INTRODUCTION

A. The Purpose of General Education

Every Temple University undergraduate student, as well as every faculty member, must understand that education we are capable of providing. That education (and the bachelor's degree that represents it) must accomplish several things: it must prepare students for the world of work; it must teach those who seek higher degrees to be successful in those pursuits; and in all cases it must prepare students to assume the responsibilities of adulthood in a democratic society.

All those goals require that students possess a set of skills which include the ability to read critically, to write with clarity and persuasiveness, to communicate orally with effectiveness, to draw appropriate inferences from limited information, to use newly emerging technologies, and to make sensible use of the enormous wealth of information those technologies make available.

The effective acquisition, and application, of these skills require a variety of literacies to inform our use. Those literacies should include, at a minimum, an understanding of one's own and other cultures, the nature of human behavior and how we study it, the mode of study called "the scientific method," and how we use it to solve problems, and an appreciation of the great legacies we humans create for our and future generations.

It is the introduction of that set of skills and basic literacies to which we refer when we use the term General Education.

The last twenty years in higher education have seen the dominance of disciplinary and professionalized modes of learning. We believe this overemphasis on specialization is in need of revision.

This proposal for a new General Education Program seeks to redress this imbalance by requiring both common courses and common categories of courses. The force of these courses will be generated through our "Foundations," while the latter are distributed throughout a student's career at Temple in what we call "Academic Literacies" and "Contexts and Connections."

It is in this context that we call upon departments, programs, schools and colleges across the University to propose new courses to meet the goals proposed in this new General Education Program.

B. Motion and Rationale: The steering committee of the Temple Faculty Senate offers to the Faculty Senate the following

MOTION: Effective July 1, 2006, the present Core Curriculum shall be replaced by the General Education Program as described below. The Program shall constitute a new general education requirement for all Temple University students pursuing Bachelor's degrees, except where explicit exceptions are noted below.

RATIONALE: We, as well as the two committees that preceded us, have concluded...

PLEASE NOTE THE FOLLOWING:

1. The Information Technology Requirement may be satisfied by completing a specified number of courses (see below). A minor in Information Technology may be completed in the major.

2. That the present Core courses were developed as (or have evolved into) introductory courses for the major, rather than as general education courses, suitable for the education of generalists.

3. That the present Core courses are being established explicitly standards of student achievement, which can be measured.

4. That we have failed to establish explicit standards of student achievement, which can be measured.

5. That we have failed to establish explicit standards of student achievement, which can be measured.

6. That we have failed to establish explicit standards of student achievement, which can be measured.

7. That we have failed to establish explicit standards of student achievement, which can be measured.

D. General Principles

1. Temple's General Education Program is designed to help our students become educated generalists. Therefore, general education courses should not be developed with a specialist in mind, nor should a general education course assume that its students will be taking advanced work in the field. Rather, general education courses must focus on helping our students participate in public debate and informed citizenship. (Departments may, of course, decide that their General Education courses are appropriate as introductions to the major; in addition, departments may petition the General Education Executive Committee and request that students who have completed particular departmental courses be deemed to have completed one or another General Education requirement. See below.)

2. When approved, a course will be part of the General Education Program for a period of three years, after which the department and college may re-approve the course for inclusion in another three-year term.

3. A student may be exempt from some components of the General Education Program by passing an approved examination approved by the General Education Executive Committee.

4. A component of the General Education Program will be satisfied when a student completes an approved course with a passing grade.

5. General Education course work is required to occur throughout a student's entire degree program. Such a principle reinforces the idea that knowledge and skills acquired in one course have value, and indeed are employed, in later courses. Nonetheless, whenever appropriate and approved by the General Education Executive Committee, requirements may be satisfied in the major or other fields.

6. Departments may petition the General Education Executive Committee to waive one or more of these requirements for students enrolled in specific majors if the department can demonstrate that in completing specific majors, students will have gained equivalent intellectual experience. (For example, science departments may petition to exempt their majors from the Science/Technology requirement; Tyler and Driker departments may petition to exempt their majors from the Arts requirement, etc.)

7. All Temple University policies and standards not specifically altered herein shall remain in full force.

8. Temple has made substantial progress, since our University Core Curriculum was put in place in 1988, in establishing that Temple undergraduate students receive significant instruction in improving their writing. The present proposal may appear to reduce the amount of writing instruction that our students are receiving; that is not the intent of this proposal. We are, at this time, unsure as to whether we should continue our present requirement of three W-courses beyond Intellectual Heritage or move in another direction. The University Writing Committee shall study this question and report its findings and recommendations to the Faculty Senate before the end of the fall