

LONGWOOD UNIVERSITY
BOARD OF VISITORS
December 2, 2016
Minutes

Call to Order

The Longwood University Board of Visitors met on Friday, December 2, 2016 in the Stallard Boardroom. The meeting was called to order at 9:00 a.m. by Rector Robert Wertz.

Members present:

Mrs. Eileen Anderson
Ms. Katharine McKeown Bond
Mr. Michael Evans
Mr. Steven Gould
Mr. David Hallock
Mr. Eric Hansen
Mr. Stephen Mobley
Mrs. Marianne M. Radcliff
Dr. Nettie Simon-Owens
Ms. Pia Trigiani
The Hon. Robert S. Wertz, Jr.

Also present:

President W. Taylor Reveley IV
Dr. Joan Neff, Provost and Vice President for Academic Affairs
Mr. Kenneth Copeland, Vice President for Administration and Finance
Ms. Victoria Kindon, Vice President for Strategic Operations
Dr. Tim Pierson, Vice President for Student Affairs
Ms. Courtney Hodges, Vice President for Institutional Advancement
Mr. Troy Austin, Director of Athletics
Mr. Justin Pope, Chief of Staff
Mrs. Kay Stokes, Executive Assistant
Mr. Michael Lewandowski, Longwood University Foundation
Dr. Lissa Power-deFur, Faculty Representative
Mr. Dillon Yonker, Student Representative
Ms. Stephanie Carwile, Staff Advisory Committee Representative
Dr. Kendall Lee, President, Alumni Association
Mr. Cameron O'Brion, Office of the Attorney General

Rector's Welcome and Approval of President's Contract, Minutes and Consent Agenda:

The rector welcomed those attending the meeting and expressed his appreciation and congratulations for the success of the October 4th Vice-Presidential Debate. He said he had been told by Gov. McAuliffe that Virginia public universities should "be bold" and he was proud Longwood had done so.

The rector asked for a motion to approve a second five-year contract for President Reveley, extending through 2023. Ms. Radcliff so moved, Mr. Hallock seconded. The motion was approved unanimously. The rector congratulated President Reveley and said the Board looks forward to continuing to working with him on bold initiatives to advance the university's mission and strategic goals.

The rector asked for a motion to approve the minutes of the September meeting and other items in the Consent Agenda. Mr. Hanson so moved, Mr. Mobley seconded and the motion was approved unanimously.

President's Report and Discussion:

President Reveley said he was deeply honored to serve as president, noting he is from a family of educators and that his family ties to Longwood now extend more than a century, and looks forward to the work ahead.

President Reveley said it has been a remarkable semester at Longwood, including the debate, which produced an extraordinary \$83 million in media value, but more importantly gave Longwood a sense of what it can achieve in the future. Two new residence halls were opened. A successful and collaborative faculty-driven process has produced a new core curriculum for the Board to consider, and philanthropically Longwood has secured the largest gift in its history -- \$5.9 million to support the Brock Endowment for Transformative Learning.

President Reveley noted it is bittersweet to note Paul Barrett will shortly retire as dean of the College of Business and Education, and thanked him for his service, leading a round of applause from the room.

Reports of the Vice Presidents:

Courtney Hodges expressed her appreciation to her staff for a highly accomplished fall semester, highlighted by the Brock Gift, the opening of Sharp and Register Halls and continued progress on annual giving. President Reveley noted the university's fundraising totals halfway through the fiscal year would already be among the university's best philanthropic years. Ms. Hodges said the gift shows that there is interest among donors in supporting academic enterprises if the value of such investments can be clearly demonstrated.

Victoria Kinson gave an overview of the reboot of reunions programming for alumni. She noted Ryan Catherwood had recently hosted the first international alumni event in London. She gave an overview in changes in the timing of FAFSA form and financial aid allocations that are affecting all universities this year, describing new financial modeling her office is deploying to

help Longwood make the best possible strategic decisions for financial aid offers, which will be made earlier this year than in past years. She provided an update on other matters, including the search for a new admissions director, with candidates' campus visits scheduled before the holidays.

Troy Austin reported it has been a successful semester, with unprecedented success for fall teams. He thanked the Board of authorizing the Willett Hall court to be named after Jerome Kersey, and gave an overview of plans for the weekend dedication ceremony.

Mr. Copeland provided an update on state funding for Longwood capital projects, noting Longwood was the only Virginia university with three capital building projects approved in the previous session. He gave an overview of construction, and said the opening of the new residence halls on campus has provided a solid architectural addition to the heart of campus and been very well received by students. He gave an overview of the state budget situation, indicating Longwood is prepared if there is a reduction in the state budget allocation in the second year of the biennium but he is cautiously optimistic due to a strong economy that any such reduction would be minimized. The university is preparing as is customary to prepay as many expenses for the next fiscal year as possible to offer budgetary cushion. President Reveley praised the capital planning and facilities staff for their work on a great range of projects during the fall semester. He summarized the large number of exciting projects underway beyond campus around Farmville.

Dr. Pierson provided an overview of student engagement and activities over a successful fall semester, and described the response on campus to the election, which he said had been composed and responsible even as students across the political spectrum had strongly held political views. He noted the campus police department was recognized again by Security Magazine as a top police department in the country. He noted the university has a new Title IX/Clery coordinator, which has allowed Jen Fraley to expand to other duties. He gave an overview of continued high demand for mental health services regarding issues such as anxiety and depression.

Dr. Neff followed on to express her belief that Longwood is a strong community where people are aware of resources to assist them and that helps explain demand for counseling services.

She said the debate was a wonderful opportunity for the faculty, and expressed her gratitude to Derek Taylor and Pam Tracy for their work encouraging faculty to incorporate the debate into the classroom. She expressed her excitement about the Brock gift, and opportunities to move forward to launch the initiative. She gave an overview of initiatives in graduate studies and other areas, and reiterated her belief that the investment of time to work carefully through the design of the new core curriculum will pay off down the road. There was discussion of the upcoming SACSCOC meeting in Atlanta.

Dean Chapman provided an update on recent awards related to teacher training, and plans for the Early Childhood Initiative. The center will be centered at the site of the Lumber Yard, and work is progressing to prepare the site for occupancy as soon as this spring.

Dr. Neff and Dr. Perry provided an update on plans to rethink and expand graduate program offerings.

Report of Representatives to the Board:

Dr. Kendall Lee provided an update on activities and priorities of the Alumni Board, emphasizing the focus on community engagement, including recent work with the Virginia Children's Book Festival and other community organizations. An "events and activity" committee has been established to begin an annual community service event. He gave an update on upcoming events, including assorted alumni events as well as the Alumni Awards Dinner.

Dillon Yonker, on behalf of the SGA, said that student excitement regarding the debate picked up considerably in the weeks immediately before the debate and carried through the event itself. For most students, perspectives shifted in a positive direction when they saw the disruption to campus would be noticeable but not extreme. He said Longwood student traditions and spirit have been running strong through the semester. He introduced Meredith Peck representing the new Graduate Students Association. He expressed a desire to support the more than 200 student organizations and hopes for increased funding from the student activity fee to provide continued such funding. He said students are interested in seeing potentially expanded library hours, and thanked the provost and new library dean for their cooperation in these discussions. Research Librarian Jennifer Beach reported the library is in the process of surveying students and examining costs and other issues that expanding hours might present. Dr. Pierson addressed some of the potential security concerns that could arise but indicated he is hopeful the request can be addressed.

Faculty representative Dr. Lissa Power-de-Fur gave an overview of the final process of the curriculum review, emphasizing the strength of support the proposal won in its final Faculty Senate vote, including four unanimous resolutions that passed following the vote to approve the curriculum itself. She gave an overview of the breadth of faculty involvement in academic organizations and journals. She also said faculty are seeing a greater awareness in their fields of Longwood and its reputation.

Mr. Mobley asked if the faculty had been able to do its best work on the curriculum unencumbered by outside interference, and she replied "absolutely." She said the faculty committee was outstanding and produced strong collaboration and energy toward developing collaborations. Prof. Larissa Fergeson echoed the belief that the process was comprehensive.

Stephanie Carwhile, representing the staff advisory committee, gave an update on the committee's recent and planned events and initiatives, including the November silent auction.

President Reveley reported on the recent hiring of a new Chief Financial Officer for the Foundation, Sharon Payne, scheduled to start soon. Mike Lewandowski, representing the Foundation, arrived and provided a further update on the new CFO and other Foundation activities. He reported audited financial statements have just been received and the Foundation received an unqualified "clean" opinion. He provided an update on development of the Hotel

Weyanoke project, credits related to Hull Springs Farm, and the Foundation's partnership with SPIDR Investments.

Members of the Board joined members of the faculty Academic Core Curriculum Committee and university deans and senior administrators for an informal lunch.

Core Curriculum Presentation

Following lunch, Profs. Larissa Fergeson and Sharon Emerson-Stonell led a presentation and discussion regarding the proposed revision to the general education curriculum, including a review of the process of research and data collection, evaluation from students and faculty of the strengths and weaknesses of the current general education program; the development of guiding principles, and the structure of the curriculum with prospective course descriptions, titles and goals.

Faculty members on the committee responded to a number of questions from Board members, on topics including ensuring general education remains relevant to a changing curriculum, resource needs, the role of foreign languages, broader curricular trends in higher education, and issues related to implementation over the coming years. President Reveley said one of the great accomplishments of the proposal is that it artfully fits with established trends in higher education (for instance, interdisciplinary learning) but is also genuinely distinctive to Longwood. Dr. Neff noted how firmly the proposed core curriculum aligns with the core mission of the institution, which is surprisingly uncommon across higher education.

Mr. Wertz asked for a motion to approve the proposed core curriculum, and associated revisions necessary for implementation to the Faculty Policy and Procedures Manual. Mr. Hallock so moved, Dr. Simons-Owens seconded, and the motion was approved unanimously, followed by a round of applause. (A summary of the curriculum presentation to the Board as well as the revisions to the FPPM that were approved is included as Appendix 1).

The Rector offered his personal thanks to the faculty committee for their hard work over three years on a project of such vital importance to the university.

There being no further business, the meeting was adjourned.

Call to Order

The Longwood University Board of Visitors met on Saturday, December 3, 2016 in the Stallard Boardroom. The meeting was called to order at 9:00 a.m. by Rector Robert Wertz. All members from the previous day were present except Mrs. Bond.

Also present:

President W. Taylor Reveley IV

Dr. Joan Neff, Provost and Vice President for Academic Affairs

Mr. Kenneth Copeland, Vice President for Administration and Finance

Dr. Tim Pierson, Vice President for Student Affairs

Ms. Courtney Hodges, Vice President for Institutional Advancement

Mr. Justin Pope, Chief of Staff

Mrs. Kay Stokes, Executive Assistant

Ms. Emily O’Brion, Director of Government Relations

Board members participated in a discussion led by Doug Lederman, founding editor of *Inside Higher Ed*, concerning current issues across the higher education landscape and the potential impact on higher education of the transition to a new presidential administration.

There being no further business, the meeting was adjourned at approximately 10:45 a.m.

The Core Curriculum

BACKGROUND: The Academic Core Curriculum Committee (ACCC) was appointed by Faculty Senate in Fall 2013 and comprises 13 faculty members from across departments and colleges. 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 THE CORE CURRICULUM: 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: 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.

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

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: 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.

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. 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.

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

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.
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.
-

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. 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