



NSHE
COREQUISITE
MATH AND ENGLISH

2026 NSHE Corequisite Conference

April 9-10, 2026

Joe Crowley Student Union

University of Nevada, Reno

NSHE Corequisite Conference

April 9, 2026

3:00pm-6:00pm: Registration (Outside Great Room: 4th Floor, Joe Crowley Student Union)

4:00pm-6:00pm: Welcome Reception (Great Room: 4th Floor, Joe Crowley Student Union)

NSHE Corequisite Conference
April 10, 2026

7:00am-8:00am: Check In (1st Floor, Joe Crowley Student Union)

7:00am-8:00am: Breakfast (Ballroom)

8:00am-9:00am: Keynote- “From Implementation to Intention: The Next Chapter of Co-Requisite Education”
by Geri Pope
(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: Session Block #5

Session Legend:

Blue - Math

Green - English

Yellow - Academic Advising

Pink - Collaborative Practice

Keynote

8:00am-9:00am



Gerri Pope

Theatre 8:00am-9:00am

“From Implementation to Intention: The Next Chapter of Co-Requisite Education”

From the uncertainty and rapid implementation of Fall 2020 to the evolving and increasingly refined practices we see today, this keynote explores the journey of co-requisite education across Nevada. Drawing on both classroom experience and institutional perspective, it reflects on how colleges have adapted, learned, and developed distinct approaches to supporting students through co-requisite models. The keynote will highlight key lessons from the past five years, including the value of flexibility, collaboration, and continuous improvement, while acknowledging the important work that remains. Looking ahead, it invites participants to consider how we can build on what we’ve created, learn from one another, and intentionally shape the next phase of co-requisite education to better serve students and strengthen outcomes across our institutions.

Speaker Bio:

Gerri Pope has spent her career at Western Nevada College working at the intersection of teaching, curriculum, and student success. She began as an English faculty member, where she helped develop the college’s co-requisite model to better support students in Composition I, and now serves as the Accreditation and Curriculum Management Coordinator. In her current role, she leads work in institutional assessment and curriculum while continuing to focus on how colleges can better serve students through thoughtful design and continuous improvement.

Session 1

9:10am-10:10am

SPARK CREATIVITY IN TEACHING WITH NOTEBOOKLV (GRADUATE STUDENT LOUNGE)

Xuming Du, *Professor, Great Basin College*

Discover how Notebooklv, Google's free AI tool, transforms teaching by turning uploaded documents into summaries, podcasts, and videos. This session shows how instructors can use it to enrich courses, generate math inquiries, and support advising—enhancing creativity and engagement.

Xuming Du has taught math at Great Basin College for over 20 years, focusing on co-requisite math classes, calculus, and statistics. He authored Math ABC, published on wavelet variance, and received the 2018 Regents' Creativity Award for innovative teaching.

FOR READING'S SAKE: INTEGRATING READING STRATEGIES (ROOM 317)

Dr. Maureen McBride, *Director, Writing and Speaking Center, University of Nevada, Reno*

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

Molly Maynard, *English Instructor and Department Coordinator, Truckee Meadows Community College*

In this session, participants will consider their reading processes as we collaboratively explore how to plan support for a text. We will engage in discussion about approaches to teaching and assessing reading in corequisite courses. This session will provide immediate ways for attendees to implement pedagogical tools for teaching critical reading.

Maureen McBride is the Director of the University Writing & Speaking Center at UNR. She oversees the support labs for UNR's English corequisite program. Her research interests include peer-to-peer collaboration, reading pedagogy, reading-writing intersections, disciplinary support, and mentorship.

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

Molly Maynard teaches reading, composition, and literature at TMCC. She also serves as English department coordinator and enjoys the opportunity to support and collaborate with colleagues. Reading has been one of her focuses since earning her post-secondary reading certificate in 2012.

REFLECTING TO REIMAGINE A COREQ CURRICULUM (ROOM 320)

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

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

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

Joanne Mallari, *Teaching Associate Professor, University of Nevada, Reno*

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

In this panel, UNR's Corequisite English instructors will discuss the choices and changes they have made in the last five years to develop the curriculum and better serve their students. These choices have shaped the coreq program and have empowered students to transfer critical reading and writing skills to contexts beyond the coreq classroom.

Linzy Garcia, MFA, is a Teaching Assistant Professor at the University of Nevada, Reno, where she earned her MFA in Fiction in 2020. She has taught in the corequisite program for four years.

AnnElise Hatjakes is an author and Teaching Assistant Professor at the University of Nevada. As an English composition instructor, she focuses on addressing equity issues through creative approaches to instructional design and open educational resources.

Karen Herschbach teaches first-year writing, coordinates corequisite writing labs, and chairs the Assessment and Curriculum Committee. Her work focuses on designing and leading first-year writing programs, emphasizing curriculum coherence, instructional support, and assessment practices.

REFLECT TO CONNECT: CROSS-INSTITUTIONAL MATH GAMES (ROOM 323)

Dr. Monika Neda, *Professor and Associate Dean for Research, University of Nevada, Las Vegas*

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

Panelists from UNLV and CSN share teaching experiences integrating "Las Vegas in Action" game-based activities into co-requisite precalculus. We'll reflect on student engagement, instructional adaptation, lessons learned, and cross-institution collaboration to enhance corequisite student success.

Monika Neda is Professor of Mathematical Sciences and Associate Dean for Research at UNLV. Her work focuses on computational fluid dynamics, numerical analysis, and NSF-funded initiatives advancing STEM education and student success.

Alok Pandey is a CC Professor with joint appointment in Mathematics and Computing Information Technology at CSN. With advanced degrees in public policy, mathematics, and statistics, he focuses on applied statistics, co-requisite instruction, and supporting STEM students' success.

ADVISING AND PLACEMENT FOR COREQUISITES (ROOM 324)

Dr. Emily Borthwick-Wong, *Assistant Vice Provost, Undergraduate Success, University of Nevada, Reno*

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

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.

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

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.

Session 2

10:20am-11:20am

STUDENTS SPEAK ABOUT THEIR COREQUISITE EXPERIENCES (THEATRE)

Dr. Maureen McBride, *Director, Writing and Speaking Center, University of Nevada, Reno*

This session will offer a panel of students who have participated in the corequisite program at UNR. Students will talk about their experiences in the corequisite program as well as how those experiences have carried forward and impacted their other academic experiences.

Maureen McBride is the Director of the University Writing & Speaking Center at UNR. She oversees the support labs for UNR's English corequisite program. Her research interests include peer-to-peer collaboration, reading pedagogy, reading-writing intersections, disciplinary support, and mentorship.

WE'VE SAID THIS BEFORE: RECURSION & PARTICIPATION (GRADUATE STUDENT LOUNGE)

Dr. Dean Straight, *English Professor, Great Basin College*

This session reframes corequisite English through recursive participation. Drawing on intertextual views of writing and learning, it examines how meaning, expectations, and academic identity are continually re-entered and revised in AI-mediated learning spaces, with practical implications for instruction.

Dean Straight is a Professor of English at GBC with a background in journalism and composition pedagogy. His teaching and research focus on corequisite English, reflective learning practices, and meeting students where learning is happening across contemporary academic contexts.

LESS IS MORE AND WAYS TO MIX IT UP (ROOM 317)

Zachary Porter, *Lecturer, University of Nevada, Reno*

This presentation examines ways to condense the immense amount of material required to teach in a corequisite math class, highlighting the benefit of doing less on the instructor's end could mean more meaningful learning on the student's end.

Zachary Porter is a lecturer at the University of Nevada, Reno. He was born and raised in Nevada, and earned his Bachelor of Arts degrees in Mathematics and Art from UNR in 2007, followed by a Master of Science degree in Mathematics with a Teaching Concentration from the UNLV in 2010.

PREVENTING BURNOUT IN COREQUISITE TEACHING (ROOM 320)

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

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

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.

Linzy Garcia, MFA, is a Teaching Assistant Professor at the University of Nevada, Reno, where she earned her MFA in Fiction in 2020. She has taught in the corequisite program for four years.

AnnElise Hatjakes is an author and Teaching Assistant Professor at the University of Nevada. As an English composition instructor, she focuses on addressing equity issues through creative approaches to instructional design and open educational resources.

"SMALL CHANGES, BIG IMPACT" (ROOM 323)

Dr. Nakisa Ghanbarian, *Teaching Assistant Professor, University of Nevada, Reno*

This talk explores how small, intentional instructional changes in math support courses can significantly improve student engagement, confidence, and motivation. Practical strategies such as low-stakes activities, just-in-time review, and supportive classroom practices are highlighted.

Nakisa Ghanbarian earned a B.S. in Pure Mathematics from the University of Isfahan, Iran (2014), then moved to the U.S. to complete her M.S. and Ph.D. at the University of Nevada, Reno in a combined five-year program. She is now a Teaching Assistant Professor at UNR.

COMMON STUDY HOUR IN COREQUISITE PRECALCULUS (ROOM 324)

Amy Mathis-Leonard, *Senior Math Placement and Support Programs Coordinator, University of Nevada, Las Vegas*

Agnes Haynes, *Assistant Director of Learning Support, University of Nevada, Las Vegas*

This session describes UNLV's Common Study Hour pilot for corequisite precalculus. A Common Study Hour is a peer tutor facilitated in-person study session that is held prior to unit and final exams in the course. We will share the rationale, implementation, outcomes, and practical recommendations for institutions seeking similar models of support.

Amy Mathis-Leonard is Senior Math Placement and Support Programs Coordinator at the University of Nevada, Las Vegas, and an adjunct faculty member in Mathematical Sciences. She has 20+ years teaching high school math and is a PhD candidate in Curriculum and Instruction (Mathematics Education).

Agnes Haynes is the Assistant Director of Learning Support at the University of Nevada, Las Vegas (UNLV). She received her undergraduate degree from UNLV in English, with a minor in secondary education, and has her M.A. in communication and leadership studies from Gonzaga University.

Session 3

12:40pm-1:40pm

ADVISING AT THE CORE: AN INTERACTIVE STEM WORKSHOP (THEATRE)

Kevin McVay, *Assistant Director, College of Sciences, University of Nevada, Las Vegas*

Angel Diaz, *Academic Advisor, College of Sciences, University of Nevada, Las Vegas*

Mel Hernandez, *Academic Advisor, College of Sciences, University of Nevada, Las Vegas*

This interactive workshop serves as an entry-level touchpoint for STEM advisors to develop cross-functional collaboration opportunities and share their expertise about how to address the essential components of co-requisite student support. Participants are encouraged to foster connections and network between different departments.

Kevin McVay (he/him) is a two-time alumnus of UNLV, earning his B.A. in Journalism in 2014 and his M.Ed. in Higher Education in 2017. He currently serves as the Assistant Director for the College of Sciences Advising Center, focusing on student success and retention initiatives.

Angel Diaz is a dedicated higher education professional with a strong commitment to supporting student success. Angel joined the College of Sciences at UNLV as an Academic Advisor in 2023, where they support students in navigating their academic journeys and preparing for careers in STEM fields.

Mel Hernandez received their Bachelor of Liberal Arts in Deaf Studies at NSU and Master of Education in Higher Education at UNLV. Now Mel works in the College of Sciences Advising Center as an academic advisor and eagerly works with STEM students from a service-based perspective.

AN INTERVENTION COURSE FOR PRECALCULUS SUCCESS (GRADUATE STUDENT LOUNGE)

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

Eric Hutchinson, *Community College Professor, College of Southern Nevada*

Monina Deang, *Community College Instructor, College of Southern Nevada*

This session presents a Parachute course designed as an in-semester intervention for students struggling in Math 126E. This 11-week course swaps at-risk students into a foundational track focusing on algebraic mastery, Study Skills, including four weeks of Pre Calculus material, preserving the GPA and financial aid.

Alok Pandey is a CC Professor with joint appointment in Mathematics and Computing Information Technology at CSN. With advanced degrees in public policy, mathematics, and statistics, he focuses on applied statistics, co-requisite instruction, and supporting STEM students' success.

Eric Hutchinson holds an M.A. in Mathematics from UNLV. He has taught at the College of Southern Nevada in Las Vegas since 2004. Eric is dedicated to open educational materials, creating free resources for precalculus, trigonometry, and calculus in MyOpenMath.

Monina Deang holds BA and MA in Mathematics. She teaches at the College of Southern Nevada and Arizona College of Nursing, volunteers in supporting students and teachers in the Philippines, and serves in her church.

NEVADA MATH PATHWAYS: FROM REFORM TO REFINEMENT (ROOM 317)

Blisin Hestiyas, *Professor of Mathematics, Truckee Meadows Community College*

Dr. Ping Wang, *Professor of Mathematics, Great Basin College*

Over the past decade, Nevada's math pathways have evolved from remediation reform to corequisite implementation and refinement. This session highlights statewide faculty-administrator collaboration through the Launch Years Initiative to improve alignment, placement, and relevance, aiming to support students' success.

Blisin Hestiyas, a mathematics professor at TMCC and 2025 Distinguished Faculty of the Year, is passionate about making math meaningful and accessible. She creates an inclusive, innovative and engaging classroom that builds confidence, critical thinking, and connections across disciplines.

Ping Wang, a mathematics professor at GBC with 15+ years in higher education, is dedicated to student success—especially in rural communities. She emphasizes personalized, inclusive teaching to help students build confidence and thrive in their math learning.

TAKING THE L: SHIFTING PEDAGOGIES TO SUPPORT COREQUISITE STUDENTS IN THE AI-PLAGUED WRITING CLASSROOM (ROOM 320)

Emily King, *English Professor, Truckee Meadows Community College*
Lenaya Andersen, *English Professor, Truckee Meadows Community College*

This interactive session will focus on specific ways that our pedagogies have evolved to meet the rampant use of unsolicited generative AI-use in the corequisite writing classroom. It will begin with an overview of our curricular and policy-based efforts to dissuade its use on writing assignments, highlighting our failures and current successes and including practical pedagogical shifts to improve working relationships and student outcomes. We will then facilitate an interactive conversation about the impacts of unsolicited genAI use on the student-teacher relationship, on our relationship with our work, and on our futures in this profession.

Emily King is a tenured professor of English at Truckee Meadows Community College in Reno, Nevada. She currently serves as the English Corequisite Coordinator for the department and has been teaching corequisite English courses since 2014.

Lenaya Andersen is a tenured professor of English at Truckee Meadows Community College in Reno, Nevada. She has taught at UNLV, UNR, and TMCC and has been teaching corequisite English courses since 2019.

MAKING REVISION VISIBLE (ROOM 323)

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

The session presents a scaffolded Revisionist Essay that teaches co-req students to revisit and rebuild earlier writing with a researcher's mindset. Using color-coding, research, reverse outlining, and guided questions, students deepen ideas by layering evidence, splitting paragraphs, and adding complications as a mode of revision.

Nayelee Villanueva is a professor of writing and rhetoric in the department of English at the College of Southern Nevada.

CROSS-FUNCTIONAL TEAMS AT TMCC: MODELS OF SUCCESS (ROOM 324)

Lorraine Jessop, *Program Manager, Tutoring and Learning Center, Truckee Meadows Community College*
Rebecca McCleary, *Math Professor, Truckee Meadows Community College*
KC Clemens, *English Instructor, Truckee Meadows Community College*

We will facilitate a panel discussion between audience members, faculty liaisons, members of the TLC administration, and experienced peer tutors from our institution. The panelists will explore how the collaborative cross-functional relationships we've developed have benefited our peer tutors and, ultimately, the students we serve.

Lorraine is the new manager of the Tutoring and Learning Center who has been instrumental in bringing Supplemental Instruction program back to TMCC.

Rebecca has been teaching at TMCC since 2018 and has been instrumental in guiding student success in gateway corequisite courses.

KC is an English instructor who enjoys getting her students to think outside of the box and is passionate about student success.

Session 4

1:50pm-2:50pm

WHAT HAPPENS IN STAT 152 WITHOUT PREREQS? (ROOM 317)

Monina Deang, *Community College Instructor, College of Southern Nevada*

Nevada's higher education institutions collaborated to redesign the traditional mathematics pathway by allowing direct enrollment into STAT 152 with a corequisite support course, eliminating algebra prerequisites that often delayed student progress. This presentation shares the development of Nevada's statewide corequisite statistics model, including taskforce history, cross-state research, and data that informed policy and curricular decisions.

Monina Deang holds BA and MA in Mathematics. She teaches at the College of Southern Nevada, volunteers in supporting students and teachers in the Philippines, and serves in her church. She is expected to begin her PhD dissertation in Mathematics this year at the University of the Philippines.

USING H.S. GPA TO INFORM MATH PLACEMENT DECISIONS (ROOM 320)

Amy Mathis-Leonard, *Senior Math Placement and Support Programs Coordinator, University of Nevada, Las Vegas*

Dr. Jacob Thompson, *Associate Vice Provost for Undergraduate Education and High-Impact Practices, University of Nevada, Las Vegas*

Dr. Skip Crooker, *Vice Provost for Decision Support, University of Nevada, Las Vegas*

This session presents results from a multi-year study examining high school GPA, ACT Math scores, and corequisite enrollment for placement into college-level mathematics. Findings show high school GPA is a stronger predictor of success than test scores, supporting more equitable, evidence-based placement.

Amy Mathis-Leonard is Senior Math Placement and Support Programs Coordinator at the University of Nevada, Las Vegas, and an adjunct faculty member in Mathematical Sciences. She has 20+ years teaching high school math and is a PhD candidate in Curriculum and Instruction (Mathematics Education).

Jacob Thompson is the Associate Vice Provost for Undergraduate Education and High-Impact Practices. He oversees teams responsible for UNLV's Career Services and Workforce Development, Lifelong Learning, Microcredentials, General Education, Undergraduate Research, Math Placement, and more.

Skip Crooker is Vice Provost for Decision Support at UNLV. His work focuses on data-informed academic policy, student success analytics, and institutional decision-making. His Ph.D. is in Economics, and he currently teaches Data Modeling and Analysis as well as Introduction to Econometrics.

BEST PRACTICES VS. WHAT'S HAPPENING (ROOM 323)

Angela Spires, *English Professor, College of Southern Nevada*

This presentation contains a literature review of best practices in the English corequisite course. It takes those practices and compares them to what we are currently doing throughout NSHE. Then we take a look at what other organizations are doing and discuss how we can incorporate best practices into more courses and potentially what our courses are missing.

Angela Spires holds three masters degrees. She has been teaching composition for over 15 years.

THE BIGGEST LITTLE TEACHING MOMENTS IN ENG 100 (ROOM 324)

KC Clemens, *English Instructor, Truckee Meadows Community College*
Ed Lyngar, *Instructor, Truckee Meadows Community College*
Misty Kinser, *Instructor, Truckee Meadows Community College*
Felicia DeWald, *Instructor, Truckee Meadows Community College*
Kathy Hanselman, *Instructor, Truckee Meadows Community College*
Sabrina Ladd, *Instructor, Truckee Meadows Community College*

What small task had a huge impact on ENG 100/101 students? This panel will be a roundtable style where TMCC folks will share successful teaching moments or strategies that have helped students understand a concept. Presenters will provide low-stakes or ungraded assignments, handouts, and short lessons for in-person or asynchronous classes that helped to motivate students or build success skills.

KC enjoys teaching writing classes at TMCC. She endeavors to support student retention by creating entertaining writing activities and alleviating the writing anxiety that many composition students experience. Her research concerns the representation of children in film and literature.

MATH 126EE – DATA, OBSERVATIONS, AND IDEAS (ROOM 422)

Dr. Edward Keppelman, *Associate Professor of Mathematics, University of Nevada, Reno*

In Fall 2025, the presenter took the plunge and taught two sections of Math 126EE. Because of the large number of credits involved, this is unusual for a tenured associate professor. The presenter will comment on the corequisite framework and share troubles, inspirations, ideas, and also perspectives of colleagues in California.

Ed Keppelmann has been in the Math and Stats dept at UNR since 1993. He was chair from 2000-2006 overseeing the reorganization of colleges, the addition of stats to the dept name, and system wide common course numbering. He served as the UNR rep for the Launch Years Mathematics Task Force

FROM “I DON’T BELONG” TO “I CAN DO THIS” (ROOM 423)

Robyn Rohde, *Professor of English, College of Southern Nevada*
Dr. Katlyn Cox, *Professor of Mathematics, College of Southern Nevada*

Confidence is a curriculum in co-req classrooms. Drawing on qualitative and quantitative data, the session explores how structured, low-stakes reflection can be adapted for co-requisite English and math classrooms to build confidence, support identity development, and improve student persistence.

Robyn Rohde is a tenured English professor with 16 years of experience teaching first-year English. She has managed Writing and Math Tutoring Centers and holds a master’s in clinical mental health counseling, informing a systems-level, human-centered approach to corequisite instruction.

Katlyn Cox is a mathematics professor at the College of Southern Nevada and co-chair of the Meaningful Writing Experience. Her work integrates writing and reflection into math instruction to support student learning, confidence, and persistence.

Session 5

3:00pm-4:00pm

PROMOTING MATHEMATICAL DISCOURSE AND SENSE-MAKING (ROOM 317)

Dr. Aaron Harris, *Community College Professor, College of Southern Nevada*

This presentation presents three classroom activities to foster mathematical discourse and sense-making in math courses: (1) Rational Exponents Activity; (2) Linear Functions and Graphs Activity; and (3) End Behavior of Polynomials Activity. These activities encourage students to amplify student voice, make connections with other students, and move toward conceptual depth and collaborative reasoning.

Aaron Harris works for the math department at CSN. He has undergraduate degrees from Utah State University in mathematics, physical education, and personal financial planning. His master's degrees are in mathematical sciences (UNLV) and education (SUU). His PhD is in mathematics education from UNLV.

NEW RESEARCH ON NEVADA COREQUISITE IMPACT AND IMPLEMENTATION (ROOM 320)

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

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

Dr. Ariana Garcia, *Postdoctoral Scholar in Higher Education, University of Nevada, Las Vegas*

Gregrette Simmons, *Coordinator of Academic Advising, College of Southern Nevada*

We present new quantitative findings on the impact of the shift from prerequisite to corequisite models. We then describe new findings from a statewide survey on corequisite implementation, focusing on practitioner beliefs and attitudes at NSHE's seven teaching institutions. We discuss opportunities for improving corequisite implementation.

Federick Ngo is an associate professor at UNLV. He studies policy, finance, and economics of higher education, with a focus on developmental education reform.

Stefani Relles is an associate professor at UNLV. Her research uses qualitative methods to examine the relationship between higher education policy and college access and success.

FACULTY COMMUNITY OF PRACTICE FOR COREQUISITE MATH (ROOM 323)

Dr. Diana Moss, *Teaching Associate Professor, University of Nevada, Reno*

Dr. Sarah Cummings, *Director, Advancements in Teaching Excellence, University of Nevada, Reno*

Danelle Clarke, *Director of University Math Center, University of Nevada, Reno*

This session describes a math faculty community of practice modeled after the Student Experience Project. The community supports student learning by aligning faculty practices that promote growth mindset, belonging, and confidence, helping students feel comfortable engaging and persisting in their math corequisite courses.

Diana Moss is a Teaching Associate Professor in the Department of Mathematics and Statistics at UNR. The underlying theme in her teaching practice is a commitment to help students see mathematics as enjoyable and reachable, so that they approach mathematics with confidence and enthusiasm.

Sarah Cummings is a Teaching Professor and the Director of Advancements in Teaching Excellence at UNR. Her current interests are in faculty development, especially teaching. She believes all faculty can grow as effective teachers through meaningful support and collaboration.

Danelle Clarke has served as Director of the UNR Math Center since 2008. She was an instructor in the Department of Mathematics and Statistics at UNR from 2005 to 2015. In addition to her degree in Mathematics, she holds a bachelor's degree in English.

CLOSE READING SKILLS IN THE COREQUISITE CLASSROOM (ROOM 324)

Dr. David Perez, *English Instructor, Truckee Meadows Community College*

Critical reading worksheets develop critical reading skills and reading comprehension. Such worksheets enable students to assess and paraphrase reading tasks. In turn, students' collective comprehension of reading assignments is boosted which promotes class discussion and students' ability to write intelligibly on college-level reading materials.

David Perez teaches corequisite courses and an array of other college English courses at TMCC. He specializes in identifying academic pathways to boost the retention and graduation of traditionally at-risk students.

OPEN FORUM DISCUSSION ON COREQUISITE COURSES (ROOM 422)

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

This session is intended to provide an opportunity for faculty, advisors, and staff to discuss and share successes, challenges, and proposals of the NSHE Co-Requisite policy. The intention of this session is to gather information that can be shared and possibly implemented in the future.

Jeffrey Downs has been a member of NSHE since 2001 and at WNC since 2004. He teaches a broad spectrum of math courses including Math 124 and Math 126. He has served as the Regent for District 11 since January 2023.

LOCATING INVISIBLE CURRICULUM IN COREQ MATH & ENGLISH (ROOM 423)

Robyn Rohde, *Professor of English, College of Southern Nevada*

Dr. Katlyn Cox, *Professor of Mathematics, College of Southern Nevada*

Dr. Sonya Barrera Eddy, *Instructional Associate Professor/Director, Integrated Reading and Writing, Texas A&M University-San Antonio*

Dr. Elizabeth Leyva, *Director of Co-Req Mathematics, Texas A&M University-San Antonio*

Dr. Laura Powell, *Professor of English, College of Southern Nevada*

This interactive panel explores how collaboration across math, English, and student success roles reveals blind spots in corequisite pathways. Panelists share how cross-disciplinary dialogue surfaces hidden curriculum demands and unmet student needs—insights only visible through collaboration. For faculty, advisors, and leaders in coreq pathways.

Robyn Rohde is a tenured English professor with 16 years of experience teaching first-year English. She has managed Writing and Math Tutoring Centers and holds a master's in clinical mental health counseling, informing a systems-level, human-centered approach to corequisite instruction.

Katlyn Cox is a mathematics professor at the College of Southern Nevada and co-chair of the Meaningful Writing Experience. Her work integrates writing and reflection into math instruction to support student learning, confidence, and persistence.

Sonya Barrera Eddy is Director of Integrated Reading and Writing and an Instructional Assistant Professor at Texas A&M University—San Antonio. A fifth-generation Tejana and first-generation college graduate, her work focuses on IRW administration, assessment, and placement practices.

Elizabeth Leyva is Director of Co-req Mathematics at Texas A&M University-San Antonio with 30+ years teaching math and leading student success programs. Additionally, Dr. Leyva has served in multiple administrative roles that have overseen the creation of programs to better serve mathematics students in their learning, including corequisite programs.

Laura Powell chairs the Co-Req English Committee at the College of Southern Nevada and studies student motivation in corequisite English.



DIRECTORY

FLOOR 3





DIRECTORY

FLOOR 4

