

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: Addition to Academic Requirements -- 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 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.

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.

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