

A C A D E M I C     S E N A T E  
O F  
C A L I F O R N I A     S T A T E     U N I V E R S I T Y  
S A C R A M E N T O

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Minutes

Issue #19

March 21, 1991

**ROLL CALL**

Present: Al-Kazily, Bach, Barrena, Bauerly, Bourg, Brackmann, Burger, Cajucom, Carlson, Cook, Cooper, Curry, De Haas, Decious, Elfenbaum, Gelus, Gillott, Glovinsky, Gonzalez, Harriman, Hernandez, Holl, Huff, Jakob, Jensen, Kornweibel, Lonam, D. Martin, L. Martin, Mattos, Maxwell, McClure, Meier, Miller, Mrowka, Muller, Navari, Novosel, Pacholke, Palmer, Quade, Serrano, Shannon, Steward, Sullivan, Summers, Sutherland, Tooker, Wade, Wheeler, White, Wright, Yousif

Absent: Amos, Barnes, Brown, Hayashigatani, Johnson, Michael, Mitchell, Pyne, Reinelt, Schuster, Shek, Tobey, Toder, Weissman, Whitesel, Winters

**INFORMATION**

1. Spring 1991 Academic Senate Meetings (Tentative Schedule)  
Thursdays, 2:30-4:30 p.m.  
Forest Suite, University Union (unless noted otherwise)  
April 4 CLS 1003 (General Education)  
April 11  
April 25  
May 2  
2:30-3:00, '91-92 Nominations  
3:00-4:30, '90-91 Senate  
May 9  
May 16  
2:30-3:00, '91-92 Elections  
3:00-4:30, '90-91 Senate
2. Vice President Harrison and Associate Vice President Pickens briefed the Senate on the effects of actions taken by the Board of Trustees at their March meeting on the 1991-92 CSUS budget.

**ACTION ITEMS****AS 91-16A INSTRUCTIONAL PROGRAM PRIORITIES--GUIDELINES FOR  
ACADEMIC PLANNING, RESOURCE ALLOCATION AND ENROLLMENT  
MANAGEMENT**

The Academic Senate adopts, as amended, all sections of the proposed policy on Instructional Program Priorities--Guidelines for Academic Planning, Resource Allocation and Enrollment Management other than sections dealing with remediation (page 5, lines 4-14; page 9, lines 7-47; pages 10-11; page 12, lines 1-10).

Carried.

**AS 91-16B INSTRUCTIONAL PROGRAM PRIORITIES--GUIDELINES FOR  
ACADEMIC PLANNING, RESOURCE ALLOCATION AND ENROLLMENT  
MANAGEMENT**

The Academic Senate adopts, as amended, the sections of the proposed policy on Instructional Program Priorities--Guidelines for Academic Planning, Resource Allocation and Enrollment Management dealing with remediation (page 5, lines 4-14; page 9, lines 7-47; pages 10-11; page 12, lines 1-10).

Carried.

**\*AS 91-16C INSTRUCTIONAL PROGRAM PRIORITIES--GUIDELINES FOR  
ACADEMIC PLANNING, RESOURCE ALLOCATION AND ENROLLMENT  
MANAGEMENT**

The Academic Senate agrees to integrate AS 91-16A and 91-16B into a single proposed policy statement on Instructional Program Priorities--Guidelines for Academic Planning, Resource Allocation and Enrollment Management and to append to the statement a summary, to be prepared by the Senate Chair, of the major policy matters addressed in the statement (Appendix D of Attachment). The Academic Senate further agrees to recommend the integrated document (Attachment) to the President for adoption as University policy.

Carried.

**AS 91-19/Flr. 1991-92 COMMITTEE ON COMMITTEES**

The Academic Senate elects school representatives to the 1991-92 Committee on Committees, as follows:

Dan Decious	School of Arts and Sciences
Art Jensen	School of Business Administration
Shel Weissman	School of Education
Steven De Haas	School of Engineering and Computer Science
Lynn Cooper	School of Health and Human Services

Carried.

Additional Committee Members:

Juanita Barrera	Chair, Academic Senate
Charlotte Cook	Vice Chair, Academic Senate
Bob Curry	Member, Executive Committee
Ann Harriman	Member, Executive Committee
Sue Holl	Member, Executive Committee
Sylvia Navari	Member, Executive Committee
Gary Shannon	Member, Executive Committee
John McClure	Library Senator
Fran Toder	Senior Student Services Senator

Committee Meeting Schedule:

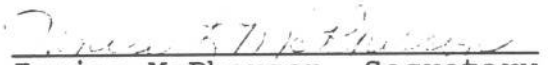
Tuesday, April 9, 2:30-4:30, Adm. 275  
Tuesday, April 23, 2:30-4:30, Adm. 275

AS 91-20/Flr. GRADUATE STUDIES AND RESEARCH AND SPONSORED PROJECTS, PROGRAMS AND FUNCTIONS OF OFFICES OF-- REPORTS OF GRADUATE POLICIES AND PROGRAMS COMMITTEE, FACULTY PROFESSIONAL DEVELOPMENT COMMITTEE, RESEARCH AND CREATIVE COMMITTEE, AND AD HOC COMMITTEE ON FACULTY SCHOLARSHIP (Responds to AS 91-11)

The Academic Senate receives the reports (copies available in Academic Senate Office) submitted by the Graduate Policies and Programs Committee, Faculty Professional Development Committee, Research and Creative Activity Committee, and the ad hoc Committee on Faculty Scholarship, in response to the Senate's request (AS 91-11, adopted February 21, 1991), regarding the proposed consolidation of the offices of Graduate Studies and Research and Sponsored Projects.

Carried.

The meeting was adjourned at 4:45 p.m.

  
Janice McPherson, Secretary

\*President's approval requested.

Attachment  
March 21, 1991  
Academic Senate Minutes

**INSTRUCTIONAL PROGRAM PRIORITIES  
GUIDELINES FOR ACADEMIC PLANNING, RESOURCE  
ALLOCATION, AND ENROLLMENT MANAGEMENT**

Instructional Program Priorities 2 March 21, 1991

**POLICY PURPOSE**

Although the immediate impetuses for the development of a policy statement on instructional program priorities have been underfunding of current enrollment and the need to deal with enrollment demand that exceeds capacity, the intent of this policy is to serve as a framework for academic planning and a guide for both short-term and long-term resource allocation and enrollment management decisions. This policy sets forth current instructional priorities as they relate to the central purpose of the institution, extant obligations to programs and students, and the desired balance and mix of programs. This policy further sets forth the bases for assignment of priorities among instructional program categories and the criteria/factors that shall be used in determining priorities within program categories.

For 1991-92, application of criteria/factors within program categories and implementation of priorities through resource allocations and enrollment management shall be accomplished through existing mechanisms at the department, school and university levels. In future cycles, these shall be accomplished in accordance with mechanisms defined in a separate policy statement (in development at the time of adoption of this policy) on the subject.

This policy supersedes the policy document titled University Planning Profiles for Academic Units, adopted by the University Planning Committee in April, 1980. Instructional program priorities identified in this policy rather than those assigned in the referenced 1980 document (to program types, generally, and specific programs within school and departments), shall be used for program review and resource allocation purposes. Some elements of the referenced 1980 document (e.g., degree unit limitations) have been retained in original or amended form in other policy and procedural documents, primarily those contained in the Fall 1990 policy compilation titled, Policies and Procedures for Initiation, Modification, Review and Approval of Courses and Academic Programs (a.k.a. "blue book"). Elements of the referenced 1980 document (e.g., core major programs) that do not appear in this or other policy or procedural documents are hereby declared void. A summary of major policy matters addressed within this policy document is appended (Appendix D).

Priorities defined herein derive primarily from the application of existing campus and statewide policies and State government provisions that pertain to the CSU. Documents cited in this policy statement or used as background information are listed in a bibliography at the end of this policy statement. These

documents have been compiled in a separate volume, copies of which are on file in the University Archives, Academic Senate Office, and Offices of the President and Academic Vice President.

**POLICY PROVISIONS**

**I. GENERAL FRAMEWORK**

At the University level, instructional program priorities are defined generally (i.e., by program category, see section II below) and specify the desired balance and mix of programs (see section III, page 3) offered collectively by the University's academic departments. Criteria/factors for determining priorities within category are also specified at a University level (see sections IV, page 5, and V, page 13). Based upon criteria specified in this policy, schools and their academic departments shall establish priorities among programs and shall identify how the programs offered contribute to the desired balance and mix of university programs.

**II. INSTRUCTIONAL PROGRAM PRIORITY CATEGORIES**

The Education Code, as amended in 1989 by SB 1570 (Appendix A), specifies that the "primary mission of the California State University is undergraduate and graduate instruction through the Master's degree." At California State University, Sacramento, courses and programs that directly support and lead to the baccalaureate or master's degree in the liberal arts and sciences and professional fields, or the post baccalaureate credential in fields of Education, shall have funding priority over courses and programs that are peripheral to these purposes (e.g., certificate programs, in-service programs). The categories of priority programs include: undergraduate major programs, master's degree and post baccalaureate credential programs, service courses that support major programs, minors, testing and remediation programs related to the University's quantitative reasoning and writing requirements, and the General Education Program.

The CSU is also authorized to offer joint doctoral programs (SB 1570, 1989). However, since joint doctoral programs are funded categorically, and therefore, theoretically, do not compete for resources, and since CSUS does not currently offer a joint doctoral program (although one has been proposed), their relative priority has not been addressed in this policy. However, in the event that joint doctoral programs are offered and it is determined that such programs do compete for resources, their priority in relation to other university programs will be decided.

### III. DESIRED BALANCE AND MIX OF PRIORITY PROGRAM CATEGORIES

While CSUS is a predominantly undergraduate institution in terms of the undergraduate proportion of total enrollment, a condition that is to be maintained, this should not be interpreted as meaning that graduate degree/credential programs have a lower priority than undergraduate degree programs. On the contrary, in accordance with its mission, CSUS is equally responsible for offering graduate and undergraduate instruction (SB 1570, 1989). Consistent with its responsibility for graduate education, CSUS shall attempt to maintain graduate enrollments of at least 20% of total headcount enrollment.<sup>1</sup> The proportion of graduate enrollment may be increased above this level in response to regional needs for graduate education and other factors (see section IV.B on graduate programs, page 6), but shall not exceed 1/3 of total University headcount enrollment.

Within undergraduate major and graduate degree/credential program categories, priorities shall be established in accordance with criteria specified in subsequent sections of this document (section IV.A, page 5, and IV.B, page 6). In order to maintain quality undergraduate majors and graduate degree/credential programs that are most central to the mission and responsive to regional needs, it may be necessary to decrease resource support to low priority programs within the same or other program category. That is, resource support to low priority undergraduate major or graduate degree/credential programs may be decreased in order to maintain high priority undergraduate major or graduate degree/credential programs.

While CSUS offers a full four-year undergraduate program, its predominant enrollment is at the upper division level. Currently, lower division headcount enrollment constitutes only 26% of total undergraduate enrollment (Enrollment Fact Book, 1989), a proportion significantly smaller than the maximum of 40% permitted under the Master Plan for Higher Education (Master Plan Renewed, 1987). The maintenance of a complete lower division curriculum is essential to maintaining the quality of undergraduate majors and the General Education program since it provides a mechanism for ensuring that upper division and lower division elements of the curricula are appropriately integrated.

<sup>1</sup>Graduate headcount enrollment currently constitutes approximately 20% of total headcount enrollment. Graduate enrollment includes students classified in graduate degree programs (54%) and unclassified postbaccalaureate students (46%) who may be pursuing a second bachelor's (20%), teacher credential, a certificate, or awaiting classification (Enrollment Fact Book, 1989).

In addition, maintaining a substantial population of students at all undergraduate levels enhances the collegiate experience and contributes significantly to the intellectual and social life of the university community. For these reasons, CSUS shall, at a minimum, maintain a lower division headcount enrollment of at least 25% of total undergraduate enrollment. The proportion of lower division enrollment may be increased above this level (25%) but shall not exceed 40% of total undergraduate enrollment.

To maintain the minimum level of lower division enrollment specified above, CSUS shall implement fully systemwide policies pertaining to transfers that currently require that transfer students who were not freshman eligible complete the requisite number of units and G.E. requirements in writing and quantitative reasoning, and which, effective Fall 1991, shall require completion of the transfer curriculum. During periods when the number of eligible first time freshman and transfer applicants exceeds enrollment capacity, admissions shall be controlled in such a way as to maintain a lower division headcount enrollment of at least 25%.

The undergraduate degree program consists of two principal components: the major and G.E. These programs shall not be viewed as competing since they contribute equally to the degree objective. Rather, they shall be viewed as interdependent programs. Undergraduate enrollment shall be limited by the University's ability to provide a general education program that allows students to complete the degree program in a timely manner (see section IV.F, page 12, on G.E.). Since total undergraduate enrollment may be limited, priorities must be established within the undergraduate major program category to ensure an appropriate balance and mix of major programs (see section IV.A, page 5, for discussion of priorities within the undergraduate major program category).

While the University is obligated to devote sufficient resources to the G.E. program to meet the needs of students admitted to the University, the amount necessary is a function of admissions policy. Specifically, if admission of lower division students is increased, resources necessary to support lower division courses in the G.E. program must also be increased. Admission of transfer students who have not completed lower division G.E. requirements also increases G.E. resource requirements. Current systemwide policy pertaining to transfer students requires completion of quantitative reasoning and writing requirements prior to transfer. However, to date, this policy has not been implemented fully at CSUS. The policy shall be implemented fully to reduce resources needed to support the G.E. program and remediation programs.



The place of remediation programs among University priorities is perhaps the most complex to address. The nature and extent of the University's involvement in providing remediation programs are dictated by a variety of systemwide policies and institutional goals (detailed in section IV.E, page 9, on remediation). While the University is obligated to provide remediation and has identified selected remediation programs as high priority programs, the University shall limit the extent of its involvement in offering remediation, and shall work actively at the campus, system and intersegmental levels toward decreasing student need for remediation.

#### IV. PRIORITIES WITHIN PRIORITY PROGRAM CATEGORIES

##### A. Undergraduate Major Programs

The University has a commitment to offering a variety of undergraduate majors in the traditional liberal arts and sciences disciplines and selected majors in the professional fields of business, engineering and health and human services. Undergraduate degree programs cannot, however, all receive equal levels of support. Specifically, priority shall be accorded to degree programs that:

- are of high quality as evaluated by program reviews
- are responsive to regional employment needs
- are structured efficiently and derive appropriate levels of benefits for their cost
- contribute to an educated citizenry
- contribute to balance among programs
- for which there is sufficient student demand
- respond to the unique characteristics of our location
- serve a unique function

Note: Priorities among undergraduate degree programs shall be determined in accordance with mechanisms defined in a separate policy statement (in development at the time of adoption of this policy).

When the University decides to offer an undergraduate major program (or concentrations within major programs) certain minimum levels of support are, however, mandated. Since the University currently requires that all undergraduate programs have at least five common core courses included as part of each degree program, each of the core courses must be taught (regardless of enrollment) during every four-semester time period. In addition, a "reasonable complement" of other required courses and electives must be offered on a specified schedule to allow for completion of degree requirements.

The definition of "reasonable complement" is problematic because of variability from degree program to degree program concerning the number of required units. Difficulty is also created by the large number of undergraduate majors that have not just formal concentrations, but "emphases." These "advanced areas of study" are often structured with groupings of courses from which students can select a specified number of courses. Thus many courses in a departmental curriculum have been described as critical because they can be taken to satisfy in degree program requirements. However, the commitment to offer an undergraduate major does not mean unlimited support of all courses in a departmental curriculum or even courses that are among those that can be selected by students in order to fulfill degree requirements or those specified in "emphases" or "advanced areas of study" groupings.

Rather, support is only assured at certain minimal levels. Departmental requests and University decisions to offer courses beyond those levels does not necessarily assure additional support. The school Dean, in consultation with departmental faculty, will determine the number of courses critical to the major and their schedule of offerings. For the core courses and those courses identified as critical, enrollment in the class will not be the prime consideration for offering the course. Conversely, high enrollment demand for courses other than core courses and courses identified as critical, does not guarantee that they shall be offered.

##### B. Master's Degree and Postbaccalaureate Credential Programs

The University is committed to offering graduate programs leading to the master's degree or postbaccalaureate credential in selected disciplines to prepare students to pursue doctoral studies and to enter advanced professional training programs and career fields. Graduate study is integral to the mission and responsibility of California State University, Sacramento. Graduate programs that identify the university, articulate its mission and identify the special strength/contribution of CSUS within higher education in California, inherently constitute priorities. These include:

- K-12 Teacher Preparation Credential programs in Education;
- Applied/professional masters programs that are required to meet the regional needs of recognized professions;
- Master's degree programs, in a variety of disciplines that prepare students for doctoral studies and/or

advancement in an occupation or profession, including careers in community college teaching.

While all graduate programs add to the collective strength of CSUS, not all current or potential graduate programs can receive equal levels of support.

Decisions regarding the mix, size, and level of resource support for all graduate programs shall be based on an assessment of factors related to program need, program quality, and program cost benefit. (Order of listing does not imply relative importance).

1. **Program Need:** the need for new or existing programs, enrollment levels, and level of resource support shall be determined using the following combination of factors (order of listing does not imply importance):

- a. Centrality to mission
- b. Centrality within discipline
- c. Labor Market--present and projected
- d. Student demand--present and projected
- e. Comparative Advantage--
  - 1) Locational/Regional Advantage
  - 2) Uniqueness of the Program--is it offered/not offered by other institutions in proximity to CSUS;

2. **Program Quality:** the quality of existing programs, or the projected quality of new programs, shall be evaluated in program reviews. Criteria for assessing quality shall include:

- a. curriculum strength
- b. Quality of Faculty--currency, degrees held, scholarly activity, teaching effectiveness,
- c. Quality of library holdings
- d. Quality of support facilities (and equipment as appropriate)

3. **Program Cost/Benefit:**

- a. Formula generation/actual expenditures relationship
- b. Other sources of income for program support
- c. Degree production rates (i.e., is the program producing an acceptable number of graduates and is the average time to degree within acceptable limits for the discipline).
- d. Developmental Costs
- e. Secondary effects (i.e., does the program benefit or detract from other programs)
- f. Cost efficiency (e.g., are program components necessary or replicative of components in other programs)

As in the case of undergraduate majors, a decision to offer a Master's degree or postbaccalaureate credential program does not guarantee support for all courses offered as part of the program simply because they can be used to satisfy program requirements or because they are included in non-official "emphases" or "specialties." Rather, certain minimal levels of support necessary to maintain program quality and ensure student progress toward degree completion can be expected. Under current University Policy (Policy Relating to Undergraduate and Graduate Degree Programs in Policies and Procedures for Initiation, Modification, Review and Approval of Courses and Academic Programs, 1990), most Master's degree programs are limited to a total of 30 units and must include a minimum of nine units that are common to the degree program (exceptions must have formal approval). The above referenced policy further specifies the minimal level of support as follows:

"To maintain program viability, graduate programs are to be scheduled so that enough courses are offered to insure completion of a 30-unit program within two academic years. As a standard, graduate programs shall offer each year the nine units common to the degree program and at least nine units of degree applicable course work. Over a two year period, 18 units of 200 level courses shall be offered, exclusive of supervisory units, and these units shall not include repeated offerings of the same course. The offerings should be varied enough to allow, and the scheduling pattern should permit, students to take at least 27 units of degree applicable course work, exclusive of supervisory units, over a two year period. Consideration shall be given to the diverse nature of programs and courses when evaluating program and enrollment viability."

The minimal level of support for programs granted exemptions to the unit limitation and/or 9 unit core requirement shall be based on the same principles applied above. In each case, regardless of total units required or whether the program includes a nine unit core, the School Dean, in consultation with departmental faculty will determine the number of courses critical to the program and their schedule of offerings. Enrollment demand (low or high) shall not be the sole determining factor for deciding whether a course is to be offered.

### C. Service Courses

Approved undergraduate major and graduate degree/credential programs often require coursework in other disciplines (service courses) to support the major discipline program. In some cases, the coursework taken outside the major discipline is substantial (and may be concentrated sufficiently in a single discipline to earn the distinction of a minor). The University is committed to offering a sufficient number of service courses to ensure completion of approved programs.

### D. Minors

A minor is a pattern of coursework similar to a major, but less comprehensive. As noted previously, selected major programs require a minor in another discipline. A minor which supports a different major will be accorded the same relative priority as the major it supports. Most minors are offered by departments that also offer a major program and the minor consists of courses that are also included in the major. In these cases, the minor, unless specifically required by another major, shall receive no special consideration for resource support. In cases where a minor is not associated with a major program, resource support shall be determined on a case by case basis, using the same criteria established to determine the priority of undergraduate major programs.

### E. Testing and Prebaccalaureate Remediation Programs Related to Quantitative Reasoning and Writing Requirements

1. CSUS Policy on Remediation  
Currently, CSUS has determined that it is necessary to provide remedial instruction to ensure that students admitted to the University, but who are not prepared for baccalaureate level courses in writing and quantitative reasoning, have the opportunity to address these deficiencies. The fact that, systemwide, approximately 50% of regularly admitted students require at least one semester of precollege level coursework in math or English to meet placement standards for G.E. courses in writing and quantitative reasoning provides compelling evidence that remediation programs are needed (see Appendix B for systemwide data). However, in accordance with recommendations of the Commission for the Review of the Master Plan (The Master Plan Renewed, 1987), CSUS shall establish and maintain clearly defined academic floors below which remedial courses will not be offered,

set other limits on remediation programs, and shall work toward the goal of decreasing the need for remediation at CSUS.

The principles articulated in the following excerpt from The Master Plan Renewed (pp. 26-27) shall form the basis for CSUS policy on remediation.

"Retention has become a major issue for the universities, both in terms of educational equity in preparing citizens of the state for future economic changes.. A variety of factors contribute to retention rates, and some are beyond the influence of the institutions. However, there are both ethical and economic implications to relatively low retention rates, and these must be addressed by the system. Students, of course, must bear some responsibility for their own success, but the educational institutions share responsibility for the students they admit, including students who are admitted as exceptions to a regular admission criteria...Remediation is essential to retention...Remediation has been necessary in the four-year institutions not only for those admitted as exceptions to the regular admission requirements but also for large numbers of regularly admitted students. Many otherwise qualified students are inadequately prepared in English or mathematics, or both. In addition... developing English as a Second Language for immigrants new to California is critical to the state's future success...The principal solution to the problems is to improve preparation in the public schools, but that will take time. In the meantime, remedial instruction and instruction in English as a Second Language will be necessary in the four-year institutions to guarantee that otherwise qualified students, once admitted, have an opportunity to succeed. Remedial education is not, however, a primary role. It must be held to a minimum and it must not be credited toward fulfilling baccalaureate degree requirements. The limitations will prevent remediation from overtaking and supplanting the more fundamental functions of each segment."

2. Priority Consideration of Remediation Programs in Relation to other University Programs  
Consistent with the principles articulated above, remediation programs shall be accorded the following priority placement in relation to other university programs.



- a. Remediation programs shall receive higher priority than:
- Course offerings in discipline minors
  - Low enrollment electives for majors
  - Institutes and centers
  - Certificate programs
  - General Education Critical Thinking requirements
  - General Education second-semester writing requirement
- b. Remediation programs shall receive lower priority than:
- Required course offerings in high priority undergraduate majors, and high priority graduate degree/credential programs
  - Priority course offerings in GE.
3. **Priorities Within the Remediation Program Category**  
The University currently offers a variety of course offerings and programs that serve a remediation function. Among these, the following courses/programs shall be accorded highest priority.
- Prebaccalaureate Level I and II (see Appendix C for remediation taxonomy) courses designed to remediate student deficiencies in math and English, in which students are placed by approved placement exams (EPT, ELM, EDT).
  - ILE courses to the level that they are supported by systemwide funds.

4. **Enrollment Priorities in Remediation Courses**  
Since resources may not be sufficient to satisfy demand for remediation courses, enrollment priorities shall be established as follows:
- For prebaccalaureate courses in math and English, freshman shall have highest priority and transfer students shall have lowest priority.
  - For prebaccalaureate courses in English, transfer students who have not completed the G.E. course requirement in writing shall have priority over transfer students who have completed the requirement.
  - For all remedial courses, and English 109 (preparation for the WPE), students enrolling for the first time shall have priority over students who are repeating the course (Note: A small percentage of seats in prebaccalaureate courses may be reserved for students who have taken the course and have been assessed as making progress but are not yet prepared to advance to the next level).

5. **Policy Considerations Regarding Remediation Programs**  
While the University is committed to meeting its obligation to provide remediation programs, the extent of that obligation must be reduced. To accomplish this end, the University shall take steps to:
- a. Work with the community college system to decrease the proportion of ESL transfer students who have completed the G.E. requirement in writing but still require remedial coursework;
  - b. Establish and maintain clearly defined academic floors below which remediation courses shall not be offered. Specifically, CSUS should not offer courses below pre-college level 2, except in exceptional circumstances, and then only in the case of special admission students or ESL students who have not completed the G.E. writing requirement and have been assessed by the EDT for placement below level 2;
  - c. Implement fully systemwide policy that requires that transfer students complete GE courses in writing and quantitative reasoning prior to transfer;
  - d. Limit the number of times that students may repeat remediation courses.

#### F. General Education/University Graduation Requirements

General Education and other University graduation requirements are established to ensure that all undergraduate students are provided the foundations of a liberal education. Resource support for the G.E. Program shall be sufficient to allow students to complete G.E. requirements in a sequential and timely manner.

As the University accepts first-time freshman eligible and transfer students with various portions of their general education programs completed, the priority for each category of general education shall be based on total student need for coursework in the category. The priority for upper division vs. lower division general education courses shall be based on total need for upper division vs. lower division general education courses.

The University has a responsibility to offer a general education program that is accessible to its students. Courses in the G.E. program must also be offered in a mode that is pedagogically sound. Student need for courses must be met within each GE category, although possibly not in individual courses, or possibly not in the semester of the student's choice.

Within the G.E. program, highest priority shall be accorded to:

1. providing a sufficient number of sections of quantitative reasoning and written communication courses to comply with campus and systemwide requirements regarding the timing of completion of these requirements;
2. providing a sufficient number of sections of other Area A courses to comply with sequencing requirements;

Among G.E. courses in categories where a variety of courses may be used to satisfy the same requirement, the following courses shall be accorded priority

1. courses that also serve a service function (see Section IV.C, page 9) in accordance with the priority of the program that the courses serve;
2. courses in the 1983-1992 G.E. program that also meet the requirements of the new G.E. program to be implemented in 1992 (i.e., include a writing component, satisfy the race and ethnicity requirement, are infused with multicultural content);
3. courses that are in the "foundation" subareas of Areas B and C.

#### V. LOW PRIORITY PROGRAMS

The instructional program includes courses and programs, which, although valuable and appropriate to the mission of CSUS, do not directly support or lead to a degree. Courses and programs in this category include minors, certificate programs, elective courses, centers and institutes, and intercollegiate athletics.

##### A. Certificate Programs

Certificate programs in and of themselves shall receive no special consideration for resource support. Courses offered as part of a certificate program, shall be accorded priority only if they are critical to a major program or are accorded priority as a service or G.E. course.

##### B. Non-Critical Elective Courses

The University shall make an effort to offer a variety of elective courses that allow faculty to teach in their area of interest and special expertise and provide students the opportunity to take a variety of courses. However, the number of non-critical electives offered shall be subject to resource availability. The University may have to reduce the number of non-critical electives offered, even if student demand is high, in order to offer courses in the

high priority categories (see Section IV.A and IV.B, pages 5-8).

##### C. Centers and Institutes

Centers and Institutes may be established in accordance with PM 87-04 to enhance and extend the University's academic programs. Although courses are not normally offered by Centers and Institutes, they may receive start up funding from instructional resources to the extent that resources are available. University policy specifies that Centers and Institutes are expected to become self-sufficient within 2 to 3 years following their establishment. Unless otherwise agreed to at the time of establishment of the center or Institute, University support shall be discontinued after the third year.

##### D. In-Service Courses

In-service courses shall receive no special consideration for resource support.

##### E. Athletics

Intercollegiate Athletics is evaluated for priority relative to academic programs, as it is a program that offers courses, employs faculty, and otherwise derives resources from the academic budget. Unlike many academic programs, however, Athletics also serves as a support program for students by attracting scholarships, contributing to the quality of student life, and offering an opportunity for a college education to nontraditional students. In addition, Athletics has a community relations role. These benefits notwithstanding, Athletics is a low priority program relative to the criteria:

1. Educational goals;
2. centrality of mission;
3. regional employment needs; and,
4. cost/benefit.

Intercollegiate athletics shall be supported contingent upon the availability of resources, following adequate support for academic programs.

## BIBLIOGRAPHY

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## Bibliography

1. University Planning Profiles for Academic Units. Adopted by the University Planning Committee, CSUS, 1980.

This policy document set forth instructional program priorities for the University, generally, and assigned specific priorities for schools and departments. The document further set forth various policies pertaining to degree programs, some of which have been carried forward, in original or amended form, to other policy documents, some of which have been superseded by adoption of other policies.

The document has been included in the compilation of background documents solely for its historical significance. With the adoption of this policy on Instructional Program Priorities, the 1980 document shall no longer serve as a policy reference.

2. Policies and Procedures for Initiation, Modification, Review and Approval of Courses and Academic Programs, CSUS, 1990.

This compilation includes a variety of policies and procedures on the specified subjects, including program review procedures, policies pertaining to initiation of new programs and revision of existing programs, and policies pertaining to degree programs (e.g., unit limitations).

3. SB 1570, "Mission" Bill, Introduced by Senators Nielsen, Bergeson, Cecil Green, Kopp, Morgan, Seymour, Torres, and Watson, March, 1989.

The bill amends the Education Code to state the missions of each of the segments of higher education in a single provision (Section 66010.4) and also includes revisions to the mission statement for the CSU.

4. Enrollment Fact Book 1985-1989, Office of Institutional Studies, CSUS, November, 1989.  
Provides an overview of enrollment trends at California State University, Sacramento from Fall 1985 to Fall 1989.
5. Background Papers for the Challenge of Change: A Reassessment of the California Community Colleges. Commission for the Review of the Master Plan for Higher Education, March, 1986.

6. The Master Plan Renewed: Unity, Equity, Quality, and Efficiency in California Postsecondary Education. Commission for the Review of the Master Plan for Higher Education, 1987.

SB 1570 (The Nielsen Bill), approved by the Governor in 1984, established the Commission for the Review of Higher Education to review the Master Plan and to formulate and submit (to the Legislature) recommendations regarding policies and the content of the Master Plan. The referenced document is the report of the Commission.

These documents have been compiled in a separate volume, copies of which are on file in the University Archives, Academic Senate Office, and the Offices of the President and Academic Vice President.

## SB 1570 — 2 —

provided concerning student learning and retention, as needed, to facilitate its educational mission.

Existing law permits the California State University to award a doctoral degree jointly with the University of California, or jointly with a private institution of postsecondary education accredited by the Western Association of Schools and Colleges, provided that the proposed doctoral program is approved by the California Postsecondary Education Commission.

The bill would revise these provisions as they relate to private institutions by permitting the California State University to award a doctoral degree jointly with one or more independent institutions of higher education, as defined, provided that the proposed doctoral program is approved by the California Postsecondary Education Commission.

This bill would include, among the missions of the California State University, the broad responsibility to the public good and welfare of the state to be exercised through projects and programs aimed at regional economic, social, and cultural development. This bill would state that the primary mission of the California State University is undergraduate and graduate instruction.

This bill would include, among the missions of the University of California, the encouragement and support of public service programs, as part of the university's broad responsibility toward the public good.

Existing law delineates the functions and responsibilities of the California Postsecondary Education Commission in its capacity as the statewide postsecondary education planning and coordinating agency and adviser to the Legislature and Governor.

This bill would state the mission of the California Postsecondary Education Commission which would include serving as the key fiscal and program adviser to the Governor and the Legislature on postsecondary educational policy. This bill would require the commission to have specified responsibilities and to consult with the postsecondary educational segments and with relevant state agencies in its preparation of analyses and recommendations to the

AMENDED IN ASSEMBLY AUGUST 20, 1990  
 AMENDED IN ASSEMBLY JUNE 25, 1990  
 AMENDED IN ASSEMBLY MAY 15, 1990  
 AMENDED IN ASSEMBLY APRIL 5, 1990  
 AMENDED IN SENATE JUNE 16, 1989  
 AMENDED IN SENATE MAY 17, 1989  
 AMENDED IN SENATE APRIL 24, 1989

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**SENATE BILL**


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**No. 1570**

**Introduced by Senators Nielsen, Bergeson, Cecil Green, Kopp, Morgan, Seymour, Torres, and Watson**  
 (Principal coauthors: Assembly Members Hayden and Vasconcellos)  
 (Coauthors: Assembly Members Allen, Bradley, Chandler, Hansen, Slatham, and Wyman)

March 10, 1989

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An act to add Sections 66010.4, 66010.6, and 70900.5 to, and to repeal Sections 66500, 66603, and 66701 of, the Education Code, relating to education.

## LEGISLATIVE COUNSEL'S DIGEST

SB 1570, as amended, Nielsen. Public postsecondary education: missions.

Existing law defines the mission of the California Community Colleges, the California State University, and the University of California.

This bill would state the missions of each of these segments as defined in existing law in a single provision and would also authorize the California Community Colleges to conduct institutional research to the extent that state funding is

Governor and the Legislature. This bill would require the commission to remain an independent and nonpartisan body responsible for providing an integrated and segmentally unbiased view for purposes of state policy formulation and evaluation.

This bill would state the mission of the Student Aid Commission, including administering state and federal financial aid programs, *providing policy leadership on student financial aid issues*, evaluating the effectiveness of its programs, *conducting research and long-range planning as a foundation for program improvement*, reporting on total state financial aid needs, and disseminating information to students and their families.

This bill would retitle the provisions of existing law related to community colleges as the Walter Stiern Act.

~~The bill would state that it would not become operative unless AB 168 and SB 507 are enacted.~~

Vote: majority. Appropriation: no. Fiscal committee: yes. State-mandated local program: no.

*The people of the State of California do enact as follows:*

1 SECTION 1. The Legislature hereby finds and  
2 declares as follows:

3 (a) The Legislature periodically undertakes to review  
4 public higher education in California. The Legislature's  
5 most recent review effort is in the process of being  
6 completed, subsequent to five years of examination of  
7 public higher education by the Commission for the  
8 Review of the Master Plan for Higher Education and the  
9 Joint Committee for Review of the Master Plan for  
10 Higher Education.

11 (b) Because higher education issues tend to be viewed  
12 in the narrow context of a specific situation in a single  
13 higher education segment, it is difficult to view public  
14 higher education in California as a single system, as under  
15 the Master Plan for Higher Education. It is the intent of  
16 this act to unify the philosophies and principles of the  
17 mission statements of the University of California, the  
18 California State University, the California Community

1 Colleges, and the California Postsecondary Education  
2 Commission.

3 (c) Voluntary cooperation and participation among  
4 educational entities is laudable and desirable. The  
5 Legislature encourages public and private involvement  
6 in that process.

7 SEC. 2. Section 66010.4 is added to the Education  
8 Code, to read:

9 66010.4. The missions and functions of California's  
10 public and independent segments, and their respective  
11 institutions of higher education shall be differentiated as  
12 follows:

13 (a) (1) The California Community Colleges shall, as a  
14 primary mission, offer academic and vocational  
15 instruction at the lower division level for both younger  
16 and older students, including those persons returning to  
17 school. Public community colleges shall offer instruction  
18 through but not beyond the second year of college. These  
19 institutions may grant the associate in arts and the  
20 associate in science degree.

21 (2) In addition to the primary mission of academic and  
22 vocational instruction, the community colleges shall offer  
23 instruction and courses to achieve all of the following:

24 (A) The provision of remedial instruction for those in  
25 need of it and, in conjunction with the school districts,  
26 instruction in English as a second language, adult  
27 noncredit instruction, and support services which help  
28 students succeed at the postsecondary level are  
29 reaffirmed and supported as essential and important  
30 functions of the community colleges.

31 (B) The provision of adult noncredit education  
32 curricula in areas defined as being in the state's interest  
33 is an essential and important function of the community  
34 colleges.

35 ~~467 The community colleges shall share responsibility~~  
36 ~~for vocational education with persons in the adult~~  
37 ~~schools through explicit local agreements~~

38 ~~449~~

39 (C) The provision of community services courses and  
40 programs is an authorized function of the community



1 colleges so long as their provision is compatible with an  
2 institution's ability to meet its obligations in its primary  
3 missions.

4 (3) The community colleges may conduct to the  
5 extent that state funding is provided, institutional  
6 research concerning student learning and retention as is  
7 needed to facilitate their educational missions.

8 (b) The California State University shall offer  
9 undergraduate and graduate instruction through the  
10 master's degree in the liberal arts and sciences and  
11 professional education, including teacher education.  
12 Presently established two-year programs in agriculture  
13 are authorized, but other two-year programs shall be  
14 permitted only when mutually agreed upon by the  
15 Trustees of the California State University and the Board  
16 of Governors of the California Community Colleges. The  
17 doctoral degree may be awarded jointly with the  
18 University of California, as provided in subdivision (c)  
19 and pursuant to Section 66904. The doctoral degree may  
20 also be awarded jointly with one or more independent  
21 institutions of higher education, provided that the  
22 proposed doctoral program is approved by the California  
23 Postsecondary Education Commission. Research,  
24 scholarship, and creative activity in support of its  
25 undergraduate and graduate instructional mission is  
26 authorized in the California State University and shall be  
27 supported by the state. The primary mission of the  
28 California State University is undergraduate and  
29 graduate instruction through the master's degree.

30 (c) The University of California may provide  
31 undergraduate and graduate instruction ~~up to, and~~  
32 ~~including, the doctoral degree~~ in the liberal arts and  
33 sciences and in the professions, including the teaching  
34 professions. It shall have exclusive jurisdiction in public  
35 higher education over instruction in the profession of law  
36 and over graduate instruction in the professions of  
37 medicine, dentistry, and veterinary medicine. It has the  
38 sole authority in public higher education to award the  
39 doctoral degree in all fields of learning, except that it may  
40 agree with the California State University to award joint

1 doctoral degrees in selected fields. The University of  
2 California shall be the primary state-supported academic  
3 agency for research.

4 (d) The independent institutions of higher education  
5 shall provide undergraduate and graduate instruction  
6 and research in accordance with their respective  
7 missions.

8 SEC. 3. Section 66010.6 is added to the Education  
9 Code, to read:

10 66010.6. The missions of agencies charged with  
11 coordination, administration, or implementation of  
12 higher education policies and programs in California shall  
13 be as follows:

14 ~~The~~

15 (a) The California Postsecondary Education  
16 Commission is the statewide postsecondary education  
17 coordinating and planning agency. The commission shall  
18 serve as the key a principal fiscal and program advisor  
19 to the Governor and the Legislature on postsecondary  
20 educational policy. ~~The commission shall have~~  
21 ~~responsibilities that include, but are not limited to, the~~  
22 ~~following:~~

23 ~~(1) Long-range Consistent with Section 66903, the~~  
24 ~~commission's responsibilities shall include, but not be~~  
25 ~~limited to, the following:~~

- 26 (1) Analysis and recommendations related to  
27 long-range planning for public postsecondary education.
- 28 (2) Analysis of state policy and programs involving the  
29 independent and private postsecondary educational  
30 sectors.

31 (3) ~~Program~~ Analysis and recommendations related  
32 to program and policy review.

- 33 (4) Resource analysis.
- 34 (5) Maintenance and publication of pertinent public  
35 information relating to all aspects of postsecondary  
36 education.

37 The commission shall consult with the postsecondary  
38 educational segments and with relevant state agencies,  
39 including the Student Aid Commission, the  
40 Superintendent of Public Instruction, and other relevant

1 parties, in its preparation of analyses and  
 2 recommendations to the Governor and the Legislature.  
 3 However, the commission shall remain an independent  
 4 and nonpartisan body responsible for providing an  
 5 integrated and segmentally unbiased view for purposes  
 6 of state policy formulation and evaluation.

7 ~~(b) The California Student Aid Commission~~  
 8 ~~administers state and federal student financial aid~~  
 9 ~~programs and provides policy leadership on these issues.~~  
 10 ~~The commission evaluates the effectiveness of its~~  
 11 ~~programs, reports on total state financial aid needs, and~~  
 12 ~~disseminates information to students and their families.~~

13 ~~(b) The California Student Aid Commission is the~~  
 14 ~~primary state agency for the administration of~~  
 15 ~~state-authorized student financial aid programs available~~  
 16 ~~to students attending all segments of postsecondary~~  
 17 ~~education. These programs include grant, work study,~~  
 18 ~~and loan programs supported by the state and the federal~~  
 19 ~~government.~~

20 ~~Consistent with this responsibility, the Commission~~  
 21 ~~shall provide, in consultation with the postsecondary~~  
 22 ~~education segments and relevant state agencies, policy~~  
 23 ~~leadership on student financial aid issues, evaluate the~~  
 24 ~~effectiveness of its programs, conduct research and~~  
 25 ~~long-range planning as a foundation for program~~  
 26 ~~improvement, report on total state financial aid needs,~~  
 27 ~~and disseminate information to students and their~~  
 28 ~~families.~~

29 (c) The Council for Private Postsecondary and  
 30 Vocational Education is the primary state agency  
 31 responsible for approving and regulating private  
 32 postsecondary and vocational educational institutions  
 33 and for developing state policies for private  
 34 postsecondary and vocational education in California.  
 35 The council shall represent the private postsecondary  
 36 and vocational education institutions in all state level  
 37 planning and policy discussions about postsecondary and  
 38 vocational education.

39 SEC. 4. Section 66500 of the Education Code is  
 40 repealed.

1 SEC. 5. Section 66608 of the Education Code is  
 2 repealed.  
 3 SEC. 6. Section 66701 of the Education Code is  
 4 repealed.  
 5 SEC. 7. Section 70900.5 is added to the Education  
 6 Code, to read:

7 70900.5. This part shall be known, and may be cited,  
 8 as the "Walter Stiern Act."  
 9 SEC. 8. ~~This act shall not become operative unless~~  
 10 ~~Assembly Bill 162 and Senate Bill 507 of the 1989/90~~  
 11 ~~Regular Session are chaptered.~~

Levels of Instruction	Levels of Student	Examples of Courses		UC <sup>1</sup>		CSU <sup>1</sup>		CCC <sup>2</sup>		CCC <sup>3</sup>		E-12 Adult Ed. (Open Adm. - Noncredit)
		Math	English	Reg. Admit. (Top 12%)	Spec. Admit. (Exception)	Reg. Admit. (Top 33-1/3)	Spec. Admit. (Exception)	Open Admission, Credit	(Open Admission, Noncredit)			
University Level	Students who are college-ready and likely to succeed in the freshman-level courses.	Calculus, Pre-Calculus, Analyt. Geom.	Freshman Composition (Eng. 1A)	Math 80% (15,238) English 86.1% (8,772)	Math 35.9% (607) English 37.2% (290)	Math 55.6% (5,459) English 49.3% (6,082)	Math 22.7% (590) English 15.7% (649)	Math 20.0% (43,624) English 29.4% (66,224)				
Pre-College Level 1	(A) Students who are college-ready except for minimal specific skill deficiencies that require instruction one level below the Freshman level in English and/or Math.	Adv. Algebra, Int. Algebra, Trigonometry	Subject A or one course below Fr. Comp. (Eng. 1A)	Math 32.3% (3,703) English 32.3% (9,959)	Math 58.2% (984) English 80.3% (1,358)	Math 35.2% (3,452) English 34.7% (4,265)	Math 38.4% (996) English 32.2% (915)	Math 25.4% (55,355) English 35.3% (77,000)				
Pre-College Level 2	(B) Students who are nearly college-ready, but exhibit serious multiple skill deficiencies that require instruction at two levels below the Fr. Level in Eng. and/or Math. (Also, U.S. college-prep students.)	Geometry, Elem. Alg.	Course two levels below Fr. Comp. (Eng. 1A)	Math < 1% (98) English 1.6% (308)	Math 5.8% (94) English 2.3% (42)	Math 9.2% (908) English 15.8% (1,948)	Math 36.9% (1,010) English 32.1% (1,422)	Math 29.0% (83,203) English 27.3% (59,638)	5% (59,638)		2.4% (2,705)	
High School Diploma Level	Non-college-ready in need of high school level skills in various disciplines (i.e. below College Prep. level)	General Math 12 prs. required courses not specified	Paragraphs, sentence structures, reading skills in courses at 9-12 grade level.			(There may be some overlap in remedial course content between Pre-College Level 2 and High School Diploma Level.)		Math 13.1% (28,543) English 10.9% (21,826)	25% (13,523)		22.1% (137,313)	
Jr. High Level	Non-high-school-ready, in need of jr high school level skills in various disciplines.	Arithmetic	Basic reading & beginning sentence skills in courses at the 7-9 grade level.					Math 11.4% (24,849) English 5.2% (11,246)	40% (21,638)		7.5% (45,771)	
Elem. Level	Non-high school-ready, in need of elem. school level skills in various disciplines.		Above skills but at 6 grade level & below					Math 5.6% (12,232) English 4.1% (9,058)	25% (13,523)		20% (125,235)	
Developmental/Basic Living Skills Level	Students operating below elem. level or who need basic life and coping skills.	Counting	Most basic English vocabulary & speaking skills.					Math < 1% (297) English 1.2% (2,688)	5% (2,705)		48% (299,946)	

Notes: <sup>1</sup> All CSU numbers and percentages are based on data on First-Time Freshman who have taken the English Placement Test (EPT) and the Entry Level Mathematics (ELM) test. The data indicate the number of students either passing the tests or needing one or two semesters of remediation.

<sup>2</sup> The CCC numbers and percents are projections based on a representative sample of colleges. The percentages are figured as the percent of First-Time Freshmen students. The percentages total to slightly more than 100% because students other than First-Time Freshmen are enrolled in courses at all levels.

<sup>3</sup> Math and English enrollments are shown separately for each level and segment since a given student often enrolls in both types of courses.

<sup>4</sup> The CC Chancellor's Office indicates that credit enrollments at this level consist of special courses (rather than special services) for Learning Disabled Students. Most courses and services for the Learning Disabled and Developmentally Disabled are offered in the noncredit format and are not included in these numbers and percentages.

<sup>5</sup> Courses listed under Pre-College Level 1 may not be considered remedial and are sometimes given degree credit by UC, CSU and the CCC.

<sup>6</sup> The numbers and percentages provided by the SDE are based on those of the 1.5 million Adult Education enrollments that are considered "remedial" (i.e., Elementary and Secondary Basic Skills, and ESL programs). The proportions shown above are based on these programs alone, which actually equal only 48% of total Adult Education enrollments, but have been recomputed here to sum to 100%, (as have the CC noncredit enrollments). The other 52% of Adult Ed. enrollments are in the areas of Citizenship, Handicapped Adults, short-term Job Skills Training, Apprenticeship, Older Adults, Health and Safety, Nonworking, and Parenting, and cannot be disaggregated as "remedial" or "nonremedial."

<sup>7</sup> The University's numbers and percentages of students at the "University Level" of mathematics instruction represent those students in the Freshman class who are either prepared for University level math courses or who are in disciplines that do not require math beyond the level necessary for admission to UC.

<sup>8</sup> The CC Chancellor's Office indicates that noncredit enrollments are not evenly distributed across the segment, since only 15 districts offer state-funded noncredit adult education programs. The numbers are based on enrollments in Elementary/Secondary Basic Skills classes only. The distribution of the proportion of these programs across the levels of instruction are estimates only.

Source for the "Remediation Taxonomy": Commission for the Review of the Master Plan for Higher Education, The Master Plan Renewed, Sacramento, 1987, Appendix A-5.

Summary of Major Policy Matters Addressed Within the Policy Statement on

**INSTRUCTIONAL PROGRAM PRIORITIES--GUIDELINES FOR ACADEMIC PLANNING, RESOURCE ALLOCATION, AND ENROLLMENT MANAGEMENT**

**Remediation Taxonomy**

Levels of Instruction	Levels of Student	Examples of Courses	
		Math	English
University Level	Students who are college-ready and likely to succeed in the freshman-level courses.	Calculus, Pre-Calculus, Analyt. Geom.	Freshman Composition (Eng. 1A)
Pre-College Level 1*	(A) Students who are college-ready except for minimal specific skill deficiencies that require instruction one level below the Freshman level in English and/or Math.	Adv. Algebra Int. Algebra Trigonometry	Subject A or one course below Fr. Comp. (Eng. 1A)
Pre-College Level 2	(B) Students who are nearly college-ready, but exhibit serious multiple skill deficiencies that require instruction at two levels below the Fr. Level in Eng. and/or Math. (Also, H.S. college-prep students.)	Geometry Elementary Alg.	Courses two levels below Fr. Comp. (Eng. 1A)
High School Diploma	Noncollege-ready in need of high school level skills in various disciplines (i.e., below College Prep level).	General Math (2 years required courses not specified)	Paragraphs, sentence structure, reading skills at 9-12th-grade level.
Junior High Level	Nonhigh school-ready, in need of jr. high school level skills in various disciplines.	Arithmetic	Basic reading and beginning sentence skills in courses at the 7-9th-grade level.
Elementary Level	Nonhigh school ready, in need of elementary school level skills in various disciplines.	Counting	Above skills but at 6th-grade level and below
Developmental/Basic Living Skills Level	Students operating below elementary level or who need basic life and coping skills.		Most basic English vocabulary and speaking skills.

\*Courses listed under Pre College Level 1 may not be considered remedial and are sometimes given degree credit by UC, CSU, and the CCC

**1. Legislative Effect (page 1)**

a. This policy establishes the following (page 1, paragraph 1):

- 1) The "framework for Academic planning and a guide for both shortterm and longterm resource allocation and enrollment management decisions."
- 2) The desired balance and mix of programs.
- 3) The bases for assignment of priorities among instructional program categories.
- 4) The criteria/factors that shall be used in determining priorities among categories.

b. This policy supersedes the policy document titled University Planning Profiles for Academic Units, adopted by the University Planning Committee on April 1980 (see page 1, paragraph 3).

**2. Instructional Program Priority Categories**

"At California State University, Sacramento, courses and programs that directly support and lead to the baccalaureate or master's degree in the liberal arts and sciences and professional fields, or the post baccalaureate credential in fields of Education, shall have funding priority over courses and programs that are peripheral to these purposes." (section 11, page 2)

Under this definition, the following categories of programs are proposed as high priority programs:

- undergraduate major programs
- master's degree and post-baccalaureate credential (i.e., education credential) programs
- service courses that support degree/credential programs
- minor programs
- testing/remediation programs related to G.E.\*
- quantitative reasoning and writing requirements
- the General Education Program.

The following categories of programs are proposed as low priority programs (in relation to the above):

- certificate programs
- non-critical elective courses
- centers and institutes
- inservice courses
- athletics.

**3. Undergraduate/Graduate Mix**

1. "CSUS is equally responsible for offering graduate and undergraduate instruction." (Section III, page 3)
2. "CSUS shall attempt to maintain graduate enrollments of at least 20% of total headcount enrollment." (Section III, page 3)
3. "The proportion of graduate enrollment may be increased above this level (20%)...but shall not exceed 1/3 of total University headcount enrollment." (Section III, page 3)
4. **Undergraduate Lower Division/Upper Division Mix**
  1. "CSUS shall, at a minimum, maintain a lower division headcount enrollment of at least 25% of total undergraduate enrollment. The proportion of lower division enrollment may be increased above this level (25%) but shall not exceed 40% of total undergraduate enrollment." (Section III, page 4)
  2. "CSUS shall implement fully systemwide policies pertaining to transfers that currently require that transfer students who were not freshman eligible complete the requisite number of units and G.E. requirements in writing and quantitative reasoning, and which, effective Fall 1991, shall require completion of the transfer curriculum." (Section III, page 4)
  3. "Undergraduate enrollment shall be limited by the University's ability to provide a general education program that allows students to complete the degree program in a timely manner. Since total undergraduate enrollment may be limited, priorities must be established within the undergraduate major program category to ensure an appropriate balance and mix of major programs." (Section III, page 4)

**5. Priorities Within Undergraduate Major Programs**

1. All undergraduate degree programs shall not necessarily receive equal levels of support. (Section IV.A, page 5)
2. Criteria specified in section IV.A, page 5, shall be used to determine priorities within the undergraduate degree program category.

**6. Minimum Level of Support for Undergraduate Major Programs**  
(Section IV.A, pages 5 and 6)

1. "...each of the core courses must be taught (regardless of enrollment) during every four-semester time period. In addition, a 'reasonable complement' of other required courses and electives must be offered on a specified schedule to allow for completion of degree requirements."
2. "The school Dean, in consultation with departmental faculty, will determine the number of courses critical to the major and their schedule of offerings."
3. "For the core courses and those identified as critical enrollment in the class will not be the prime consideration for offering the course. Conversely, high enrollment demand for courses other than core courses and courses identified as critical, does not guarantee that they shall be offered."

**7. Commitment to Offering Graduate Programs**

1. "The University is committed to offering graduate programs... Graduate study is integral to the mission and responsibility of California State University, Sacramento." (Section IV.B, page 6)
2. The following types of graduate programs that "inherently constitute priorities" (Section IV.B, pages 6 and 7):
  - K-12 Teacher Preparation Credential programs in Education;
  - Applied/professional masters programs that are required to meet the regional needs of recognized professions;
  - Master's degree programs, in a variety of disciplines that prepare students for doctoral studies and/or advancement in an occupation or profession, including careers in community college teaching.



3. "...not all current or potential graduate programs can receive equal levels of support." (section IV.B)
4. Criteria specified in section IV.B, page 7, shall be used to determine priorities within the graduate program category.
8. **Minimum Level of Support for Graduate Programs** (section IV.B, page 8)
  1. "To maintain program viability, graduate programs are to be scheduled so that enough courses are offered to insure completion of a 30-unit program within two academic years. As a standard, graduate programs shall offer each year the nine units common to the degree program and at least nine units of degree applicable course work. Over a two year period, 18 units of 200 level courses shall be offered, exclusive of supervisory units, and these units shall not include repeated offerings of the same course. The offerings should be varied enough to allow, and the scheduling pattern should permit, students to take at least 27 units of degree applicable course work, exclusive of supervisory units, over a two year period. Consideration shall be given to the diverse nature of programs and courses when evaluating program and enrollment viability." (page 8)
  2. "...the School Dean, in consultation with department faculty will determine the number of courses critical to the program and their schedule of offerings." (page 8)
  3. "Enrollment demand (low or high) shall not be the sole determining factor for deciding whether a course is to be offered." (page 8)
9. **Service Courses**

"The University is committed to offering a sufficient number of service courses to ensure completion of approved programs." (section IV.C, page 9)
10. **Minor Programs** (section IV.D, page 9)
  1. Generally, minors are considered to be in the high priority group of programs (offered by departments that also offer a major program).

2. "...the minor, unless specifically required by another major, shall receive no special consideration for resource support." (page 9)
  3. "A minor which supports a different major will be accorded the same relative priority as the major it supports." (page 9)
  4. "In cases where a minor is not associated with a major program, resource support shall be determined on a case by case basis, using the same criteria established to determine the priority of undergraduate major programs." (page 9)
- 11. Remediation**
1. "While the University is obligated to provide remediation and has identified selected remediation programs as high priority programs, the University shall limit the extent of its involvement in offering remediation, and shall work actively at the campus, system and intersegmental levels toward decreasing student need for remediation." (section III, page 5)
  2. "Currently, CSUS has determined that it is necessary to provide remedial instruction to ensure that students admitted to the University, but who are not prepared for baccalaureate level courses in writing and quantitative reasoning, have the opportunity to redress these deficiencies." (section IV.E, page 9)
  3. "...CSUS shall establish and maintain clearly defined academic floors below which remedial courses will not be offered, set other limits on remediation programs, and shall work toward the goal of decreasing the need for remediation at CSUS." (section IV.E, pages 9 and 10)

**12. Priorities Within Remediation**

1. Priority Placement of Remediation Programs in Relation to Other University Programs (section IV.E.2, page 11)
2. Priorities Within the Remediation Program (section IV.E.3, page 11)
3. Enrollment Priorities in Remedial Courses (section IV.E.4, pages 11 and 12)

**13. Policy Considerations Regarding Remediation Programs** (Section IV.E.5, page 12)

**14. General Education**

1. "Resource support for the G.E. Program shall be sufficient to allow students to complete G.E. requirements in a sequential and timely manner." (Section IV.f, page 12)
2. "...the priority for each category of general education shall be based on total student need for coursework in the category. The priority for upper division vs. lower division general education courses shall be based on total need for upper division vs. lower division general education courses." (Section IV.f, page 12)
3. "Student need for courses must be met within each G.E. category, although possibly not in individual courses, or possibly not in the semester of the student's choice." (Section IV.f, pages 12 and 13)

**15. Priorities Within the G.E. Program** (Section IV.f, page 13)

**16. Low Priority Programs**

1. The following program categories are identified as low priority programs (Section V, pages 13 and 14)
  - certificate programs
  - non-critical elective courses
  - centers and institutes
  - in-service courses
  - athletics.
2. The following resource stipulations are proposed for the program categories listed above:
  - a. "Certificate programs in and of themselves shall receive no special consideration for resource support." (page 13)
  - b. "...the number of non-critical electives offered shall be subject to resource availability. The University may have to reduce the number of non-critical electives offered, even if student demand is high." (pages 13 and 14)

- c. Centers and institutes "may receive start up funding from instructional resources to the extent that resources are available... Unless otherwise agreed to... Universities support shall be discontinued after the third year." (Section V.c, page 14)
- d. "In-service courses shall receive no special consideration for resource support." (Section V.d, page 14)
- e. "Intercollegiate athletics shall be supported contingent upon the availability of resources, following adequate support for academic programs." (Section V.e, page 14)