

# **Recommendations for Revisions of the ODU General Education Curriculum 2010**

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\*Students may meet this requirement through an approved course within the major.

\*\*Students will meet this requirement by successfully completing the third level of one foreign language or the second level of two foreign languages in high school. (American Sign Language will be accepted in place of a foreign language.)

\*\*\*Students will meet this requirement through an approved course within the major.

## Lower Division – Skills

### 1. Written Communication Skills, 100 Level (3 hours)

The first year writing skills course, ENGL 110C, will remain unchanged.

#### Outcomes:

Upon completing the first-year 100-level writing skills course, students will be able to:

- a. *abstract and summarize the content of texts in a range of disciplines.*
- b. *analyze both their texts and the texts of others based on rhetorical criteria (e.g., organization towards a purpose or effect; use of assumptions and appeals appropriate to the targeted audience and situation)*
- c. *analyze arguments, including uses of assumptions, claims, emotion and reason.*
- d. *move from analysis to evaluation, judging texts for effectiveness and credibility.*
- e. *distinguish between scholarly and popular treatments of ideas.*
- f. *edit their own writing to ensure that it is reasonably free of errors in such surface features as syntax, grammar, punctuation, and spelling.*
- g. *practice appropriate means of documenting their work.*
- h. *analyze, evaluate, and synthesize information so as to formulate adequate theses, moving beyond the scope of reporting information to composing papers that express their reasoned judgments on their topics.*
- i. *practice writing as a process and apply the writing process to a variety of contexts.*

## Lower Division – Skills

### 2. Written Communication Skills, 200 Level (3 hours)

What are now ENGL 111C and ENGL 131C will be restructured into a sophomore level component of (two) (three) craft courses. These courses will be designed to address distinct writing methodologies among the colleges and will be taught by the Department of English:

ENGL 211C, English Composition in the Disciplines I

ENGL 221C, English Composition in the Disciplines II

ENGL 231C, English Composition in the Disciplines III

#### Outcomes:

Upon completing the second-year 200-level writing skills course, students will be able to:

- a. *understand how to incorporate research responsibly and effectively into an extended piece of academic writing.*
- b. *recognize the core principles of argumentation, including proper use of assumptions, claims, emotion, and reason, as well as identification of logical fallacies, biases, and propaganda.*
- c. *develop a repertoire of effective and ethical rhetorical tools for academic and professional writing tasks.*
- d. *read popular, academic, and professional nonfiction writing analytically and critically.*

## Lower Division – Skills

### 3. Mathematical Skills (3 hours)

This requirement will remain unchanged. It will include the following course to be taught by the Department of Mathematics and Statistics:

MATH 101M, Mathematics for Critical Thinking

MATH 102M, College Algebra

MATH 162M, Pre-Calculus I

STAT 130M, Elementary Statistics

#### Outcomes

- a. *Logical Reasoning: Students will be able to interpret sentences to contain the logical connectives “and,” “or,” “some,” “all,” and “none.” They will be able to use deductive reasoning to draw conclusions from a series of statements and to identify appropriate generalizations or trends.*
- b. *Computational Skills: Students will develop facility in the language and symbols of mathematics and will be able to perform basic calculations and operations related to the application of mathematics or statistics.*
- c. *Data Interpretation: Students will be able to read and interpret visual displays of quantitative information such as bar graphs, line graphs, pie charts, pictographs, and tables. They will be able to use them to make predictions and draw inferences from the data.*
- d. *Problem Solving: Students will be able to read a word problem, set up the necessary equations that describe the problem, solve these equations using basic quantitative techniques, and interpret or draw a conclusion from the solution.*
- e. *Quantitative Modeling: Students will be able to model physical and natural phenomena and assess validity of a model, make predictions from the model, and draw conclusions based on the model.*

## Lower Division – Skills

### 4. Oral Communication Skills (3 hours)

This requirement should be retained with emphasis on public speaking. Additional focus should be placed on making public presentations with digital visual software, such as Power Point, in COMM 101R. This would include skills in choosing visual content, protocols for audience interaction, and elements of good design. It is expected that this requirement will be fulfilled by courses taught by the Department of Communication and Theater Arts. Departments may designate any R course that is appropriate to specific programs. The requirement may be fulfilled within the major through a 3 credit specialized course, or a combination of courses that meet the prescribed outcomes.

COMM 101R, Public Speaking

COMM 103R, Voice and Diction

COMM 112R, Introduction to Interpersonal Communication

#### Outcomes

Upon completing the lower division oral communications course(s), students will be able to:

- a. *Relate the principles of public speaking to a variety of extemporaneous speech situations*
- b. *Develop skill in researching a topic for a speech or professional presentation*
- c. *Prepare and organize the content for a speech or professional presentation*
- d. *Improve the use of language in conveying messages*
- e. *Develop critical analysis while listening to speeches and professional presentations*
- f. *Deliver appropriate speeches and professional presentations using digital visual software with increased skill and confidence*
- g. *Develop an understanding of the communication styles and strategies of others*

## Lower Division – Skills

- h. Enhance the ability to express oneself with empathy and sensitivity, as well as with assertiveness*

### **5. Information Literacy and Research (3 hours)**

This requirement will follow the competency standards recommended by the American Library Association. It will replace the current Computer Literacy requirement. The requirement will instruct students to use search engines and information sources effectively and provide them with skills in information retrieval, filtering, formatting, and presentation. It will demonstrate how to discern between reliable and unreliable sources. The requirement may be fulfilled within the major through a 3 credit specialized course, or a combination of courses that meet the prescribed outcomes. All departments, including the Library, are welcome to generate a generic course that would be open to all students.

#### Outcomes

Upon completing the lower Information Literacy and Research course(s), students will be able to:

- a. determine the nature and extent of the information needed for research*
- b. access information effectively and efficiently*
- c. critically evaluate information and information sources, such as library databases, collections, or websites appropriate to the field of research*
- d. use information effectively to accomplish a specific purpose or to complete a specific project*
- e. understand the economic, social, legal, and ethical issues surrounding the access and use of information*
- f. use information ethically and lawfully*

## Lower Division – Skills

### 6. Language and Culture (6 hours)

There should be as much emphasis on language as a window to a culture as on acquiring skills. Departments may require more than six hours of language courses for their degree programs. Courses will be taught by the Department of Foreign Languages and Literatures.

#### Outcomes

- a. *Students will be able to interpret (listening and reading) a language other than English at the novice level on the ACTFL standards of proficiency, or demonstrate through alternative means a similar or parallel knowledge of another language,*
- b. *Students will be able to apply (speaking and writing) a language other than English at the novice level on the ACTFL standards of proficiency, or demonstrate through alternative means a similar or parallel knowledge of another language,*
- c. *Students will be able to interpret non-verbal communications made by persons familiar with a language different from the student's own native language experience,*
- d. *Students will be able to identify the significant criteria that enhance the cultural identity of individuals other than those from the student's native language experience,*
- e. *Students will be able to distinguish the similarities and differences among individuals using the same language who live in different regions or different parts of the world, and*
- f. *Students will be able to discuss their role in developing cross-cultural understanding, or a similar or parallel understanding in another language.*

Note: American Sign Language (ASL) will be accepted for fulfilling this requirement. By allowing ASL to fulfill the requirement, FS Committee A is not asking that any department provide a six or twelve hour component of it. However any student who has had three years of ASL in high school or two years of ASL and two years of a foreign language will receive credit for having fulfilled the Language and Culture skills requirement. Also, any transfer student who has had two semesters of ASL at an accredited college or university will receive credit for the requirement.

## Lower Division – Ways of Knowing

The justification for *Ways of Knowing* is the need for our students to become more broadly educated because our students will enter a world in which they will hold several different jobs, and perhaps even embark on a succession of careers during their lives. Equally important is the consideration that this education will make their lives richer and their outlook broader even in the unlikely event that demands on their expertise do not change. All of the *Ways of Knowing* are required to consider the ways in which gender, age, poverty, ethnicity, and globalization fashion and influence our lives.

### 7. Human Creativity (3 hours)

This requirement will be satisfied with a course from the following areas: art, creative writing, dance, film, music, or theater.

#### Outcomes:

- a. *Students will demonstrate an appreciation of aesthetic experiences in the chosen discipline.*
- b. *Students write and discuss these experiences with greater understanding, which necessitates critical analysis according to the norms of the discipline.*
- c. *Students will critically assess the merits of their work and the work of others.*
- d. *Students will critically assess the intellectual traditions reflected in a particular work.*
- e. *Students will come to understand the value of common human needs and desires expressed through creative expression.*

## Lower Division – Ways of Knowing

### 8. Literature (3 hours)

This requirement will emphasize the contribution of literature to culture. Through critical reading and analysis, students will develop the ability to make effective use of the English language and informed aesthetic judgments about style and content.

#### Outcomes:

- a. *Students will critically analyze literature and assess its contribution to our cultural heritage.*
- b. *Through critical reading and analysis, students will develop an understanding of the effective use of the English language.*
- c. *Through critical reading and analysis, students will develop the ability to make informed judgments about writers' style and content.*
- d. *Students will develop an understanding of the perspectives of a diverse group of writers that may include women writers, minority writers, and writers from non-American cultures.*

## Lower Division – Ways of Knowing

### 9. The Nature of Science (8 hours)

These will be lecture courses with a laboratory component that concentrate on understanding science both as a process and as a body of knowledge. Unless mandated by the major, there will no longer be a sequencing requirement. Students can meet this requirement by completing introductory science courses in more than one discipline.

#### Outcomes:

- a. *Students will demonstrate their comprehension of a body of scientific knowledge.*
- b. *Students will develop the ability to apply concepts to new situations, solve problems, and interpret evidence that is presented in various formats, such as verbally, numerically, and graphically as appropriate to the content of the course.*
- c. *Students will be able to describe the domain and methods of scientific thinking, and be able to distinguish between questions that can and cannot be answered scientifically.*
- d. *Students will describe the role of experiment and observation in the development of scientific theory and knowledge.*

## Lower Division – Ways of Knowing

### 10. Human Behavior (3 hours)

The objective of these courses is to enable students to learn about human behavior in changing contexts. The courses will address how ideological, scientific, and ethical judgments affect human behavior in Western and non-Western cultures. They will also offer perspectives on the challenges, concerns, and contributions of diverse groups such as women and minorities.

This Way of Knowing will be satisfied with an appropriate course from the following such disciplines: Anthropology, Communications, Criminal Justice, Economics, Geography, Political Science, Psychology, Sociology, and Women's Studies. Other departments may offer courses to satisfy this requirement, subject to approval by Faculty Senate Committee A.

#### Outcomes:

- a. *Students will compare basic theories and models and identify their strengths and weaknesses.*
- b. *Students will be able to define key disciplinary vocabulary and terms.*
- c. *Students will be able to identify professional applications of disciplinary concepts.*
- d. *Students will describe how hypotheses and research questions are formed.*
- e. *Students will describe how data are collected, measured and analyzed.*
- f. *Students will explain how the social sciences have contributed to our understanding of society.*

## Lower Division – Ways of Knowing

### 11. Interpreting the Past (3 hours)

The objective of this Way of Knowing is to provide an understanding of historical analysis for non-history majors.

Outcomes:

- a. *Students will assess the strengths and weaknesses of historical methodologies.*
- b. *Students will identify, explain, and use historical concepts and terms.*
- c. *Students will hypothesize causal relationships in history such as economic, social, intellectual, political, and cultural issues.*
- d. *Students will construct a critical chronology of the subject.*
- e. *Students will identify basic elements of the relevant geography.*
- f. *Students will make effectively logical and coherent arguments based upon factual evidence.*

## Lower & Upper Division – Ways of Knowing

### 12. Philosophy and Ethics (3 hours)

Because of the many decisions our students will be called upon to make in their personal and professional lives, they will need an appreciation and understanding of philosophical, religious, and ethical foundations to help them to make informed, intelligent choices. Further, as the pace of change and interdependency in the world accelerates, it is important that our students be given an ample opportunity to critically examine philosophy and ethical values and to understand how philosophical and ethical issues affect decision-making in professional disciplines.

This Way of Knowing can be fulfilled at either the lower level (A) or the upper level (B). Some majors may require one specific course at either level. Where none is specified, a student is free to select a course from those listed below in either A. or B.

A new course at the lower level, PHIL 230P, *Introduction to Ethics*, will be included as an option in this Way of Knowing, and PHIL 150P, *World Religions: A Philosophical Introduction*, will be restructured as PHIL 250P, *Values and Beliefs of World Religions*, to examine the religious foundations of ethical behavior.

- A. Unless a class is specified for the major, students may choose one of the following courses offered by the Philosophy Department to fulfill the requirement:

PHIL 120P, Introduction to Logic and Critical Thinking

PHIL 110P, Introduction to Philosophy

PHIL 230P, Introduction to Ethics

PHIL 250P, Values and Beliefs of World Religions

## Lower & Upper Division – Ways of Knowing

### Outcomes:

- a. *Students will acquire a basic understanding of several foundational questions in one or more of the major areas of philosophy, e.g., metaphysics, epistemology, and value theory (including ethics).*
  - b. *Students will acquire a basic familiarity with the answers that diverse schools of philosophical or religious thought have proposed to foundational philosophical questions and the arguments with which they have supported these answers.*
  - c. *Students will acquire a facility with critical thinking and reasoning, especially concerning the construction and evaluation of arguments.*
- B. Programs may choose to have an ethics requirement at the upper division fulfilled in one of two ways:
1. Require an upper division course offered by the Philosophy Department that integrates ethical values and issues in the discipline.
  2. Fulfill an ethics requirement within the major through a 3 credit upper division course or a combination of courses that meet the prescribed outcomes, with the approval of FS Committee A.

The following upper division courses are currently options for various majors and clusters. They will be re-evaluated by Committee A as courses eligible to meet the requirement in the upper division.

PHIL 302E, Gender and Ethics  
PHIL 303E, Business Ethics  
PHIL 344E, Environmental Ethics (changed from T)  
PHIL 345E, Bioethics  
PHIL 355E, Computer Ethics (changed from T)  
PHIL 441E, Foundations of Ethics  
PHIL 442E, Studies in Applied Ethics  
SMGT 450E, Ethics in Sports Management

## Lower & Upper Division – Ways of Knowing

### Outcomes:

Upon completing the upper division Ethics and Values requirement, the student will be able to:

- a. *distinguish between normative and descriptive questions and to reason critically about the former.*
- b. *describe, compare, and contrast diverse bodies of thought about what constitutes ethically acceptable conduct and an ethically good character.*
- c. *explain how ethical values are reflected in various cultural, social, economic, legal, and political practices and institutions.*

### 13. The Impact of Technology (3 hours)

It is important for students to understand not only how a technology functions, but also how technology affects society. These courses are intended to develop students' abilities to make reasoned judgments about the impact of technological development upon world cultures and the environment as well as upon individuals and societies. This requirement may be fulfilled within the major through a 3 credit specialized course, or a combination of courses that meet the prescribed outcomes.

Current courses that Committee A will review to meet this requirement include:

COMM 472T, New Media Technologies  
CS 300T, Computers in Society  
GEOG 306T, Hazards: Natural and Technological  
HIST 304T, History of Medicine, Disease, and Health Technology  
HIST 309T, Technology and Civilization  
IT 360T, Principles of Information Technology  
MUSC 335T, Introduction to MIDI Technology  
OPMT 303T, Operations Management and Technology  
OTS 110T, Technology and Your World

## Lower & Upper Division – Ways of Knowing

OTS 370T, Technology and Society  
PHIL 383T, Technology: Its Nature and Significance  
POLS 350T, Technology and War  
WMST 390T, Women and Technology Worldwide

Committee A encourages departments to develop new courses for this Way of Knowing that will have general appeal for the entire student body. Both lower and upper division courses may be submitted to meet the *Impact of Technology* Way of Knowing. Upper-division courses should be more rigorous than courses proposed at the lower division.

### Outcomes:

Upon completing this Way of Knowing, students will be able to:

- a. *Describe the use and development of a given technology as a human and cultured activity*
- b. *Understand and describe the components, mechanisms, and function of a technological system, such as information and communication, finance, energy production, industrial production, food production, international trade, transportation, education, etc.*
- c. *Discuss the impact that a given technology may have on its users: how it may change users' conception of reality and what users' perceptions and biases are toward it*
- d. *Understand and describe the potential consequences, both intended and unintended, of a given technology for individuals, nations, societies, and the environment*
- e. *Express informed opinions about the cost/benefit relationship of a given technology, with considerations for development or controlled limitations*
- f. *Understand and describe how technology has enabled the pace of change and interdependency that have accelerated globalization.*
- g. *Describe the role of technology in defining ideas of progress and modernism.*

## Lower & Upper Division – Ways of Knowing

Note: Most all students will receive thorough technological training within the scope of their chosen majors. Committee A considers the impact of technology on world cultures and societies to be a more pressing issue for students to consider. How does technology change individual lives for better or worse? Is technology neutral or non-neutral? Further, students should be given the opportunity to examine the technological imperatives and historical impacts generated within their discipline to answer this question.

Committee A considers the current retinue of T courses as a suitable groundwork for building this Way of Knowing. Although several T courses are intended for majors, Committee A would encourage departments to design courses about the impact of technology within their disciplines that would be designed for, and informative to, the entire student body.

### Upper Division

#### 14. Written Communication within the Major (3 hours)

The writing intensive course (W) within the major will continue to be a key component of Upper Division General Education. It may be fulfilled within the major with a single 3 credit course in which writing comprises at least 51% of the grade. In disciplines such as the sciences this requirement may be met with a combination of courses that meet the prescribed outcomes.

#### Outcomes:

Upon completing the upper division writing intensive course (W) in the major, the student will be able to:

- a. *differentiate among data sources those that are pertinent and legitimate to the scholarship of the discipline.*
- b. *produce discipline specific written communication reflecting scrutiny in content and free from mechanical errors.*
- c. *execute the discourse conventions most commonly used in the student's major disciplines.*
- d. *creatively adapt their writing process to the kinds of knowledge and the purposes most fundamental to their major disciplines.*

## Upper Division

### 15. Upper Division Fulfillment Options

- Option A: (1) Disciplinary Minor  
(a minimum of 12 hours determined by the department) or  
(2) Second Major or  
(3) Second Degree
- Option B: Interdisciplinary Minor\*  
(specifically 12 hours, 3 of which may be in the major)
- Option C: An approved Certification Program such as teaching licensure
- Option D: Six (6) hours of elective upper division courses from outside the student's major discipline and college.

In the College of Arts & Letters, courses will be divided into two components: (1) Arts & Humanities and Social Sciences. Arts and Letters majors will be permitted to take upper division courses in their non-major component for this requirement, or courses from another college. By definition the Arts and Humanities component will include: Art, Dance, English, Foreign Languages, History, Music, Philosophy, and Theater. The Social Sciences component will include: African-American Studies, Asian Studies, Anthropology, Communication, Criminal Justice, Geography, International Studies, Political Science, Sociology, and Women's Studies.

Study Abroad courses may be used for this option. At the discretion of, and with prior approval from the department, Study Abroad courses in the same discipline as the major or from the same college or component may be used.

## Upper Division

Students must satisfy all prerequisites before enrolling in any upper division course.

\*NOTE: As a way of including the option for a discreet integrational experience in the upper division curriculum that the Revision Committee recommended, the members of Committee A saw the current cluster concept as a viable building block. As originally conceived, the clusters were meant to be interdisciplinary and integrational. Committee A therefore recommended that the clusters be expanded into 12 hour interdisciplinary minors. They will replace the current clusters, but continue their pedagogical intent to examine a topic from the perspective of different disciplines. As with the current clusters, it is possible that one course may come from within the major discipline for the interdisciplinary minor.

Further, Committee A recommends that each interdisciplinary minor be housed within a department that is willing to manage it and to certify students who take it. (Some departments and chairs have already expressed an interest in taking on specific clusters as interdisciplinary minors.)

Unlike the current clusters, interdisciplinary minors will be included on students' transcripts

## Appendix A

### General Education Curriculum Distribution of Hours Comparison

Category	Current Program	Proposed Program
ENGL 110C, English Composition	3	3
2 <sup>nd</sup> Composition Skills Course	3	3
Oral Communication	3*	3*
Computer/Information Skills	3*	3*
Foreign Language and Culture	6**	6**
Mathematics	3	3
Human Creativity (F&PA)	3	3
Literature	3	3
Philosophy and Ethics	3	3*
Nature of Science	8	8
Human Behavior (Social Sciences)	3	3
Interpreting the Past (History)	3	3
Impact of Technology	3*	3*
Upper Division W Course in Major	3	3
Minimum Hours to Satisfy Upper Division outside of Major	6	6
TOTALS	56	56

\*these requirements may be satisfied within the major

\*\*the policy for satisfying the language requirement with appropriate high school credits will remain unchanged.

