

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: Committee on Core Curriculum

**TOPIC:** Change to undergraduate catalog language and change to FPPM section II, O.

**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):

Language for the catalog and the FPPM was approved in Senate during the Fall of 2016 (BOV approval December 2016) for inclusion in the 2017-2018 FPPM and the 2018-2019 Undergraduate Catalog. The Core Curriculum Committee is continuing to refine the language in both documents.

**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):

**See attached mark-up document for strike-outs and additions to the text.**

1. “Program designates which courses, if any, may be counted toward the major or minor.”  
The committee felt that the language in the rest of this section was unclear and re-worded some of it to correctly reflect the intention of the policy. The changes were made for both perspectives and pillar sections in the FPPM and the catalog.
2. “Student Learning Outcomes” changed to “Foundation Objectives”
3. Course caps were updated to include World Languages (capped at 18, along with Writing and Rhetoric and Symposium).
4. “Director of First Year Experience” replaced with “Senior Director of Student Success and Retention.”

**RATIONALE FOR THE POLICY OR PROPOSED CHANGES** (Provide a brief statement as to why the new policy, the changes, or the deletion is needed): Some language needed updating to reflect title changes, program changes, course caps, etc.

**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:



**For inclusion in the Undergraduate Catalog, 2018-2019:**

## **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.

### **Foundations Level**

**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.

**Student Learning Outcomes Foundation 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.

### **FIRST-YEAR COURSES** (6 credits)

Students are required to take the following two courses during their first year at Longwood:

- **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 one course from each pillar:

- **Historical and Contemporary Insights** (3 credits)
- **Human Behavior and Social Institutions** (3 credits)
- **Global Citizenship** (3-4 credits)
- **Aesthetic Expression** (3 credits)
- **Quantitative Reasoning** (3 credits)
- **Scientific Reasoning** (3 credits)

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. ~~Students may count up to two Pillar Courses toward each major or minor. The Liberal Studies program and interdisciplinary minors may count courses from more than two Pillars.~~ 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 language 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 World Language course must fulfill the Global Citizenship Pillar in a different discipline.

### **Perspectives Level**

**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 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:

a. Locate, evaluate, and organize information from multiple disciplines to develop, refine, and address questions.

- b. Use valid data and evidence from multiple disciplines to construct well-framed and well-supported arguments.
- c. Articulate how different cultural perspectives influence an understanding of civic or global issues.
- d. Collaborate with others to develop an informed perspective on a civic or global issue.
- e. Reflect on the processes used to develop perspectives and reach decisions.

### **PERSPECTIVES COURSES** (12 credits)

Students choose one course from each of the following categories:

- **Historical/Contemporary Perspectives OR Behavioral/Social Perspectives** (3 credits)
- **Global Perspectives OR Aesthetic Perspectives** (3 credits)
- **Quantitative Perspectives OR Scientific Perspectives** (3 credits)
- **World Languages Perspectives** (3 credits)

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 an additional Pillar requirement and/or specific prerequisite courses. Perspectives courses are intended to be open to students in multiple majors; as such, prerequisite courses should not interfere with this intent.

~~Students may count no more than one Perspectives course toward each major or minor. The Liberal Studies program and interdisciplinary minors may count more than one course for the major or minor. 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.

## **The 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.

## **SYMPOSIUM** (3 credits)

Students will take

- **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. Writing infused, speaking infused.



## **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.

Each major or minor program may offer courses in no more than two of the following categories: Historical/Contemporary, Behavioral/Social, Global Citizenship, Aesthetic, Quantitative, and Scientific. 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.

### **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.

### **Transfer Credit and Articulation**

Students may receive transfer credit for all Foundations courses in the Core Curriculum except for Inquiry into Citizenship. 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 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: Writing and Citizenship in lieu of the First-Year courses. Students are exempt from all other Foundations courses and from the 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.

## For inclusion in the Undergraduate Catalog, 2018-2019:

### ACADEMIC REQUIREMENTS

#### The Longwood University Core Curriculum Program

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

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

- CTZN 110: *Inquiry Into Citizenship* (3 credits)
- ENGL 165: *Writing and Rhetoric* (3 credits)
- Pillar Courses (18-19 credits)
  - Historical and Contemporary Insights (3 credits)
  - Human Behavior and Social Institutions (3 credits)
  - Global Citizenship (3-4 credits)
  - Aesthetic Expression (3 credits)
  - Quantitative Reasoning (3 credits)
  - Scientific Reasoning (3 credits)

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. ~~Students may count up to two Pillar Courses toward each major or minor. The Liberal Studies program and interdisciplinary minors may count courses from more than two Pillars.~~ 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 language 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 World Language course must fulfill the Global Citizenship Pillar in a different discipline.

## PERSPECTIVES

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)
- Global Perspectives OR Aesthetic Perspectives (3 credits)
- Quantitative Perspectives OR Scientific Perspectives (3 credits)
- World Languages Perspectives (3 credits)

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).

~~Students may count no more than one Perspectives course toward each major or minor. The Liberal Studies program and interdisciplinary minors are exempt from this restriction.~~ 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.

## SYMPOSIUM

Students take 3 credits, CTZN 410: *Symposium on the Common Good*.

## 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.

Each major or minor program may offer courses in no more than two of the following categories: Historical/Contemporary, Behavioral/Social, Global Citizenship, Aesthetic, Quantitative, and Scientific. 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.

### **Additional Requirements for Specific Degree**

In addition to the courses required for the Core Curriculum Program, students are required to take an additional course 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

**For inclusion in the Faculty Policies and Procedures Manual, 2017-2018:**

**FPPM Proposal for Section II: Instruction and Advising**

**THE LONGWOOD UNIVERSITY CORE CURRICULUM**

**I. PURPOSE**

The Core Curriculum experience, combined with students' disciplinary study in the major(s), 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.

**II. STRUCTURE**

**A. FOUNDATIONS LEVEL**

1. At the Foundations level, students engage in creative inquiry, cultivate curiosity, and develop foundational knowledge and skills.
2. First-year and Pillar courses, which comprise the Foundations, introduce students to the nature of college-level academic work and disciplinary modes of thinking.
3. Students will take 6 credits of required First-Year courses, Inquiry into Citizenship (3 credits) and Writing and Rhetoric (3 credits), which inspire their curiosity and equip them with skills necessary for college success.
4. Students will fulfill 18-19 credits of Pillar Courses, by choosing one course from each pillar:
  - i. Historical and Contemporary Insights (3 credits)
  - ii. Human Behavior and Social Institutions (3 credits)
  - iii. Global Citizenship (3-4 credits)
  - iv. Aesthetic Expression (3 credits)
  - v. Quantitative Reasoning (3 credits)
  - vi. Scientific Reasoning (3 credits)

5. Pillar courses are introductory 100-200 level courses open to all students and have no prerequisites.
6. Programs designate which courses, if any, may be counted toward the major or minor. ~~Students may count up to two Pillar Courses toward each major or minor. Students in the Liberal Studies program and students pursuing an interdisciplinary minor are exempt from this restriction.~~ 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.
7. At a minimum, students must complete 3 credits to satisfy each Pillar requirement. A sequence of 1-credit courses is acceptable. A course may be more than 3 credits without special permission.
8. Students may transfer Pillar courses from other institutions with appropriate approval (see Transfer Policy in Catalog).
9. Students study world languages and cultures in the Global Citizenship Pillar. The world language 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 World Language course must fulfill the Global Citizenship Pillar in a different discipline.

## B. PERSPECTIVES LEVEL

1. 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.
2. Perspectives courses are disciplinary-based integrative learning experiences, intentionally designed to make explicit connections between courses, fields, and disciplines or between disciplinary knowledge 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.
3. Students will fulfill 12 credits of Perspectives Courses, by choosing one course from each of the following pairs or categories:
  - i. Historical/Contemporary Perspectives OR Behavioral/Social Perspectives (3 credits)
  - ii. Global Perspectives OR Aesthetic Perspectives (3 credits)
  - iii. Quantitative Perspectives OR Scientific Perspectives (3 credits)
  - iv. World Languages Perspectives (3 credits)

4. Perspectives courses are Longwood-distinctive courses and cannot be transferred from other institutions. Perspectives courses cannot be waived.
5. Students must complete the designated Pillar before taking the associated Perspectives course. Perspectives courses may also designate completion of an additional Pillar requirement and/or specific prerequisite courses. Perspectives courses are intended to be open to students in multiple majors; as such, prerequisite courses should not interfere with this intent.
6. ~~Students may count no more than one Perspectives course toward each major or minor. The Liberal Studies program and interdisciplinary minors may count more than one course for the major or minor.~~ 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.
7. 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.

### C. THE SYMPOSIUM

1. 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.
2. 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.
3. 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.
4. 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.

### III. POLICIES

- A. 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.
- B. Each major or minor may offer courses in no more than two of the following categories: Historical/Contemporary, Behavioral/Social, Global Citizenship, Aesthetic, Quantitative, and



Scientific. Interdisciplinary majors and minors, such as Liberal Studies, are exempt from this policy.

- C. Majors may reserve up to 50% of seats in each section it offers of a Foundations course, including First-Year and Pillar courses, or of a Perspectives course.
- D. 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.
- E. Course Sizes

- 1. To provide high-quality instruction to our students, most Core Curriculum courses have caps of 25 students. The courses below have the following caps:
  - i. Scientific courses with labs have 24 students.
  - ii. Inquiry into Citizenship sections have 20 students.
  - iii. Writing and Rhetoric ~~sections~~, World Languages, and Symposium on the Common Good sections have 18 students.
  - iv. Aesthetic Expression courses with studios have 15 students.

#### F. COMMUNICATION INFUSION

- 1. Improving communication and expression takes practice in a variety of contextual settings. As such, all courses in the Core Curriculum will explicitly infuse communication throughout the entirety of the course.
- 2. Writing-Infused Courses
  - i. Faculty must integrate writing exercises and assignments with Core outcomes and individual course objectives, so that students may simultaneously master course content and develop their writing abilities. Writing exercises and assignments must be used throughout the course. These assignments and exercises can include formal and informal writing for a variety of purposes such as but not limited to summary, description, analysis, reflection, and other meaningful contributions to student thinking.
  - ii. Faculty must provide explicit instruction to aid student understanding of writing appropriately for audiences in the relevant context or discipline. Specifically, faculty could provide instruction regarding the types and uses of evidence, structure of writing text, and language related to writing for the purposes of the course, as appropriate to the assignment.
  - iii. Faculty must provide appropriate and timely peer and/or instructor feedback on student writing to allow opportunities for students to improve their writing through incorporating feedback on subsequent assignments.
- 3. Speaking-Infused Courses
  - i. Faculty must integrate speaking opportunities, exercises, and/or assignments with Core outcomes and individual course objectives, so that students may simultaneously master course content and develop and improve their oral communication skills. Speaking-infused activities include low-stakes, informal speaking opportunities (such as one-on-one student discussions regarding class content), semi-formal speaking exercises (including class

discussions and small-group discussions), and formal speaking assignments (including panel discussions, structured debates, and podium speeches).

- ii. Faculty must provide explicit instruction to aid student understanding of speaking appropriately for audiences in the relevant context or discipline. Specifically, faculty could provide instruction on the importance of audience, purpose, and occasion, as well as clarity, organization, focus, and delivery.
- iii. Faculty must provide appropriate and timely peer and/or instructor feedback on student oral communication to allow opportunities for students to improve their performance on subsequent assignments.

#### 4. Arts-Applied Courses

- i. Faculty must provide arts-applied assignments throughout the course, so that students master course content and develop their own artistic skills. These assignments may include group or one-on-one instruction; group or individual production, reflection, and analysis; skills-building assignments; formal and informal practice; and other meaningful contributions to student artistic expression.
- ii. Faculty must provide explicit instruction to aid student understanding of the conventions appropriate for communicating artistically in the relevant context or discipline. Specifically, faculty could provide instruction regarding foundational skills, practices that heighten artistic communication, exploration of various techniques, and opportunities for immersion in the arts through the production of artistic media.
- iii. Faculty must provide appropriate and timely peer and/or instructor feedback on student expression to allow opportunities for students to improve their performance on subsequent assignments.

#### 5. Course Requirements for Communication Assignments

- i. CTZN 110: *Inquiry into Citizenship* will be speaking-infused. At least 15% of the final course grade will be awarded from communication-infused exercises/assignments.
- ii. ENGL 165: *Writing and Rhetoric* will be writing-infused. At least 15% of the final course grade will be awarded from communication-infused exercises/assignments.
- iii. Pillar courses may choose to be writing-infused or speaking-infused. Courses in the Aesthetic Expression Pillar may instead choose to be arts-applied.
  - 1. For writing-infused or speaking-infused courses, at least 15% of the final course grade will be awarded from communication-infused exercises/assignments.
  - 2. For arts-applied courses, at least 50% of the final course grade will be awarded from exercises/assignments that require the student to apply artistic skills and knowledge to produce art.
- iv. Perspectives courses may choose to be writing-infused or speaking-infused. Courses in the Aesthetic Expression Perspectives category may instead choose to be arts-applied.

1. For writing-infused or speaking-infused courses, at least 10% of the final course grade will be awarded from communication-infused exercises/assignments.
  2. For arts-applied courses, at least 50% of the final course grade will be awarded from exercises/assignments that require the student to apply artistic skills and knowledge to produce art.
- v. The World Languages Perspectives course will be both writing-infused and speaking-infused. At least 10% of the final course grade will be comprised from writing-infused exercises/assignments and at least another 10% of the final course grade will be comprised from speaking-infused exercises/assignments.
- vi. The Symposium on the Common Good will be both writing-infused and speaking-infused. At least 15% of the final course grade will be comprised from writing-infused exercises/assignments and at least another 15% of the final course grade will be comprised from speaking-infused exercises/assignments.

#### D. Assessment and Revision of the Core Curriculum

1. The Core Curriculum Committee is responsible for assessment of and any revision to the Core Curriculum (see Committee Description).
2. Additional procedures and timetables for assessment of the program are available on the Core Curriculum webpage.

**For inclusion in the Faculty Policies and Procedures Manual, 2017-2018:**

**FPPM Proposal for Section III: Academic Personnel Policies**

**CORE CURRICULUM DIRECTOR AND COORDINATORS**

**1. Director of the Core Curriculum**

The Core Curriculum Director oversees the development and implementation of the Longwood University Core Curriculum and chairs the Core Curriculum Committee. The Director is appointed by the PVPAA and receives half time release (generally two courses) each semester in addition to compensation (comparable to department chairs) for additional responsibilities and summer work. The term of the appointment is three years and is subject to review annually by the PVPAA. The Director may be re-appointed at the discretion of the PVPAA.

Responsibilities of the Core Curriculum Director include:

- Coordinates day-to-day operation of the Core Curriculum by providing students, faculty, departments, and university offices with information relating to the program
- Presides over meetings of the Core Curriculum Committee, working collaboratively with other voting and ex-officio members of this committee
- Oversees the review, approval, and renewal of Core Curriculum courses through the Core Curriculum Committee, including the development of a probationary process for Core Curriculum courses identified by the committee
- Collaborates with campus offices supporting the Core Curriculum program (e.g., the Writing Center, Peer Mentors, etc.)
- Works with deans and department chairs to ensure involvement of a diverse and engaged faculty in the teaching of Core Curriculum courses
- Assists the PVPAA in selection and/or re-appointment of Core Curriculum coordinators
- Develops and monitors the budget for support of the Core Curriculum, submitting budgetary requests in accordance with procedures established by Academic Affairs
- Works with the Registrar's Office and department chairs to coordinate the scheduling of Core Curriculum courses and the pre-registration of students where appropriate
- Maintains a long-term planning schedule for the Core Curriculum which includes implementation of new courses, assessment and professional development timelines, rotation of themes, terms of leadership, etc.
- Works with the Admissions Office to publicize the Core Curriculum to prospective Longwood students
- Works with CAFÉ, DEC and/or other faculty development resources to coordinate opportunities for professional development for Core Curriculum instructors
- Maintains appropriate data collection
- Works collaboratively with Institutional Research (OAIR) and the CTZN 110, CTZN 410, and Writing and Rhetoric Coordinators to evaluate individual Core Curriculum courses and the effectiveness of the overall Core Curriculum program

- Serves as one of Longwood's representatives in discussions regarding articulation agreements with the Virginia Community College System (VCCS)
- Writes and submits to the PVPAA required reports on the Core Curriculum including enrollment data, professional development programming, course-level data, etc.
- Stays actively engaged in contemporary scholarship on general education and attends relevant conferences

## **2. CTZN 110/Inquiry into Citizenship Course Coordinator**

The CTZN 110/Inquiry into Citizenship Course Coordinator oversees and coordinates the development and teaching of the first-year CTZN 110 course. The Coordinator is appointed by the PVPAA in consultation with the Core Curriculum Director, receives quarter time release (generally one course) each semester, compensation (comparable to program coordinators) for additional responsibilities and summer work, and reports to the Core Curriculum Director. The term of the appointment is three years and is subject to review annually by the Director of the Core Curriculum and the PVPAA. The coordinator may be re-appointed at the discretion of the PVPAA.

Responsibilities of the Inquiry into Citizenship Course Coordinator include:

- Presides over meetings of the Inquiry into Citizenship (CTZN 110) faculty
- Coordinates the curriculum and monitors course assessment
- Works with individual faculty on course development
- Confers with the Registrar's Office, the Core Curriculum Director, and appropriate department chairs regarding the scheduling and staffing of CTZN 110 sections
- Participates actively in the recruitment of CTZN 110 instructors
- Works with CAFÉ and/or other faculty development resources to provide opportunities for professional development for CTZN 110 instructors
- Plays an active role as a voting member at all meetings of the Core Curriculum Committee
- Works collaboratively with Institutional Research (OAIR) to prepare assessment data and reports for effective review, evaluation, and on-going development of Citizenship courses
- Writes required reports regarding successes and challenges of the Citizenship courses
- Stays actively engaged in contemporary scholarship on civic education at the collegiate level and attends relevant conferences
- Teaches at least one section of the CTZN 110 course during the academic year

## **3. CTZN 410/Symposium Course Coordinator**

The CTZN 410/Symposium Course Coordinator oversees the development and teaching of the Symposium course (CTZN 410). The Coordinator is appointed by the PVPAA in consultation with Core Curriculum Director, receives three-eighths time release (generally three courses) each year, compensation (comparable to program coordinators) for additional responsibilities and summer work, and reports to the Core Curriculum Director. The term of the appointment is three

years and is subject to review annually by the Director of the Core Curriculum and the PVPAA. The coordinator may be re-appointed at the discretion of the PVPAA.

Responsibilities of the Symposium Course Coordinator include:

- Presides over meetings of the Symposium (CTZN 410) faculty
- Coordinates the curriculum and monitors course assessment
- Works with individual faculty on course development
- Confers with the Registrar's Office, the Core Curriculum Director, and appropriate department chairs regarding the scheduling and staffing of CTZN 410 sections
- Participates actively in the recruitment of CTZN 410 instructors
- Works with CAFÉ and/or other faculty development resources to provide opportunities for professional development for CTZN 410 instructors
- Plays an active role as a voting member at all meetings of the Core Curriculum Committee
- Works collaboratively with Institutional Research (OAIR) to prepare assessment data and reports for effective review, evaluation, and on-going development of the CTZN 410 course
- Writes required reports regarding success and challenges of Symposium sections
- Coordinates the campus-wide Symposium event(s)
- Collaborates with the Core Curriculum Committee to develop the Symposium theme and review proposals for inclusion within the assigned theme
- Stays actively engaged in contemporary scholarship on integrative education at the collegiate level and attends relevant conferences
- Teaches at least one section of the CTZN 410 course during the academic year

#### **4. Writing and Rhetoric Coordinator**

The Writing and Rhetoric Coordinator oversees and coordinates the development and teaching of the first-year Writing and Rhetoric course. The Coordinator is a disciplinary expert appointed by the PVPAA in consultation with the chair of the Department of English and Modern Languages, receives quarter time release (generally one course) each semester, compensation (comparable to program coordinators) for additional responsibilities and summer work, and reports to the Core Curriculum Director. The term of the appointment is three years and is subject to review annually by the Director of the Core Curriculum and the PVPAA. The coordinator may be re-appointed at the discretion of the PVPAA.

Responsibilities of the Writing and Rhetoric Coordinator include:

- Presides over meetings of the Writing and Rhetoric (ENGL 165) faculty
- Coordinates the curriculum and monitors course assessment across writing infused courses
- Works with individual faculty on course development

- Confers with the Core Curriculum Director and the Chair of the Department of English and Modern Languages regarding the scheduling and staffing of ENGL 165 sections
- Participates actively in the recruitment of ENGL 165 instructors
- Works with CAFÉ and/or other faculty development resources to provide opportunities for professional development for instructors of writing infused courses
- Plays an active role as a voting member at all meetings of the Core Curriculum Committee
- Works collaboratively with Institutional Research (OAIR) to prepare assessment data and reports for effective review, evaluation, and on-going development of the Writing and Rhetoric course
- Writes required reports regarding successes and challenges of the Writing and Rhetoric course
- Stays actively engaged in contemporary scholarship on rhetoric and composition education at the collegiate level and attends relevant conferences
- Teaches at least one section of the Writing and Rhetoric course during the academic year

**For inclusion in the Faculty Policies and Procedures Manual, 2017-2018:**

**FPPM Proposal for Section IV: Governance**

**DELETION of S. COMMITTEE ON GENERAL EDUCATION**

**1. Purpose and Duties:** The General Education Committee is responsible for monitoring, overseeing, and synthesizing information about the success of the Longwood University General Education program in conveying content knowledge to, and developing the cognitive abilities of, Longwood University students and graduates. Where these are found wanting they are also charged with recommending changes. The committee, in conjunction with the General Education Director, will consolidate and evaluate information about the performance of the General Education program's curricular and co-curricular elements with the aid of appropriate administrative offices (e.g., Assessment, Longwood Seminar, Student Affairs). The Committee will issue biennial reports on the state of General Education and will, when necessary, make specific recommendations for change to the Educational Policy Committee for curricular action or to appropriate parties for changes in co-curricular elements.

**2. Specific Responsibilities of the Committee (including, but not limited to)**

- a. Coordinate co-curricular activities for Goal 13, including speakers, designed to enhance the common experience
- b. Coordinate and participate in the design of General Education assessment efforts
- c. Review assessment results for General Education (e.g., goals, courses)
- d. Recommend changes in the General Education Curriculum
- e. Review co-curricular general education activities' assessment
- f. Develop and update an ongoing plan for faculty development in General Education
- g. Review organizational and extra-organizational efforts to communicate general education to constituencies (e.g., registrar's and admissions office communications)
- h. Encourage the teaching and learning of written and oral communication skills throughout the University, and consider and evaluate different policies designed to improve competence in written and oral communication. Make information regarding such policies available to faculty and students.
- i. Oversee and recommend changes in the OVERALL General Education process
- j. Submit biennially a report citing any issues and making recommendations for General Education in the area of
  - (1) Curriculum
  - (2) Co-curricular activities
  - (3) Assessment of General Education both Substantive and Structural
  - (4) Faculty development for General Education
  - (5) Student awareness of General Education program and purpose



3. **Membership:** The committee will be a standing committee of the Faculty Senate. In addition to the General Education Director, who chairs the committee and serves as a voting member, its membership will comprise four members of the full-time faculty, 195 nominated by the Faculty Senate Executive Committee and approved by the Faculty Senate. Two faculty will be from the Cook-Cole College of Arts and Sciences, and one each from the College of Education and Human Services and the College of Business and Economics. Faculty members will serve 3-year terms and the terms of service will be staggered. Members may be reappointed. Reduction in load for committee members should be requested by the committee on an “as needed” basis to carry out intensive projects.

Non-voting ex-officio members of the Committee shall be

- a. The Dean of Students
- b. The Director of Assessment and Institutional Research
- c. The Director of Longwood Seminar
- d. The Provost and Vice President for Academic Affairs (PVPAA) or designee
- e. Chair of the Faculty Senate or designee

4. **Tenure Restrictions:** None.

5. **Departmental Restrictions:** No more than 1 from each department.

6. **College Restrictions:** One member from the College of Education and Human Services, one member from the College of Business and Economics, two members from the Cook-Cole College of Arts and Sciences.

7. **Other Restrictions:** None.

8. **Term of Office:** The term of office on this committee shall be for three years, but individuals may serve additional terms.

9. **Method of Selection:** Nominated by the Faculty Senate Executive Committee and approved by the Faculty Senate. The PVPAA will appoint a member of the full-time faculty to serve as General Education Director and to chair the General Education Committee. The Director will receive a reduction of teaching load equivalent to 1/2 of the “normal” teaching load in the school of the faculty member’s appointment (e.g., a 2 course or 6 hour reduction per semester for the current standard load of 12 hours and 4 courses).

10. **Chair:** Director of General Education.

11. **Reporting Route:** To the Faculty Senate.

## **REPLACEMENT: S. COMMITTEE ON CORE CURRICULUM**

**1. Purpose and Duties:** The Core Curriculum Committee is responsible for coordinating, overseeing, assessing, and reporting about the Longwood University Core Curriculum program in conveying content knowledge to, and developing the cognitive abilities of, Longwood University students and graduates. The committee, led by the Director of the Core Curriculum, will consolidate and evaluate information about the performance of the Core Curriculum program's curricular and co-curricular elements with the aid of appropriate administrative offices (e.g., OAIR, Writing Center). The Committee will evaluate the Core Curriculum on a rotating three-year cycle and will, when necessary, make specific recommendations for change to the Educational Policy Committee for curricular action or to appropriate parties for changes in co-curricular elements.

### **2. Specific Responsibilities of the Committee (including, but not limited to)**

- a. Oversee and recommend changes in the Core Curriculum program and process
- b. Consult with each academic program to confirm their Pillar category selection on a regular basis.
- c. Coordinate the design of Core Curriculum three-year rotation assessment
- d. Evaluate assessment data for Core Curriculum (e.g., goals, courses)
- e. Develop and update an ongoing plan for faculty development in Core Curriculum
- f. Coordinate co-curricular activities for the Inquiry into Citizenship and Symposium on the Common Good courses, including speakers, designed to enhance the common experience
- g. As needed, make recommendations for Core Curriculum in the areas of
  - (1) Curriculum
  - (2) Faculty development for Core Curriculum
  - (3) Assessment of Core Curriculum both substantive and structural
    - (a) If a topic of CTZN 110 is found unsatisfactory following a review, the section may be placed on a three-year probationary period. If substantial progress is not made after the probationary period, the Core Curriculum Committee may recommend to Educational Policy Committee the removal of course topic of CTZN 110.
    - (b) If a course is found unsatisfactory following a review, the course may be placed on a three-year probationary period. If substantial progress is not made after the probationary period, the Core Curriculum Committee may recommend to the appropriate College Curriculum Committee the removal of courses from the list of approved Core Curriculum courses.
  - (4) Student awareness of Core Curriculum program and purpose
  - (5) Co-curricular activities
- h. Oversee all aspects of the phase out of the General Education Program.

3. **Membership:** The committee will be a standing committee of the Faculty Senate. The committee will consist of four voting directors and coordinators, nine additional voting members, and six non-voting ex-officio members.

- a. The Director of Core Curriculum oversees the development and implementation of the Longwood University Core Curriculum and chairs the Core Curriculum Committee. The Director is appointed by the PVPAA and receives half time release (generally two courses) each semester in addition to compensation for additional responsibilities and summer work (comparable to department chairs). The term of the appointment is three years and is subject to review annually by the PVPAA. The Director may be re-appointed at the discretion of the PVPAA.
- b. The CTZN 110/Inquiry into Citizenship Course Coordinator oversees and coordinates the development and teaching of the first-year CTZN 110 course. The Coordinator is appointed by the PVPAA in consultation with the Core Curriculum Director, receives quarter time release (generally one course) each semester, compensation for summer work (comparable to program coordinators), and reports to the Core Curriculum Director. The term of the appointment is three years and is subject to review annually by the Director of the Core Curriculum and the PVPAA. The coordinator may be re-appointed at the discretion of the PVPAA.
- c. The CTZN 410/Symposium Course Coordinator oversees the development and teaching of the Symposium course (CTZN 410). The Coordinator is appointed by the PVPAA in consultation with Core Curriculum Director, receives three-eighths time release (generally three courses) each year, compensation for summer work (comparable to program coordinators), and reports to the Core Curriculum Director. The term of the appointment is three years and is subject to review annually by the Director of the Core Curriculum and the PVPAA. The coordinator may be re-appointed at the discretion of the PVPAA.
- d. The Writing and Rhetoric Coordinator oversees and coordinates the development and teaching of the first-year Writing and Rhetoric course. The Coordinator is a disciplinary expert appointed by the PVPAA in consultation with the chair of the Department of English and Modern Languages, receives quarter time release (generally one course) each semester, compensation for summer work (comparable to program coordinators), and reports to the Core Curriculum Director. The term of the appointment is three years and is subject to review annually by the Director of the Core Curriculum and the PVPAA. The coordinator may be re-appointed at the discretion of the PVPAA.

Each of the additional voting members will represent one category of the Core Curriculum and/or a SCHEV competency:

- a. Aesthetic Expression
- b. Critical Thinking
- c. Global Citizenship

- d. Historical and Contemporary Insights
- e. Human Behavior and Social Institutions
- f. Information Literacy
- g. Oral Communication
- h. Quantitative Reasoning
- i. Scientific Reasoning

Non-voting ex-officio members of the Committee shall be

- a. Chair of the Faculty Senate or designee
- b. The Provost and Vice President for Academic Affairs (PVPAA) or designee
- c. The Director of Assessment and Institutional Research or designee
- d. The Director of CAFÉ or designee
- e. Senior Director of Student Success and Retention or designee~~The Director of First Year Experience or designee~~

**4. Tenure Restrictions:**

- a. The Director of Core Curriculum and the three Course Coordinators must be tenured.
- b. Nine additional voting members have no tenure restrictions.

**5. Departmental Restrictions:** No more than 2 from each department.

**6. College Restrictions:** When possible, at least one member from each of the following colleges: College of Education and Human Services, the College of Business and Economics, and the Cook-Cole College of Arts and Sciences.

**7. Other Restrictions:** None.

**8. Term of Office:** The term of office on this committee, including director and coordinators, shall be for three years, but individuals may serve additional terms.

**9. Method of Selection:**

- a. The director will be appointed by the PVPAA, in consultation with the Academic Chairs Council. The three coordinators will be appointed by the PVPAA, in consultation with the Director of Core Curriculum and the Academic Chairs Council. The director and the coordinators can be reappointed at the discretion of the PVPAA.
- b. Each of the nine additional voting members will be nominated by the Faculty Senate Executive Committee.

**10. Chair:** Director of the Core Curriculum

**11. Reporting Route:** To the Faculty Senate and PVPAA

