

UFS Statement on CUNY's Proposed General Education Framework

- I. The faculty of CUNY understands and appreciates the many obstacles faced by our students in obtaining their undergraduate degrees, and admires their perseverance. The faculty strongly supports exploring improved means of expediting degree completion as long as those means are compatible with existing academic standards.
- II. The three overriding principles that must control all policy-making in this area are (1) college faculty authority over each college's curriculum (2) the authority of each campus to preserve its own distinct academic mission and personality within the CUNY system and (3) students' rights to clear, consistent and timely recognition of transfer credit across CUNY.
- III. We strongly recommend that the administration recognize the separate nature of the issues of transfer, which is an operational matter, and general education, which is an academic and curricular matter. Future reports and future committees should respect this distinction.
- IV. We believe that transfer problems may be addressed more effectively by various measures including, but not limited to, enhancing academic advising, upgrading technology to allow faculty to see transfer students' whole transcripts, making the TIPPS system workable, creating a TIPPS for the entire curricula, and continuing articulation as well as dual-joint degree efforts. We also suggest that the role, function, and transferability of the University's associate degrees (AA, AS, and AAS) be clarified and made more precise to students.
- V. Finally, colleges must have the flexibility to determine their own general education structure.