Proposal from the General Education Committee

To modify the wording of the introductory material and nine criteria in catalog copy, effective Fall 2011, as follows:

General Education

The General Education Program: Purpose, Criteria, Goals, Outcomes, and ~~Core~~ Courses

In support of the University's mission of inspiring students to become citizen leaders for the common good, t~~T~~he purpose of the General Education Program at Longwood is the development of disciplined, informed, and creative minds. General Education is the foundation upon which all other learning is built and is therefore the central component of a Longwood education.

In seeking to develop foundational knowledge and skills, the General Education program at Longwood recognizes the benefits to students both of common educational experiences and of more diverse course offerings. Students share a common core of coursework that begins at the lower-level with a focus on active citizenship in a freshman seminar and ends at the upper-level with a general education capstone course that addresses citizen leadership through writing and with an internship, a field experience, or a directed research project where students put their skills to work. Also in the core program are courses in writing, western civilization, an intermediate-level foreign language, and health and fitness. Students exercise intellectual agency by choosing from a variety of courses to develop their knowledge and skills in scientific and quantitative reasoning, our cultural heritage as expressed in art and literature, social science, cultural diversity, and ethics.

 General Education Course Criteria

 All ~~core~~ courses in the program are specifically designed to satisfy the following nine criteria. Together, these criteria define what a General Education course is at Longwood University.

 Courses satisfying all goals except Goal 14 will:

 1. Teach a disciplinary mode of inquiry (~~e.g.~~**for example**, literary analysis, statistical analysis, historical interpretation, philosophical reasoning, aesthetic judgment, the scientific method) and provide students with practice in applying their disciplinary mode of inquiry, critical thinking, or problem solving strategies.
 2. Provide examples of how disciplinary knowledge changes through creative applications of the chosen mode of inquiry.
3. Consider questions of ethical values.
4. Explore past, current, and future implications (~~e.g.~~**for example**, social, political, economic, psychological**, technological,** or philosophical) of disciplinary knowledge.
5. Encourage consideration of course content from diverse perspectives.
6. Provide opportunities for students to increase information literacy through contemporary techniques of gathering, manipulating, and analyzing information and data.
7. Require at least one substantive written paper, oral report, or course journal and also require students to articulate information or ideas in their own words ~~on tests and exams~~.
8. Foster awareness of the common elements among disciplines and the interconnectedness of disciplines.
9. Provide a rationale as to why knowledge of this discipline is important to the development of an educated citizen.

General Education Goals, Outcomes, and ~~Core~~ Courses

The General Education Program comprises fourteen goals, ~~most of which are addressed by a variety of core courses from which students may choose.~~ A total of 38 hours of ~~core courses~~ credits is required.

Rationale: The addition of a phrase to the first paragraph underscores the role of the General Education program in supporting the University's academic mission.

The addition of the second paragraph responds to concerns about the number of courses that have been approved for certain goals (3, 4, 5, 6, 8, 9, 13). Many comparable institutions explicitly divide their general education requirements into a core (where students have little choice of course) and broader requirements (where student choose from many courses to satisfy distribution requirements). The General Education Committee discussed the possibility of reframing our program similarly, since in fact there are goals where the choice of course is nonexistent or very limited as well as goals which many courses have been designated as fulfilling. An explicit reframing of the program would have caused confusion both because goals would have been renumbered and because the lower-level—upper-level division, critical to articulation agreements, could have been blurred. A paragraph laying out the de facto distinction avoids this confusion while at the same time offering justification for the higher number of courses in some goals. It also may help in explaining the program to students and others.

Approvals   Date received Date approved   Signature

General Education Committee   _____ _____ _____

Educational Policies Committee   _____ _____ _____

Faculty Senate   _____ _____ _____

Registrar   _____