

Motion for Ensuring Breadth in the REAL Curriculum

Modify the REAL General Education Model as follows: enable a major, minor, or certificate to cover only one area of REAL; students complete the four areas by completing a major, by completing a minor (or a second major) outside of the department housing the (first) major, and by completing two courses (minimum of six credit hours) designated in each of the other two areas with these courses coming from departments not housing the (first) major or the minor (or second major), one of the courses designated as GE (for R, E, and A), and one of the courses for each letter being at the 300 level.

Modify the REAL General Education Model as follows: delete the REAL Studies Minors.

These modifications will be in place for the 25-26 Catalog. Alongside these modifications will come an immediate moratorium on approving new or changing course designations and program alignments to last until the 27-28 Catalog. This moratorium will not apply to any changes necessary for the purposes of accreditation.

Rationale: This idea maintains a strength of REAL: leveraging the strength of our programs to achieve fundamental learning outcomes. At the same time, it responds to shortcomings of REAL. Most importantly, it responds to the danger that REAL is causing a decline in breadth of study for many students. Because students who choose to satisfy REAL area requirements outside their major(s) and minor(s) can now choose two (or three) courses from the menu of designated courses in the area, the REAL Studies minors (which require choosing five courses) will no longer be needed and should be eliminated both to simplify the curriculum and to ease assessment. The moratorium will simplify the process of implementing this change and will simplify the curriculum by introducing a period of stability.

Logistics:

To identify their single-letter designation, programs will select a single letter from those already used in designating the program.

In consultation with OIEQI, the general education task force has determined that the current assessment model would be sufficient for assessing this model.

The current transfer table will need to be reevaluated to align with this revision.

The general education task force recommends working with the Transfer Team to determine necessary revisions to the table.