

Question	Response
What components of today's presentation will be available afterward?	In the coming weeks, attendees will have access to a recording of today's presentation, along with the presentation slides. Please note that breakout sessions will not be recorded. However, after the breakout sessions, attendees will reconvene to summarize the discussions from each room, and these summaries will be included in the recording.
When does the prerequisite course credit no longer apply to a degree if it currently counts at a school as an elective?	Full implementation of math pathways is expected by Fall 2026. Therefore, students who begin as first-year students in Fall 2026 will no longer be able to count the prerequisite toward their degree. Your institution might implement these changes sooner, so please check with your CAO office for specific timelines.
Can the corequisite combine more than one of the four types? E.g. boot camp + supplemental, or supplemental + tutoring	Yes! You can combine different types of corequisite support. (Please refer to today's presentations for examples of this approach.)
Does this mean the embedded design where corequisite material is taught "Just in Time" but during the credit bearing course cannot be used?	Institutions have the flexibility to decide whether to combine the content of the gateway course and corequisite course or keep them as standalone courses. They may also choose to embed the corequisite material using a "Just in Time" approach during the credit-bearing course. (For more details, please refer to today's presentation on institutional decision-making.)
Are students required to enroll in a corequisite course if they do not meet the placement standards for the college-level course?	This topic will be thoroughly discussed at our upcoming meeting on September 27, 2024. During that session, we will explore the approved multiple placement measures for each gateway math course, when professional discretion supported by evidence can be applied, and how best to meet the needs of students with very low scores on all assessment measures.
How will we support students who may need multiple attempts to pass the corequisite or pathway course?	We hope that the revised course content, along with selecting a gateway math course most relevant to a student's major, will help promote student success. The outcome may also depend on factors like how grades are determined—such as whether corequisite material is included in the gateway course grade. However, we understand that this approach may not fully meet the needs of every student. Members of the Math Pathways Taskforce are actively considering this issue, and we will keep you updated on any developments.
Is there a list of objectives that should be covered in each corequisite course depending on its matching gateway course?	There are no required objectives for the corequisite sections from a KBOR policy standpoint. However, we will explore possible objectives and syllabus development in an upcoming faculty professional development meeting to support you as you create your content.
When a student changes their major which requires a different pathway, do they have to take multiple math courses as well?	Great question! Please see the FAQ section of the KBOR website for the response. https://www.kansasregents.org/academic_affairs/math-pathways/math-pathways-faqs
Will faculty members be permitted to use publisher content when creating course content?	Yes, there is no KBOR policy that prohibits faculty members from using publisher content. In future presentations, math faculty will offer guidance on how to assess the quality of publisher materials, as it's important to note that not all content is created equally.