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# REAL Planning Guide

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The First Step to Getting REAL.

Traditional 'menu-based' General Education:  
Hit targets using individual courses from menus.

REAL Curriculum:  
Hit targets using degree programs  
(the right combination of majors/minors).

The same targets are hit; however, this approach becomes more efficient as we are using the knowledge and skills



## Designating Courses

Designations for individual courses include:

FW – Foundational Writing

FM – Foundational Math

R – Quantitative and Scientific Reasoning

E – Humanistic or Artistic Expression

A – Cultural or Behavioral Analysis

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## LEARNING GOALS, OUTCOMES AND CONDITIONS

Designation	Learning Goals	Learning Outcomes	Conditions
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FW

## Assessing

Now is a great time to update and innovate when it comes to assessment practices. When you claim an area or requirement in the REAL Curriculum, you will need to collect artifacts for assessment purposes. Evaluating the artifacts to ensure your students are meeting the learning goals and outcomes is paramount to your continued success, so it is important to do it effectively and efficiently.

Many faculty are used to collecting artifacts from activities done within a specific class (task X in class Z covers learning outcome Y, so task X is used for assessment). This option is always available, but other options now also exist. Don't forget, *PROGRAMS* cover areas and requirements! While covering an area or requirement partially involves declaring a set of relevant courses, you can collect assessment artifacts from many other places in your program (as long as it is done somewhere).

Some basic tips and ideas...

It's ideal to collect artifacts in required courses. You will want to make sure that every student in a program has a chance to be evaluated. Avoid relying on an elective course to collect artifacts.

You can't expect another department to collect artifacts for you (if using external courses to cover areas or requirements). Be careful to consider how you will assess students in your majors, minors, or certificates.

Collecting artifacts in the 300- or 400-level courses required for REAL area coverage may be efficient. Note that you can conduct assessment in some other required course in your program also (outside the courses used to claim areas).

Sampling can help with efficiency, especially if you have a large number of students to evaluate.

A 'signature assignment' that rarely changes can help with assessment (and also establish a shared identity among your students).



## **Providing Options for Students**

Traditionally, general education requirements help students gain a broader perspective of the world by asking them to take a diverse set of courses from across many disciplines ('breadth of learning'). This is still possible in the REAL Curriculum through the use of the REAL Studies minors. These 68 63e of tlr0.001 Tc 0. (



## **Fulfilling the R Area**

Here's what you need:

1. At least 9 credit hours of R-designated courses built into your program, with 3 or more credits at the 300-400 level.
2. A plan for assessing the R-area learning goal



## Fulfilling the A A

## **Fulfilling the L Area**

Here's what you need:

1. At least 9 credit hours of L-designated courses built into your program, with 3 or more credits at the 300-400 level.
2. A plan for assessing the L-area learning goal and outcomes.

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.

Tips:

1. If you are using courses from a specific department outside your own, you must request permission from that department.
- 2.



## HELP KEEP TRACK – ORGANIZE YOUR PROGRAM ALIGNMENT

Fill in the following tables to