

Longwood University
GENERAL ACADEMIC PROPOSAL/POLICY COVER SHEET

This cover sheet is intended to provide information to members of the Education Policy Committee (EPC) about a new proposal/policy or about revisions to an existing proposal/policy.

If you are proposing a new policy, then attach the text of the policy to this form. If you are proposing a change to an existing policy, then attach the text of the current policy with any deleted language marked by a strikethrough and with new language marked by an underline. If you are deleting a policy, then attach the text of the policy to be deleted.

PREPARER: (Originator, Department, or Committee that authored or sponsored this proposal)
 Undergraduate Petitions Committee

TOPIC: Catalog language regarding petitions for course substitutions

BACKGROUND (Provide a brief statement describing the origins of this proposal, the nature of the problem it addresses, and the work completed to devise the proposal): With the implementation of the new Core Curriculum, there was some discussion about how to best include the Core Curriculum Committee with petitions (specifically: course substitutions).

SUMMARY OF NEW POLICY OR PROPOSED CHANGES OR DELETIONS TO AN EXISTING POLICY (Provide a brief list or statement describing the content of the policy or the proposed changes or deletions):
 Catalog:

(p.44) Policy on Modification of General Education or Core Curriculum or Additional Degree Requirements & Procedure for Petitioning

Modification to an additional degree (e.g., BA or BS, etc.) requirement or general education or Core Curriculum requirement for any student is done through a petition submitted to the Faculty Undergraduate Petitions Committee through the Office of the Registrar. A standing committee of the Faculty Senate, the Faculty Undergraduate Petitions Committee is empowered to handle appeals from students for waivers or variations from any university-wide academic rule or regulation.

A student petition must include the following:

1. A specific rationale for the waiver or variation
2. The plan for degree or general education or Core Curriculum modification
3. Supporting documents when appropriate
 - ~~a. If the waiver or variation is sought for a general education or additional degree requirement that is specified by the major, the petition must include a letter of support from the department chair.~~
 - a. If the waiver or variation is sought for a course substitution, the petition must include the following:
 - i. If the waiver or variation is sought for a general education or additional degree requirement that is specified by the major, the petition must include a letter of support from the department chair.
 - ii. If the waiver or variation is sought for a Core Curriculum requirement, the petition must include a letter of support from the director of the Core Curriculum Committee.
 - iii. If the waiver or variation is sought for a Core Curriculum requirement that is specified by the major, the petition must include a letter of support from the director of the Core Curriculum Committee and a letter of support from the department chair.

b. If the waiver or variation is sought due to the impact of a disability, the petition must include verification of the following:

- i. The Director of Disability Resources, in conjunction with the instructor or department representative, evaluated whether reasonable accommodations could be made to allow the student to complete the requirements of the course and determined that accommodations which would not alter the essential function of the course were not possible.

- ii. Appropriate documentation is on file with Disability Resources

The petition should be filed before an application for degree is submitted. All decisions of the Faculty Undergraduate Petitions Committee are final. Students may request a review based only on new information.

For information on Petition deadlines see <http://www.longwood.edu/registrar/procedures-forms/petitions/>

RATIONALE FOR THE POLICY OR PROPOSED CHANGES (Provide a brief statement as to why the new policy, the changes, or the deletion is needed):

These changes will update the language and establish a procedure for Core course substitutions, following the model already in place for general education.

**GENERAL ACADEMIC PROPOSAL/POLICY COVER SHEET
SIGNATURE PAGE**

	Date Received	Date Approved	Signature
1. Educational Policy Committee	_____	_____	_____
2. Faculty Senate	_____	_____	_____
3. *VPAA	_____	_____	_____
4. *BOV/SCHEV -	VPAA will submit materials for approval		
5. Date received by Registrar	_____		

*Substantive change (see definition and consult EPC chair prior to submitting materials)

All curriculum proposals/changes are processed in the date order received. In order to be included in the next academic year's catalog, all paperwork must be submitted no later than:

**February 1st to the College Curriculum Committee
March 1st to the Educational Policy Committee (EPC)**

Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.

Longwood University Faculty Senate
**PROPOSAL/POLICY COVER
SHEET**

This cover sheet is intended to provide information to members of the Faculty Senate about a new proposal/policy or about revisions to an existing proposal/policy. **If you are proposing a new policy, then attach the text of the policy to this form. If you are proposing a change to an existing policy, then attach the text of the current policy with any deleted language marked by a strikethrough and with new language marked by an underline. If you are deleting a policy, then attach the text of the policy to be deleted.**

COMMITTEE(S) that authored or sponsored this proposal:

Undergraduate Petitions Committee

TOPIC:

FPPM description of Undergraduate Petitions Committee

BACKGROUND (Provide a brief statement describing the origins of this proposal, the nature of the problem it addresses, and the work completed to devise the proposal):

The committee would like to update and clarify language in current FPPM to agree with current practice.

SUMMARY OF NEW POLICY OR PROPOSED CHANGES OR DELETIONS TO AN EXISTING POLICY (Provide a brief list or statement describing the content of the policy or the proposed changes or deletions):

FPPM page 332:

II. UNDERGRADUATE PETITIONS COMMITTEE

1. Purpose and Duties: The responsibility of the Undergraduate Petitions Committee shall be to handle appeals from students for exemptions or variations from any ~~college~~university-wide academic rule or regulation.
2. Membership: ~~3 regular, 1 alternate from each school.~~ 1 regular and 1 alternate from each academic college.
3. Ex-officio Member: Registrar (non-voting) or designee (non-voting).
4. Tenure Restrictions: None.
5. Departmental Restrictions: None.
6. College Restrictions: None.
7. Other Restrictions: Members must be confirmed by the Senate.
8. Term of Office: 3 years, staggered terms.
9. Method of Selection: Appointed by the Executive Committee of the Faculty Senate.
10. Chair: Elected by the committee at the first fall meeting.

11. Reporting Route: To the Faculty Senate.

The Faculty Undergraduate Petitions Committee will meet four times during the academic year to review student petitions. Here are the timeframes for petition submission; actual dates will be posted at the beginning of each semester.

Fall semester petitions deadlines:

- 5PM the Friday prior to fall break
- 5PM the Friday of the week following exams

Spring semester petitions deadlines:

- 5PM the Friday prior to spring break
- 5PM the Friday following graduation

RATIONALE FOR THE POLICY OR PROPOSED CHANGES (Provide a brief statement as to why the new policy, the changes, or the deletion is needed):

These changes will make the committee description consistent with language, intended meaning, and current practice.

Routing information and signature lines:

Date submitted to Senate Executive Committee for Consideration:

Action(s) Taken:

Date first read at Faculty Senate:

Action(s) Taken:

Date final action taken by Faculty Senate:

Action(s) Taken:

Senate Chair: _____

Date submitted to the PVPAA (within 5 working days of Senate approval):

Action(s) Taken:

PVPAA: _____

Date: _____

Date submitted to other administration:

Action(s) Taken:

Administrator: _____

Date (within 15 working days of PVPAA's signature): _____

Date submitted to the Board of Visitors:

Longwood University
GENERAL ACADEMIC PROPOSAL/POLICY COVER SHEET

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PREPARER: (Originator, Department, or Committee that authored or sponsored this proposal)
 EPC

TOPIC: Changes to the Catalog to Incorporate the Core

BACKGROUND (Provide a brief statement describing the origins of this proposal, the nature of the problem it addresses, and the work completed to devise the proposal):

The Core Curriculum passed on November 2, 2017 does not include specific catalog copy. This catalog copy incorporates those changes, some clarifications requested by Core or EPC, as well as language implementing the intention to keep transfers in General Education, so that most juniors, say, will be under the same requirements. In addition we clarify what happens to a student who chooses to switch catalogs.

SUMMARY OF NEW POLICY OR PROPOSED CHANGES OR DELETIONS TO AN EXISTING POLICY (Provide a brief list or statement describing the content of the policy or the proposed changes or deletions):

Much of this proposal is the result of language passed last year along with some clarifications

Transfer students with enough credits stay in General Education with those students who entered college at approximately the same time they did. A similar condition applies to students who switch catalogs

Also a student forced into a new catalogue by the six-year rule will (at least for the next few years, until this gets changed again) default into the last full Gen Ed catalogue (2017-18) rather than a newer one.

The 125% rule is modified to match legal requirements. (Note that the new articulation portion of the catalog has already passed senate.)

Note that changes marked are changes from last year's catalog or the Core Curriculum Proposal passed last year.

RATIONALE FOR THE POLICY OR PROPOSED CHANGES (Provide a brief statement as to why the new policy, the changes, or the deletion is needed):

The Core requires us to think about every academic regulation to make sure we do not create problems. The transition years will be even more challenging. We believe this catalog copy implements the Core Curriculum in a reasonable way.

**GENERAL ACADEMIC PROPOSAL/POLICY COVER SHEET
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*Substantive change (see definition and consult EPC chair prior to submitting materials)

All curriculum proposals/changes are processed in the date order received. In order to be included in the next academic year's catalog, all paperwork must be submitted no later than:

**February 1st to the College Curriculum Committee
March 1st to the Educational Policy Committee (EPC)**

Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.

Revised June 2012

From “Academic Regulations” (base version is on p35 of 2017-18 catalogue):

Students may elect to graduate under the provisions of any subsequent catalog. In all cases, students must have been duly admitted to Longwood in an academic program of study and meet all of the requirements for graduation in one catalog. Students may not select partial requirements from more than one catalog. Students will be assumed to be under the catalog in effect at the time of admittance unless they notify the Office of the Registrar by completing a [Program Catalog Change Form](#), indicating that they wish to adopt a subsequent catalog. Once a student has selected a subsequent catalog, they may not revert to an earlier catalog.

Catalogs are in effect for a six-year period. Students who do not complete the degree in six years may elect any subsequent catalog. If they fail to elect a particular catalog, they automatically become subject to the catalog in effect in their seventh year, [except that students subject to catalogs earlier than 2017-18 will be automatically made subject to the 2017-18 catalog.](#)

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Policy on Modification of Additional Degree, Core Curriculum, or General Education Requirements & Procedure for Petitioning
Modification to an additional degree (e.g., BA or BS, etc.), core curriculum, or general education requirement for any student is done through a petition submitted to the Faculty Petitions Committee through the Office of the Registrar. A standing committee of the Faculty Senate, the Faculty Petitions Committee is empowered to handle appeals from students for waivers or variations from any university-wide academic rule or regulation. The timeframe for petition submission will be posted on the Office of the Registrar’s website at the start of each academic year.

A student petition must include the following:

1. A specific rationale for the waiver or variation
1. The plan for degree, [general education](#), or [core curriculum](#) modification
2. Supporting documents when appropriate
 - a. If the waiver or variation is sought for a general education, [core curriculum](#), or additional degree requirement that is specified by the major, the petition must include a letter of support from the department chair [of the student’s major](#).
 - b. [If the waiver or variation is sought for a general education or core curriculum requirement not specified by the major, the petition must include a letter of support from the department chair of the course the student is seeking to count toward the general education or core curriculum requirement.](#)
 - c. If the waiver or variation is sought due to the impact of a disability, the petition must include verification from the following:
 - i. The Director of Disability Resources, in conjunction with the instructor or department representative, evaluated whether reasonable accommodations could be made to allow the student to complete the requirements of the course and determined that accommodations which would not alter the essential function of the course were not possible.
 - ii. Appropriate documentation is on file with Disability Resources.

Page 51 – Changes to this section have already been passed by Senate

~~**Transfer Articulation Agreement With The Virginia Community College System (VCCS), Richard Bland College (RBC), The Maryland Community College System (MCCS) and Other Approved Out-of-State Associate Degree Programs.**~~

~~Completion of the transfer oriented associate degree program (Associate in Arts degree (AA), an Associate in Science degree (AS) or an Associate in Arts and Sciences degree (AA&S) from the VCCS, RBC, MCCS or other approved out of state associate degree program) will guarantee completion of all lower division goals (1-11) associated with LU’s general education program or all Foundation level courses as well as the Integrating World Languages Perspectives level course associated with LU’s new core curriculum program. A student entering Longwood with an earned associate’s degree (as specified above) is guaranteed junior class status and that all credits earned for the AA’s degree will transfer (including D grades unless otherwise restricted for native students). The student must then meet major and degree requirements, except where those requirements have been met as part of the two year college curriculum. Re-admit students cannot enter under the Articulation Agreement.~~

~~NOTE: Students who complete a foreign language course at the 202 level or above as part of the Additional Degree Requirements are exempted from Goal 10.~~

~~Credits earned through examination (AP, IB, CLEP or DANTEs) that were awarded credit by a VCCS institution will be treated on an equal basis as other credits earned at a VCCS institution.~~

~~All other associate degrees will be examined individually for applicability of transfer credit.~~

Specific Policies for Transfer of Credits

- ~~1. Students wishing to transfer VCCS "General Usage Courses" (such as cooperative education, seminar and project, and supervised study) will have to provide a college evaluator with additional information about the specific content of such courses.~~
- ~~2. No transfer credit is granted for developmental work.~~
- ~~3. No transfer credit is granted for orientation courses, or grades less than "C", unless the student has earned the AS, AA or AA&S from the VCCS, RBC, or MCCS.~~
- ~~4. Two courses with essentially the same content cannot both be counted toward the same degree.~~
- ~~5. Hours or fractions in excess of those carried by Longwood courses for which equivalency are made are counted as free electives. Hours or fractions waived in accepting course equivalencies must be made up by elective credits to meet the total semester-hour requirements for a degree.~~

~~The cumulative grade point average of each student will be calculated only on work taken at Longwood. Transfer credit accepted from other institutions will be used to reduce the number of credits required for graduation, but it will not enter into the calculation of the grade point average.~~

Additional Transfer Policy for Current and Former Longwood Students Taking Courses for Credit at Other Institutions

Any currently enrolled undergraduate who wishes to take coursework at another institution to transfer to Longwood must secure permission from his/her Dean prior to enrolling in such courses. Prior approval provides the student the opportunity to have the course reviewed to determine:

1. whether the course will transfer;
2. whether the course will satisfy a particular requirement; and
3. whether the course might be considered a duplicate of a course already taken at Longwood.

Upon completion of work, official transcripts must be sent from the host institution to the Office of the Registrar.

Southside Higher Education Consortium:

The variety of courses available to Longwood students is increased by a cooperative arrangement with the Southside Higher Education Consortium which includes Longwood, Hampden-Sydney, and Southside Virginia Community College. Under the terms of the arrangement, full-time degree program students in any one of the participating institutions may enroll in certain courses at any other of the participating institutions without added expense.

Students desiring to take advantage of this program must secure approval from their major advisor and from the Registrar at their home institution before they are enrolled at the other institution. Students are registered for courses based on enrollment limits at the host institution. Grades for courses taken under the consortium agreement are maintained only at the home institution.

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Commonwealth of Virginia 125% Rule

The Code of Virginia establishes rules for eligibility for in-state tuition for all students enrolled at public institutions in the Commonwealth of Virginia. Section 23-7.4: F of the Code of Virginia further requires undergraduate students to maintain progress toward the degree to comply with continued eligibility for in-state tuition.

Students with entry dates fall 2006 and after may not exceed ~~completed~~ **attempted** hours that total 125% of the credit hours needed for a specific degree program and retain in-state tuition eligibility. Students exceeding 125% will be assessed a surcharge for each semester of continued enrollment after exceeding the credit hour threshold.

The following courses and credit hours shall be excluded: remedial courses; transfer credits from another college or university that do not meet degree requirements for general education courses, **core curriculum courses**, or the student's chosen program of study; advanced placement or international baccalaureate credits that were obtained while in high school or another secondary school program; and dual enrollment, college-level credits obtained by the student prior to receiving a high school diploma.

To refer to Section 23-7.4:F of the Code of Virginia, please use the following link:
<http://law.lis.virginia.gov/vacode/title23/chapter1/section23-7.4/>

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Academic Programs of Study

Longwood University awards the Bachelor of Arts, the Bachelor of Science, the Bachelor of Science in Business Administration, the Bachelor of Science in Nursing, the Bachelor of Music, and the Bachelor of Fine Arts to successful undergraduate students. A minimum of 120 semester hours is required for graduation in each of the programs unless otherwise noted for a major degree program.

In order to earn a degree from Longwood, each student must pursue and complete a concentrated course of study in a major area. These requirements must be met in addition to the completion of **the core curriculum** and an **additional degree requirement**. At the undergraduate level, Longwood offers majors in 27 fields of study. Detailed requirements for each major program are listed with the appropriate department. The programs of major study, with the degree options for each, are as follows:

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Academic Requirements

ACADEMIC DEFINITION OF STUDENT STATUS

A First-Time Freshmen (FTF) is any Longwood student with a high school diploma (earned traditionally, through a home school program, or GED) who has not attended or earned credit from a college or university after high school graduation or GED completion. Students with an Associate's degree earned in high school via dual enrollment are also classified as FTF. A First-Year Student (FYS) is any Longwood student who attended and earned 1-24 credits from a college or university after high school graduation, home school program completion, or receiving a GED. A Transfer Student (TS) is defined as any Longwood student who attended and earned 25 or more transferrable credits from a college or university after high school graduation, home school program completion, or receiving a GED.

A continuing or returning Longwood student, previously under the requirements of an earlier catalog, who elects or becomes subject to this catalog, will have requirements as dictated by the number of credits earned at the time the student adopts this catalog. Specifically, a Longwood student with 1-24 credits who adopts this catalog will be considered a First-Year Student (FYS), and a Longwood student with 25 or more credits at the time they adopt the catalog will be considered a Transfer Student (TS) for purposes of determining graduation requirements.

GRADUATION REQUIREMENTS FOR FIRST-TIME FRESHMEN AND FIRST-YEAR STUDENTS

Longwood University awards the Bachelor's degree to students who have fulfilled the following requirements:

1. Completion of all study required in one of the six degree programs offered. (Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Science in Business Administration, Bachelor of Science in Nursing or Bachelor of Music).
3. **Completion of the Core Curriculum, and Additional Degree Requirements.**
4. Completion of 120 semester hours of credit for graduation in major programs unless otherwise noted for a major degree program.
5. A minimum average of C (grade point average of 2.0) on all work taken at Longwood and a minimum average of C (grade point average of 2.0) in those courses constituting the major subjects or field. These are minimum requirements; some programs may require higher levels of achievement. By definition, the major subject or field consists of all courses listed as "major requirements" in the major program curriculum plus all additional courses taken in the same discipline as the major, except those courses which may be specifically excluded by the major department. Students choosing to minor in a field of study must have a 2.0 GPA in courses in that field of study.
6. A minimum of 25 percent of the degree credit must be earned at Longwood University.

7. At least 30 credit hours at the upper level must be earned at Longwood University. (Exceptions: A. Biology majors with a concentration in Clinical Lab Sciences who take 300-400 level courses at affiliated institutions will be allowed to count that course work toward fulfilling the 30 hours upper-level graduation requirement; B. students who participate in international exchange programs may request an exception to the 30 hour upper-level graduation requirement. Exceptions must be approved in writing by the student's college dean prior to the study abroad.)
8. Approval of the individual by the general faculty as a candidate for graduation.
9. A formal Application for Degree. File an application for degree in the Office of the Registrar no later than the completion of 75 credit hours.

The Longwood University Core Curriculum

The Core Curriculum experience, combined with students' disciplinary study in the major, fulfills Longwood's institutional mission to develop citizen leaders. A citizen leader is someone who is academically and personally transformed by knowledge of fundamental modes of inquiry and informed civic engagement and who then applies the virtues of a Longwood education to serve and transform communities.

The Core Curriculum affords an extensive, intellectual vision for every Longwood graduate. Foundations courses that span the liberal arts and sciences – with a focus on effective communication, fundamental knowledge, and informed citizenship – form the pillars of the curriculum, providing each student with the broad horizons and scholarly curiosity characteristic of all educated citizens. Perspectives courses, which build upon the Foundations, are a series of visionary, integrative experiences that offer up-to-date, practical lenses facilitating more nimble, reflective thinking. The curriculum culminates in a Symposium on the Common Good that asks students to reflect upon and activate the skills and perspectives developed throughout their undergraduate career. Through the Core Curriculum, every Longwood student develops the imagination, forethought, discipline, confidence, and empathy required to make positive contributions to society. A total of 39-40 credit hours is required for the Core Curriculum Program (see the Core Curriculum section of the catalog for a complete description). Students may take more than the required 39-40 credits as part of the Core, either because of major requirements or student choice. In such cases, the additional credits will be included in the credit totals for major requirements or general electives, respectively.

Additional Requirements for Specific Degree

In addition to the courses required for the Core Curriculum Program, students are required to take an additional course (at minimum three credits) to earn a degree. This course may be specified by the major.

Bachelor of Arts Degree - one course in Humanities or Foreign Language

Bachelor of Fine Arts Degree - one course in Humanities, Foreign Language, or Social Science

Bachelor of Science Degree - one course in Computer Science, Mathematics, Natural Science, or Social Science

Bachelor of Science in Business Administration Degree - one course in Mathematics or Natural Science

Bachelor of Science in Nursing Degree - one course in Natural Science or Social Science

Bachelor of Music Degree - one course in Humanities

Humanities

Art
 Communication Studies
 Dance
 English
 Modern Language
 Music
 Philosophy
 Religion
 Theatre

Social Sciences

Anthropology
 Economics
 Geography
 History
 Political Science
 Psychology
 Sociology
 Criminology

Natural Sciences

Biology
 Chemistry
 Earth Science
 Environmental Science
 Physics

GRADUATION REQUIREMENTS FOR TRANSFER STUDENTS

Transfer students with 25 or more transferrable credits earned after high school will substitute the General Education, Writing Intensive, and Speaking Intensive requirements for the Core Curriculum program. The General Education, Writing Intensive, and Speaking Intensive requirements substitute for the Core Curriculum everywhere in the Academic Requirements or Major Requirements except where a specific course is required as part of the requirements for a major. In this case, the transfer student must complete that course (where applicable such courses may double count towards General Education or the additional degree requirement, but not both for transfer students).

Longwood University awards the bachelor's degree to students who have fulfilled the following requirements:

1. Completion of all study required in one of the six degree programs offered. (Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Science in Business Administration, Bachelor of Science in Nursing or Bachelor of Music).
2. [Completion of the General Education and Additional Degree Requirements](#)
3. Completion of 120 semester hours of credit for graduation in major programs unless otherwise noted for a major degree program. If a student has courses that fulfill multiple requirements, then he/she will have to take additional elective credits to reach the 120 credit degree requirement.
4. A minimum average of C (grade point average of 2.0) on all work taken at Longwood and a minimum average of C (grade point average of 2.0) in those courses constituting the major subjects or field. These are minimum requirements; some programs may require higher levels of achievement. By definition, the major subject or field consists of all courses listed as “major requirements” in the major program curriculum plus all additional courses taken in the same discipline as the major, except those courses which may be specifically excluded by the major department. Students choosing to minor in a field of study must have a 2.0 GPA in courses in that field of study.
5. All students will earn a grade of “C-” or better in at least two writing-intensive courses beyond courses required for General Education in Goals 1-~~4~~11, and 13.
6. All students will earn a grade of “C-” or better in at least two speaking-intensive courses beyond courses required for General Education in Goals 1-~~4~~11, and 13.
7. A minimum of 25 percent of the degree credit must be earned at Longwood University.
8. At least 30 credit hours at the upper level must be earned at Longwood University. (Exceptions: A. Biology majors with a concentration in Clinical Lab Sciences who take 300-400 level courses at affiliated institutions will be allowed to count that course work toward fulfilling the 30 hours upper-level graduation requirement; B. students who participate in international exchange programs may request an exception to the 30 hour upper-level graduation requirement. Exceptions must be approved in writing by the student’s college dean prior to the study abroad.)
9. Approval of the individual by the general faculty as a candidate for graduation.
10. A formal Application for Degree. File an application for degree in the Office of the Registrar no later than the completion of 75 credit hours.

The General Education Program

The purpose of the General Education Program at Longwood University 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. A total of 38 hours of courses is required for the General Education Program (see the General Education **for Transfers** section of the catalog for a complete description).

Major programs may not require or specify courses to be used to satisfy general education goals, with the following exceptions:

A major program may designate which Goal 12 course its students must take.

A major program may include the course that its students take to satisfy Goal 12 as a requirement of the major.

Students who complete a required internship, guided field experience or directed research experience as part of their major course of study are exempted from Goal 14.

The Dean may authorize a waiver for any goal when a student, due to major requirements, must take at least two courses listed for that goal.

NOTE: Goals 12, 13, and 14 comprise requirements that are not fulfilled through articulation agreements.

Veterans who have served six months of active duty may be granted two semester hours of physical education credit (providing they have no previous credit in this area), satisfying Goal 11, based on the Report of Separation (DD214). Additional credit may be given for successful completion of selected service schools. This credit is determined on the basis of recommendations in A Guide to the Evaluation of Educational Experience in the Armed Services. In cases where there is a question regarding the applicability of credit to the student’s program of study, the Dean of the appropriate College is consulted and the Dean may consult the appropriate Department Chair.

Additional Requirements for Specific Degrees

In addition to the 38 hours required for the General Education Program, transfer students are required to take an additional course, at minimum three credits, to earn a degree. This course may be specified by the major.

Bachelor of Arts Degree - one course in Humanities or Foreign Language

Bachelor of Fine Arts Degree - one course in Humanities, Foreign Language, or Social Science

Bachelor of Science Degree - one course in Computer Science, Mathematics, Natural Science, or Social Science

Bachelor of Science in Business Administration Degree - one course in Mathematics or Natural Science

Bachelor of Science in Nursing Degree - one course in Natural Science or Social Science

Bachelor of Music Degree - one course in Humanities

Humanities

Art
Communication Studies
Dance
English
Modern Language
Music
Philosophy
Religion
Theatre

Social Sciences

Anthropology
Economics
Geography
History
Political Science
Psychology
Sociology
Criminology

Natural Sciences

Biology
Chemistry
Earth Science
Environmental Science
Physics

Major Program Requirements

The specific major requirements of individual disciplines are listed separately in the Academic Programs section of this catalog. ~~A few majors require a general education core course as part of their major program; in those cases, that course satisfies a major program requirement and cannot be used to satisfy a general education requirement.~~ The Dean may authorize a waiver for any general education goal when a student, due to major requirements, must take at least two courses listed for that goal.

The Writing Intensive Course Policy

All students will earn a grade of “C-” or better in at least two writing-intensive courses beyond courses required for General Education in Goals 1-11, ~~and 13~~. Writing-intensive courses shall be designated in the Catalog, in the registration schedule, and on the course syllabus. Each major discipline should offer at least one writing-intensive course each year. Transfer courses do not satisfy writing intensive requirements.

Departments will strive to limit enrollment in such courses to 20 students when possible, or to otherwise manage faculty workload to promote writing instruction.

1. Writing-intensive courses comprehensively integrate written assignments with course objectives and outcomes, such that students may master course content and develop the abilities to provide professional contributions.
2. Writing assignments must comprise a minimum of 31% of the final course grade.
3. Writing-intensive courses must provide explicit instruction on disciplinary expectations as to how to complete formal writing assignments.
 - a. *Course-specific writing instruction may take many forms, including engaging students in discussions of the relevance of writing to the discipline; asking students to analyze course readings by looking specifically at the rhetorical strategies; facilitating frequent workshops to engage in interactive and context-specific analysis of writing style, usage, or mechanical issues; providing students with style guides or texts on writing appropriate to the discipline; discussing procedures for gathering and organizing information; and providing appropriate models.*
4. Students must write a minimum of 3,000 words or the equivalent of finished writing, distributed over two or more formal papers that use appropriate resources. This does not include essay examinations. Group-authored documents may be part of a writing-intensive course, but each student must meet the minimum word count.
 - a. *The intent of this requirement is that each student completes a substantial amount of writing. The amount of finished product that constitutes “substantial” varies among disciplines. One thousand words of political science or literature differs from one thousand words of mathematical writing; in the sciences and in business and economics, figures, captions, and charts, for example, frequently require substantial effort. The emphasis here, however, should be on the completion of a substantial amount of writing.*
5. Faculty will provide students with a detailed assignment sheet and a rubric explaining the specific grading criteria for each piece of formal writing. The syllabus must indicate where these are available.

6. Faculty in writing-intensive courses must provide substantial feedback on formal writing assignments and allow revision in response to that feedback.
 - a. *Writing is learned through revision. A common form of feedback for revision is for students to submit drafts of all or part of an assignment with sufficient time allowed for revision. However, other forms of feedback are possible, including conferences with the faculty member. With group-authored documents, courses are expected to implement a process whereby each student benefits from a course-determined revision process.*
7. **Students must earn a C- or better in the course** in order to apply it toward their writing-intensive course requirement.

The Speaking Intensive Course Policy

All students will earn a grade of “C-” or better in at least two speaking-intensive courses beyond courses required for General Education in Goals 1-11, ~~and 133~~. Speaking-intensive courses shall be designated in the Catalog, in the registration schedule, and on the course syllabus.

To qualify as speaking-intensive, a course must meet the following guidelines:

1. Speaking-intensive courses should require at least one formal speaking occasion for each student.
2. Instructors in speaking-intensive courses are encouraged to require informal speaking opportunities to lead students to explore and articulate course content.
3. Instructors in speaking-intensive courses should give explicit instruction in how to complete the required assignments. This explicit instruction must include giving detailed assignments and a scoring guide showing the explicit criteria, including grading scale, used to score the assignment. If possible, this information should be attached to the course syllabus. Other explicit instruction might include discussing procedures for gathering and organizing information, providing models of appropriate forms, and encouraging rehearsal and revision.

Transfer courses do not normally satisfy speaking intensive requirements.

ADDITIONAL INFORMATION – Page 60

The Longwood University Core Curriculum Program (This section pertains to FTF and FYS only.)

The Core Curriculum experience, combined with students’ disciplinary study in the major, fulfills Longwood’s institutional mission to develop citizen leaders. A citizen leader is someone who is academically and personally transformed by knowledge of fundamental modes of inquiry and informed civic engagement and who then applies the virtues of a Longwood education to serve and transform communities.

The Core Curriculum affords an extensive, intellectual vision for every Longwood graduate. Foundations courses that span the liberal arts and sciences - with a focus on effective communication, fundamental knowledge, and informed citizenship - form the pillars of the curriculum, providing each student with the broad horizons and scholarly curiosity characteristic of all educated citizens. Perspectives courses, which build upon the Foundations, are a series of visionary, integrative experiences that offer up-to-date, practical lenses facilitating more nimble, reflective thinking. The curriculum culminates in a Symposium on the Common Good that asks students to reflect upon and activate the skills and perspectives developed throughout their undergraduate career. Through the Core Curriculum, every Longwood student develops the imagination, forethought, discipline, confidence, and empathy required to make positive contributions to society. A total of 39-40 credit hours is required for the Core Curriculum Program.

Foundations

Definition: At the Foundations level, students engage in creative inquiry, cultivate curiosity, and develop foundational knowledge and skills.

First-year and Pillar courses, which comprise the Foundations, introduce students to the nature of college-level academic work and disciplinary modes of thinking. Students take two required First-Year courses, Inquiry into Citizenship and Writing and Rhetoric, which inspire their curiosity and equip them with skills necessary for college success. Students exercise intellectual agency by choosing from a variety of Pillar courses to explore historical and contemporary insights, cultural norms and societal institutions, world languages and culture, the arts, and quantitative and scientific reasoning. All Pillar courses provide students with opportunities to practice at least one mode of communication: writing, speaking, or artistic expression. Students gain knowledge and skills in Pillar courses that provide a foundation for informed citizenship and for coursework at the Perspectives level and in their major.

Foundations Objectives: As they complete the Foundations, students will:

- a. Investigate foundations of citizenship, which include ethical reasoning, critical thought, and civil discourse.

- b. Describe and analyze continuity and change in one or more cultures.
- c. Evaluate cultural norms, societal institutions, and implicit and explicit assumptions about themselves.
- d. Develop skills for global citizenship through study of world languages and cultures.
- e. Explore and/or engage in creative and artistic expression.
- f. Analyze which quantitative reasoning methods best address different types of questions and apply them to various problems in context.
- g. Use scientific reasoning to address a variety of questions in context.
- h. Analyze and use writing conventions appropriate to different audiences. Students will identify strengths and weaknesses in their own writing in order to improve.
- i. Analyze and use speaking conventions appropriate to different audiences. Students will identify strengths and weaknesses in their own speaking in order to improve.

At the Foundations level, students take 24-25 credits, comprised of the following:

FIRST YEAR COURSES (6 credits):

CTZN 110: Inquiry into Citizenship. This course uses an inquiry-based approach to introduce students to aspects of citizenship, with an emphasis on the development of critical thought, civil discourse, and applied ethical reasoning. Sections of the course pose discipline-specific topics and questions to facilitate students' exploration of citizenship. Students will build and refine their skills for academic success and will identify strengths and weaknesses in their oral communication. 3 credits. Speaking infused.

ENGL 165: Writing and Rhetoric. This course prepares students for the writing and research they will do throughout their university experience. Students will learn to explore, to analyze, and to inform within academic contexts using the most effective rhetorical strategies, structures, and media. They will also examine the conventions of structure, reference, and language of multiple disciplines. Students will identify the strengths and weaknesses in their written communication. 3 credits. Writing infused.

PILLAR COURSES (18-19 credits)

Students will choose at least one course from each pillar for at least three credits (four from Global Citizenship if appropriate):

Historical and Contemporary Insights (3 credits)

- ANTH 200
- ENGL 215
- GEOG 201
- HIST 150
- HIST 151
- HIST 221
- HIST 222
- PHIL 210
- WGST 110

Human Behavior and Social Institutions (3 credits)

- EDUC 245
- HMSV 100
- KINS 215
- PHIL 200
- PHIL 220
- POSC 100
- SOCL 105
- SPED 289

Global Citizenship (3-4 credits)

- ECON 216
- FREN 110
- FREN 111
- GERM 110
- GERM 111
- HIST 125
- HIST 126
- HLTH 210

- INST 100
- LATN 111
- POSC 200
- RELI 242
- SPAN 110
- SPAN 111

Aesthetic Expression (3 credits)

- ART 120
- ART 125
- ART 131
- ART 155
- ART 212
- ART 213
- ART 223
- COMM 101
- ENGL 210
- ENGL 220
- ENGL 221
- ENGL 222
- ENGL 223
- MUSC 102,103,104
- MUSC 105,106,107
- MUSC 155,156,255,256
- MUSC 157
- MUSC 221
- MUSC 222
- MUSC 224
- MUSC 225
- THEA 101
- WGST 115

Quantitative Reasoning (3 credits)

- CMSC 121
- CMSC 140
- FINA 250
- MATH 135
- MATH 164
- MATH 171

Scientific Reasoning (3 credits)

- ANTH 202
- BIOL 101
- BIOL 114
- CHEM 111
- ENSC 162
- NEUR 105
- PHYS 110
- PHYS 111
- PHYS 115
- PSYC 101

Students may take more than the required 39-40 credits as part of the Core, either because of major requirements or student choice. In such cases, the additional credits will be included in the credit totals for major requirements or general electives, respectively.

Pillar courses are introductory 100-200 level courses open to all students and have no prerequisites.

Programs designate which courses, if any, may be counted toward the major or minor. Within each major or minor program, students may count up to two courses that satisfy program requirements toward the Core Pillar requirements. This restriction does not apply to the requirements of an interdisciplinary minor. Those students pursuing Virginia educational licensure are also exempt from this restriction.

~~At a minimum, students must complete 3 credits to satisfy each Pillar requirement.~~

Students may transfer Pillar courses from other institutions with appropriate approval (see Transfer Policy).

Students study world languages and cultures in the Global Citizenship Pillar. The world languages sequence includes a 4-credit course at the Foundations level, followed by an integrated course at the Perspectives level. Students will be placed into a language course based on test scores or transfer credit. Advanced students who place directly into a Perspectives-level Integrating World Languages course must fulfill the Global Citizenship Pillar requirement in a different discipline, **and need only take 3 credits to satisfy the Global Citizenship Pillar.**

Perspectives

Definition: At the Perspectives Level, students develop and articulate informed perspectives essential to participation in civic and global life by integrating knowledge and skills across disciplines.

~~Perspectives courses are disciplinary-based integrative learning experiences, intentionally designed to make explicit connections between courses, fields, and disciplines or between disciplinary knowledge.~~ Perspectives courses are disciplinary-based integrative learning experiences, intentionally designed to make explicit connections between **minor** courses, fields, and disciplines or between **disciplinary** **interdisciplinary** and its application outside the classroom. These courses challenge students to master upper-level academic content, to develop the ability to understand issues from a variety of perspectives, and to practice the skills necessary to address those issues as an informed citizen. Perspectives courses are taught by a single instructor in a discipline or by multiple instructors from different disciplines. Research methods and modes of communication are further refined.

Student Learning Outcomes: As they complete the Perspectives Level, students will:

- Locate, evaluate, and organize information from multiple disciplines to develop, refine, and address questions.
- Use valid data and evidence from multiple disciplines to construct well-framed and well-supported arguments.
- Articulate how different cultural perspectives influence an understanding of civic or global issues.
- Collaborate with others to develop an informed perspective on a civic or global issue.
- Reflect on the processes used to develop perspectives and reach decisions.

At the Perspectives level students take 12 credits, by choosing one course from each of the following pairs or categories:

Historical/Contemporary Perspectives OR Behavioral/Social Perspectives (3 credits)

- SOCL 320

Global Perspectives OR Aesthetic Perspectives (3 credits)

-

Quantitative Perspectives OR Scientific Perspectives (3 credits)

- MATH 301
- MATH 304
- MATH 320

Integrating World Languages Perspectives (3 credits)

- FREN 210
- FREN 211
- GERM 210
- GERM 211
- LATN 211
- SPAN 210
- SPAN 211

Perspectives courses are Longwood-distinctive courses and cannot be transferred from other institutions. Perspectives courses cannot be waived.

Students must complete the designated Pillar before taking the associated Perspectives course. Perspectives courses may also designate completion of additional Pillar requirements and/or specific pre-requisite Pillar courses (see Course Descriptions). Perspectives courses are intended to be open to students in multiple majors; as such, prerequisite courses should not interfere with this intent.

Within each major or minor program, students may count no more than one course that satisfies program requirements toward the Core Perspectives requirements. This restriction does not apply to the requirements of an interdisciplinary minor. Those students pursuing Virginia educational licensure are also exempt from this restriction.

~~Students are expected to complete all Perspectives courses prior to taking the Symposium course. No more than one Perspectives course can be taken concurrently with the Symposium course.~~

~~Perspectives courses cannot be taken after completion of the Symposium course.~~

~~Students are required to successfully complete three Perspectives Core requirements prior to enrolling in the Symposium course. The fourth Core Perspectives requirement must be taken prior to or concurrently with the Symposium course.~~

~~Perspectives courses taken after the completion of the Symposium course will not fulfill Core Perspectives requirements.~~

Symposium

Definition: In the Symposium, students prepare to serve the common good by applying their cumulative knowledge, skills, and perspectives from the whole of their university experience.

The Symposium on the Common Good is the culmination of the Core Curriculum experience. The course is designed to engage students in critical deliberation of citizenship and the issues citizens face in their communities. The Symposium will support students' investigation, discussion, and advocacy of a position on a civic issue.

The Symposium is organized around a broad theme, rotated on a regular basis, ideally three to six years. The Symposium creates a common shared experience across sections of the course. Faculty design their Symposium section to support students' exploration of issues and challenges relating to the broad theme. The Symposium experience results in a public, campus-wide Symposium Day to move students from discussion to action and to highlight the Symposium course as a common experience for Longwood citizen leaders.

Student Learning Outcomes: As they complete the Symposium, students will

- a. Examine the ethical consequences of their own decisions, so as to be responsible citizens.
- b. Examine the implications for themselves and others of decisions made in local, regional, or global contexts.
- c. Advocate for, and respond to criticisms of, a position while practicing civil discourse.
- d. Explore collaboratively how the complexities of a community issue require a variety of disciplinary approaches.
- e. Reflect upon how the core curriculum, their major, and their extracurricular activities have played and will continue to play a role in their transformation into citizen leaders.

CTZN 410: Symposium on the Common Good. Students will prepare to serve the common good by applying the knowledge, skills, and perspectives gained throughout their core curriculum, major classes, and extracurricular activities. In relation to a common theme and a specific community issue, students will synthesize and analyze information from multiple disciplines and generate a product for public consideration. Can be repeated for credit as CTZN 420 when the theme or topic changes. Prerequisites: 3 Perspectives level courses; only 1 Perspectives course may be taken concurrently with CTZN 410. 3 credits. [WI](#), [SI](#)

Core Curriculum Program Requirements

To complete the Core Curriculum, all students must complete one course from the humanities or the arts; one course from the behavioral or social sciences; and one course from mathematics or natural sciences. [See list under Additional Degree Requirements.](#)

Each major or minor program may offer courses in no more than two of the following categories: Historical/Contemporary, Behavioral/Social, Global Citizenship, Aesthetic Expression, Quantitative Reasoning, and Scientific Reasoning. Interdisciplinary majors and minors, such as Liberal Studies, are exempt from this policy.

Courses may be offered by a single department or may be cross-listed in different categories when the course is co-taught. If a course is cross-listed in different categories, students may count it toward the completion of only one requirement.

Core Curriculum Communication Infusion

Improving communication skills takes practice in a variety of settings. As such, communication will be infused in all Core Curriculum courses.

In Writing-Infused courses, students will regularly engage in written exercises and assignments while working to achieve course objectives and Core Curriculum outcomes. Faculty will provide feedback and allow opportunities for students to improve their writing skills throughout the course.

In Speaking-Infused courses, students will regularly engage in speaking opportunities, exercises, and/or assignments while working to achieve course objectives and Core Curriculum outcomes. Faculty will provide feedback and allow opportunities for students to improve their speaking skills throughout the course.

In Arts-Applied courses, students will regularly engage in creative and artistic expression. Faculty provide feedback and allow opportunities for students to improve their artistic expression skills throughout the course.

Core Curriculum Transfer Credit and Articulation

Students may receive transfer credit for all Foundations courses in the Core Curriculum except for Inquiry into Citizenship (CTZN 110). Transfer credit is not accepted for courses in the Perspectives level or the Symposium.

Students entering Longwood with an Associate's Degree earned after high school and accepted under Longwood University's articulation agreements are exempt from all Foundations courses and from the Integrating World Languages Perspectives 200-level course.

Students entering Longwood with an Associate's Degree earned in high school (dual enrollment) and accepted under Longwood University's articulation agreements must take CTZN 265: The Writing & Rhetoric of Citizenship in lieu of the First-Year courses. Students are exempt from all other Foundations courses and from the Integrating World Languages Perspectives 200-level course.

Students with Associate's Degrees are not exempt from specific pre-requisites for Perspectives courses or from major requirement.

The Longwood University General Education Program for Transfers (This section pertains to TS only.)

The General Education Program is comprised of fourteen goals. A total of 38 credit hours are required.

GOAL 1: Longwood Seminar (1 credit) [\(Waived for students in the Transfer Student Category.\)](#)

LSEM 100

GOAL 2: Writing & Rhetoric (3 credits)

ENGL 165

GOAL 3: Literature (3 credits)

ENGL 210

ENGL 215

FREN 341

FREN 342

GERM 341

GERM 342

SPAN 340

SPAN 350

GOAL 4: Artistic Achievements (3 credits)

ART 125

ART 160

ENGL 220

ENGL 221

ENGL 222

ENGL 223

MUSC 221

MUSC 222

MUSC 224

MUSC 102,103,104,105,106,107*

THEA 101

*All three semesters in appropriate sequence (consecutive semesters preferable) are required in order to satisfy general education goal 4.

GOAL 5: Mathematical Thought (3 credits)

CMSC 121

FINA 250

MATH 114

MATH 121

MATH 135

MATH 150

MATH 171

Note: Students who complete Calculus (MATH 164, 261 or 267) are exempt from this goal.

GOAL 6: Natural Science (4 credits)

BIOL 101

CHEM 101

PHYS 103

PHYS 115
ENSC 162
GNED 261

Note: Students who complete PHYS 102 or 202 are exempt from this goal.

GOAL 7: Western Civilization (3 credits)

HIST 150
HIST 151

GOAL 8: Social Science (3 credits)

ECON 111
GEOG 201
HIST 221
HIST 222
POSC 100
PSYC 101
SOCL 105
WGST 110
WGST 115

GOAL 9: Diversity (3 credits)

ANTH 200
GEOG 220
HIST 125
HIST 126
HIST 200
HIST 202
HLTH 210
MUSC 225
POSC 200
RELI 242
SPAN 331

Note: Students who complete an approved international experience are exempt from this goal.

GOAL 10: Foreign Language (3 credits)**

FREN, GERM, LATN, SPAN 211 [for further](#)

Goal 11: Wellness (2 credits)

PHED 101
RECR 101 (permission required)

Goal 12: Ethics (3 credits; may be designated by major department)

COMM 400
CMSC/MATH 350
KINS/PHIL 398
MANG 474
PHIL 308
PHIL 315
PHIL 316
POSC/PHIL 331
POSC/PHIL 332

Goal 13: Advanced Writing/Citizen Leadership (3 credits)

ENGL 400
GNED 400
GNED 495

Goal 14: Internship, Field Experience, or Directed Research (1 credit)

** NOTE: Students who complete a foreign language course at the 212 level or above as part of the Additional Degree Requirements are exempted from this goal. Students who are not native speakers of English may be exempted from Goal 10 provided that they have received their high school diploma, or its equivalent, from a school in their native land where the language of instruction was other than English.