

THE ACADEMIC COURSE SUPERVISOR

GOALS

1. To state academic ways, means, and responsibility for educational intellectual enhancement and course alignment.
2. To state the positive academic role and contribution of the Academic Course Administrator.
3. To remind educators of the possibility of student efforts and communication that tend to diminish collaborative, unified, and quality course work progression.

Qualified students arrive at the higher education setting and often commit themselves to the higher education realm for the purpose of seeking a specific course of intellectual understanding and skills. Academic educators of specific and different (often difficult) academic disciplines commit themselves to providing educational courses/pathways that assist in the student's attainment of challenging educational outcomes.

HORIZONTAL CURRICULUM ALIGNMENT

Horizontal Curriculum Alignment is an academically known title given to courses for a student's *overall progression* of academic education and experiences.

The specific requirements of *Horizontal Curriculum Alignment* are:

1. Assurance of academic teaching equity and quality
2. Timely presentations and progression of determined and required academic content, knowledge, and skill for the purpose of supporting a student's major academic course of study
3. Grading fairness
4. Instructor coordination and collaboration of course content between different courses to demonstrate shared educational standards and expected student outcomes
5. Compliance with expected and approved educational standards
6. Educational and teaching guidance of content and process for instructors

The result is a student's academic success of a particular academic discipline enhanced by different learning approaches, skills, styles, and experiences related to a student's academic course of study.

GOALS AND POSITIVE OUTCOMES OF HORIZONTAL CURRICULUM ALIGNMENT

The education and learning experiences for students are related to coordinated and successful instructor teaching that results in specific student learning *regardless of the teaching style*. Successful educational outcomes/results of Horizontal Curriculum Alignment are evidenced by managed educational outcomes of required knowledge and skills related to academic performance expectations and requirements.

Horizontal Curriculum Alignment outcomes are enhanced, monitored, and controlled by educational concepts that challenge:

1. Academic equity related to timely progression of determined academic content and grading fairness
2. Faculty coordination, collaboration, and compliance between courses for the purpose of demonstrating behaviors that exhibit shared educational standards and expected student outcomes
3. Educational guidance for academic instructors who teach courses that direct/guide the consistency and harmony between specified course knowledge and skills

The result of Horizontal Curriculum Alignment is the student's enhanced assurance of required information and skills that promote student academic success!

THE SPECIFIC ROLE OF AN ACADEMIC COURSE SUPERVISOR IN HORIZONTAL CURRICULUM ALIGNMENT

The Academic Course Supervisor's role of an academic department/program is designed to help student learning by assuring synchronized course content that promotes educational consistency, conformity, and calendar timeliness with the student's learning needs. This shared educational synchronization of teaching efforts by selected course instructors of specific course content and timely presentation(s) helps to prepare and promote relevant knowledge and/or skills related to the necessary learning in the student's academic profession of choice. The result is the promotion of optimum same-level learning and shared learned skills, concepts, and information by students of the same academic profession of choice.

Some of the most common academic courses requiring similar instruction and timing between different instructors and/or courses to enhance student concentration, learning, and application of specific content are mathematics, history, communication skills, and a

host of other courses that promote a student's specific and timely overall academic program success.

The intended goal of each academic faculty member teaching the same educational course by title or content is to *participate in specific course synchronization and at the same academic level*. The harmony between courses determines successful academic outcomes.

This coordinated and shared educational endeavor between educators of a specific discipline of study prepares all involved students for meeting academic requirements. Collaborative instructor techniques, agreed upon progression of course specifics, content, and grading criteria encourages student successful outcomes in the requirements of the student's desired profession.

Controlled and instructor-shared standards of specific course content, progression, and grading help prevent student attempts of student manipulation. There are times of student sharing as to specific instructors who are "easy" or "best." The student's shared perception can diminish the intended control and equality of educational quality and standards.

Unity in faculty and course content meeting required progressive learning standards promote excellence, student success, and faculty comradery. This educational success is the outcome of academic guidance and cooperation between educators to mutually support student academic learning.

Successful collaborative and coordinated teaching are the outcome of intensive educational guidance by an Administrative Course Supervisor.

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