

Second Edition

# The MAPPING PRIMER

Tools for Reconstructing the College Curriculum



Ruth Stiehl  
Les Lewchuk

## **The Mapping Primer 2e**

Tools for Reconstructing the College Curriculum

Ruth Stiehl Les Lewchuk

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Alternately, email us at [sci@clfocus.com](mailto:sci@clfocus.com)

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*Nothing in higher education is more important than having a clear vision of what students should expect to be able to do in a real-world context before reconstructing the curriculum. This highly engaging tool will help you build consensus and write robust program (or course) outcomes that everyone can get behind.*

**Painting a Picture in the Mind’s Eye**

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*An academic program is not a list of required courses and a magical number of credits. It’s a student’s journey through integrated learning experiences that lead to life changing outcomes. A Program Map enables us to absorb in one glance the salient features of an anticipated academic journey.*

**Cultural Patterns that Bind Our Thinking**

**Visual Patterns that Bind Our Thinking**

**Flow Charts and Hierarchies**

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- Patterns in Living Systems**
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  - Second Generation Map**
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*The first mark of a strong curriculum is that what students are asked to learn is essential to the intended outcome. The second mark is the degree to which tests and assessment tasks provide evidence of the intended outcome. Creating the Course Outcome Guide (COGGING) or Program Outcome Guide (POGGING) guarantees that we think through these connections by displaying content, key assessments and outcomes all on one map.*

- Too Much Content to Know It All!**
- Expressing Content**
  - Constructing Concepts**
  - Mastering Skills (Skill Sets)**
  - Resolving Issues**
- Key Assessment Tasks**
- The “COGGING” Session**
  - Four Keys to Making Your Facilitation Work**
- “COGGING” Content and Assessment Tasks: Facilitator’s Guide**

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**Part 4 The Four-Page Curriculum Plan ..... 118**

*Unlike a syllabus that is written for the student by the course instructor, the four-page curriculum plan is written for the instructor by the college. It assures that all sections of a single course have continuity and focus on relevant learning outcomes. You will see how our three tools are combined to form this condensed curriculum plan that every college instructor deserves when asked to teach a course.*

**Bringing It All Together**

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## INTRODUCTION: THE POWER OF VISUAL MAPPING

*“Everything has a geography.”*

—Dan Roam in *The Back of the Napkin*

There is no better introduction to this new edition of *The MAPPING Primer* than the image you have already seen on the front cover of the book. It illustrates a dynamic, reconstruction process that is common to all natural systems—at any scale—from a hill of ants to a yet undiscovered galaxy in the heavens: *purposeful, self-organizing, emergent, adaptive and relational*. It is these characteristics that we have embedded in the curriculum reconstruction processes illustrated in this *Primer*.

The idea for the cover photo came to me one morning while reading the morning newspaper (yes, I still read the paper—the kind a paper-person throws on the lawn at 4:00 a.m. and I retrieve in my slippers at 6:00 a.m.).

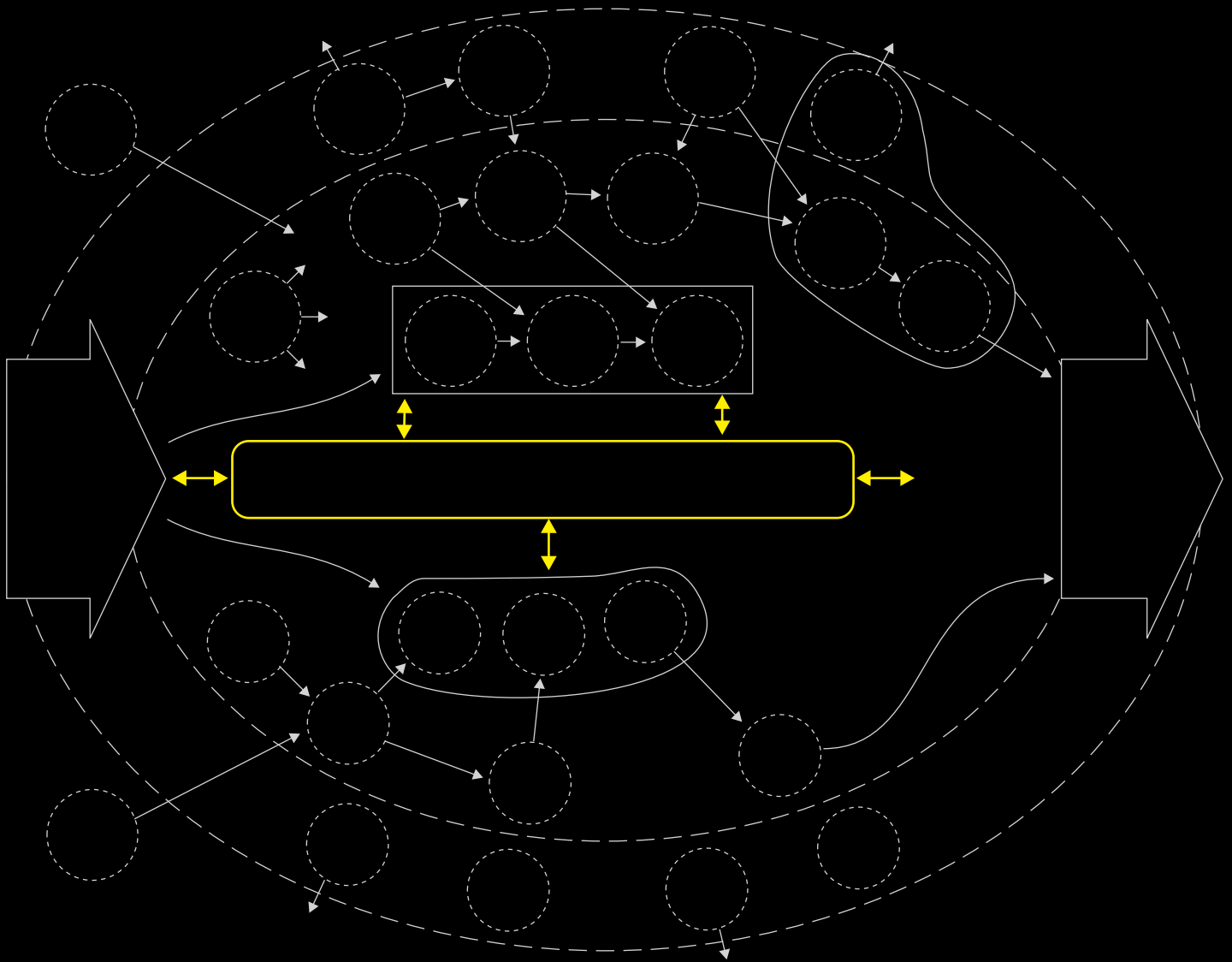
I was taken by an article about a new discovery in the heavens that leads scientists to now believe there are actually three times more stars in the sky than they thought—specifically, 300 sextillion (that’s 100 billion squared, multiplied by 30). The number was certainly impressive, but what I wanted to see was the picture of the whole. I need a picture to even begin to see how all those pieces relate to each other—*relational*. I was so jazzed that I recycled

my paper and booted the Apple in search of what this means, visually. I want to see in which way they think it is expanding and where they now think our earth is in this new scheme of things.

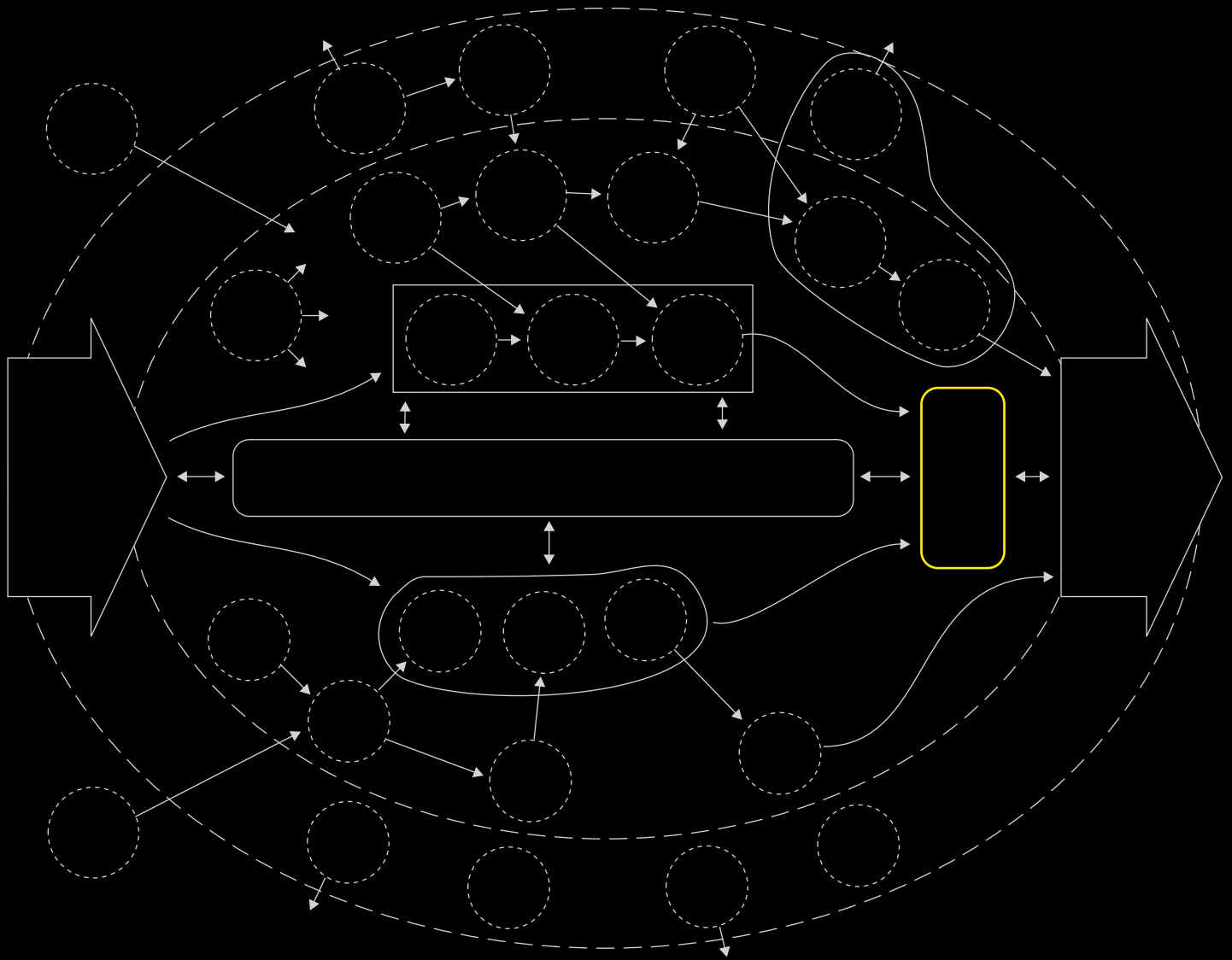
In an expanding higher education curriculum with the purpose of producing new learning outcomes relevant to the global world of the 21st century, I want to see in which direction it is expanding and where our students are in the scheme of things.

Development of curriculum in higher education has not always been a *purposeful, self-organizing, emergent, adaptive and relational* process. More often than not, it has been a mere re-clustering of topics within a given discipline based on the interests of the faculty; rarely have those disciplinary boundaries been bridged in the interest of student learning.

To see what I had in my mind’s eye as I read that morning newspaper, take a look at the program map on page 70. Can you see how this image of an academic program and the image of the galaxy are both snapshots (at a specific moment in time) of a system that is self-organizing, continually emerging and moving,



is for **AN INTEGRATING EXPERIENCE**

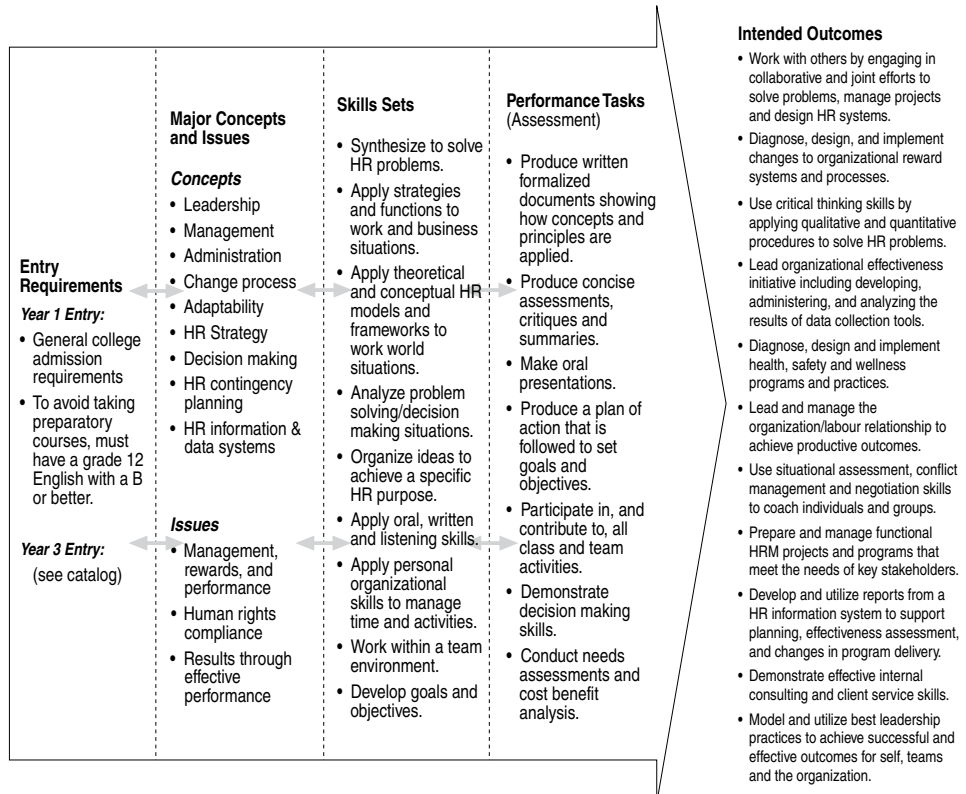


is for **CAPSTONE ASSESSMENT**

## BBA in Human Resources Management Program Outcome Guide

**Program:** BBA in Human Resources Management

**Date Revised:** Spring 20xx



*What must the student understand to demonstrate the intended outcome?*

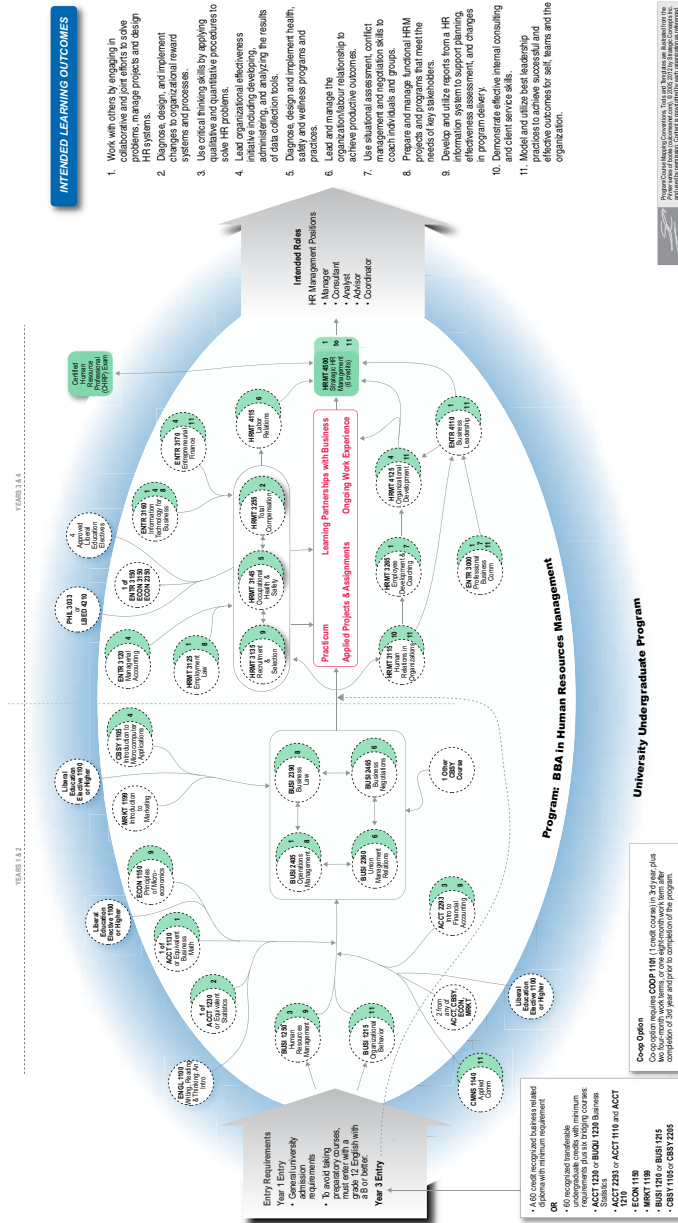
*What skills must the student master to demonstrate the intended outcome?*

*What will students do in here to demonstrate evidence of the outcome?*

*What do students need to be able to DO "out there" that we're responsible for "in here"?*

## BBA in Human Resources Management Program Map

**Program Level Map**  
Bachelor of Business Administration in Human  
Resources Management  
Curriculum Snapshot, November 20xx





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