

BACKMAPPING YOUR COURSE

STEP 1: COLLECT INFORMATION FROM CREDIT-LEVEL COURSE.

Time Requirement: 1-2 weeks

Materials needed: student learning outcomes from credit-level course, credit-level course materials/textbook, credit-level course calendar

Suggested Procedure:

- 1) List the required student learning outcomes (SLO's) for the credit-level course.
- 2) List corresponding sections from the textbook/course materials below each course SLO.
- 3) Determine and list approximate time to teach each section in the credit-level course.

Best practice: Most of this information is likely readily available on your college or department website. Reach out to other faculty in your department for assistance with items (2) and (3). If you have many faculty (or several campuses), you may consider collecting this information using an electronic survey.

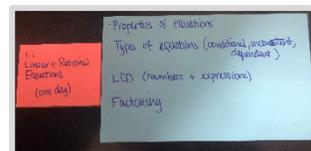
STEP 2: PLAN THE SUPPORT COURSE.

Time required: 3-4 weeks

Materials needed: credit-level (and support) textbook(s)/course materials, method to match support-level topics to credit-level topics (the video presenter suggested sticky notes).

Suggested Procedure:

- 1) Write each credit-level textbook/course material section (and time) on one color sticky note.
- 2) Write prerequisite topics for each section of the credit-level course on separate colored sticky note. Specifically consider the questions that currently occur in the credit-level class. This will be the content to be covered in the support course.
Note: the time taken to cover each credit-level section will determine how much time is available to cover the support topics (some may span multiple days). Adjust support topics as needed, ensuring any support-level SLO's are included.
- 3) Plan each day of the support course by compiling topics from the corresponding sticky notes. Devoting a full page of paper for each day, list out content topics and course activities for each topic (this may mean prioritizing based on time restrictions).



Best practice: This will take longer than you think it will. To ensure no one is overwhelmed, consider assigning specific credit-level sections to faculty members. Rotate sections once complete so all sections are reviewed by others and any gaps are identified. Topics will likely be added or deleted throughout this process as you prioritize the content that will best support your students.

STEP 3: BUILD THE CALENDARS.

Time required: 1-2 weeks

Materials needed: credit-level calendar, materials created in step 2

Suggested Procedure:

- 1) Create a five-column instructor calendar with the following headings: *Date, Content, Class Plan, Assignments, Credit-Level Content*. List information for each day in the corresponding row. This will provide instructors with a macro view of what students will be expected to complete in both courses.
- 2) Create a more general student calendar that only includes content and assignments.