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A Curriculum Integration Tool for Deans: The Concepts Integration Map

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Curriculum integration is an ideal theological school Faculties desire, and sometimes, strive for. Unfortunately, without intentional curriculum design, integration happens more by happenstance and serendipity than by well-crafted intent. Sometimes faculty members attempt occasional team teaching as a way to "integrate" learning. But those efforts tend to be more about team-TEACHING rather than integrative learning. Deans can help faculty members plan for integration across courses by helping them see the "big picture" of how the curriculum, as distributed among a semester's course offerings, looks like. Curriculum maps are a great way to help faculty members see the curriculum as a whole, and, as a unified and progressive "course of study," rather than individual unrelated courses.

Intentional programmatic integration helps mitigate the consequences of fragmentation in a "discipline silo-ed" curricular structure. "An integrated approach allows learners to explore, gather, process, refine and present information about topics they want to investigate without the constraints imposed by traditional subject barriers" (Pigdon and Woolley, 1992). With planning and purpose faculty members can help students integrate learning and see the interconnectedness and interrelationships between the curriculum areas. Rather than focusing on learning in isolated curriculum areas (courses), an integrated program of study designs learning around particular themes that are relevant to the students across the program of study. "In an integrated curriculum unit all activities contain opportunities for students to learn more about the content" (Pigdon and Woolley, 1992).

Here is one sample curriculum map that can help faculty members plan for integration: the

concepts integration map. This map will provide faculty members the ability to see how key concepts are distributed across courses during a semester. The map is simple: create the map in the form of a grid, listing the courses offered during the semester on the first column. Identify the weeks of the semester across the top on the first row. It's best to use a large format if you want to print the map (17"x11" is a good size for this). From the course schedule that appears in each course syllabus, plot the main concept or topic for each week on the chart.

CENTRAL GENERIC THEOLOGICAL SEMINARY Concepts Integration Worksheet: Fall 2013													
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	Sept 10-14	Sept 17-21	Sept 24-28	Oct 1-5	Oct 8-12	Oct 15-19	Oct 22-26	Oct 29-Nov 2	Nov 5-9	Nov 12-16	Nov 19-23	Nov 26-30	Dec 3-7
B1070	Hermeneutic Theory – Interpretation and the Locus of Meaning	Historical Criticism: Principles and Practice of Textual Criticism	Continued: Principles and Practice of Source Criticism	Continued: Principles and Practice of Source Criticism	Principles and Practice of Form Criticism	Continued: Principles and Practice of Redaction Criticism	New Literary Criticism: Principles and Practice of Narrative Criticism	Continued: Principles and Practice of Rhetorical Criticism	Continued: Principles and Practice of Rhetorical Criticism	Ideological Criticism: Principles and Practice of Marxist, Liberation and Feminist Criticisms	Continued: Principles and Practice of Post-Colonial Criticisms	Continued: Principles and Practice of Post-Colonial Criticisms	
B1091 B1092	Impressions of the Psalmists: A Study of Psalm 50; Mark 9:33-37	Numbers XI; Seeing Moses Plain: New Angles on James 5:13-20	The Ethics of Piety, Presumption and the Reception of Disaster in the Prologue of Job: Analysis of the Use of Psalm 80:6 in Hebrews 2:5-9	Little Historical Creed: The Temptation Narrative: A Study of the Use of Scripture by Early Christians	Isaiah 53 in the Pulpit: The Cross, Sacraments and Martyrdom: An Investigation of Mark 10:35-45	Salvation Achieved (Isaiah 61:1-7; 62:1-7; 65:17-66:2); Luke 24:1-11; Eusebius' "Pre-Sermon" Papers Begin	Your People Shall be my People: Family and Covenant in Ruth 1:16-17; Mark 12:38-34	"Whatever Happened in the Valley of Shinar?": Babel, Jerusalem and Yambol: Missiological Reflections on Genesis 11:1-9 and Acts 2:1-13	Song of Hannah: The Approach to God According to Heb 10:19-25	A Message of Hope from Daniel 7: The Politics of John: The Trial of Jesus in the Fourth Gospel	Sermon Presentations	Sermon Presentations	
B1511	The New Testament Text: The Christian Canon	The New Testament World: Interpreting the Gospels	Mark I; Mark II	Mark III	Matthew I; Matthew II	Matthew III; Matthew IV		Luke I; Luke II	Luke III; Luke IV	John I		John II; John III	Jesus' Mission I: Agent of God's Kingdom; Jesus' Mission II: Crucified-Risen Messiah
B1521	A Primer of Biblical Greek	A Primer of Biblical Greek	A Primer of Biblical Greek	A Primer of Biblical Greek	A Primer of Biblical Greek	A Primer of Biblical Greek	A Primer of Biblical Greek	A Primer of Biblical Greek	A Primer of Biblical Greek	A Primer of Biblical Greek		A Primer of Biblical Greek	A Primer of Biblical Greek
B1538 B1539	Mark 1:9-15; 40-45 (Gk); Mark 1:1-45/1:40-45 (Eng)	Mark 2:1-3/6/2:23-3/6;	Mark 3:7-4:34/4:1-20; Narrative Criticism	4:35-5:43/5:1-20; Feminist Criticism	6:1-8:21/7:24-30; Reader-Response Criticism	Mark 8:23-9:29/9:14-29; Deconstructive Criticism	Mark 9:14-29;	Mark 9:30-10:52/10:17-31; Social Criticism	Mark 11:1-12:44/12:13-17; Cultural Studies	Mark 13:1-37/13:14-17; Postcolonial Criticism		Mark 14:1-15:15/14:32-51	Mark 15:16-16:8
HT2111	The Story of Christianity	The Story of Christianity	The Story of Christianity	The Story of Christianity	The Story of Christianity	The Story of Christianity	The Story of Christianity	The Story of Christianity	The Story of Christianity	The Story of Christianity		The Story of Christianity	The Story of Christianity
HT2311	Christology: "Born Again into the Church," Against the Protestant Gnostics	On the Incarnation; Heresy	Trinity On the Incarnation; Worship, Community and the Trinitarian God of Grace	Worship, Community and the Trinitarian God of Grace	Pneumatology Worship, Community and the Trinitarian God of Grace; "Inclusive Language and the Trinity," Ministry and Mission; Julian of Norwich's Revelation of Love; Saint Basil the Great; On the Holy Spirit	Saint Basil the Great; On the Holy Spirit; Augustine, The Confessions, Book I	Soteriology Augustine, The Confessions, Book II-III	Augustine, The Confessions, Book IV-VIII; Exclusion, "Faith in God the Creator"; Heresy	Augustine, The Confessions, Book IX-X; Ecclesiology (Baptism, eucharist and ministry)	"Eucharist," "Remembering the Body: Baptism, Eucharist and the Politics of Disestablishment"; "Ordination: Why Pastors?" Pastor: The Theology and Practice of Ordained Ministry			
HT2410	Quest for Goodness and Happiness: To Judge or Not to Judge	Friendship and Community in the Christian Moral Life; Aging, Dementia and the Faith Community; Continuing the Journey of Friendship	Virtues and the Quest for Happiness	Narrative and the Moral Life	Narrative and the Moral Life	Freedom: Exploring a Dangerous Topic	False Steps on the Path to Happiness	Conscience and Prudence in the Moral Life; The Limits of Violence; The Mystery of Mercy	The Gift That Makes All Gifts Possible: Learning the Language of Love	Reimagining the World: Why the Happiness of One Demands Justice for All		Resident Aliens	
HT2610	N.T. MODELS FOR MISSION: Foundation, Aim, and Nature of Mission	New Testament as a Missionary Document	Missions as Discipleship-Making	Missions as Liberation; Philosophy of Mission	Philosophy of Mission in Luke/Acts	HISTORICAL PARADIGMS OF MISSION Paradigm in the Eastern Church	Paradigm in the Eastern Church	Medieval Church Missionary Paradigm; The Protestant Reformation Paradigm	The Enlightenment Paradigm; THEOLOGICAL PARADIGMS OF MISSION A CASE STUDY APPROACH TO CHRISTIAN MISSION	Mission as Missio Dei: "The Question of Missionary Calling"; "Judaism and Christianity"	"The Question of Multiple Wives"; "I was in Prison"; "I was the Only Way"; "You must purify this House!"	"I want to be a Priest"; "Missionary and Morality"; "Buddhism and Christianity"; "The Question of Syncretism"	"Islam and Christianity"; "The Question of Music"; "Hinduism and Christianity"; "Build Your Church Here"

Download Concepts integration worksheet

To help faculty members plan for integration, use the map as a tool to review what is being taught "across the board." Unless faculty members are aware of what all of the other faculty members are teaching in their courses---when, in what sequence, and to what end---it's not likely they can intentionally integrate learning for the students. Deans can guide faculty members to identify what other professors are covering three to four weeks prior, and three to four weeks after, their own course schedule topics. Encourage faculty members to identify points of integration during that span of four to eight weeks they can work on together. Faculty can integrate the teaching and learning experience by working together in courses to:

- Synchronize coverage of topics across the span of the semester
- Align or sequence coverage of concepts across course over several weeks
- Assign comparison and contrast of concepts and readings between courses
- Assign the same reading in different courses for different perspectives, applications, or purposes
- Schedule classes to meet together for selected class sessions

- Swap professors between courses to facilitate integration on particular topics
- Assign students to share, teach, or present in a different course in points of intersection.
- Assign joint or collaborative projects related to course concepts or topics with students in different courses

Intentional integration happens by design, and, requires identified demonstrable learning outcomes. Using the concepts integration map you can guide faculty members to more effectively embed program level learning outcomes related to integration in their courses. Working together, faculty members can include the same (embedded) integrative learning outcome in more than one course. Faculty members sincerely desire to realize integrated learning in the curriculum, often, they just lack the know-how for how to do so. Using tools like curriculum maps, Deans can help faculty members see "the big picture" of the curriculum as a "course of study" and can provide a tool to bring about integration of learning by design. Integration is too important a product of learning to leave to chance and serendipity.

<https://www.wabashcenter.wabash.edu/2013/09/a-curriculum-integration-tool-for-deans-the-concepts-integration-map/>