The content of support courses (prerequisite or co-requisite) should be selected based on the skills that students need to be successful in the college-level course. This tool is designed to facilitate the process of backmapping learning outcomes for the support course from the readiness competencies of the college-level course.

To identify learning outcomes for support courses, list the specific skills from the learning outcomes of the college-level course in the first column. In the second column, identify the competencies needed in order to successfully engage in activities that develop the skills in the first column. Those competencies become the descriptors of the learning outcomes of the pre/co-requisite course.

For prerequisite course structures, consider carefully which skills may need to be reinforced in the college-level course or may even be best saved for initial introduction in the college-level course.

An example from a Quantitative Reasoning course is shown below.

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| **Demonstrate procedural fluency with real number arithmetic operations.** |
| **In the college-level course, students will:** | **Therefore, they need the ability to:**  | **These skills should be:** |
| **Taught in support course** | **Reinforced in college level** | **Taught in college level** |
| Calculate absolute change. | Select and perform the four basic operations. | X |  |  |
| Calculate relative change. | Calculate a percentage. | X |  |  |
|  | Interpret a percentage. | X | X |  |
| Compare two budget categories over time. | Calculate absolute and relative change. |  |  | X |

Tailor this example to fit your course (e.g., algebraic, statistical, quantitative, technical, business, education).

|  |
| --- |
| **Choose, create, and use models for bivariate data sets.** |
| **In the college-level course, students will:** | **Therefore, they need the ability to:** | **These skills should be:** |
| **Taught in support course** | **Reinforced in college level** | **Taught in college level** |
| Create a graphical display. |  |  |  |  |
| Analyze data to determine appropriate model. |  |  |  |  |
| Create the model. |  |  |  |  |
| Use model for prediction. |  |  |  |  |

Expand the template for future use.

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|  |
| **In the college-level course, students will:** | **Therefore, they need the ability to:** | **These skills should be:** |
| **Taught in support course** | **Reinforced in college level** | **Taught in college level** |
|  |  |  |  |  |