

**A resolution drafted by the Academic Quality Committee regarding recent legislative mandates affecting numbers of hours and course requirements for general education and degree programs**

Whereas

The purpose of a university is to produce well-rounded citizens exposed to a liberal arts education

Whereas

Students often come to ECU underprepared or unprepared to succeed as indicated in the current statistics from Institutional Research: for fall 2009, 1,124 new first-time students (42%) and 103 (8.3%) transfer students had at least one developmental education requirement, that receives no academic credit yet costs the same as a credit-bearing course.

Whereas

Professors trained in their field of study have a better knowledge of the core knowledge needed by students in their majors than an outside source.

Whereas

Mandating that all degrees be 120 hours or less, as specified in the proposed transfer policy, will come as a sacrifice of liberal arts courses, as most departments will not sacrifice their major courses in the move to 120 hours. Mandating that general education requirements be reduced and be the same and consistent throughout the community colleges and regional Universities affects academic freedom and is problematic due to inconsistencies within the institutions themselves

Whereas

The move from 128 hours to mandated 120 hours will have minimal impact on either graduation rates or retention rates, as other factors such as changing majors, poor advisement, and financial problems are more important correlates of both.

Whereas

Educational policy related to academic quality in higher education institutions is best determined by academicians from those higher education institutions affected rather than by the state legislature.

Be it resolved that the ECU Faculty Senate strongly opposes any mandate that all degrees and general education curricula be the same number of hours.

Submitted by:

Claire Schmelzer & Anne Shordike, Co-Chairs, Academic Quality Committee

January 11, 2010