

TEMPLE UNIVERSITY

POLICIES AND PROCEDURES MANUAL

Title: General Education Curriculum
Policy Number: 02.10.02
Issuing Authority: Board of Trustees
Responsible Officer: Provost

Date Created: December 14, 2004
Date Last Amended/Reviewed: June 21, 2007
Date Scheduled for Review: June 21, 2012
Reviewing Office: Senior Vice Provost for Undergraduate Studies

Scope of Policy & Rationale:

- The General Education Program at Temple University should be designed to enable students to become knowledgeable and active citizens, equipped to judge critically aspects of the world and themselves, as they make decisions about their lives and their communities. This is especially important in this time of ever-increasing globalization, with its many local, national, and international consequences.

The program of general education at Temple University should achieve the following goals:

- To assist students with the development of certain basic skills, specifically (1) analytical reading and interpretation of texts, analytical writing and verbal communication; (2) quantitative thinking and reasoning; and (3) critical analysis; and (4) the ability to identify and evaluate relevant information for problem-solving.
- To introduce students to the intellectual paradigms and ways of discovering and affirming knowledge in the broad fields of contemporary life—specifically in the natural sciences, the social sciences, the humanities, and the arts;
- To offer students an opportunity to develop basic knowledge in those four fields while also applying the skills learned as part of the program of general education;
- To prepare students with basic knowledge, as known today, about natural phenomena and human institutions and relations;
- To create common learning experiences among students that will allow them to share ideas and intellectual experiences outside the classroom, improving the intellectual quality of student life;
- To equip students with the basic knowledge and skills they will need to make informed judgments about important current issues, and to become engaged citizens in a globalized world.

Features of the General Education Program

The general education program shall be designed to allow an undergraduate student the ability to fulfill three goals of undergraduate education: (1) meeting the general education requirements, (2) fulfilling reasonable requirements for a major, and (3) having an opportunity to pursue elective courses that may reflect or stimulate a student's interests in other fields of knowledge.

The program of general education shall be limited to eleven courses in eight different areas and shall be composed of two types of courses: foundational and breadth. The foundational courses provide basic tools (reading, writing, quantitative literacy) that are essential to success in a college program. The breadth courses provide knowledge and skills that every Temple undergraduate student should acquire prior to graduation.

Foundational Courses

Analytical Reading and Writing: A course focusing on analytical reading and writing and on the identification and evaluation of sources of information.

Mosaics: Seminars in the Humanities: Two courses focusing on broadly influential currents of thought and creative as expressed in the work of great thinkers and artists around the world. Original texts and works of art will be studied both in terms of their specific cultural and historical contexts, and in terms of the thematic connections that can be drawn between them.

Quantitative Literacy: A course in quantitative literacy focusing on the importance of numeracy, the ability to understand statistical arguments and the applications of mathematics to everyday life.

Breadth Courses

Science or Technology: Two courses in the natural sciences or technology focusing on the method of scientific thinking and on understanding the social, political, and ethical dimensions of scientific or technological phenomena.

Arts: A course focusing on artistic literacy that develops student insight into works of art, the creative process, and the arts in social, cultural, and historical context.

Human Behavior: A course focusing on current understandings of both individual and group behavior, individual self concepts and their impact on individuals, relationships between individuals in small and large groups and how those relationships shape individuals, and the development of group and societal norms.

Structures and Conduct of Society: Two courses focusing on social institutions and social science methodology. One course focuses on U.S. society; the other emphasizes societies outside the United States and the forces of globalization.

Race and Diversity: A course focusing on the dynamic relationship among diversity, inequality and justice, and on the intersection of race with other group identifications, such as gender, class, ethnicity, sexual orientation, religion, age, and disability.

Principles of the General Education Program

Within the guidelines and principles set forth in this document, the Board of Trustees delegates to the president the responsibility of developing policies and procedures to implement the General Education Program. The university's chief academic officer will develop detailed policies and procedures to implement the general education program. These policies, to be approved by the president, shall adhere to the following broad principles:

- Thematic courses make it easier for students to perceive connections across the curriculum. Faculty are encouraged to include themes, to be articulated by the president, across general education courses.
- Any school or college may offer a general education course in any category of general education. Courses in general education should be developed to carry out the purposes and goals of the program and should be distinct from introductory courses to specific majors. To the extent possible, general education courses should be interdisciplinary in character.
- The program of general education should, to the fullest extent feasible, be taught by the university's full-time faculty.
- In order to promote common intellectual experiences among students and to allow for evaluation of the program's effectiveness, a limited number of courses should be authorized in any of the categories. The General Education Executive Committee should develop a comprehensive plan for the number of courses to be included in any category for the approval by the university's chief academic officer.
- Equivalencies for general education courses will be allowed to avoid duplication of substantive material in a student's major. Policies regarding equivalencies will be developed by the General Education Executive Committee with the approval of the university's chief academic officer.
- Under conditions to be developed by the university's chief academic officer, an academic unit may determine that a general education course may be suitable for inclusion as an elective in the major, though not as a required or prerequisite course. A student who has taken such a course would receive general education credit for it as well as for the major.
- Recognizing that transfer students make up a significant portion of the incoming undergraduate student body each year, the general education program, in conjunction with the schools and colleges, must address the needs of transfer

students and undeclared students as well as make provision for opportunities for elective courses in keeping with disciplinary and licensing/accreditation requirements. The university administration shall begin immediately upon adoption of this program of general education to consult with community colleges that have core-to-core agreements with Temple to recommend modification of those agreements.

- All general education courses will be reviewed after the fourth year in which they are taught to assure that they continue to meet the criteria for general education and to assess their effectiveness in meeting those criteria. The entire program of general education will be reviewed as part of the university's periodic program review process. The first review will take place in the 2012-2013 review cycle.

Governance of the General Education Program

Governance of the general education program will include a broad range of faculty and administrators. The General Education Executive Committee has a key role in the development of policy and the coordination of standards across the many courses within the program. Deans and department chairs have critical roles in the implementation of the program. The following is an overview of the various university persons and entities and their major responsibilities. The university's chief academic officer may alter this structure as necessary to ensure the smooth implementation and operation of the program.

General Education Executive Committee: The General Education Executive Committee shall have the following responsibilities: (1) to coordinate broadly the work of the general education program, (2) to evaluate courses proposed to meet general education requirements, (3) to oversee the periodic reviews of approved general education courses, (4) to nominate coordinators to the chief academic officer of the university, and (5) to conduct such other studies and recommend such changes in policy as may be necessary to maintain the purposes and vibrancy of the general education program. Additional responsibilities may be outlined by the university's chief academic officer.

The General Education Executive Committee will be chaired by the university's chief academic officer or his/her designee and will be composed of not more than nine faculty members and three students. Members of the General Education Executive Committee shall be appointed according to criteria developed by the university's chief academic officer.

General Education Director: A director will be appointed by the university's chief academic officer after consultation with the General Education Executive Committee and the Faculty Senate Steering Committee. The director will work with the coordinators, the deans, the General Education Executive Committee, and appropriate university offices to stimulate the creation of general education courses and to evaluate the effectiveness of such courses and of the overall program. S/he will make periodic reports to the Faculty Senate. The director should continue to teach at least one course each semester,

preferably in the general education program, and will be part of the staff of the university's chief academic officer while serving as director.

Area Coordinators: Each category of general education courses will have a coordinator who will be a faculty member. The university's chief academic officer, in consultation with the General Education Executive Committee, may approve an organization of the area coordinators to consolidate work by having coordinators work in more than one course category. The coordinator will work with appropriate university offices to monitor and evaluate each general education course in that category to assure that it continues to meet the criteria for general education. Area coordinators shall be appointed according to criteria developed by the university's chief academic officer.

University Administration: The university administration shall endeavor to provide substantial resources for the development and delivery of the General Education program.

Notes

1. Dates of official enactment and amendments:

On December 14, 2004, the Board of Trustees acted to adopt a General Educational Curriculum for all Baccalaureate Students beginning with the 2007 fall semester.

On June 22, 2006, amended by the Board of Trustees.

On October 10, 2006, amended by the Board of Trustees to allow full implementation in the fall 2008 semester.

On June 21, 2007, amended by the Board of Trustees.

2. Cross References/Appendix:

General Education Curriculum – Presidential Procedures, #02.10.03