

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:** FPPM New Policy for Section II: Instruction and Advising – 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](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:

<b>Current General Education Program</b>	<b>Proposed Core Curriculum Program</b>
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 Faculty Senate: \_\_\_\_\_  
Final action(s) Taken:

Coversheet created 4/2011

**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.
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.
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 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 take 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.