

The

# MAPPING PRIMER

Tools for Reconstructing the College Curriculum

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with Les Lewchuk



**IN MEMORY OF**

Charles Carpenter, Founder  
Community College Leadership Doctoral Program  
Oregon State University

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Front Cover: Tidewater face of Meares glacier calves into Prince William Sound, Alaska.

Back Cover: Tidewater face of Meares glacier, Prince William Sound, Alaska.

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## INTRODUCTION

*“Intense conversation and graphic visualization are the two most powerful strategies for moving faculty into new ways of thinking.”*

In our first book, *The OUTCOMES Primer* (2002), we set out to reduce some of the confusion about an outcomes-based college curriculum. We wrote it for everyone who works in community and technical colleges.

In this second *Primer*, we focus exclusively on the three essential tools for building an outcomes-based college curriculum for everyone who is involved in curriculum planning. Our experience working with faculty across all disciplines has shown us that these three tools are “magical” in the way they move faculty into new ways of thinking. We have decided they are important enough to merit their own cover.

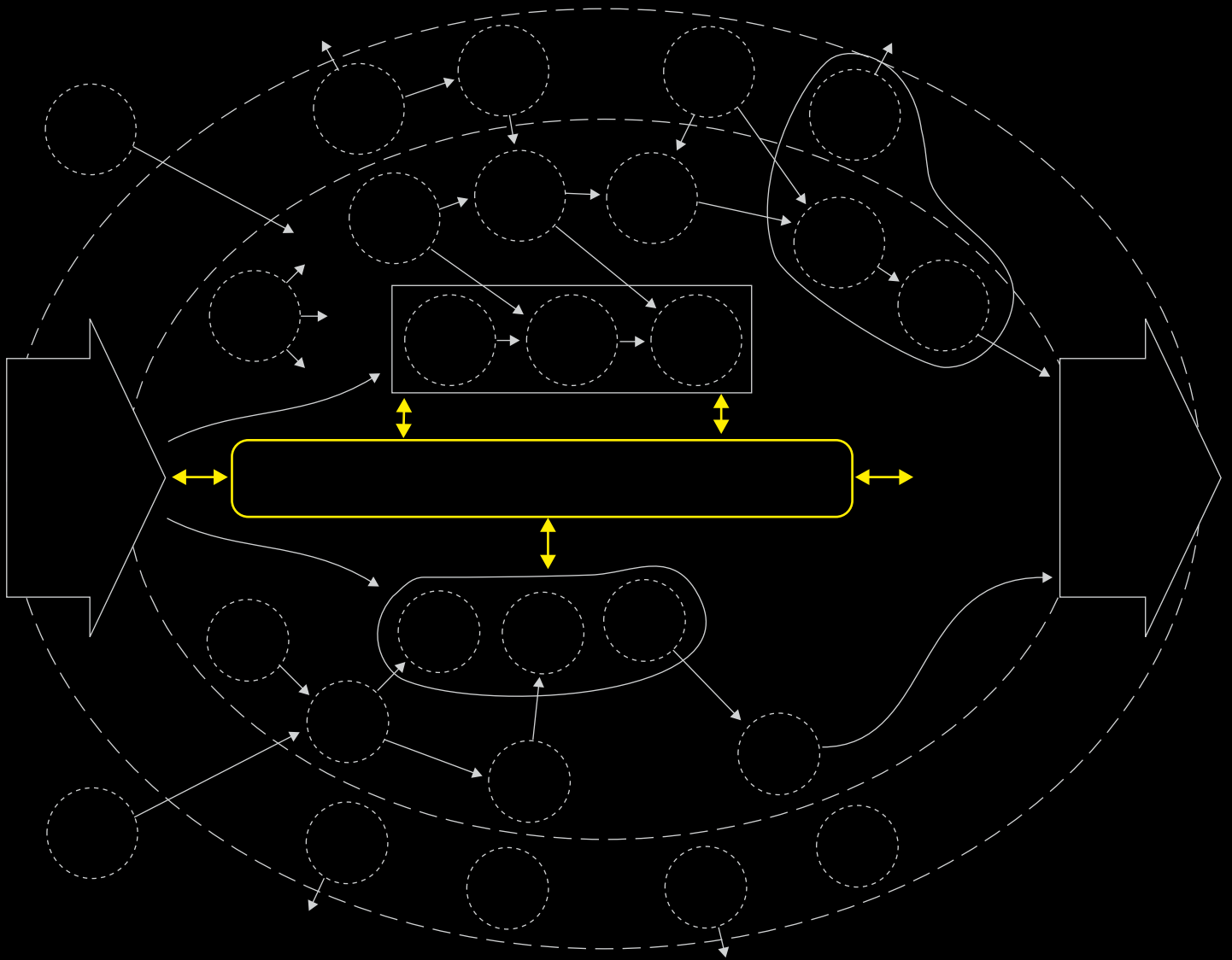
We use this word “magical” without hesitation. No other word seems to capture what we repeatedly see when curriculum teams use these three tools. The spontaneous energy and level of engagement is truly amazing. Part of the energy comes from the very focused conversations the tools stimulate. Margaret Wheatley might suggest that the magic is the conversation—the very fact that faculty really *turn to one another*, no longer attempting to create curriculum

in isolation. We don’t doubt for a minute that conversation and collaboration are important ingredients of these three tools. And we also have a sense that part of the energy is generated through visualization and the creation of curricular maps. Thus, we have called this book, *The MAPPING Primer*.

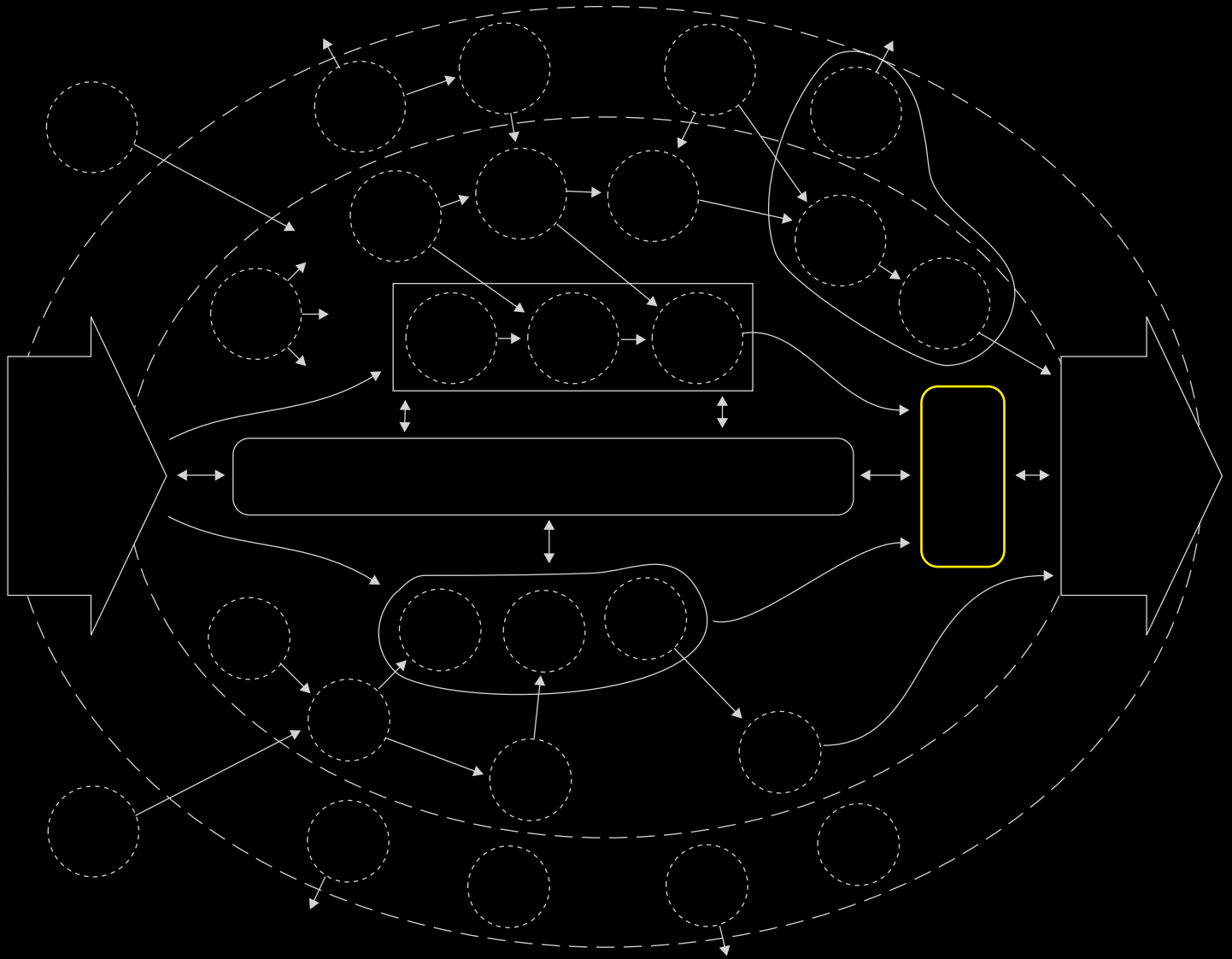
Each of these three tools encourage visual thinking: painting clear pictures in our minds of what we see our students being able to do; drawing maps to see how learning experiences are connected (or disconnected). And the visioning doesn’t stop there. The same tools help faculty envision capstone courses as culminating learning experiences, envision connections between general education requirements and intended learning outcomes, and envision quality standards for assessment of student work.

Throughout all of our research and work, *intense conversation* and *graphic visualization* have emerged as the two most powerful strategies for moving faculty into outcomes-based teaching and learning. Experience for yourself the power of visual thinking in these next few pages.





is for **AN INTEGRATING EXPERIENCE**



is for **CAPSTONE ASSESSMENT**

**Business Management Diploma Program  
Course Outcome Guide**

**Program:** Business Management Diploma Program

**Course:** Operations Management

Date Revised: Spring 200x

**Theme(s):** Team Collaboration; TQM; Contingency Planning

<p><b>Prerequisites</b></p> <ul style="list-style-type: none"> <li>• Required: 30 credits (10 courses) including at least two business courses, one of which must be either in management or organizational behavior.</li> <li>• Experience in making presentations of analysis work.</li> <li>• Work experience in a production or service oriented company.</li> </ul>	<p><b>Concepts and Issues</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Operations strategy</li> <li>• Production and service process</li> <li>• Tools and techniques for quality planning</li> <li>• Quality teamwork</li> <li>• Operations decisions</li> <li>• Competitive advantage</li> <li>• Master planning</li> <li>• Technology management/TQM</li> </ul> <p><b>Issues</b></p> <ul style="list-style-type: none"> <li>• TQM and organizational change</li> <li>• Functional leadership</li> <li>• Total quality and competitive advantage</li> <li>• Critical success factors</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Synthesize to solve problems.</li> <li>• Apply OM strategies and functions to work and business situations.</li> <li>• Analyze and make decisions regarding production and service quality control problems.</li> <li>• Research sources of technical and business information.</li> <li>• Organize ideas to achieve a specific purpose.</li> <li>• Apply oral, written and listening skills.</li> <li>• Function in a team environment.</li> </ul>	<p><b>Performance Tasks (Assessment)</b></p> <ul style="list-style-type: none"> <li>• Produce a written formal document analyzing and describing two companies.</li> <li>• Make an oral presentation that summarizes key facts.</li> <li>• Develop and submit a written planning report outlining strategies and methods to be used in achieving an end result.</li> <li>• Provide input and contribute to an online discussion.</li> <li>• Research and apply work experiences and examples to illustrate specific OM principles and practices.</li> <li>• Participate in, and contribute to, all class and team activities.</li> </ul>	<p><b>Intended Outcomes</b></p> <ul style="list-style-type: none"> <li>• Work as a member of a team to select, identify, define, illustrate and plan key operation practices for total quality management.</li> <li>• Improve business procedures through the application of basic principles of operations and total quality management.</li> <li>• Interpret and analyze company operations using qualitative principles of OM based on accessible information and data.</li> </ul>
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*What must the student understand to demonstrate the intended outcome?*

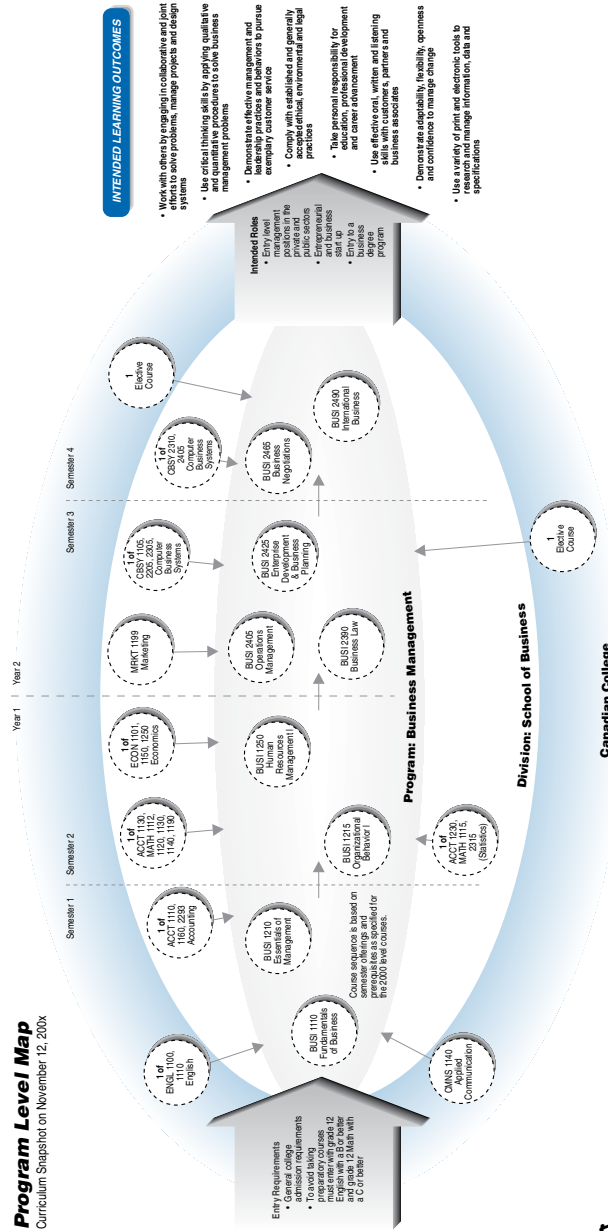
*What skills must the student master to demonstrate the intended outcome?*

*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"?*

**Product of Tool 2  
(course level)**

## Business Management Diploma Program Program Map



Product of Tool 3



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