

TEMPLE UNIVERSITY

POLICIES AND PROCEDURES MANUAL

Title: General Education Curriculum – Guidelines for Implementation

Policy Number: 02.10.03

Issuing Authority: Office of the President

Responsible Officer: Provost

Date Created: June 21, 2007

Date Last Amended/Reviewed:

Date Scheduled for Review: June 21, 2012

Reviewing Office: Senior Vice Provost for Undergraduate Studies

Scope of Policy and Rationale:

The Board of Trustees has delegated the president the responsibility to develop a set of guidelines for the implementation of policy 02.10.02 (General Education Curriculum) within the parameters set forth in the policy. These principles and policies may be revised from time to time to ensure the continued success of the general education program.

Principles

Some key principles will serve to ensure successful implementation of the General Education program and enhance the quality of the undergraduate experience of our students.

- Any new program will encounter implementation challenges. None of the ones that have emerged to date are insurmountable. The university is strongly committed to the general education program.
- In the best tradition of the academy, curricular innovation is a primary responsibility of faculty, and this is certainly the case for a university-wide program. The success of a university-wide general education program depends on a partnership of faculty, administrators, and students at the program, department, school/college and university levels. This partnership includes a balance between trust in the professional judgment of the participants and a willingness to challenge each other to meet the emerging needs of students, disciplines, and the greater society.
- The program needs sufficient support from the university's administration, including the necessary financial support to ensure an adequate transition from the current core curriculum to the new general education program.

- Success will depend on a degree of flexibility in the design and implementation of the program. We will adapt our general education policy and practices on the basis of new data. The focus on student needs and student success must be paramount in our considerations.
- School/college leadership is essential for the success of the general education program. The schools and colleges are in a critical position to address the unique character of academic programs while challenging them to strive for higher levels of excellence and access. The general education program can be a catalyst for program improvement and pedagogical innovation throughout the undergraduate curriculum.
- A final principle is the implementation of a cycle of on-going assessment, feedback and corrective action to ensure that we are meeting the purposes of the program and fulfilling the university's mission as a public, research university.

Policy Statement

Within the context of these general principles, the following guidelines are aimed at addressing design and implementation issues.

I. Features of the General Education Program

The Board of Trustees has approved a general framework regarding the structure of the General Education curriculum and the content of the courses. The following specific information shall apply to the creation of courses.

Foundational Courses

Analytical Reading and Writing:

- One four-credit course.

Mosaic I and II: Seminars in the Humanities:

- Two-course sequence of three credit courses.

Quantitative Literacy:

- One three-or four-credit course.

Breadth Courses

Science or Technology:

- Two three-credit courses

Arts:

- One three-or four-credit course.

Human Behavior:

- One three-credit course

Structures and Conduct of Society:

- Two three-credit courses, U.S. Society and World Society.

Race and Diversity:

- One three-credit course

Timeline

All foundational courses (Analytical Reading and Writing; Mosaic I and II; Quantitative Literacy) must be completed within the first 62 credit hours of a student's program. Ideally, Analytical Reading and Writing should be completed in a student's first two semesters. All breadth courses (all others) must be completed by graduation. Majors should develop programs of study that encourage students to progress in such a way that general education courses are distributed in a balanced fashion.

Details of Course Delivery

General education courses may be taught in large lectures, in small sections, or in large lectures supported by small sections. Deans and the General Education Executive Committee are strongly encouraged to ensure a diversity of modes of instruction across general education courses to take maximum advantage of the breadth of strengths of Temple's faculty members. As appropriate, a variety of instructional modes should be encouraged, including participation-intensive methods.

Thematic courses make it easier for students to make connections across general education courses. Faculty are encouraged to include the following three themes across general education courses: globalization, sustainability and community-based learning.

For multiple section courses, area coordinators will work with course developers and instructors to ensure that all sections have common learning goals and common assessment techniques. When appropriate, syllabi and exams will contain some common elements.

All foundational courses will be included in the category of courses that require early evaluation of students. Honors sections will be offered in each general education category for students enrolled in the Honors Program.

II. Implementation Policies for the General Education Program

The Board of Trustees asked the university's chief academic officer to develop detailed policies to implement the General Education program. The following policies have been approved by the president.

1. Electives

- Schools and colleges are responsible for determining the number of electives in each major.
- Recognizing that transfer students make up 45% of the incoming undergraduate student body each year, schools and colleges must address the needs of transfer students and undeclared students as well as make provision for opportunities for minors and certificates in keeping with disciplinary and licensing/accreditation requirements.
- Must take into consideration university priorities for undergraduate education articulated by the provost, including the following guidelines:
 - A goal is for undergraduate students to have a sufficient number of electives to permit them to attain a minor or certificate in addition to their major. Presently, for many programs, a certificate or minor can be achieved within 18 to 24 credit hours.
 - An undergraduate student should have some basic level of free electives in order to permit that student to explore interests and/or enter as an undeclared student or a transfer student without losing credit (for graduation) for substantial portions of courses already taken. Every program should strive to provide enough room for free electives to meet student needs. Programs are strongly encouraged to provide at least 12 credits of free electives.
 - Some majors may be so constrained by licensing or accreditation requirements that a desirable number of free electives is not possible without exceeding 120-124 hours for graduation in four years. These majors should be exempt from any minimal expectation for free electives. However, their promotional materials need to be very clear about the sequential and prescribed nature of the program's requirements.
- Elective plans will be reviewed through existing procedures for
 - Periodic program review
 - Approval of new programs and courses and program restructuring

2. Provision of Academic Support for Teaching

- Schools and colleges are responsible for providing support for the teaching of general education courses through assignment of graduate teaching assistants, peer instructors, adjunct faculty, lecturers, and other academic support.
- Graduate teaching assistantships (TAs) are normally assigned for two purposes: (1) to support well-qualified students to pursue graduate studies and (2) to secure teaching services. It is the responsibility of the school/college to strike a reasonable balance between these two purposes. The implementation of the general education program should not diminish the importance of the first purpose.
- The department that supplies the instructor for any general education section has responsibility for identifying any TA(s) who will support that instruction, including any TAs who may be recruited from departments other than the instructor's home department.

3. Adequacy of Resources

- University resources will be allocated by the Provost's Office for course development and piloting.
- University resources will be allocated by the Provost's Office for transition from core curriculum to general education program.
- Under enrollment-based budgeting, credits are distributed to schools and colleges responsible for the course sections per memoranda of understanding.
- Deans are strongly encouraged to develop incentives for departments to participate in the general education program.
- The Provost's Office will work with the schools and colleges to develop a budget plan for both the transition and the long-range implementation of the general education program.

4. Course Listings for General Education

- The general education program will constitute a separate program of courses in the university, and its courses will be listed by category in a general education section of the *Undergraduate Bulletin* and online course catalog.
- After consulting with the General Education Implementation Group, the Director of General Education shall recommend to the university's Chief Academic Officer a methodology for listing and managing course sections.

5. Administrative Implementation

- Memoranda of understanding (MOUs) will be developed between schools/colleges and the Director of General Education for the transition period, or longer as necessary, to address details of general education implementation. These MOUs will enable schools and colleges to plan and manage better the total resource needs associated with their participation in the general education program. These MOUs will be reviewed by the Office of the Provost and included in annual budget discussions between the provost and the deans. Responsibility for staffing, scheduling of courses and other administrative tasks (e.g., class list distribution, grade sheet filing) will be determined by the schools and colleges and documented in each MOU.
- Under the guidance of the Teaching and Learning Center, a committee on assessment will be formed to ensure quality of instruction.
- Guidelines for advisors working with individual students on general education issues will be developed.

6. Related Curricular Issues

- After consultation with the Faculty Senate, the university's chief academic officer will develop a policy that will limit the number of credit hours that may be required by an academic curriculum to allow a student to graduate with a total program of 124 credit hours. In order to insure institutional integrity and candor in relations with students, majors that require more than the maximum number of credits set by this policy shall be designated as majors requiring more than 124 credit hours to complete and shall be so

identified in all course catalogues and other written materials of the university as well as by advisers in the departments, schools, and colleges.

- Each undergraduate major shall designate two courses as writing-intensive courses. The designated writing-intensive courses shall require that students edit and rewrite papers to achieve a high level of clarity and cogency, use a variety of methods to find appropriate materials to support their written work, and make proper attribution to those sources. After the third year in which such writing intensive courses shall be offered, faculty members who teach them shall have participated in university-sponsored programs in evaluating writing and coaching student writers, unless a faculty member is professionally trained in these matters. Deans shall assure that writing-intensive courses are small enough to allow the faculty member to read student written work, comment on it, assist students to improve their work through editing and rewriting, and coach students to improve their writing skills.

III. Governance of the General Education Program

The Board of Trustees has set forth an overview of the various university persons and their major responsibilities. The following includes a more detailed set of groups, responsibilities, and appointment criteria.

Since the general education program affects undergraduate programs across the university, the governance needs to be complex and include a broad range of faculty and administrators. The General Education Executive Committee (GEEC) 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 outline of major responsibilities for various university persons and entities.

- The General Education Executive Committee:

The General Education Executive Committee will be chaired by the university's chief academic officer or his/her designee. The chairperson of the Faculty Senate's Educational Policies and Practices Committee or his/her designee shall be ex officio one of the nine faculty members. The remaining eight faculty members will be nominated by the Faculty Senate from among faculty experienced in the general education program and broadly drawn from those colleges offering courses as part of the general education program. Not more than two faculty members of the committee shall be from the same college or school. The chief academic officer of the university shall accept the Faculty Senate's nominees to the General Education Executive Committee unless he/she has substantive objection that will be discussed with the Steering Committee of the Faculty Senate, in which case the senate shall nominate other persons to be considered by the chief academic officer. Faculty members of the General

Education Executive Committee shall serve two-year staggered terms and may be reappointed to a second term, but after serving a second term shall not again be eligible to serve on the committee for a period of four years. One student member of the committee shall be nominated by the Temple Student Government, a second shall be an honors student selected by the director(s) of the Honors Program, and the third shall be a graduate student who is teaching a course or section in the general education program and shall be appointed by the Graduate Dean after consultation with the Graduate Board. The student members will be nominated for one-year terms and may not serve a total of more than two years on the committee, including possible membership as first an undergraduate and later as a graduate student.

The General Education Executive Committee has the discretion to add ex officio members such as the Director of the Teaching and Learning Center, a representative of the library, an advisor, and others whose functions are closely linked to the success of the general education program.

In addition to the functions outlined in the policy, the General Education Executive Committee has the following functions:

- Develops policy
 - Defines and refines, with provost approval, the intellectual criteria within each general education area
 - Develops outcomes assessment
 - Reviews and approves new courses
 - Reviews and approves course equivalencies
 - Provides regular reports to the Faculty Senate
 - Reviews and periodically considers revisions to the general education program.
- General Education Director
 - Chairs General Education Executive Committee, as provost's designee
 - Provides overall leadership
 - Negotiates multi-year memoranda of understanding with deans, especially during the transition period, to provide fixed numbers of general education sections per semester
 - Appoints area coordinators in consultation with the Faculty Senate and the deans
 - Consults regularly with the Director of the Teaching and Learning Center on course development and assessment
 - Promotes, markets, and represents general education program
 - Chairs the General Education Implementation Group
 - Area Coordinators
 - Generate new course proposals
 - Provide initial review of new course proposals
 - Monitor quality of course offerings
 - Coordinate course assessment

- Schools and Colleges/Deans and Department Chairs
 - Negotiate and implement memoranda of understanding, especially during the transition period, for specified numbers of general education course sections
 - Assignment of faculty to courses
 - Scheduling of courses
 - Generation of new courses
 - Assessment
 - Integration of general education program with curricula of majors and minors

- General Education Implementation Group: This is an ad hoc advisory group made up of assistant/associate deans and others important to the successful implementation of the general education program. It works with the director on implementation issues, and assists the director in developing an implementation plan.

- Faculty Senate Steering Committee:
 - Provides recommendations to the provost regarding the Director of General Education and membership on the GEEC
 - Consults with the Director of General Education regarding the appointment of area coordinators
 - Provides feedback to the Director and GEEC on general education matters

- Deans Liaison Committee: As a subcommittee of the Council of Deans, it:
 - Meets with the Director of General Education and the GEEC, as necessary, to discuss matters of design and implementation
 - Advises the provost on General Education matters
 - Works with the General Education Director to develop model memoranda of understanding with Schools and Colleges
 - Serves as a linkage between GEEC/Director of General Education and the Council of Deans

- Vice Provost for Undergraduate Studies and Provost
 - Provide overall academic leadership for, administrative oversight over and review of entire general education program
 - Ensure compliance with university policies and strategic priorities
 - Appoint the Director of General Education in consultation with Faculty Senate and deans
 - Appoint members of General Education Executive Committee in consultation with Faculty Senate
 - Oversee approval of general education courses
 - Oversee periodic program review and program restructuring and approval

- President and Board
 - Final approval of overall policies
 - Oversee and review of the general education program

Notes

1. Dates of official enactment and amendments:

Approved by the president on June 21, 2007.

2. History:

Approved by the president on June 21, 2007.

3. Cross References/Appendix:

General Education Curriculum, Policy #02.10.02