

INTERCOLLEGIATE FACULTY COLLABORATION & CURRICULUM ALIGNMENT FOR STUDENT SUCCESS

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UNIVERSITY OF
CENTRAL FLORIDA

STUDENT SUCCESS AND WELL-BEING

EMPOWERING EVERY STUDENT

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ABSTRACT

- UCF CURRICULUM ALIGNMENT WOULD LIKE TO HOST A FACULTY PANEL TO DISCUSS THE ROLE AND IMPACT OF INTERCOLLEGIATE COLLABORATION VIA CURRICULUM ALIGNMENT FOR STUDENT SUCCESS. UCF WORKS DIRECTLY WITH ADMINISTRATIVE LEADERSHIP AND DEPARTMENT FACULTY FROM ITS SIX PARTNER INSTITUTIONS OF THE DIRECT CONNECT TO UCF© PROGRAM, BY ACTIVELY ENGAGING FACULTY IN INTERSCHOOL DISCIPLINE WORKING GROUPS, CONTENT DISCUSSION, AND **COURSE-SPECIFIC PROBLEM SOLVING THROUGH IN-PERSON AND VIRTUAL INTERACTIONS**. THE COLLABORATION OF FACULTY DISCIPLINE EXPERTS AND ADVISING SUPPORT FACILITATES **DIRECT ATTENTION ON SHARED STUDENT LEARNING OUTCOMES AND CLEAR DEGREE PATHWAYS** FOR TRANSFER SUCCESS FROM THE STATE COLLEGES INTO THE UNIVERSITY. CURRICULUM ALIGNMENT FOSTERS A **SHARED PHILOSOPHY OF SUCCESS USING TRANSPARENT LINES OF COMMUNICATION AND INTERDISCIPLINARY RELATIONSHIPS BETWEEN FACULTY, DEPARTMENTS, PROGRAMS, AND ADVISING**. ADDITIONALLY, UCF CURRICULUM ALIGNMENT IS STRATEGICALLY EXPANDING ALIGNMENT DISCUSSIONS TO IMPACT MORE COURSES AND DISCIPLINES, THUS DIRECTLY INFLUENCING **ADDITIONAL SPACES FOR PROGRAM-TO-PROGRAM COMMUNICATION AND ALIGNMENT** WHICH ALSO SUPPORTS THE NEW SPECIALIZED ASSOCIATE IN ARTS TRANSFER (SAAT) DEGREES. THE SESSION WILL INCLUDE SURVEY RESULTS OF CURRENT PARTICIPANTS' PERSPECTIVES AND REPRESENTATIVE FACULTY ON A PANEL FROM ACROSS THE CURRICULUM ALIGNMENT PROGRAM. SUBJECTS DISCUSSED MAY INCLUDE **FACULTY ENGAGEMENT METHODS, COMMUNITIES OF PRACTICE, NETWORKING CURRICULUM NEEDS TO BUILD SUCCESS PATHWAYS, AND INTEGRATIVE TEACHING AND LEARNING ACROSS INSTITUTIONS** AT COURSE, DISCIPLINE, PROGRAM, AND ADMINISTRATIVE LEVELS. PANELISTS WILL SHARE METHODS TO COMMUNICATE CURRICULAR ISSUES TO STUDENTS ACROSS THE CONSORTIUM, AND RECOMMENDATIONS FOR OTHER FACULTY AND COLLEGIATE PROGRAMS TO IMPLEMENT THESE STRATEGIES.

AGENDA



Goals and Framework for Curriculum Alignment



Structure of Curriculum Alignment
(How it works)



Faculty Feedback Regarding Alignment



Panel Discussion



Q/A

WHY CURRICULUM ALIGNMENT

[HTTPS://CURRICULUMALIGNMENT.UCF.EDU](https://curriculumalignment.ucf.edu)



DirectConnect to UCF™



Statewide Course Numbering System



Achievement gaps between FTIC and Transfer



Learning Outcomes, Content/Skills, and Assessment Alignment



Faculty Turnover and Curriculum Drift (Johns-Boast, 2014)

THEORETICAL FOUNDATION: FRAMING CURRICULUM ALIGNMENT

Course-level curriculum alignment is critical to facilitate **seamless academic transition** from lower-level to upper-level courses and to eliminate curriculum gaps and redundancies (Abbot, 2014).

Curriculum alignment confirms **congruence** and **coherence** to the following:

Curriculum alignment allows **faculty**, who are experts in their respective fields of study, to **assess and discuss** each of the above aspect and ensure that curriculum is aligned (Anderson, 2010).

learning objectives or purposes;

content or learning experiences;

organization of these experiences in scope and depth; and

assessment or evaluation (Biggs 2012).

GOALS OF CURRICULUM ALIGNMENT



To synchronize core content and the competencies



To increase propensity of state college students completing relevant lower-level courses



To ensure that the competencies are sufficient for successful curricular progression

STRUCTURE



**7 INSTITUTIONS
& LOCAL HIGH
SCHOOLS**



**65 COURSES
IMPACTING
100+ MAJORS**



**12 DISCIPLINES:
BI-ANNUAL
MEETINGS**



**TRANSFER STUDENT
SUCCESS
PARTNERSHIP
CONFERENCE**

PROCESS

What Pieces Were Put in Place to Make Curriculum Alignment Work?



Who is involved?

Stakeholders:

Faculty, advisors, program coordinators, and administrators

Central Administration:

Three co-leads, a faculty fellow and an academic program coordinator.



What is involved?

Resources:

Teams' folder for collaboration, sub-channels for restricted access

Shared Information:

Syllabi, instructional resources, course descriptions spreadsheet, transfer student success data, and degree pathways

Curriculum Alignment MS Teams Site

The screenshot shows a Microsoft Teams interface for a channel named 'General'. On the left, a sidebar lists various teams, with 'UCFTeam-DirectConnect...' selected. The main area displays a document library with columns for Name, Modified, and Modified By. The documents are organized into folders by discipline.

Name	Modified	Modified By
Accounting	April 19, 2021	Teresa Dorman
Biology	April 19, 2021	Teresa Dorman
CA Conference	May 27, 2021	Farah Abass
Chemistry	April 19, 2021	
Combined Meetings	August 3, 2021	
Composition	April 19, 2021	
Computer Science	September 14, 2022	
Digital Media	January 30, 2022	

Curriculum Alignment Webpage:
<https://curriculumalignment.ucf.edu>

The screenshot shows the homepage of the Curriculum Alignment website. The main heading is 'Curriculum Alignment' with the tagline 'PARTNERSHIPS FOR STUDENT SUCCESS'. Below the heading is a navigation menu with links for HOME, ABOUT, DISCIPLINES, CONFERENCES, VIDEOS, and CONTACT US. A large photograph of a conference room with people seated at tables is visible. Below the photo, the word 'Alignment' is partially visible, followed by a paragraph of text.

The cover of the Curriculum Alignment Handbook features the 'DIRECT CONNECT TO UCF' logo at the top. The title 'Curriculum Alignment Handbook' is centered in a bold, black font. At the bottom, it reads 'University of Central Florida (c) 2016'.

Curriculum Alignment
Handbook (2023)

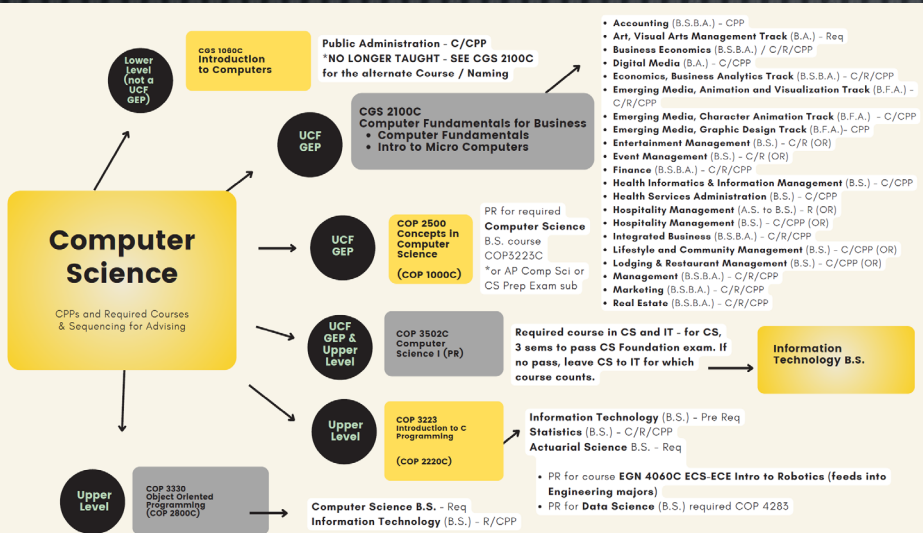
Course Information by Institution

Mathematics/Statistics Course Information									
Course	Details	CF	DSC	EFSC	LSSC	SSC	VC	UCF	
MAC 1105	Course	MAC 1105 3(3,0)	MAC 1105 3(3,0)	MAC 1105 3(3,0)	MAC 1105 3(3,0)	MAC 1105 3(3,0)	MAC 1105 3(3,0)	MAC 1105C 3(1,3)	
	Title	College Algebra	College Algebra	College Algebra	College Algebra	College Algebra	College Algebra	College Algebra	
	PR/CR	PR: MAT1033 or CML:40	PR: MPT or college prep course or dev exemption or MAT1033 w/C or	PR: MPT or MAT1033 w/C	PR: MPT or MAT1033 w/C	PR: MPT or MAT1033 w/C	PR: MPT or MAT1033 w/C	PR: MAT1033 w/C or MPT	PR: MPT or MAT1033 w/C
	Textbook	College Algebra (4th Ed) Beecher, Penna, Bittinger MyMathLab	Textbook: College Algebra, 4th Edition by Ratti, McWaters, and Skrzypek MyMathLab (Stand Alone Student Access Kit)	Essentials of College Algebra; 12th Edition Author(s): Lial, Hornsby, Schneider, Daniels ISBN-13: 978-0134697024	eText College Algebra (3rd Ed) Trigsted MyMathLab	College Algebra Essentials Mymathlab 6TH 22	College Algebra, Sullivan, 11th edition. MyLab Math access	College Algebra (4th Ed) Lial, Hornsby, Schneider, Daniels MyMathLab	
	Notes								

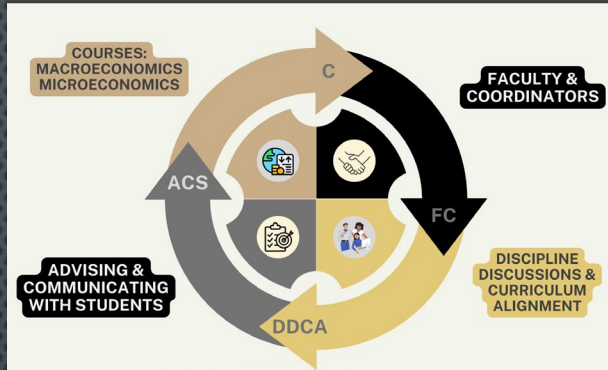
Course Topics, Subtopic and Learning Outcomes

Last Reviewed/Updated: 8/28/20					
PHY 1/2048 Physics with Calculus I			Type: M=Mandatory O=Optional V=Overview R=Review	Relevance of Physics topic to student learning in identified course <i>L = Low; M = Medium; H = High</i>	
Topics	Sub Topics			EGN 3310	EGN 3321
MEASUREMENT AND VECTORS	Standard units (SI) - basic and derived units.		M	H	H
	Vector operations - analytical and graphical solutions		M	H	H
	Distinguish between scalar and vector		M	H	H
	Curves, tangents to curves, vector field		M	H	H
	Dot and cross product		M	H	H
MOTION	Kinematics - instantaneous and average velocity, acceleration, speed.		M	L	H
	Types of motion-Circular, harmonic, linear, projectile, 2-and-3 dimensional, rotational.		M	L	H
	Graphical representation of motion		M	L	H
	Simple harmonic motion		M	L	H

Connecting Degree Pathways & Advising for the Majors



ALIGNING ECONOMICS PATHWAYS FOR STUDENT SUCCESS



IMPACT OF MACRO & MICRO ECONOMICS FOUNDATION COURSES

BY COLLEGES AT UCF

COLLEGE OF ENGINEERING AND COMPUTER SCIENCE (CECS)

- Information Technology (B.S.)

COLLEGE OF COMMUNITY INNOVATION AND EDUCATION (CIE)

- Health Services Administration (B.S.)
- Nonprofit Management (B.A. or B.S.)
- Public Administration (B.A. or B.S.)
- Secondary Education, Social Science Education Track (B.S.)
- Social Work (B.S.W.)

COLLEGE OF BUSINESS (CB)

- Accounting (B.S.B.A.)
- Business Analytics (B.S.B.A.)
- Business Economics (B.S.B.A.)
- Economics (B.S.)
- Finance (B.S.B.A.)
- Integrated Business (B.S.B.A.)
- Management (B.S.B.A.)
- Marketing (B.S.B.A.)
- Real Estate (B.S.B.A.)

ROSEN COLLEGE OF HOSPITALITY MANAGEMENT (ROSEN)

- Entertainment Management (B.S.)
- Event Management (B.S.)
- Hospitality Management (A.S. TO B.S.) Track (B.S.)
- Hospitality Management (B.S.)
- Lodging & Restaurant Management (B.S.)
- Senior Living Management (B.S.)
- Lifestyle and Community Management (B.S.)
- Theme Park & Attraction Management (B.S.)

COLLEGE OF UNDERGRADUATE STUDIES (CUGS)

- Environmental Studies (B.S.)

COLLEGE OF SCIENCES (CS)

- Actuarial Science (B.S.)

ECONOMICS CURRICULUM ALIGNMENT

At UCF, the ECO2013 & ECO2023 courses are part of the Integrative General Education Program Social Foundation - Group 10.

Direct Connect Partners may have different GEP Core Areas for these courses -OR- may not offer ECO2023 based on department and institutional needs. This may present a pathway challenge for students in certain majors/CPP requirements.

Identify Discipline & Major Needs

SPEECH

Communication as Integrative GEP Foundation

- Students will prepare to become successful writers, speakers, and producers of digital materials in the academic, civic, and professional worlds. This part of the GEP helps students critically read texts, develop effective oral and written communication strategies, and practice working with and creating multi-modal texts. Courses stress the importance of conducting systematic research in order to synthesize information and to present findings in rhetorically and stylistically appropriate ways for a range of audiences, purposes, forums, and occasions.

FUNDAMENTALS OF ORAL COMMUNICATION
C/R/CPP: **SPC 1608**

FUNDAMENTALS OF TECHNICAL PRESENTATIONS
C/R/CPP: Advertising/Public Relations (B.A.) OR Journalism (B.A.) OR

COMMUNICATION THEORY AND ITS APPLICATION TO PREPARING AND DELIVERING PUBLIC SPEECHES

COMMUNICATION THEORY AND ITS APPLICATION TO PREPARING AND DELIVERING TECHNICAL INFORMATION IN PUBLIC SPEAKING SITUATIONS

SPC 1602

In many STEM pathways, requirements for senior design and laboratory reports emphasize the need for technical presentation skills. Discipline experts in the majors noted as Preferred encourage students to complete Fundamentals of Technical Presentations for stronger preparation for degree success.

PREFERRED

- Business Economics (B.S.B.A.)
- Career and Technical Education (B.S.)
- Computer Science (B.S.) OR
- Information Technology (B.S.) OR
- Materials Science and Engineering (B.S.M.S.E.) OR
- Secondary Education, Mathematics Education Track (B.S.)
- Secondary Education, Science Education Biology (B.S.)
- Secondary Education, Science Education Chemistry Track (B.S.)
- Secondary Education, Science Education Physics Track (B.S.)
- Secondary Education, Social Science Education Track (B.S.)
- Sustainability (B.A.) OR
- Aerospace Engineering (B.S.A.E.) (B.S.)
- Biomedical Sciences (B.S.)
- Biomedical Sciences - Neuroscience Track (B.S.)
- Biomedical Sciences, Pre-Medical Track (B.S.)
- Biotechnology (B.S.)
- Chemistry (B.A.)
- Civil Engineering (B.S.C.E.)
- Computer Science (B.S.) OR
- Construction Engineering (B.S.Con.E)
- Environmental Engineering (B.S.Env.E.)
- Forensic Science, Biochemistry Track (B.S.)
- Forensic Science, Chemistry Track (B.S.)
- Industrial Engineering (B.S.I.E.)
- Information Technology (B.S.) OR
- Integrated Sciences (& Technology) (B.S.)
- Materials Science and Engineering (B.S.M.S.E.) OR
- Mechanical Engineering (B.S.M.E.)
- Molecular Microbiology (B.S.)
- Physics (B.A.)
- Physics (B.S.)
- Sustainability (B.A.) OR

CDM 1000 (CDM2600) - PREFERRED
Photography A.S. to B.S.

Accounting: CPP Pathways

ACG2021 Principles of Financial Accounting	ACG2071 Principles of Managerial Accounting	ECO2013 Macroeconomics	ECO2023 Microeconomics
<p>C/R/CPP:</p> <ul style="list-style-type: none"> Accounting (B.S.B.A.) Business Economics (B.S.B.A.) Economics, Business Analytics Track (B.S.B.A.) Entertainment Management (B.S.) Event Management (B.S.) Finance (B.S.B.A.) Health Informatics & Information Management (B.S.) Hospitality Management (A.S. to B.S.) Hospitality Management (B.S.) Integrated Business (B.S.B.A.) Lifestyle and Community Management (B.S.) Lodging & Restaurant Management (B.S.) Management (B.S.B.A.) Marketing (B.S.B.A.) Real Estate (B.S.B.A.) Theme Park & Attraction Management (B.S.) 	<p>C/R/CPP:</p> <ul style="list-style-type: none"> Accounting (B.S.B.A.) Business Economics (B.S.B.A.) Economics, Business Analytics Track (B.S.B.A.) Health Informatics & Information Management (B.S.) Hospitality Management (A.S. to B.S.) Hospitality Management (B.S.) Integrated Business (B.S.B.A.) Management (B.S.B.A.) Marketing (B.S.B.A.) Real Estate (B.S.B.A.) Theme Park & Attraction Management (B.S.) 	<p>C/R/CPP:</p> <ul style="list-style-type: none"> Accounting (B.S.B.A.) Economics, Business Analytics Track (B.S.B.A.) Hospitality Management (A.S. to B.S.) OR Hospitality Management (B.S.) OR Integrated Business (B.S.B.A.) Management (B.S.B.A.) Marketing (B.S.B.A.) Real Estate (B.S.B.A.) Theme Park & Attraction Management (B.S.) 	<p>C/R/CPP:</p> <ul style="list-style-type: none"> Accounting (B.S.B.A.) Economics, Business Analytics Track (B.S.B.A.) Hospitality Management (A.S. to B.S.) OR Hospitality Management (B.S.) OR Integrated Business (B.S.B.A.) Management (B.S.B.A.) Marketing (B.S.B.A.) Real Estate (B.S.B.A.) Theme Park & Attraction Management (B.S.)

HFT2401 Hospitality Industry Financial Accounting

Required Course in Majors
Below Can Substitute ACG2021 for that credit earned at Direct Connect institutions:

- Economics, Business Analytics Track (B.S.B.A.)
- Entertainment Management (B.S.)
- Event Management (B.S.)
- Hospitality Management (A.S. to B.S.)
- Hospitality Management (B.S.)
- Lifestyle and Community Management (B.S.)
- Lodging & Restaurant Management (B.S.)
- Theme Park & Attraction Management (B.S.)

R: Actuarial Science (B.S.)

FACULTY FEEDBACK



Shared resources and artifacts



Course coordination as integral to alignment process



Shared commitment to transfer student success



Respect for academic freedom and institutional missions

PANELISTS



Tommy Minton
SSC, Math, CA
Coordinator

Kristina Tollefson
UCF, Theatre



Jeff Reinking
UCF, Accounting



Max Nagiel
DSC, Accounting/
Economics

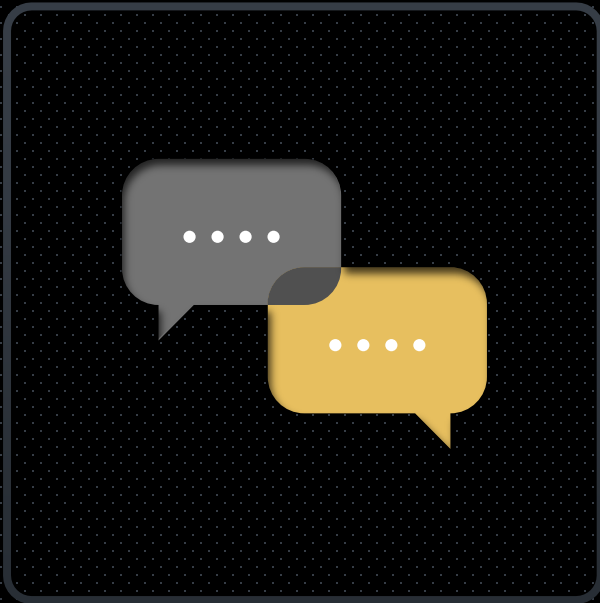
Rachid
Ait Maalem Lahcen
UCF, Mathematics



Amanda Norbutus
VC, Chemistry



MEET OUR PANELISTS



- **TELL US ABOUT YOURSELF, NAME OF YOUR INSTITUTION, AND HOW LONG YOU HAVE ENGAGED IN CURRICULUM ALIGNMENT**
- **WHAT COURSES DO YOU TEACH WHICH ARE INCLUDED IN CURRICULUM ALIGNMENT DISCUSSIONS FOR YOUR DISCIPLINE?**

PANEL QUESTIONS:

1. **WHAT DO YOU SEE AS BENEFITS OF CURRICULUM ALIGNMENT? WHY DO YOU ENGAGE IN CURRICULUM ALIGNMENT?**
2. **HOW HAS CURRICULUM ALIGNMENT BENEFITED YOUR STUDENTS?**
3. **WHAT KIND OF TOPICS DO YOU COVER IN CURRICULUM ALIGNMENT?**

Q/A

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ANDERSON, L.W. (2010). CURRICULAR ALIGNMENT: A RE-EXAMINATION. *THEORY INTO PRACTICE*, 41(4), pp. 255-260

BIGGS, J. (2014). CONSTRUCTIVE ALIGNMENT IN UNIVERSITY TEACHING. *HERDSA REVIEW OF HIGHER EDUCATION*, 1, 5-22.

CURRICULUM ALIGNMENT WEBSITE [HTTPS://CURRICULUMALIGNMENT.UCF.EDU/](https://curriculumalignment.ucf.edu/)

HIDDEN CURRICULUM (2014, AUGUST 26). IN S. ABBOTT (ED.), THE GLOSSARY OF EDUCATION REFORM. RETRIEVED FROM [HTTP://EDGLOSSARY.ORG/HIDDEN-CURRICULUM](http://edglossary.org/hidden-curriculum)

JOHNS-BOAST, L. (2014, AUGUST). CURRICULUM DRIFT: A MULTI-DIMENSIONAL PERSPECTIVE. 2014 AAEE CONFERENCE, WELLINGTON NEW ZEALAND. [HTTP://WWW.AAEE2014.ORG/](http://www.aaee2014.org/)