

Motion 19-20.04: Motion to Approve the REAL Learning Goals and Outcomes, as Recommended by the REAL Curriculum Planning Committee

Referred by: Faculty Senate Executive Committee

MOTION:

The Faculty Senate approves the REAL learning goals and outcomes, as recommended by the REAL Curriculum Planning Committee (RCPC).

RATIONALE:

In response to the charges given by the Faculty Senate in Spring 2019, the RCPC has submitted recommendations in the supporting document to this motion.

Foundational Course Learning Goals and Outcomes

Foundational Math:

Learning Goal: To apply the tools of mathematics to conceptualize and solve problems in everyday life.

Learning Outcomes:

1. Students translate information among various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
2. Students successfully solve problems using appropriate mathematical tools.
3. Students draw appropriate conclusions based on mathematical evidence.

Foundational Writing:

Learning Goal: To develop a student's understanding of the principles and elements of effective written communication through applied practice, self-evaluation, and revision.

Learning Outcomes:

1. Students employ reading strategies to facilitate written communication.
2. Students engage in the recursive writing process, including pre-writing, drafting, revising, editing, and proofreading to improve written communication.
3. Students use appropriate vocabulary, mechanics, grammar, and style.

REAL Area Learning Goals and Outcomes

R (Scientific and Quantitative Reasoning) Area:

Learning Goal: To apply scientific and quantitative reasoning to questions about the natural world, mathematics, or related areas.

Learning Outcomes:

1. Students apply scientific and quantitative information to test problems and draw conclusions.
2. Students evaluate the quality of data, methods, or inferences used to generate scientific and quantitative knowledge.

E (Humanistic or Artistic Expression) Area

Learning Goal: To explore humanistic or artistic expression through inquiry or creativity.

Learning Outcomes:

1. Students demonstrate understanding of diverse ideas, languages, products, or processes of humanistic inquiry or artistic expression.
2. Students critically evaluate, synthesize, or create forms of human expression or inquiry.

A (Cultural or Behavioral Analysis) Area

Learning Goal: To examine the context and interactions of culture(s) and/or behavior(s)

Learning Outcomes:

1. Students describe behaviors, beliefs, cultures, social institutions, and/or environments.
2. Students analyze the interactions of behaviors, beliefs, cultures, social institutions, and/or environments.

L (Applied Learning) Area

Learning Goal: To explore professional practice through the application of knowledge, skills, and critical reflection.

Learning Outcomes:

1. Students apply acquired knowledge and skills to develop professional identity or professional practice.
2. Students critically reflect on their learning, abilities, experiences, or role within professional contexts.

Cornerstone Course Learning Goals and Outcomes

Writing Intensive Designation:

Writing intensive course conditions:

- Courses substantially integrate sole-authored student writing within the course objectives and assessments.
- Courses use discipline-specific reading strategies to facilitate effective written communication.

- Courses engage students in a recursive writing process that includes revision supported by consistent, detailed instruction and the incorporation of feedback.

Learning Goal: Through instruction and feedback, students become more adept at producing appropriate and effective written work.

Learning Outcomes:

1. Students demonstrate proficiency in the writing conventions of a discipline.
2. Students communicate through writing their understanding of disciplinary content and/or texts.

Personal and Professional Development:

Learning Goal: To prepare students for lifelong success, students explore an area of physical, social, emotional, financial, scholarly, spiritual, cultural, and/or professional development.

Learning Outcomes:

1. Students identify a personal or professional goal(s) through engagement in activities or coursework.
2. Students reflect on their progress in achieving a personal or professional development goal(s), including how it affects themselves and/or those around them.

Rationale: The REAL Curriculum Planning Committee was given the charge to develop learning goals and outcomes for the REAL areas and foundational and cornerstone courses to support course designation and program alignment with the model of general education.

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