

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: Amendment of Core Curriculum Goals and Outcomes, passed by Senate in September 2015

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.” In September 2015, the Faculty Senate passed the Core Curriculum Goals and Outcomes with the understanding that they may be revised as the new program was developed.

SUMMARY OF NEW POLICY: The Core Curriculum student learning outcomes, designed to facilitate the development of students into citizen leaders, are divided into three levels: Foundations, Perspectives, and Symposium. 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 Foundations level student learning outcome “Investigate and describe diverse cultural perspectives, both historical and contemporary” has been split into two new outcomes:
 - “Describe and analyze continuity and change in one or more cultures.”
 - “Develop skills for global citizenship through the study of world languages and cultures.”
- The Foundations level student learning outcome “Explore and engage in creative and artistic expression” now reads “Explore and/or engage in creative and artistic expression.”
- The Context level has been renamed the Symposium and the definition has been improved.

RATIONALE FOR THE POLICY: ACCC has held multiple workshops for faculty, students, and administrators to develop the Core Curriculum program. Some of the suggestions for the program required a rewording or revision of the student learning outcomes. Their suggestions are incorporated into this current proposal.

Date submitted to Faculty Senate Executive Committee for Consideration: September 1, 2016

Action(s) Taken:

Date first read at Faculty Senate: _____

Action(s) Taken:

Date final action taken by Faculty Senate: _____

Final action(s) Taken:

Coversheet created 4/2011

Foundations

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

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

- a. Investigate the foundations of citizenship, which include ethical reasoning, critical thought, and civil discourse.
- ~~b. Students will investigate and describe diverse cultural perspectives, both historical and contemporary.~~ **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 the 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.

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.

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.

Context The Symposium

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

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.