Passed by the Core Curriculum Advisory Committee on March 5, 2019

Motion

The Core Curriculum Advisory Committee (CCAC) recommends the following to the Faculty Senate:

1. that the framework for the REAL model be approved,
2. that the rollout of the REAL program take place in Fall 2020, subject to reaffirmation of the deadline by the Faculty Senate in response to an Implementation Report submitted to the Faculty Senate by Monday, September 16, 2019,
3. that implementation include adequate resources,
4. that implementation lead to the development of policies, procedures, and support for the creation of multidisciplinary majors/minors,
5. that a study be initiated of how the distribution of credit hours will be impacted,
6. that the administration recognize second majors and minors for program viability, and
7. that general education foundational knowledge be clearly mapped to the REAL model.

Rationale

1. Approval of REAL framework:

   A serious problem with the current Core Curriculum model is student perception of general education requirements as arbitrary and dissociated from their programs of study. The Core Curriculum model attempts to provide coverage of important content and skill areas by requiring students to pick from courses sorted into categories, but this check-off approach may result in a lack of coherence and depth. Regardless of the actual rationale underlining the Core Curriculum model, for many students general education has devolved into boxes that they must check off in order to get at their "real" coursework.

   The proposed model provides that REAL will be integrated into majors and minors. By definition, all learning goals, objectives, and outcomes will be connected to knowledge and skills that students are acquiring in the context of a series of articulated courses.

2. Date of implementation: The implementation of the previous model was compromised by its haste, with denials of requests for an additional year's delay or for a pilot program instead of a full rollout. Given the lessons learned from the implementation of the prior model, a postponement of the desired implementation in Fall of 2020 should be considered if significant components will not be in place in time for a substantially smooth rollout.

   Once the Faculty Senate approves the new model, the process for implementation has been substantially streamlined via new Internal Governance curriculum pathways. Regarding the General Education Program writ large, "proposals for changes in mission, framework, goals, menu of courses, CORE courses or learning outcomes, including

SCHEV mandated additional learning outcomes" must go through the Core Curriculum Advisory Committee to the Faculty Senate Curriculum and then to the Faculty Senate and then finally to the Provost (Flowcharts for Academic Affairs [PDF]; see p. 8). In terms of timeline, mission and framework are being addressed in the current REAL proposal, and goals and outcomes will be addressed following the approval of the proposal. If sufficient resources, including faculty hours, are made available for a concentrated effort to write goals and outcomes, it is feasible for them to be presented to the Faculty Senate early in Fall 2019.

Regarding another element mentioned under the General Education pathways—the "menu of courses"—the need for Faculty Senate approval arguably will no longer apply because the menu model will be eliminated by the REAL model. Similarly, the CORE-prefixed courses will require no Faculty Senate action once the REAL model is approved.

A multitude of tasks may be required for a successful rollout.

Assuming that goals and outcomes will be developed for each of the REAL categories by the Fall of 2019, some or all of the following may still need to take place before the rollout:

➢ Identification of current majors and minors that may be candidates for inclusion in REAL, revision of current majors and minors, identification of current courses that may be candidates for inclusion in REAL, revision of current course syllabi to incorporate outcomes and objectives, creation of new courses, creation of new minors within departments, creation of new interdisciplinary minors, creation of assessment plans, changes to catalog;
➢ Identification of current courses that are candidates for writing intensive (W) designation, revision of current course syllabi that are candidates for W designation, faculty development for W courses;
➢ Faculty development for REAL model as a whole;
➢ Revision of advising sheets for majors and minors, revision of Degree Works, training for academic advisors, revision of Quest program, training for Quest staff; and
➢ Identification and fulfillment of resource and staffing needs.

Sufficient progress must be made so that the REAL model can be adequately described to prospective and admitted students, keeping in mind that the recruitment process for Fall 2020 gets underway in Fall 2019; and one crucial deadline would be the date by which the Registrar must receive course schedules for Fall 2020. At this point, courses should have received REAL and W designations.

Because of the above considerations, CCAC recommends that the rollout of the REAL program take place in Fall 2020, **subject to reaffirmation of the deadline by the Faculty Senate in response to an Implementation Report submitted to the Faculty Senate by Monday, September 16, 2019.**

3. Resources for REAL implementation:

   A successful rollout of a new general education program requires a significant investment of faculty and staff time and effort, especially in a case like this, in which the new model is substantially different from the previous one. In lieu of explanation, we refer to Rationale Item 2 above. CCAC therefore recommends that the University invest the resources to support faculty and staff involvement in implementation. This support may take many forms: e.g., summer stipends for individuals working on developing goals and outcomes, support for summer stipends or reassigned time for individuals working on the development of multidisciplinary courses or programs, support for department retreats, and support for reassigned time so that each department may be able to designate an individual who may, for example, liaise with implementation bodies, represent the department at REAL-related workshops and orientations, coordinate course and program revisions, and coordinate and contribute to training.

4. Development of policies and procedures for the creation of multidisciplinary majors/minors:

   The REAL model offers an opportunity for innovation in many respects, including the potential for the creation of multidisciplinary majors/minors. To capitalize on this opportunity, however, the university may need to clarify policies and procedures governing the creation of such majors/minors and to consider adopting steps that incentivize department participation.

5. Necessity for data collection, analysis, and continuing recommendations

   Replacement of the Core Curriculum by the REAL model may have an impact on the distribution of credit hours and on resource allocation.

6. Recognition of second majors and minors

   Replacement of the Core Curriculum may have an impact on the perceived viability of programs.

7. General education foundational knowledge

   A general education program should provide opportunities for students to become familiar with foundational knowledge across the curriculum.

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