

#S79-2

ACADEMIC SENATE POLICY RECOMMENDATION

The Academic Senate at its meeting of February 26, 1979 passed the attached Statement of Curricular Priorities. This document was presented for Senate Consideration by Mr. T. M. Norton, Chair of the Curricular Committee.

ACTION BY UNIVERSITY PRESIDENT:

APPROVED AS UNIVERSITY POLICY,
EFFECTIVE IMMEDIATELY.

Joel Fullerton 8 March 1979

Copies to: Academic Vice President
Executive Vice President

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Academic Senate
San Jose State University

STATEMENT OF
CURRICULAR PRIORITIES

Mission of the University

San Jose State University is an institution of higher education committed to the advancement of learning and the search for truth. It offers a wide range of programs, graduate and undergraduate, and seeks the highest quality in all of them. Its primary mission is undergraduate education. As a large, urban university that has developed in response to a variety of social and regional concerns, it does not confine itself to any single approach to the accomplishment of this mission. It assists its students to attain their own career objectives; it also offers all of them opportunities for broad intellectual enrichment. It nurtures varied methodologies and programs reflecting its responsibility for affirmative action and service to students diverse in age, sex, and ethnic background. To maintain quality and remain an institution of higher learning, it must preserve a balance between career and broader education and avoid dilution of its mission by involvement in programs and activities more appropriate to other kinds of institutions and other educational levels.

Guide-lines for curricular development
and allocation of university resources.

A. Undergraduate programs.

1. First priority shall be to insure a reasonably uniform background in General Education for all students.
2. Second priority shall be maintenance and development of programs of good academic quality in recognized university-level disciplines, the major objectives of which are one or more of the following:
 - a. Broad intellectual development of the individual in the liberal arts and sciences;
 - b. Preparation for well-defined, recognized professions and careers;
 - c. Preparation for graduate study leading to advanced degrees. (As used in parts A and B, "recognized" is not synonymous with "traditional". It refers to recognition in the academic world, as shown, e.g., by the existence of programs and degrees at a substantial number of universities, of professional or scholarly organizations, journals, etc. "Disciplines" does not exclude inter-disciplinary or multi-disciplinary programs.)
3. Third priority shall be all other programs.

B. Graduate programs.

1. First priority shall be maintenance and development of programs of good academic quality leading to degrees or credentials which prepare the student for well-defined, recognized professions and careers or expand or renew professional competence.
2. Second priority shall be maintenance and development of degree programs of good academic quality which further broad intellectual enrichment.
3. Third priority shall be all other programs.

C. Priority as between graduate and undergraduate programs.

1. Normally first and second priority undergraduate programs shall be preferred to first priority graduate programs.
2. Normally second priority graduate programs shall be preferred to third priority undergraduate programs.
3. Third Priority undergraduate programs may be preferred to third priority graduate programs.

D. Exceptions. Where the welfare of the university requires it, the President may assign to a program a priority higher or lower than that provided for in this policy, after consultation with both the appropriate school curriculum committee and the university curriculum committee, in accordance with the following procedure:

- a. Such an exception shall be made only when consistent with the criteria in part E.
 - b. The President shall make timely reports to the Academic Senate on each change in priority granted, with a statement of supporting facts.
- E. Ranking within priority categories. The following criteria (not necessarily in order of importance) shall be applied in combination to rank programs within the same priority group:

Quality

Programs of higher academic quality shall be preferred to programs of lower academic quality.

Accreditation

As between programs for which there are recognized accrediting agencies, accredited programs shall be preferred to unaccredited programs.

Demand

Programs with a record of substantial student demand which is expected to continue shall be preferred to programs with a record of low demand which is not expected to increase.

Need

Programs meeting a documented societal need, which cannot be met by other programs or educational institutions, shall be preferred to programs not shown to meet such a need.

Cost

Programs of average or below-average cost in terms of faculty, space or equipment shall be preferred to higher-cost programs.

Level

Programs commonly offered in universities shall be preferred to programs commonly offered only by community colleges, or by technical institutes or trade or vocational schools.

Objective

Degree or credential programs shall be preferred to other programs.

Linkage

Programs providing resources essential to other programs shall be preferred to programs not so linked.

Balance

Programs providing resources essential to general university functions or objectives shall be preferred to programs not so related to the university as a whole.

- F. Curricular priorities within programs. Departments and equivalent units shall give priority in staffing and scheduling courses as follows:
1. First priority -- Courses specifically required to meet university-wide requirements, including the general education requirements, shall be given first priority by the instructional units assigned responsibility for those courses.
 2. Second priority -- Courses which are necessary to satisfy degree requirements shall be maintained sufficiently to guarantee timely completion of their work by students who must take them.
 3. Third priority -- Courses designed to give additional depth within the discipline or recognized interdisciplinary developments.
 4. Fourth priority -- All other courses.
- G. Evaluation of programs and courses. While departments and other instructional units have the primary responsibility for providing information necessary to establish the priority and preference of their programs and courses, school and university committees and administrators shall evaluate and rank programs and courses on the basis of all relevant and reliable information available to them.
- H. This statement shall be reviewed by the Academic Senate in 1980-81.