

Setting Goals for Corequisite Development Worksheet

Defining the Problem: What problem are you trying to solve?

What problem(s) are you trying to address with your corequisite model implementation?

In which course(s) do you intend to implement the corequisite model? Why did you choose these courses for your implementation?

List any required structural elements, preferences, or priorities. Some examples are listed as a starting point.

<input type="checkbox"/>	Credit hours:
<input type="checkbox"/>	Faculty load considerations:
<input type="checkbox"/>	Placement:
<input type="checkbox"/>	Course length:
<input type="checkbox"/>	Instructor population/credentialing:
<input type="checkbox"/>	Technology:
<input type="checkbox"/>	Other:

Collecting Information: Vision, focus, student needs, etc.

What resources exist for you and your students? Some examples are listed as a starting point.

<input type="checkbox"/>	Tutoring (on-campus/online):
<input type="checkbox"/>	Advising:
<input type="checkbox"/>	Experienced colleagues in other departments:
<input type="checkbox"/>	National organizations:
<input type="checkbox"/>	Publisher resources:
<input type="checkbox"/>	Other:

What overall gaps exist in the following? Consider reviewing other videos in this guide for ideas.

<input type="checkbox"/>	Content:
<input type="checkbox"/>	Classroom management/study skills:
<input type="checkbox"/>	Mindset/student expectations:
<input type="checkbox"/>	Other:

Collecting Information (continued): Vision, focus, student needs, etc.

Will the curriculum be standard or fluid (dependent on student needs)?

Do you intend to comingle students or have a cohort? In either case, will there be one set of course materials or a special set just for the support course?

How will class time be spent?

<input type="checkbox"/>	Lecture/assignments:
<input type="checkbox"/>	Lab setting:
<input type="checkbox"/>	Self-paced:
<input type="checkbox"/>	Activities/group work:
<input type="checkbox"/>	Online work:
<input type="checkbox"/>	Other:

Collecting Information (continued): Vision, focus, student needs, etc.

Will you expect any out-of-class work (e.g. visits to tutoring, etc.)? If so, how much will you require?

For schedule-building purposes, when will students work on support content or attend class? Now is a good time to determine implementation models (several are mentioned as a starting point in this guide.)

What happens if a student needs to retake the on-level course?

Other Notes for Consideration:

Determining What To Measure

Outline your overarching topics, goals, and objectives from the gaps that you identified in the previous step. These will drive your expected outcomes, which should each have a place in what you choose to assess. If it's important, leave it in. Otherwise, is it necessary? Work with the end in mind and specifically consider the model you chose and how it will impact your build.



Other Notes for Consideration:

