

19-20.03: Motion to Recommend Creation of the REAL Council

Referred by: Faculty Senate Executive Committee

MOTION:

The Faculty Senate recommends the establishment of the REAL Council as outlined in the REAL Council Proposal.

The Faculty Senate recommends the establishment of the REAL Council, as outlined in the REAL Council proposal, to be added to the Academic Governance document as a new academic governance committee.

RATIONALE:

This proposal would immediately establish an academic governance committee, the REAL Council to oversee REAL curriculum at Radford University. The initial function of the REAL Council is to establish procedures for program alignment to the REAL curriculum. The Council's continued functions are to maintain program alignment and ensure REAL curriculum quality. Elections of initial members will occur within two weeks of final approval.

Although the "General Education Administrator" is ambiguous, it is assumed that such a position will exist in the future. Until an administrator is identified for the REAL program, the Interim Director of Core Curriculum will serve in this role.

*Supporting Document:

REAL Council Proposal

Membership:

- A. 2 faculty from each undergraduate college– (staggered 3 year terms)
- B. General Education Administrator - non-voting
- C. 2 undergraduate students - non-voting, appointed annually by Student Affairs
- D. ~~Executive Director of Faculty Development – non-voting~~
- E. Representative from Institutional Effectiveness & Quality Improvement - non-voting

Faculty members are elected by their respective undergraduate colleges. Nominations for faculty members must be received by colleges no later than close of business on Friday of week 10 of the spring semester. Voting must conclude no later than the close of business on Friday of week 12 with the results being communicated to the Provost during week 13 of the of spring semester. In the case of faculty membership vacancies, new members would be elected by their college to fulfill the remainder of the original terms.

Charges:

A. Interim Charges: (To be addressed prior to the launch of REAL curriculum)

- I. Develop a schedule for REAL Council review of campus-wide assessment for fulfillment of REAL knowledge areas and Cornerstone and Foundation courses.
- II. Establish competency criteria to meet learning outcomes in REAL studies minors.
- III. Establish minimum benchmarks for students achieving competencies in the REAL areas, Foundation and Cornerstone courses in consultation with the Office of Institutional Effectiveness and Quality Improvement.
- IV. Liaise with administrative units and/or committees to identify appropriate procedures and infrastructure to support interdisciplinary and multidisciplinary courses, majors, minors, and certificates.
- V. Partner with the Executive Director of Faculty Development to identify strategies to support faculty development related to the REAL curriculum.

B. Standing Charges

- I. Review and make recommendations to Faculty Senate about the learning goals and outcomes for REAL knowledge areas and Cornerstone and Foundation courses.
- II. Review, maintain, and administer process, procedures, timeline, competency criteria, and templates for REAL designations of courses.
- III. ~~Review Approve~~ proposals for REAL course designations (~~approval authority~~).
- IV. Review, maintain, and administer process, procedures, timeline, and templates for REAL alignment of majors, minors, and certificates.
- V. ~~Review Recommend approval of~~ REAL proposals for majors, minors, and certificate alignment (~~recommendation authority~~).
- VI. Review ~~and approve~~ proposals for courses to fulfill Foundation ~~al~~-course requirements within the REAL curriculum (~~approval authority~~).
- VII. ~~Review and approve~~ course proposals for ~~Writing~~ Intensive course designation within the REAL curriculum (~~approval authority~~).

- VIII. Review ~~and approve~~ proposals for courses to fulfill Personal and Professional Development area within the REAL curriculum (approval authority).
- IX. Annually review programming activities approved by the General Education Administrator to fulfill the Personal and Professional Development area.
- X. Periodically review assessment results related to REAL learning goals and outcomes for degree majors, minors, and certificates and make subsequent recommendations to Faculty Senate Executive Council.
- XI. Partner with the Executive Director of Faculty Development to identify strategies to support faculty development related to the REAL curriculum.
- XII. Review an annual report on the status of General Education (could include, but is not limited to, information such as: progression to degree, resource capacity and concerns, student impact, and advising support), compiled by the General Education Administrator, and make subsequent recommendations to Faculty Senate Executive Council.
- XIII. On an annual basis, review report, provided by the General Education Administrator, that details updates and changes to REAL major, minor, and certificate alignment and course designations and rotations from departments, and make subsequent recommendations to Faculty Senate Executive Council.

Designated Administrator: Provost

OPERATING RULES:

- Offering departments decide criteria or standards for determining whether students have successfully achieved learning outcomes for courses (including Foundational and Cornerstone courses), majors, minors, and certificates.
- Course designation decisions can be appealed to the Faculty Senate Curriculum Committee for recommendation to Faculty Senate, which has final approval.
- The review process for course designations and major, minor, and certificate alignment occurs as part of academic program review.

Terms

Alignment: Documentation of how major, minor, and certificates will fulfill REAL areas.

Benchmark: The desired level of performance that represents success at achieving learning outcomes

Cornerstone Course: Writing intensive and Personal and Professional Development courses

Criteria: Standards for determining whether students have successfully achieved learning outcomes

Department: Department, schools, or committee coordinating an interdisciplinary or multidisciplinary program

Designation: Fulfillment of REAL and/or Cornerstone areas by a course

Foundation Courses: Essential math and essential writing courses

Templates: For programs, template must include which courses fulfill REAL areas. For courses, templates must include plans for how learning goals and outcomes related to REAL curriculum are addressed.

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