

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: Academic Core Curriculum Committee (ACCC)

TOPIC: Proposal for New General Education Goals and Outcomes

BACKGROUND: ACCC was appointed by Faculty Senate in Fall 2013. ACCC was charged with “analyzing our current General Education structure, researching best practices in general education, and developing an innovative proposal to revise our General Education curriculum to reflect the mission of Longwood and serve the best interests of future students.” The committee has studied Longwood’s current general education program (including its history and assessment), the current research on general education, and various universities’ general education programs. ACCC wrote the Academic Core Curriculum Committee White Paper on General Education, presented to Faculty Senate in Fall 2014, summarizing its research. The committee then wrote the Guiding Principles, approved by Faculty Senate in Spring 2015, to frame development of new goals and outcomes as well as a new program. As part of the Guiding Principles, an academic definition of citizen leader was developed. Throughout this process, the committee has sought faculty, staff, student, and administration input to help inform decisions.

SUMMARY OF NEW POLICY: The proposed student learning outcomes, designed to facilitate the development of students into citizen leaders, are divided into three levels: foundation, perspectives, and context. Successive levels aim to build upon knowledge from the previous level, culminating in an experience that will prepare students for their future as citizen leaders.

The proposed goals and outcomes will form the basis for a new general education curricular structure. All stakeholders will have an opportunity to examine and suggest revisions of a forthcoming model during workshops in Fall 2015. Based on these suggestions, a final recommended model will be developed by ACCC and sent to Faculty Senate.

RATIONALE FOR THE POLICY: Longwood University’s 2014-18 Strategic Plan calls for renewing general education. “We can build a powerful curriculum, building on the liberal arts and sciences for citizen leaders, our unique assets such as Hull Springs, the LCVA, and nearby Moton, and our technology.” The proposed goals arise from the academic definition of citizen leader mentioned above. In the current program only goals 1 and 13 explicitly address the university mission of creating citizen leaders.

The proposed goals and outcomes stress integration and use a tiered approach to student learning, while the current general education program was developed as 14 separate goals. Students can complete the current general education program without recognizing connections between the goals or without recognizing the connection between general education and their major.

The proposed outcomes incorporate the SCHEV competencies, while the current general education program does not. This integration will provide a more cohesive experience for student learning and assessment.

Date submitted to Faculty Senate Executive Committee for Consideration: September 3, 2015
Action(s) Taken: Refer to Faculty Senate - September 17, 2015

Date first read at Faculty Senate: ___September 17, 2015_____

Action(s) Taken: Motion made and seconded to accept.

Date final action taken by Faculty Senate: ___September 17, 2015_____

Final action(s) Taken: Approved

Coversheet created 4/2011

Foundations Level: Students will engage in creative inquiry, cultivate curiosity, and develop foundational knowledge and skills.

- a. Students will investigate the foundations of citizenship, which includes ethical reasoning, critical thought, and civil discourse.
- b. Students will investigate and describe diverse cultural perspectives, both historical and contemporary.
- c. Students will evaluate implicit and explicit assumptions about themselves, cultural norms, and societal institutions.
- d. Students will explore and engage in creative and artistic expression.
- e. Students will analyze which quantitative reasoning methods best address different types of questions and apply them to various problems in context.
- f. Students will use scientific reasoning to address a variety of questions in context.
- g. Students will analyze and use writing conventions appropriate to different audiences. Students will identify strengths and weaknesses in their own writing in order to improve.
- h. Students will analyze and use speaking conventions appropriate to different audiences. Students will identify strengths and weaknesses in their own speaking in order to improve.

Perspectives Level: Students will develop and articulate informed perspectives essential to participation in civic and global life by integrating knowledge and skills across disciplines.

- a. Students will locate, evaluate, and organize information from multiple disciplines to develop, refine, and address questions.
- b. Students will use valid data and evidence from multiple disciplines to construct well-framed and well-supported arguments.
- c. Students will articulate how different cultural perspectives influence an understanding of civic or global issues.
- d. Students will collaborate with others to develop an informed perspective on a civic or global issue.
- e. Students will reflect on the processes used to develop perspectives and reach decisions.

Context Level: Students will prepare to serve the common good by applying their knowledge, skills, and perspectives.

- a. Students will examine the ethical consequences of their own decisions, so as to be responsible citizens.
- b. Students will examine the implications for themselves and others of decisions made in local, regional, or global contexts.
- c. Students will advocate for, and respond to criticisms of, a position while practicing civil discourse.
- d. Students will collaboratively explore how the complexities of a community issue require a variety of disciplinary approaches.
- e. Students will 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.