

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: Undergraduate Catalog 2018-19: The Longwood University Core Curriculum

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. Throughout the past three years, the committee has sought faculty, staff, student, and administration input to help inform decisions and design of the program.

SUMMARY OF NEW POLICY: The Core Curriculum consists of three levels (Foundations, Perspectives, and Symposium). Students must complete 39-40 credits to complete the program. At the Foundations level, students take 24-25 credits, comprised of two First-Year courses and one course from each of six Pillar categories. 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, Global Perspectives OR Aesthetic Perspectives, Quantitative Perspectives OR Scientific Perspectives, and World Languages Perspectives. As the culminating experience of the Core Curriculum, students take 3 credits, CTZN 410: *Symposium on the Common Good*.

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.” In the current General Education program only goals 1 and 13 explicitly address the university mission of creating citizen leaders. The proposed new Core Curriculum arises from the academic definition of citizen leader, developed by the Academic Core Curriculum Committee and approved by Senate in the Core Curriculum Guiding Principles: A citizen leader is someone who is academically and personally transformed by knowledge, fundamental modes of inquiry, and informed

civic engagement and who then applies the virtues of a Longwood education to serve and transform communities. http://www.longwood.edu/assets/senate/ACCC_Guiding_Principles-Final.pdf

The proposed Core Curriculum stresses integration and uses 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 Core Curriculum also incorporates the SCHEV competencies, while the current general education program does not. This integration will provide a more cohesive experience for student learning and assessment.

In 2018, the proposed Core Curriculum would be implemented for all incoming freshmen; upper-level and transfer students who enter under previous catalogs would still be under the current General Education program. See the Information Item about Timeline of Implementation for further details.

Below is a chart that summarizes the differences between the current General Education Program and the new Core Curriculum:

Current General Education Program	Proposed Core Curriculum Program
14 Goals	3 Levels
50 Student Learning Outcomes	19 Student Learning Outcomes
SCHEV competencies assessed outside General Education	SCHEV competencies assessed in Core Curriculum
Writing and Speaking Intensive Courses outside of General Education	Writing and Speaking Infused Courses throughout Core Curriculum
38 credits with 4-8 additional credits of language required	39 – 40 credits with no additional language required
Students may not count General Education courses towards their majors	Students may count up to three Core Curriculum courses towards each major
Internship required for each major	Internships determined by individual majors
Additional Degree Requirements are 6-7 credits outside of General Education	Additional Degree Requirements are 3-4 credits outside of Core Curriculum because of integrative nature of Core Curriculum courses

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 Educational Policy Committee: _____
Action(s) Taken:

Date final action taken by Faculty Senate: _____
Final action(s) Taken:

Coversheet created 4/2011

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: 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. Speaking-infused. 3 credits.
- **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. Writing-infused. 3 credits.

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.

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.

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. Writing infused, speaking infused. Can be repeated for credit as CTZN 420 when the theme or topic changes. 3 credits.

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.