at College of Southern Nevada.*

## Session 4

1:50pm-2:50pm

### **ROUNDTABLE DISCUSSIONS ON AI USE IN MATHEMATICS (SU 205)**

Mr. George Buch, *Senior Lecturer, University of Nevada, Las Vegas*

A roundtable discussion on the use of AI in mathematics and its impact on the learning process.

*George Buch began his career at UNLV in 2012 as a Graduate assistant. Following graduation in May 2016, he was made Course Coordinator for Math 126 (Precalculus I) in 2017 and has held that role since in addition to his teaching duties.*

### **CONNECTING MATH TO ENGINEERING APPLICATIONS (SU 207)**

Dr. Jacimaria Batista, *Professor of Engineering, University of Nevada, Las Vegas*

Dr. Mei Yang, *Professor, University of Nevada, Las Vegas*

Mathematics is the foundation of Engineering. Yet, students often say that they cannot connect mathematics to real-world applications. We have developed 25 Canvas Engineering Applications and accompanying exercises where fundamental math is applied. Placed-based pedagogy, using Las Vegas as a location for Engineering -in-Action, is utilized.

*Jacimaria Batista is a professor at UNLV in the environmental engineering area. She is the recipient of 13 teaching and mentoring awards. Her research has attracted millions of dollars, and she has mentored numerous Ph.D., master, and undergraduate students many of whom are female or minorities.*

*Mei Yang teaches electrical and computer engineer and is the chair of her department*

### **THE IMPACT OF COREQUISITE ON COLLEGE OUTCOMES (SU 208A)**

Dr. Federick Ngo, *Associate Professor, University of Nevada, Las Vegas*

Dr. Stefani Relles, *Associate Professor, University of Nevada, Las Vegas*

This study presents initial results from an impact evaluation of corequisite English and math using statewide data. We highlight variation in impacts by campus, cohort, and subject.

*Federick Ngo, Ph.D., is Associate Professor of Higher Education at UNLV. He does research on higher education policy, with a focus on development education reform. Together with Dr. Stefani Relles (UNLV), Dr. Ngo is leading a new five-year mixed methods study of corequisites in Nevada.*

*Prior to becoming a researcher, Stefani Relles taught both public high school and community college English. In particular, her years teaching pre-college composition at Los Angeles City College inspired her professional investment in higher education policy and remediation reform*

### **MAKING THE FIRST PANCAKE: CSN'S MODEL COREQ COURSE (SU 208B)**

Dr. Brendan Shapiro, *Professor, College of Southern Nevada*

Mrs. Robyn Rohde, *Professor, College of Southern Nevada*

Mrs. Dakota Defiore, *Instructor, College of Southern Nevada*

Ms. Marie Thomas, *Instructor College of Southern Nevada*

In 2024, CSN received a grant to create an OER-based ENG 100 model Canvas course. This panel will discuss the inclusive approach that went into creating this course, share the experiences of faculty who implemented versions of it across different modalities, and review challenges and opportunities offered by this approach to corequisite English.

*Brendan Shapiro teaches English composition and literature at the College of Southern Nevada. With Robyn Rohde, he co-founded the Meaningful Writing Experience initiative and served on CSN's corequisite taskforce.*

*Robyn R. Rohde is a Professor of English at the College of Southern Nevada, specializing in first-year composition and Coreq English. She spent 6 years as Writing Center Director and founded the Meaningful Writing Experience initiative to engage first-year students writing across the disciplines.*

*Dakota DeFiore teaches writing and literature at College of Southern Nevada. She serves as a departmental co-chair of the Educational Technology committee, which provides digital literacy and artificial intelligence training for faculty. She is also a Contributing Editor for Red Rock Review.*

*Marie Thomas teaches writing at the College of Southern Nevada.*

### **COREQUISITE LESSONS LEARNED FROM ACADEMIC ADVISORS (SU 208C)**

*Mrs. Tricia Lozano McCrory, Executive Director of Undergraduate Advising Practice, University of Nevada, Las Vegas*

*Dr. Emily Borthwick-Wong, Executive Director, University Advising, University of Nevada, Reno*

This session will review how the UNLV and UNR advising communities have navigated corequisite courses. During the session, we will share lessons that have been learned by the UNLV and UNR advising communities as they've worked to help students navigate these courses.

*Tricia McCrory is the Executive Director of Undergraduate Advising Practice at the University of Nevada, Las Vegas, where she provides central leadership to the UNLV academic advising community.*

*Dr. Emily Borthwick-Wong is the Executive Director University Advising at the University of Nevada, Reno, where she oversees the undergraduate advising centers at UNR, ensuring that students receive comprehensive support throughout their academic journey.*

### **ASSESSING STUDENT WRITING IN THE AGE OF AI (SU 209)**

*Mrs. Natalie Carter, Senior Lecturer, University of Nevada, Las Vegas*

*Ms. Abigail Kincaid, Lecturer, University of Nevada, Las Vegas*

Natalie and Abby will present their experiences, addressing the overuse of AI in the placement process as well as in the classroom. A discussion will follow.

*Natalie Carter has been teaching at UNLV since 1998. She focuses on teaching the First-Year English Composition courses and corequisites. She received her bachelor's at Brigham Young University in 1993, and her Master's in English at University of Nevada, Reno in 1997.*

*Abigail Kincaid is a lecturer at UNLV, focusing on First-Year English Composition courses and corequisites. She received her Bachelor's and Master's at Indiana University and has taught at UNLV since 2017*