

Course Design Alignment Blueprint

Backward Design Model: The idea of Backward Design comes from Wiggins & McTighe and suggests that learning experiences be planned with the final assessment in mind. One starts with the end - the desired results (goals or standards) - and then derives the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform' (Wiggins and McTighe, 2000, page 8). By beginning with the end in mind, teachers are able to avoid the common problem of planning forward from unit to another, only to find that in the end, some students are prepared for the final assessment and others are not.

Culatta, R. (2013). *Backward Design*. Retrieved September 09, 2017, from http://www.instructionaldesign.org/models/backward_design.html

Course Learning Outcomes	Module Title/ Week	Module Learning Outcomes	Assessments	Practice Activities	Content	Accessibility
<i>CLOs define what the students are expected to learn by the end of the course. Usually assigned by the department.</i>	<i>Identify the week or name of a section.</i>	<i>MLOs define what the students are expected to learn by the end of a particular section. They are measurable and align with the CLOs.</i>	<i>Identifies the graded assignment used to measure the student's achievement of the MLOs by the end of that particular section. They align with the MLOs.</i>	<i>Identify the practice activities that support the successful completion of the assessment of a particular section. They align with the MLOs.</i>	<i>Identify the content that supports the successful completion of the assessment of a particular section. They align with the MLOs.</i>	<i>Identify any material that needs other design features added for students with and without identified disabilities to use them.</i>
<p>Example 1:</p> <p>CLO1. Communicate effectively using elementary terms and concepts of business principles</p> <p>CLO2. Demonstrate problem-solving skills in a business context</p>	Week 1: Business Environments and Structure	MLO1: Identify transferable skill sets from business to life, and from life to business (CLO1 and 2)	Quiz (MLO1)	Discussion: Transferable Skill Sets (MLO1)	Read Chapters 1-3, and 5 (MLO1)	Properly labeled tables
<p>Example 2:</p> <p>CLO1. Communicate effectively using elementary terms and concepts of business principles</p> <p>CLO4. Apply basic business principles to job placement and career advancement opportunities</p>	Week 2: Marketing	MLO2: Apply marketing techniques to job placement and career advancement opportunities (CLO4). MLO3: Recall techniques for developing and branding products (CLO1).	<ul style="list-style-type: none"> Discussion: Crazy Interview Questions (MLO2) DC Shoes: Product Video Quiz (MLO3) 	<ul style="list-style-type: none"> Lion Jobs Activity (MLO2) Check Your Understanding (MLO3) 	<ul style="list-style-type: none"> Read Chapters 12-14 and Mini Chapter 4 (MLO2) Watch Video DC Shoes: Product (MLO3) 	<p>closed captioning and transcript for video</p> <p>alt-tags for lion jobs activity</p>

