

Six Assumptions

The General Education Curriculum incorporates six assumptions, which while not stated explicitly in the program itself must be understood as part of the curricular design and carefully considered as the curriculum is implemented. These assumptions are as follows.

First: While the requirements listed in the curriculum total 56 hours of study, each student is required to complete a maximum of 53 hours, according to the following pattern. Since through the academic major each student investigates varied areas of knowledge, there will naturally be some overlap between the requirements for the major and those in the General Education Curriculum. To avoid unnecessary duplication of study, each student has a reduction of three credit hours from one of the General Education requirements. The specific placement of this reduction is determined on the basis of that part of the curriculum which is most closely duplicated by some component of the academic major. The placement of this reduction is recommended for each major by the respective academic department, and approved by the General Education Committee.

Second: Unless otherwise stipulated in the curriculum, all courses are to be structured on the basis of class enrollment maximum of 37 students per faculty member.

Third: Team-taught pedagogical approaches may be used in any part of Areas Two, Three, and Four of the General Education Curriculum, under the following provisions: (1) they are staffed by faculty members who volunteer for teaching in this context, (2) the number of faculty members per team does not exceed three, (3) enrollment in team-taught sections is limited to 37 students per faculty member, and (4) provision is made in the structure of the course to provide for adequate student discussion and student-faculty dialogue in groups of no more than 37.

Fourth: In each section of the curriculum multiple courses may be proposed and approved. The approval of multiple courses rather than a single course for meeting a requirement is based on the assumption that both learning and teaching are facilitated when students are free to choose courses which correspond to personal areas of interest and when professors are free to design and teach courses which grow out of their individual interests and professional expertise.

It may be, however, that one or more departments will wish to assert that a single course from their department should be required of all students for meeting the objectives of a section of the curriculum assigned to this department. While it is the intent of the curriculum to have multiple courses available in each section, it is reasonable to assume that a good case can be made for a single-course requirement, and that the faculty should consider such cases as they are proposed by individual academic departments.

Fifth: There may be occasions on which a course which meets one of the General Education requirements is also an appropriate course for a specific academic major. In such cases, the appropriate department may specify this course as a major requirement, in which case it would also fulfill the General Education requirement. This is consistent with the Parameters for the Curriculum (Community of Educators Handbook 1.9). The parameters further specify that such a requirement will count toward the maximum of 60 credits permissible within the academic major, and will, consequently, free a corresponding number of unrestricted elective hours in the student's program.

Sixth: Since each section of the General Education curriculum is defined by a set of objectives which are unique to each section and which are to be fulfilled via the courses approved for each section, we do not permit a student to use one course to meet the requirement for more than one component of the General Education curriculum. As such, double-dipping within this curriculum (as contrasted with double-dipping between General Education and the academic major as described in assumption five above) is not permitted.