General Education Revision Committee Report  
Version Three  
January 25, 2010

Committee Members: Gene Anderson (chair), Catherine Bagwell, Barry Lawson, Adam Marquardt, Ann Hodges/Shari Motro, Joan Neff (ex officio), Terry Price, Clark Williams.

According to a recent report from the National Leadership Council for Liberal Education and America’s Promise (LEAP) the core values of liberal education include “expanding horizons, building understanding of the wider world, honing analytical and communication skills, and fostering responsibilities beyond self.” However, the Council takes issue with the notion that liberal education can only take place within the arts and sciences and that it must be “nonvocational” by definition (College Learning for the New Global Century, 2007:3). A recent survey of chief academic officers of the Association of American Colleges and Universities’ members found the following percentages indicated that their institutions addressed areas of knowledge and intellectual skills/abilities (Trends and Emerging Practices in General Education, Hart research Associates, 2009).

<table>
<thead>
<tr>
<th>Areas of Knowledge</th>
<th>Intellectual Skills/Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities - 72%</td>
<td>Writing Skills - 77%</td>
</tr>
<tr>
<td>Science - 71%</td>
<td>Critical Thinking - 74%</td>
</tr>
<tr>
<td>Social Sciences - 70%</td>
<td>Quantitative Reasoning - 71%</td>
</tr>
<tr>
<td>Global/World Cultures - 68%</td>
<td>Oral Communication - 69%</td>
</tr>
<tr>
<td>Mathematics - 68%</td>
<td>Intercultural Skills - 62%</td>
</tr>
<tr>
<td>Diversity in U. S. - 57%</td>
<td>Information Literacy - 59%</td>
</tr>
<tr>
<td>Technology - 48%</td>
<td>Ethical Reasoning - 59%</td>
</tr>
<tr>
<td>U. S. History - 39%</td>
<td>Civic Engagement - 53%</td>
</tr>
<tr>
<td>Languages - 33%</td>
<td>Application of Learning - 52%</td>
</tr>
<tr>
<td>Sustainability - 18%</td>
<td>Research Skills - 51%</td>
</tr>
<tr>
<td></td>
<td>Integration of Learning - 49%</td>
</tr>
</tbody>
</table>

The University of Richmond’s accrediting agency, SACS, requires a minimum of 30 semester hours in general education, which translates to a minimum of 8.75 units. In addition, SACS requires that general education must ensure breadth of knowledge, be based on a coherent rationale, and include at least one course from each of the following areas:
• Humanities/fine arts  
• Social/behavioral sciences  
• Natural/mathematical sciences

The General Education Revision Committee was convened in February 2009 as part of the Ad Hoc Curriculum Task Force. The Committee’s charge is framed in Principle I of the Richmond Promise: “the University will have an academic enterprise that will be connected, innovative, rigorous and personal” and “seek[s] to ensure that our students appreciate different modes of inquiry, engage in lifelong learning, and communicate effectively both orally and in writing.” In addition, Principle I highlights the importance of helping students develop “skills in critical thinking, problem solving, leadership, intercultural effectiveness and ethical decision-making. With respect to the general education curriculum specifically, Principle I.1.(vi) indicates that it should be revised “to include attention to our local and international contexts” and Principle I.1.(vii) states that the University should “create greater opportunities for community engagement linked to academic coursework.”

In May, 2009, the University faculty approved the first piece of a revised general education curriculum by establishing a requirement that all students complete two first-year seminars, all of which will adhere to a set of common goals:

1. Expand and deepen students' understanding of the world and of themselves  
2. Enhance their ability to read and think critically  
3. Enhance their ability to communicate effectively, in writing, speech, and other appropriate forms  
4. Develop the fundamentals of information literacy and library research  
5. Provide the opportunity for students to work closely with a faculty mentor  

Although the above goals are in keeping with LEAP’s core values of a liberal education, it should be emphasized that the first year seminars (FYS) are merely the starting point or the beginning level foundation for the development of these core values. The General Education Revision Committee recommends that the remainder of the general education curriculum continues to build upon these goals by assisting students in further developing and refining the competencies listed in goals 2, 3, and 4, as well as providing additional opportunities for them to increase their understanding of the world and of themselves as they continue to work closely with a variety of faculty mentors.

Members of the Committee began by reading and discussing sections of Derek Bok’s *Our Underachieving Colleges* (Princeton, 2006) along with consulting a variety of other materials, including *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (Association of American Colleges and Universities National Panel Report, 2002) and Paul L. Gaston and Jerry G. Gaff’s *Revising General Education--and Avoid the Potholes* (Association of American Colleges and Universities, 2009). Early meetings surveyed the TFUGE Report of 26 September 2005 and reviewed the history of general education at the University of Richmond for the past twenty-five years. The Committee scrutinized current requirements, considered the
relative size of general education in comparison to graduation requirements, and discussed the possibility of adding other curricular elements mentioned in the Committee’s charge.

Over the summer the Committee consulted with a number of different individuals and groups, including:

- the chairs of the departments of Modern Literatures and Cultures, Latin American and Iberian Studies, and Classics concerning the present COM2 requirement
- the Director of the Center for Civic Engagement about a community-based learning requirement
- the Chair of Rhetoric and Communication Studies, the Director of Debate, and the Director of the Speech Center about an oral communication requirement
- University Chancellor, Richard Morrill, about AAC&U’s Essential Learning Outcomes and the organization’s report, “College Learning for a New Global Century.”

During the fall the Committee began focusing its attention on a revised Fields of Study model in the form of a grid that included ethics, global awareness, civic engagement and other topics as components of existing courses. This model was eventually paired with an Areas of Study model and both were presented to the campus community in the form of a progress report in late October. The Committee also sought input by holding nine open hearings, a series of meetings with student government groups in Richmond and Westhampton College and the School of Leadership Studies, and a series of meetings with faculties in Arts and Sciences, Leadership Studies, Business and Law. Subsequently, the Committee revised its models, taking into account the feedback provided through these series of open hearings and meetings. The Committee presented the revised report at the faculty meeting of December 10, 2009, and made subsequent revisions to this report based on the comments received at that meeting.

In order to foster thorough faculty discussion of the general education curriculum, the Committee has elected to present three models. All three models share two common features:

- Two first year seminars as approved by the faculty in May, 2009.
- The present COM 2 second language requirement of 0 to 4 semesters.

The models differ in terms of their approach to the remaining portion of the general education curriculum in the following ways:

**Model 1 – Current General Education Curriculum (as of Fall 2010)**

Students are required to take one course in each of six fields of study. The fields of study are distinguished primarily by methodological approaches associated with distinct disciplinary groupings.

**Model 2 – Revised Fields of Study Plus Core Competencies**

This model maintains the methodological focus of the current fields of study
model, but adds several core competencies, including written communication, oral communication, information literacy, and ethical reasoning. Three of the current fields of study (social analysis, natural science, and visual and performing arts) are retained with no modification in description. The remaining three fields (historical and cultural analysis, textual analysis, and quantitative and symbolic reasoning) are modifications of current fields of study.

Model 3 – Areas of Study Plus Core Competencies

This model represents a departure from the fields of study approach. Rather than being based upon methodological approaches to subject matter, its focus is on substantive issues which can be addressed from a variety of disciplinary and cross-disciplinary perspectives. The model also incorporates two core competencies in written communication and oral communication.

Each model is presented briefly below and significant differences, as well as similarities, are noted.

### Model 1 - Current General Education Curriculum (as of Fall 2010)

The faculty voted in May 2009 to modify the general education curriculum by replacing the Core course, English 103 and Library 100-101 with a two-semester first-year seminar requirement, effective for the class of first-year students entering the University in the Fall of 2010. If neither of the two alternative models (or variations thereof) is approved by the University Faculty, this revised set of general education requirements would continue in the following form:

#### Summary of Requirements

- Two semesters of first-year seminars – 2 units
- COM 2 second language requirement – 0 to 4 units
- Fields of Study (one unit each) – 6 units
  - Historical Studies (FSHS)
  - Literary Studies (FSLT)
  - Natural Science (FSNS)
  - Social Analysis (FSSA)
  - Symbolic Reasoning (FSSR)
  - Visual and Performing Arts (FSVP)

Total = 8-12 units
Fields of Study Descriptions  
(from the current online undergraduate catalogue)

**Historical Studies (FSHT)**
Historical studies examine events and actors of the recent or distant past within the context of the ideas, institutions, social norms, cultural practices, and physical environments out of which they arose. Courses with a historical perspective enable us to understand the values and institutions of disparate societies and cultures as they have developed over time. By emphasizing the critical analysis of sources and the interrelationships among ideas, institutions, social structures, and events within one or more interpretive frameworks, these courses foster students' awareness of the methods and perspectives for understanding past societies and cultures in historical context. Courses that focus narrowly on the history of a discipline, that only use chronology as an organizational structure, or that do not stress the context in which ideas and events occurred fall outside the category of historical studies.

**Literary Studies (FSLT)**
The field of literary studies concerns itself with verbal texts read as structures of meaning. While language is a practical tool for thought and communication of many sorts, the particular focus of literary studies is on linguistic creations as meaningful in themselves and not purely as documents that record meaning outside themselves. Courses satisfying the literary studies requirement are centrally concerned with the textual analysis of primary works. They consider a variety of interpretive frameworks and attend to one or more collateral areas of investigation, including the study of the process by which texts are created and received, the historical and cultural contexts in which they are created and received, and their relationships to each other and to other fields of experience and analysis. The field of literary studies brings its perspectives and methods to bear on imaginative and nonimaginative works alike.

**Natural Science (FSNB, FSNC, FSNP)**
The field of natural science is concerned with the physical universe from subatomic to cosmic levels of organization, including inanimate as well as living systems, their structure, diversity, interaction, and evolution. Based upon the generation and testing of hypotheses, scientific inquiry is restricted to the study of repeatable, measurable, and verifiable phenomena. Within this field, knowledge may be gained either by controlled experiment or diligent observation, depending upon the phenomena being studied. Similarly, some of the field's methodologies rely upon quantitative analysis, while others are primarily qualitative. The natural science requirement is designed to enhance students' appreciation of the beauty of science as well as their understanding of the challenges of doing science. Students gain experience in the formulation and testing of hypotheses and are introduced to scientific methodology. The natural science requirement consists of a single laboratory course selected from the three areas of science represented at the University of Richmond, namely, chemistry, physics, and the biological sciences.
Social Analysis (FSSA)
Social analysis is the systematic study of individual and social human behavior. This field of study involves a systematic theoretical and empirical examination of the patterns of human behavior within or across various societies and cultures. Courses satisfying this requirement focus on human behavior. They teach students to analyze individual and group behavior by using a variety of theoretical and empirical frameworks. All courses in this field of study must include the reading of or involve students in research on patterns of human behavior. Courses that employ social contextual analysis for purposes of providing a frame of reference for the study of other phenomena, such as literary texts, works of art, etc., do not fulfill this requirement.

Symbolic Reasoning (FSSR)
As a field of study, symbolic reasoning is distinguished by its attention to internal logical consistency and by its wide external applicability. This field of study emphasizes symbolic problem solving, a process that includes translating problems into terms that are amenable to treatment within a symbolic system; understanding consistent rules by which the information relevant to the problem may be processed in order to obtain a solution; recognizing important underlying principles that govern the application of these rules; and judging both the appropriateness of known solution methods to a particular problem and the quality or reasonableness of the solution obtained.

Courses in this field of study aim to develop in students the skills to obtain valid solutions using one or more symbolic systems, the ingenuity to translate new problems into appropriate terms for such systems, and the persistence to carry a solution method through to completion. The focus of a symbolic reasoning course should be on understanding the symbolic system and how it can be used to develop problem-solving tools rather than on the tools themselves. Applications of these tools, while a welcome addition, should not be the primary objective of the course.

Visual and Performing Arts (FSVP)
The field of visual and performing arts considers questions having to do with the forms, traditions, meaning, and historical contexts of works in visual and performance media and explores issues of method, process, and personal resources in the media. Courses satisfying this requirement are centrally concerned with the roles of creation and interpretation in the study of art. They develop in students an enhanced understanding of art both by fostering their intellectual appreciation of works of art and by involving them in the creative process. These courses are suffused with the notion that the arts are a powerful and profound influence on human perception and understanding.
Model 2 - Fields of Study Plus Core Competencies

Summary of Requirements

Two semesters of first-year seminars – 2 units

Second language competency – 0 to 4 units
Written communication competency - 1 unit
Oral communication competency - 1 unit
Information literacy competency - 1 unit
Ethical reasoning competency - 1 unit

Fields of Study (one unit each) – 6 units
  Historical and Cultural Analysis (FSHC)
  Textual Analysis (FSTA)
  Social Analysis (FSSA)
  Quantitative and Symbolic Reasoning (FSQR)
  Natural Science (FSNS)
  Visual and Performing (FSVP)

Total = 8 - 16 units

First year seminars cannot satisfy a field of study requirement, nor can a single course fulfill more than one field of study.

8 units for students who are exempt from second language competency coursework and who fulfill the remaining three competencies through fields of study courses; 16 units for students who must take 4 units of language and who are unable to fulfill the remaining four competencies through fields of study courses.

Although the current general education model has served the University well for nearly twenty years, a review of general education curricula at other institutions, combined with Principle I of the Richmond Promise, suggests that the fields of study currently in place should be modified and augmented by including a focus on international contexts, as well as a concern for ethical reasoning. Therefore, one of the alternatives to the current general education curriculum is a modified fields of study model. The field of Quantitative and Symbolic Reasoning modifies the current Symbolic Reasoning (FSSR) requirement to include statistics; Textual Analysis represents a new field concerned with interpretation of primary works in a variety of media; and Historical and Cultural Analysis focuses on diversity and commonality of human experience across time or cultures. If the revised fields of study model is approved by the faculty, the Committee recommends a comprehensive review of all fields of study, seeking ways to make them less restrictive and discipline based and more amenable to courses from the schools of Leadership Studies and Business. Model Two also provides a set of core competencies in writing, oral communication, information literacy, ethical reasoning, and second language in
order to emphasize the importance of these skills and abilities as components of a liberal arts education at the University of Richmond. A course can satisfy both a field of study requirement and a competency requirement. A course can also satisfy more than one competency requirement with the exception that no course may satisfy both a written and an oral communication competency.

**Fields of Study Requirements**

Students would be required to take one unit in each of six fields.

*N.B. – Because of the methodological requirements associated with the “fields-of-study” approach to general education, the Committee was unable to suggest examples of courses that could be included within the various fields. The standing University committee on general education would be responsible for reviewing courses for inclusion in each of the fields if this model were to be implemented.*

**Historical and Cultural Analysis (FSHC)** - The purpose of Historical and Cultural Analysis is to introduce students to the scholarly methods of studying the diversity and commonality of human experience across time or cultures. These courses explore the beliefs, ideologies, and practices of different peoples. Such exploration includes self-conscious encounters between academic cultures of the present and the people they study. Students enrolled in these courses will learn to become critical readers and clear communicators with the ability to assess the types and limits of historical, anthropological, or sociological evidence, the various methodological and theoretical approaches to interpreting such evidence, and the art of making persuasive claims about past events, ideas, social structures, cultural practices, and the physical environment. These goals will be accomplished by completing at least one of the FSHC courses offered at the University of Richmond.

**Textual Analysis (FSTA)** - Courses satisfying the Textual Analysis requirement are centrally concerned with the interpretation of primary works in a variety of media. They consider a variety of interpretive frameworks and attend to one or more collateral areas of investigation, including the study of the process by which texts are created and received, the literary, philosophical, artistic, or religious contexts in which they are created, distributed, and received, and their relationships to each other and to other fields of experience and analysis. Textual Analysis courses are designed to provide students with the tools to analyze and interpret a variety of texts. The achievement of these goals will be evaluated through critical analyses in the form of writing assignments, student projects and presentations, and examinations, although not all of these methods of evaluation will be used in every individual course.

**Social Analysis (FSSA)** is the systematic theoretical and empirical examination of patterns in individual and social human behavior. Courses satisfying this requirement teach students to analyze individual and group behavior by utilizing a variety of theoretical and empirical frameworks. All courses in this field of study must include the reading of or involve students in research on patterns of human behavior. Courses that employ social contextual analysis for purposes of providing a frame of reference for the study of other phenomena, such as literary texts, works of art, etc., do not fulfill this requirement. Courses that focus on intercultural comparative analysis from a historical
perspective should be included in the Historical and Cultural Analysis field of study rather than in the Social Analysis field of study.

**Quantitative and Symbolic Reasoning (FSQS)** is distinguished by its attention to internal logical consistency and by its wide external applicability. This field of study emphasizes symbolic problem solving, a process that includes translating problems into terms that are amenable to treatment within a symbolic system; understanding consistent rules by which the information relevant to the problem may be processed in order to obtain a solution; recognizing important underlying principles that govern the application of these rules; and judging both the appropriateness of known solution methods to a particular problem and the quality or reasonableness of the solution obtained. Courses in this field of study aim to develop in students the skills to obtain valid solutions using one or more symbolic systems, the ingenuity to translate new problems into appropriate terms for such systems, and the persistence to carry a solution method through to completion. The focus of a quantitative and symbolic reasoning course should be on understanding the symbolic system and how it can be used to develop problem-solving tools rather than on the tools themselves. Applications of these tools, while a welcome addition, should not be the primary objective of the course.

**Natural Science (FSNS)** is concerned with the physical universe from subatomic to cosmic levels of organization, including inanimate as well as living systems, their structure, diversity, interaction, and evolution. Based upon the generation and testing of hypotheses, scientific inquiry is restricted to the study of repeatable, measurable, and verifiable phenomena. Within this field, knowledge may be gained either by controlled experiment or diligent observation, depending upon the phenomena being studied. Similarly, some of the field's methodologies rely upon quantitative analysis, while others are primarily qualitative. The natural science requirement is designed to enhance students' appreciation of the beauty of science as well as their understanding of the challenges of doing science. Students gain experience in the formulation and testing of hypotheses and are introduced to scientific methodology.

**Visual and Performing Arts (FSVP)** consider questions having to do with the forms, traditions, meaning and historical contexts of art works in visual and performance media, and explore issues of method, process and personal resources in the media. Courses satisfying the visual and performing arts requirement are centrally concerned with the roles of creation and interpretation in the study of art. They develop in students an understanding of art both by fostering their intellectual appreciation of works of art and by involving them in the creative process. These courses are suffused with the notion that the arts are a powerful and profound influence on human perception and understanding.

**Core Competency Requirements**

Students would be required to fulfill five core competency requirements:

**Written Communication** (1 unit) – Fulfilled by completing one unit of designated writing focused coursework beyond the two first-year seminars. Excluding the first-year seminars, a course can be designated as a writing-focused course if a primary emphasis is enhancing students’ skills in written communication. A substantial proportion of the students’ grade in the course will be based upon written work. This competency can be fulfilled through fields of study courses or through writing focused courses offered in any department, program, or school.
**Oral Communication** (1 unit) – Fulfilled by completing one unit of designated oral communication focused coursework beyond the two first-year seminars. Excluding the first-year seminars, a course can be designated as an oral communication course if a primary emphasis is enhancing students’ skills in oral communication. A substantial proportion of the students’ grade in the course will be based upon oral assignments. This competency can be fulfilled through fields of study courses or through oral communication focused courses offered in any department, program, or school.

**Information Literacy** (1 unit) – Fulfilled by completing one unit of designated information literacy coursework beyond the two first-year seminars. Excluding the first-year seminars, any course could be designated as an information literacy course if it teaches students to know when there is a need for information, and to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. Such courses could coincide with fields of study courses or with information literacy focused courses offered in any department, program, or school.

**Ethical Reasoning** (1 unit) — Fulfilled by completing one unit of designated coursework focused on ethical reasoning. Any course could be designated as an ethical reasoning course if a substantial component of the course is aimed at enhancing students’ skills in ethical reasoning. Such courses could coincide with the first-year seminars, field of study courses, or ethical reasoning courses offered in any department, program, or school. By examining how established disciplines in the humanities, social sciences, and natural sciences—as well as newer interdisciplinary fields—approach values-related issues, students will improve their ability to engage in rational reflection and critical discussion of such issues. Possible subjects include the relationship between religion and morality; the effects of psychological phenomena on helping behavior; and ethical issues in science.

**Second language** (0-4 units) – A student may satisfy this requirement in a modern or classical language by meeting one of the following alternatives:

1. Passing the intermediate (221 or 202) level of one language (credit varies from 1-2 units depending on the intensity of the courses). (Also satisfies the cross-cultural/global issues area requirement.)
2. Presenting a score of 3, 4, or 5 on a modern language Advanced Placement exam taken prior to initial enrollment (student would receive an exemption, but no credit, for a score of 3; the credit varies for a score of 4 or 5); presenting a score of 4 or 5 on the Latin Advanced Placement exam (carries 1 unit of credit).
3. Presenting a score of 5, 6, or 7 on an IB Higher Level exam in a modern language (credit varies).
4. Presenting an acceptable score on the SAT-II Subject Test - Language taken prior to initial enrollment (carries no credit).
5. Achieving an acceptable score on a departmental placement exam (carries no credit).
6. For nonnative English speakers, obtaining an acceptable score on the TOEFL (carries no credit).
Model 3 - Areas of Study Plus Core Competencies Model

Summary of Requirements

Two semesters of first-year seminars – 2 units
Second language competency – 0 to 4 units
Written communication competency - 1 unit
Oral communication competency - 1 unit

Areas of Study (one unit each) 8 – 9 units\(^a\)
- Intercultural Issues
- Civic Issues
- Social and Behavioral Sciences
- Natural and Physical Sciences
- Formal Systems
- Literatures
- History
- Ethical Issues
- Visual and Performing Arts

Total = 9 – 16 units\(^b\)

\(^a\) 8 units for students completing an intermediate language course at UR, since such courses also satisfy the intercultural issues area requirement.

\(^b\) 9 units for students who 1) are exempt from second language competency coursework; 2) take first-year seminars that also fulfill two areas of study requirements; and 3) fulfill the remaining two competencies through fields of study courses. 16 units for students who 1) must take four units of language; 2) are unable to take first-year seminars that also fulfill two areas of study requirements; and 3) are unable to fulfill the remaining two competencies through fields of study courses.

The proposed Areas of Study plus core competencies model is based upon the principle that a liberal arts education should involve a breadth of experience in a variety of substantive areas, as well as the development of a core set of competencies. As opposed to a Fields of Study model, which focuses on methodological approaches within specific disciplines, the Areas of Study model focuses on substantive issues that can be approached through a variety of methodologies across a wider spectrum of disciplinary perspectives. In keeping with one of the stated goals of the first year seminars, taking courses in a variety of substantive areas will “expand and deepen students’ understanding of the world and of themselves.” The focus on a set of core competencies further elaborates on two additional goals of the first-year seminars by enhancing students’
ability to communicate effectively, in writing, speech, and other appropriate forms and assisting
them in further developing the fundamentals of information literacy and library research. The
aim of this general education model is to foster students’ continued intellectual growth and to
equip them with skills and abilities essential to lifelong learning and to making contributions as
productive citizens of the 21st century.

Benefits of the areas of study approach as implemented in this model include:

1. Appropriate courses can be taken at any level.

Students can fulfill area and competency requirements by taking upper-level courses in their
majors/minors/concentrations as well as lower-level courses, thereby expanding students’
opportunities to complete general education throughout the course of their entire undergraduate
careers, as opposed to limiting general education to a checklist of courses that are usually
completed within the first two years.

2. Courses can be taken within any of the undergraduate schools.

As a corollary of the first benefit, students who opt to take courses in or complete degrees within
the Schools of Business or Leadership Studies can elect to fulfill certain area requirements and/or
competencies within those schools instead of being compelled to complete general education
requirements solely within the School of Arts and Sciences.

3. Interdisciplinary and cross-school courses can fulfill any given area and/or core competency
requirement.

Areas of study are not coterminous with specific schools, departments, programs or disciplines.
Any course that satisfies the criteria associated with a given area of study and/or core
competency requirement can be approved as a general education course. Thus, courses offered
within interdisciplinary programs, as well as cross-school courses, will be eligible to fulfill
general education requirements.

4. FYS courses are eligible to fulfill any of the area of study requirements.

Since the first-year seminars are topically oriented and are taught by faculty with subject matter
expertise in various substantive areas, first-year seminars can be approved as area of study
courses. However, since the core competencies in written and oral communication, as specified
below, are designed to enhance the foundational skills begun in the first-year seminars, no first-
year seminar can fulfill an additional core competency in written or oral communication.

5. Courses that fulfill area of study requirements can also fulfill one core competency.

Any course that fulfills an area of study requirement can also fulfill a competency in either
written or oral communication, provided that the course satisfies the criteria for that particular
6. Courses that fulfill major/minor/concentration requirements can also fulfill one core competency requirement.

Any course that fulfills a major/minor/concentration requirement can also fulfill a competency in either written or oral communication, provided that the course satisfies the criteria for that particular competency.

Areas of Study Requirements

Students will be required to take one unit in each of nine areas:

N.B. – Examples of courses listed under each of the areas are for purposes of illustration only and are not intended to indicate that those courses would be recommended for and/or approved as courses in those specific areas. In addition, course lists are not exhaustive and are merely suggestive of the range of courses that could potentially fulfill each area requirement.

NOTE: A single course can fulfill more than one AOS, provided that different syllabi and expectations are given to students to satisfy each AOS.

Intercultural Issues – Includes courses that focus on the beliefs, history, social experiences, and/or artistic or literary expressions of one or more cultures or societies, especially as they relate to one another or the systems/processes (global, linguistic, institutional) in which they are embedded. Second language courses at the intermediate level taken at the University of Richmond also fulfill this requirement.

Course examples:
ANTH 101 – Introduction to Cultural Anthropology
ART 212 – Introduction to Asian Art
ECON 105 – Introduction to Global Economics
ENG 214 – Literature of India
ENVR/GEOG 345 – Society, Economy, and Nature: Global Perspectives on Sustainable Development
GERM 311 – German Culture and Civilization
HIST 130 – East Asian Civilizations
IBUS 381 – International Business Environment
IS 290 – Perspectives in International Studies
LAWE 653 – Islam, Law and Society
LDST 307 – Leadership in International Context
MUS 124 – Asian Music and Globalization
PLSC 240 – Introduction to Comparative Politics
RELG 251 – Sacred Arts of India
RHCS 350 – International Communication
SOC 230 – Introduction to Africa: The Sociology of Africa
Civic Issues – Includes courses that focus on communal or collective action around shared interests, purposes, or values. The locus of action can be local, regional, or national in scope and can involve community-based organizations, foundations, governmental organizations, non-governmental organizations, private voluntary organizations, charities, environmental groups, cooperatives, etc. Coursework may incorporate a civic engagement component, which can be satisfied in a variety of ways, including service learning; bringing community partners into the classroom; participant observation & “shadowing”; producing documentaries and performances about or for the community; study trips; service trips; organizational studies for change, etc. Course examples:
AMST 381 – Community Problem Solving Seminar
ECON 230 – Environmental Economics
ENVR 362/PLSC362 – Environmental Law and Policy
HIST 212 – The Civil Rights Movement
LAIS 301 – Spanish in the Community
LAWE 771 – Nonprofit Organizations
LDST 205 – Justice and Civil Society
LDST 376 – Leadership and Governance in the Contemporary American Metropolis
MGMT 347 – Innovation and Entrepreneurship
PHIL 363 – Power and Politics
PLSC 260 – Introduction to Public Policy
SOC 302 – Social Movements

Social and Behavioral Sciences – Includes courses that focus on the systematic, integrated theoretical and empirical study of human behavior, including individual behavior, social interaction and relationships, culture, societal structures, and/or social institutions. Social and behavioral sciences courses that fulfill the intercultural issues or civic issues requirements cannot also be used to fulfill the social and behavioral sciences requirement. Course examples:
CLSC 308 – Women in Greece and Rome
ECON 101 – Principles of Microeconomics
GEOG 210 - Geographic Dimensions of Human Development
JOURN 200 - News Media and Society
LDST 102 - Leadership and the Social Sciences
LDST 251 – Group Dynamics
MKT 327 – Consumer Behavior
MGMT 330 – Organizational Behavior
PLSC 323 – Money, Politics and Prisons
PSYC 100 - Introduction to Psychological Science
RELG 200 - Symbol, Myth, and Ritual
RHCS 102 - Interpersonal Communication
SOC 101 - Foundations of Society
**Natural and Physical Sciences** – Includes courses that focus on the physical universe, from subatomic to cosmic levels of organization, including inanimate as well as living systems. Courses will incorporate scientific methodology involving the formulation and testing of hypotheses and relying on data that can be repeatedly, objectively, and systematically measured, either by controlled experiment or through diligent observation.

Course examples:

- BIOL 106 - Microbiology
- BIOL 107 - Human Genetics
- CHEM 110 - Pollutants in the Environment
- CHEM 141 - Introductory Chemistry
- ENVR 250/BIOL 250/GEOG 250 – Introduction to Earth Systems and Physical Geography
- PHYS 121 – Astrophysics
- PHYS 127 – General Physics I
- PSYC 331 - Behavioral Neuroscience

**Formal Systems** - Includes courses that focus on formal languages comprised of symbols acted on by rules of formation and developed by inference from a set of axioms; provides a means by which to abstract and analyze deductive structure; considers systems of abstract models; prepares students to describe, manipulate, and evaluate complex or abstract ideas or arguments with precision. Courses can be drawn from a variety of offerings, including, but not limited to, mathematics, computer science, logic, statistics, linguistics, and economics.

Course examples:

- BUAD 201 – Statistics for Business and Economics I
- ECON 340 – Econometrics
- CMSC 105 – Elementary Programming with Lab
- CMSC 150 – Introduction to Computing
- MATH 119 – Statistics for Social and Life Sciences
- MATH 231 – Scientific Calculus I
- MLC 350 – Introductory Linguistics
- PHIL 251 – Elementary Symbolic Logic

**Literatures** – Includes courses that focus on textual representations of human experience. Textual representations include literary works, films, theatrical performances and the like. Coursework will encourage students to consider the relationship between textual representations and the particular form/s of culture, both contemporary and historical, they express or help constitute.

Course examples:

- CLSC 205 – Greek and Roman Mythology: Epic
- ENG 2043 – Children’s Literature
- FREN 320 – Introduction to Literature in French
- GERM 321 – Introduction to German Literature
- LATN 307 – Catullus
- LAIS 321 – Literary Spain: Poetry, Drama, Fiction
- MLC 256 – Psychoanalysis, Literature and Culture
History - Includes courses that examine events and actors of the recent or distant past within the context of the ideas, institutions, social norms, cultural practices, and physical environments out of which they arose. Coursework incorporates a critical analysis of sources and examines interrelationships among ideas, institutions, social structures, and events to foster an understanding of social and cultural development within an historical context.

Course examples:
ART 221 – Survey I: Prehistory through the Middle Ages
CLSC 305 – Greek and Roman Values
DANC 250 – Dance History
ECON 221 – American Economic History
HIST 110 – Ideas and Institutions of Western Civilization I
LAW 592 – Legal History
LDST 378 – Statesmanship
MLC 334 – Conscience and Consciousness in 19th Century Russian Painting
MUS 227 – Critical Studies in Music History I
PHIL 271 – Ancient Greek Philosophy
RELG – The History of Israel
THTR 109 – Theatre History I

Ethical Issues – Includes courses that focus on ethical issues and values and the manner in which these issues frame and shape human conduct and ways of life, as well as courses that enhance students’ understanding of the ethical implications of both collective and individual decision-making and/or courses that foster skills in ethical reasoning by encouraging students to analyze critically the consequences of individual and collective actions.

Course Examples:
ANTH 328 – Anthropology of Human Rights
BUAD 392 – Business Ethics
ECON 260 – Ethics and Economics
ENVR 269/RELG 269 – Environmental Ethics
JOUR 303 – Journalism Law, Ethics
LDST 450 – Leadership Ethics
MGMT 349 – Ethics/Social/Legal Responsibilities of Business
PHIL 220 – Contemporary Moral Issues
PHIL 360 – Ethics
RELG 265 – Religion and Moral Decisions
RELG 267 – Varieties of Christian Ethics
Visual and Performing Arts - Includes courses that focus on the forms, traditions, meanings, and historical contexts of works in visual and performance media. Coursework incorporates consideration of the role of artistic creation, as well as interpretation, and enhances students’ understanding of art by fostering their intellectual appreciation of works of art.

Course examples:
ARTS 110 – Drawing
ARTS 160 – Basic Photography
CLSC 301 – Greek Art and Archaeology
DANC 238 – Introduction to Contact Improvisation
LATN 301 – Plautus
MUS 110 – Tonal Harmony I
MUS 115 – Jazz Traditions
RELG 251 – Sacred Arts of India
THTR 115 – Theatre Appreciation
THTR 212 – Basics of Acting

Core Competency Requirements

Students will be required to fulfill three core competency requirements.

Written Communication (1 unit) – Fulfilled by completing one unit of designated writing focused coursework beyond the two first-year seminars. A course can be designated as a writing-focused course if a primary emphasis is enhancing students’ skills in written communication. A substantial proportion of the students’ grade in the course will be based upon written work, and courses will incorporate a significant information literacy component. This competency can be fulfilled through areas of study courses or through writing focused courses offered in any department, program, or school.

Oral Communication (1 unit) – Fulfilled by completing one unit of designated oral communication focused coursework beyond the two first-year seminars. A course can be designated as an oral communication course if a primary emphasis is enhancing students’ skills in oral communication. A substantial proportion of the students’ grade in the course will be based upon oral assignments, and courses will incorporate a significant information literacy component. This competency can be fulfilled through areas of study courses or through oral communication focused courses offered in any department, program, or school.

Second language (0-4 units) – A student may satisfy this requirement in a modern or classical language by meeting one of the following alternatives:

7. Passing the intermediate (221 or 202) level of one language (credit varies from 1-2 units depending on the intensity of the courses). (Also satisfies the cross-cultural/global issues area requirement.)
8. Presenting a score of 3, 4, or 5 on a modern language Advanced Placement exam taken prior to initial enrollment (student would receive an exemption, but no credit, for a score of 3; the credit varies for a score of 4 or 5); presenting a score
of 4 or 5 on the Latin Advanced Placement exam (carries 1 unit of credit).
9. Presenting a score of 5, 6, or 7 on an IB Higher Level exam in a modern language (credit varies).
10. Presenting an acceptable score on the SAT-II Subject Test - Language taken prior to initial enrollment (carries no credit).
11. Achieving an acceptable score on a departmental placement exam (carries no credit).
12. For nonnative English speakers, obtaining an acceptable score on the TOEFL (carries no credit).

**Implementation**

If the faculty approves either of the revised general education models (or a variation thereof), implementation of the new curriculum would become the responsibility of the standing University General Education Committee. Courses proposed to fulfill fields of study or areas of study and/or core competency requirements would be reviewed by the General Education Committee. Courses meeting the appropriate criteria would be recommended to the University Faculty for approval.

Regardless of the outcome of the faculty vote, the General Education Revision Committee recommends that the Committee on Committees review the charge and the composition of the University General Education Committee to ensure that both are in keeping with the structure and the spirit of whichever model the faculty votes to adopt.