

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802-4275

(213) 590-5760

Date: June 30, 1989

To: Presidents

From: W. Ann Reynolds
Chancellor

W. Ann Reynolds

Subject: Requirements for Admission to Teacher Education Basic Credential Programs, Student Teaching, and University Recommendation for a Teaching Credential— Executive Order No. 547

In September 1985, the Board of Trustees adopted amendments to Title 5, California Administrative Code (now California Code of Regulations), Sections 41100-41104, which established policy for minimum admission and exit requirements for teacher education programs. The purpose of this policy is to ensure a comprehensive assessment of applicants and candidates in basic credential programs. Executive Order No. 476, issued March 1, 1986, provided information and guidance to enable campuses to implement this assessment policy.

The Task Force on Admission and Exit Requirements for Teacher Education, chaired by Dr. Henrietta Schwartz, Dean of Education, San Francisco State University, studied the implementation of the policy by the campuses. As a result of this study, the Task Force found that the policy had been implemented effectively on most campuses. The Task Force also recommended modifications to Executive Order No. 476 to achieve greater clarity, campus flexibility, and technical adjustments. Through AAP 88-51, the campuses and the Academic Senate were consulted on these recommendations.

The attached Executive Order, which incorporates Task Force, Academic Senate and campus recommendations, supersedes Executive Order No. 476. The minimum scholarship standard for admission to teacher education programs is an attachment to this Executive Order. This

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Chairs, Academic Senate
Chairs, All-University Teacher Education Council
Task Force, Teacher Education Admission and Exit Requirements
Associated Students Presidents
Legislative Analyst
Chancellor's Office Staff

Executive Order No. 547

Executive Order shall be effective immediately and shall affect students applying for admission to basic credential programs at a CSU campus for enrollment commencing no earlier than the Fall term of the 1989-90 academic year or commencing no later than the Winter (quarter campuses) and Spring (semester campuses) terms of the 1989-90 academic year.

The high educational standards set by the Board of Trustees and implemented through Executive Order No. 476 are maintained in this Executive Order. These standards and the comprehensive assessment of teaching credential candidates are integral to improving the quality of teachers prepared by The California State University.

It is your responsibility as President to implement Executive Order No. 547 and maintain the campus repository and index for all Executive Orders. If you have any questions regarding the attached order, please call Ms. Jan Mendelsohn, Associate Dean, Academic Affairs, Plans, at ATSS 635-5760 or (213) 590-5760.

WAR:lf

Attachment

**THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802-4275**

Executive Order No.: 547

Title: Requirements for Admission to Teacher Education Basic Credential Programs, Student Teaching, and University Recommendation for a Teaching Credential

Effective Date: June 30, 1989

Supersedes: Executive Order No. 476

I. General

Executive Order No. 547 establishes procedures for the administration of the admission of students to teacher education basic credential programs, student teaching, and a university recommendation for a credential pursuant to Section 41100 through 41104, Title 5, California Code of Regulations. (See Attachment A.)

This Executive Order and the requirements, policies, and procedures adopted pursuant to it and Sections 41100 through 41104 of Title 5 shall be effective immediately and shall affect students applying for admission to basic credential programs at a California State University campus for enrollment commencing no earlier than the Fall term of the 1989-90 academic year or commencing no later than the Winter (quarter campuses) and Spring (semester campuses) terms of the 1989-90 academic year. The president of each campus shall determine the actual term of implementation.

II. Purpose

Title 5, Sections 41100 through 41104, adopted by the Board of Trustees on September 18, 1985, and this Executive Order are intended to ensure that students admitted to the professional education programs possess the potential to become excellent public school teachers, in that a) they represent the upper one-half of the undergraduate students classified by discipline division on each campus, b) they have demonstrated the necessary professional aptitude, personality and character that satisfy professional standards, and c) they have demonstrated the essential level of proficiency in written and spoken English, mathematics, and reading.

Further, it is the intent of this Executive Order to ensure that students in the professional education programs are continuously and formally assessed prior to student teaching as to appropriate subject matter knowledge, professional knowledge, and fundamental skills.

Finally, a university recommendation for a basic credential shall be based on this continuous assessment, as well as on formal assessment upon completion of student teaching and the professional education program. Each student recommended for a basic credential will have demonstrated competencies essential to teaching effectively in the public schools.

An appeals process shall be available to students relative to formal determinations made by the campus on admission to a teacher education program, admission to student teaching, or a recommendation for a credential. In the absence of a timely appeal or at the conclusion of the appeals process, the decision of the campus shall be final.

III. Conditions for Admission to Teacher Education Basic Credential Programs (See Attachment A — Title 5, Section 41100)

To be admitted to the basic credential program, a candidate must meet all entrance requirements.

Evaluation Procedure Prior to admission to a teacher education program, the campus shall review the candidate's record and evaluate the candidate in terms of all entrance requirements and in accordance with procedures established by the campus. The teacher education faculty of the campus shall be involved substantially in this review and evaluation; other faculty and staff may also be involved in the review and evaluation. Final responsibility for determining the eligibility of a student for admission to teacher education programs resides with the president or the president's designee.

Normally, the admission decision will be rendered by the campus prior to the candidate's beginning the coursework of the basic credential program. If an applicant begins the program in the absence of an admission decision, a regular or exceptional admission decision must be rendered by the campus within one term and the candidate may not take more than six (6) semester or nine (9) quarter units in the credential program prior to the admission decision. In unusual circumstances, quarter campuses may delay the admission decision to a time during the second term. However, the candidate may not take more than nine (9) quarter units prior to the admission decision.

Evaluation Standards The campus shall establish and define admission requirements that shall include those specified in Section 41100 (b), which serve as minimum requirements.

Scholarship To meet the minimum scholarship requirement for admission to a basic credential program, a candidate must place in the upper one-half of undergraduate students in the candidate's discipline division. The CSU guidelines for administration of this requirement are provided below.

- A. The median grade point by CSU campus or system shall determine the "upper one-half" and establish the minimum scholarship requirement as follows:
1. For applicants who have earned a bachelor's degree at a CSU campus, the median grade point of the discipline division at the CSU degree-granting campus shall determine the minimum scholarship requirement.
 2. For applicants who have transferred from a CSU campus and have not completed thirty (30) semester units or forty-five (45) quarter units at the campus at which admission is sought, the median grade point of the discipline division at the campus from which they transferred shall determine the minimum scholarship requirement.
 3. For applicants who have earned a bachelor's degree at a non-CSU campus, the median grade point of the discipline division for the CSU system shall determine the minimum scholarship requirement.
 4. For applicants who have transferred from a non-CSU campus and have not completed thirty (30) semester units or forty-five (45) quarter units at the campus at which admission is sought, the median grade point of the discipline division for the CSU system shall determine the minimum scholarship requirement.
 5. For applicants who have completed thirty (30) semester units or forty-five (45) quarter units or more at the campus at which admission is sought, the median grade point of the discipline division at the campus at which admission is sought shall determine the minimum scholarship requirement.

6. For applicants who earned a bachelor's degree more than ten years prior to the admission date sought, the campus may waive the current minimum scholarship requirement upon determination by the campus that an applicant has 1) academic ability equivalent to the current standard; 2) met the subject matter competency requirement pursuant to V., Conditions for Admission to Student Teaching and, 3) met all other admissions requirements.
- B. In all categories of applicants listed above, the applicant's grade point average shall be cumulative, based on all undergraduate grades. The campus may adopt a policy to include earned graduate and post-baccalaureate grades in grade point average calculations.
- C. Discipline divisions are groupings developed by the National Center for Educational Statistics and published in *A Taxonomy of Instructional Programs in Higher Education* (U.S. Government Printing Office, 1970). The discipline division is determined by the first two digits of the HEGIS major code. (Example: a physics major is coded 19021 and is evaluated in comparison to all students in majors coded 19XXX: astronomy, chemical physics, chemistry, criminalistics, earth science, geology, meteorology, oceanography, physical sciences, and physics.)
- D. A candidate's discipline division is determined by the discipline division of the candidate's undergraduate major, regardless of credential objective. Campuses may refer to the annual report, *Student Enrollment in Degree Programs*, or *A Taxonomy of Instructional Programs in Higher Education*. Attachment C includes a list of current CSU majors in alphabetical order which may be helpful in ascertaining the appropriate discipline division for a candidate's undergraduate major.

When an applicant's undergraduate major falls in a discipline for which there is no median grade point or discipline listed on Attachment B, the campus should review the applicant's transcript and apply the scholarship standard of the most comparable discipline division or the campus median grade point average (e.g., on Attachment B there is no division listed for law or military science, nor are there median grade points for all campuses in architecture).

- E. The median grade point by discipline division for each campus and for the CSU system shall be established for three-year cycles by the Chancellor's Office based on data provided by the campuses. (See Attachment B.)

Prerequisite Courses and Field Experience Successful completion of a supervised field experience shall be a prerequisite for admission to the teacher education basic credential programs. Each campus may establish other prerequisite courses or experiences that shall be met prior to admission to teacher education programs.

The candidate must successfully complete a qualitative, early field experience in a school setting and receive university or university-authorized supervision during this experience. The field experience prerequisite may include a specific required course(s), required experiences incorporated as a part of a course, or required experiences independent of courses. Campuses may wish to establish a policy by which they may approve as the early field experience requirement a substantial, documented, and successful prior school experience of the candidate, such as employment experience as a teacher's aide, a private school teacher, or an out-of-state teacher.

The campus shall make a reasonable effort in assisting students in meeting this early field experience requirement. Campuses may wish to plan with community colleges in their service areas regarding the early field experience prerequisite.

Professional Aptitude The campus shall establish evaluation procedures and requirements to determine professional aptitude. These procedures and requirements shall include an oral interview, letters of recommendation, and a written statement of professional goals or philosophy and may include additional measures selected by the campus.

Candidates shall be required, through an interview, to demonstrate communication skills and appropriate interpersonal relations.

Letters of recommendation should include letters of reference from faculty and supervisors of early field experience and, when possible, public school educators.

Physical Fitness Determinations of physical fitness shall conform with the statutory state credentialing agency requirements. Care should be taken to respect the rights of physically disabled persons.

Fundamental Skills The campus must determine whether the student has demonstrated proficiency in fundamental skills, which shall include spoken and written English, reading, and mathematics. A baccalaureate level of proficiency in fundamental skills shall be the minimum acceptable level.

Campuses may wish to use examinations and observations to determine proficiency in basic skills. Campuses may wish to set standards under this section that require passage of CBEST prior to admission to a teacher education program. Other examinations may include, as appropriate, passage of the Upper Division Writing Competency Test or the Graduate Level Writing Competency Test.

If a student is admitted as an exception to a teacher education program in the absence of passage of a required test of fundamental skills, the student shall have passed the required test no later than completion of the first academic term in a teacher education program.

Personality and Character The campus shall determine that the candidate, prior to admission, has demonstrated personality and character traits appropriate to standards of the teaching profession. This responsibility generally resides with the campus teacher education faculty who may wish to consider recommendations from public school personnel and others, when appropriate, as well as other sources of data, tests, observations, and interviews.

Exceptional Admissions A limited number of students admitted in any one academic year may be admitted as exceptions in the absence of meeting one or more of the requirements established by this policy or by the campus. The number of exceptions shall not exceed 15 percent of those regularly admitted to the campus teacher education program. At the campus option, the calculation of 15 percent may be based upon either the number of regular admissions in the previous year or the number of regular admissions in the current year. The intent of this exception provision is to provide for students who demonstrate particular strength in the qualities and characteristics sought for public school teaching and who, at the time of seeking admission to the teacher education program, do not meet all requirements. Matters related to educational equity and access of underrepresented students in teacher education programs, returning students and transfer students are appropriate considerations in determining exceptional admissions.

Admission of a student to the program as an exception may be conditional. Normally, an exceptional admission granted in the absence of meeting the scholarship requirement will not be conditional.

IV. Conditions for Continuation in Teacher Education Basic Credentials Program (See Attachment A — Title 5, Section 41101)

A student who no longer meets admissions requirements or who does not meet in a timely manner a condition established at the time of admission may be discontinued from the program. Such discontinuation should be preceded by counseling and reasonable notice. Discontinuation would be subject to the appropriate appeal process.

V. Conditions for Admission to Student Teaching (See Attachment A — Title 5, Section 41102)

Prior to entrance into student teaching, a student must have maintained a minimum grade point average of 3.0 in all professional education courses attempted after entry into a teacher education program.

Campuses using a credit/no credit grading system in professional education courses should establish the standard for credit as equivalent to the grade of B (3.0) or better or establish an additional procedure for distinguishing students receiving credit who have performed at or above the B (3.0) level from those who have not. These comments also apply to the administration of Section 41103 of this policy.

The student will have completed all statutory, CSU, and campus requirements prior to student teaching. Campuses are urged to establish passage of CBEST and, when appropriate, the National Teacher Examination as a requirement for admission to student teaching or admission to the program.

The department or program for single-subject or multiple-subjects waiver programs shall certify, prior to admission of a student to student teaching, that the student has mastery of the subject matter appropriate to the credential objective and is prepared for student teaching. This responsibility extends to assessing the competence of subject matter, not only of students in the waiver program on the campus, but also of those candidates who have completed the waiver program elsewhere or who have passed the NTE. The appropriate departments or programs shall establish criteria and procedures for the certification of subject matter competence of the candidate. These departments and programs should maintain close communication with the School of Education as they develop procedures.

A candidate admitted to the program as an exception must have satisfied the stated conditions, if any, of the exception prior to admission to student teaching.

VI. Conditions for Recommendations for Credential (See Attachment A — Title 5, Section 41103)

A campus recommendation for a credential is dependent upon the candidate's completion of all credential requirements.

A. Minimum Grade Point Average

A campus recommendation for a credential is dependent upon the student maintaining a minimum grade point average (3.0) in all professional education courses attempted after entry to the program. Also, see comments under V., Conditions for Admission to Student Teaching, second paragraph, pertaining to credit/no credit grading.

B. Student Teaching

The candidate must have successfully completed student teaching and a portion of the student teaching experience must be in a multicultural setting.

C. Standards of Competency

The candidate shall have met well-defined and measurable standards established by the campus in each of the following categories:


- 1) fundamental skills
- 2) appropriate subject matter
- 3) instructional procedures
- 4) classroom management
- 5) professional attitudes

This assessment of standards of competency in these categories will normally take place as a part of the evaluation of the student during student teaching. The campus need not rely on previous satisfactory assessments in such categories as fundamental skills and subject matter competency if, during student teaching, satisfactory application of these skills and knowledge is not demonstrated by the student teacher.

A campus recommendation for a credential indicates that the campus is satisfied that the student is competent in all the indicated categories and, therefore, should be granted a teaching credential for service in California public schools.

VII. Administration of Admission and Exit Procedures (See Attachment A — Title 5, Section 41104)

The CSU Chancellor may issue and revise the procedures contained in this Executive Order as necessary and appropriate. Campuses may be required to report periodically on the implementation of these procedures and campus-adopted procedures relative to this Executive Order. The Chancellor's Office staff, in conjunction with campus representatives, shall study the impact of these admissions and exit requirements on the quality and composition of CSU educated teaching credential candidates.



W. Ann Reynolds, Chancellor

Date: June 30, 1989

Attachments (3)

TITLE 5 — CALIFORNIA CODE OF REGULATIONS

Article 9. Requirements for Admission to Teacher Basic Credential Programs and Student Teaching and Recommendation for Teaching Credential

Section 41100. Admission to Teacher Education Basic Credential Program.

To be admitted to a teacher education basic credential program, a candidate for admission shall be evaluated by the campus as provided in subsection (a) and shall be determined to have satisfied all entrance requirements of the campus as provided in subsection (b).

(a) **Evaluation Procedure.** When a candidate requests admission to a teacher education basic credential program, the campus shall evaluate the candidate and review the candidate's record in accordance with the review and evaluation procedures established at the campus. The teacher education faculty shall be involved in this review and evaluation. The decision of the campus resulting from this evaluation shall be final.

(b) **Evaluation Standards.** Requirements for admission to a teacher education basic credential program shall be prescribed by the campus and shall include the following:

(1) **Scholarship.** The candidate shall have earned at the college level an average of grade points in the upper half of undergraduate students in the candidate's discipline division on the campus. If the candidate has attempted at least 30 semester or 45 quarter units at the campus, the grade point average shall be based on cumulative work attempted at the campus. In the absence of 30 semester or 45 quarter units of work at the campus, the grade point average shall be based on cumulative work attempted at all colleges and universities attended. The Chancellor or designee shall determine the median grade point average for all discipline divisions on the campuses based on data provided by the campuses. "Discipline division" as used herein shall mean those discipline groupings developed by the National Center for Educational Statistics and published in *A Taxonomy of Instructional Programs in Higher Education* (United States Government Printing Office, 1970).

(2) **Prerequisite Courses and Field Experience.** The candidate shall have successfully completed a supervised early field experience and other prerequisite courses and experiences prescribed by the campus.

(3) **Professional Aptitude.** The candidate shall demonstrate suitable aptitude for teaching in public schools in accordance with standards and procedures determined by the campus. These procedures shall include interviews, letters of recommendation, and a statement of professional goals or philosophy written by the candidate.

(4) **Physical Fitness.** The candidate shall satisfy the standards of physical fitness required by the State credentialing agency.

(5) **Fundamental Skills.** The candidate shall demonstrate proficiency in fundamental skills. Fundamental skills shall include written and spoken English, reading, and mathematics. The campus shall determine the essential level of proficiency and the means by which the fundamental skills shall be demonstrated. The campus may use such means as observation and examinations.

(6) **Personality and Character.** The candidate shall demonstrate personality and character traits which satisfy the standards of the teaching profession. The assessment of the candidate shall be made by the teacher education faculty of the campus who may also consider information from public school personnel as well as others. Tests, observations, and interviews may be employed by the campus for this assessment.

ATTACHMENT A
Executive Order No. 547

(c) **Exceptions.** The campus may admit a candidate to a teacher education program as an exception when the candidate has not met one or more of the requirements if the candidate possesses compensating strengths in other required areas. A campus may grant exceptions which are conditioned on satisfaction of requirements within a specified time period. The campus shall limit the number of exceptional admissions to teacher education programs in the current year to a number no greater than 15 percent of those regularly admitted to the campus teacher education program in the previous year.

Authority Cited: Education Code Section 89030

Reference Cited: Education Code Section 89030

Section 41101. Continuation in Teacher Education Basic Credential Program.

Once admitted to a teacher education basic credential program of a campus, a student shall continue to satisfy the requirements for admission in Section 41100 and those prescribed by the campus. Should the campus determine that a student no longer satisfies these requirements or that a student who was admitted as an exception has failed to satisfy a condition of admission, the campus may, after notifying and counseling with the student, discontinue the student's participation in the teacher education program.

Authority Cited: Education Code Section 89030

Reference Cited: Education Code Section 89030

Section 41102. Admission to Student Teaching.

To be admitted to the student teaching experience, a candidate shall have satisfied the following requirements:

(a) The candidate shall have achieved a minimum grade point average of 3.0 on a four-point scale in all classes attempted in professional education courses after entering into the teacher education basic credential program.

(b) The candidate shall have successfully completed all student teaching entrance requirements imposed by the Education Code and by the campus, including certification of subject matter competence by the appropriate subject matter examination, major department, or program.

(c) A candidate admitted as an exception shall have satisfied any conditions of the exception prior to admission to the student teaching experience.

Authority Cited: Education Code Section 89030

Reference Cited: Education Code Section 89030

Section 41103. Recommendation for Teaching Credential.

To be eligible for recommendation by the campus for a basic teaching credential, the candidate shall have satisfied the following requirements:

(a) The candidate shall have achieved a minimum grade point average of 3.0 on a four-point scale in all classes attempted in professional education courses after entering the program.

(b) The candidate shall have met campus standards for completion of student teaching including a student teaching experience in a multicultural setting.

(c) The candidate shall have successfully completed all credential requirements of the Education Code and Part VIII of Title 5 of the California Administrative Code.

(d) The candidate shall have satisfied all competence standards of the campus in the following categories: fundamental skills, the appropriate subject matter, instructional procedures, classroom management, and professional attitudes.

Authority Cited: Education Code Section 89030

Reference Cited: Education Code Section 89030

Section 41104. Office of the Chancellor.

The Chancellor shall provide guidance to the campuses of The California State University concerning the requirements of this Article 9 and may provide administrative direction in the implementation of the provisions of this article in The California State University.

Authority Cited: Education Code Section 89030

Reference Cited: Education Code Section 89030

**Minimum Scholarship Standard for Admission to Teacher Education Programs
Based on Spring 1986 and Spring 1987 Grade Reports
Effective for Students Seeking Admission for the Winter and Spring Terms 1989-90
and the 1990-91, and 1991-92 Academic Years**

HEGIS	DISCIPLINE DIVISIONS	BAK	CHI	D H	FRE	FUL	HAY	HUM	L B	L A	NOR	POM	SAC	S B	S D	Cal	S F	SJ	SLO	SON	STA	SYS
00	Undeclared	2.54	2.42	2.50	2.60	2.25	2.59	2.67	2.47	2.34	2.30	2.22	2.34	2.64	2.23	2.50	2.68	2.41	2.59	2.64	2.75	2.41
01	Agriculture	—	2.47	—	2.61	—	—	2.61	—	—	—	2.62	—	—	—	—	—	—	2.45	—	2.69	2.52
02	Architecture	—	—	—	—	—	—	—	2.74	—	—	2.66	—	—	2.52	—	—	3.01	2.72	—	—	2.69
03	Area Studies	—	2.88	—	—	3.05	—	—	3.10	2.77	—	2.63	—	3.30	2.75	—	3.16	3.07	—	3.32	—	2.97
04	Biological Sciences	2.65	2.67	2.63	2.70	2.54	2.61	2.69	2.53	2.67	2.61	2.61	2.66	2.69	2.44	—	2.66	2.59	2.65	2.74	2.73	2.61
05	Business Management	2.57	2.56	2.52	2.64	2.50	2.68	2.65	2.59	2.47	2.59	2.59	2.67	2.68	2.43	2.69	2.63	2.55	2.90	2.76	2.73	2.58
06	Communications	2.72	2.67	2.62	2.69	2.53	2.62	2.69	2.62	2.62	2.58	2.59	2.71	2.67	2.56	—	2.95	2.68	2.79	2.78	2.67	2.65
07	Information Sciences	2.78	2.59	2.59	2.74	2.69	2.81	2.75	2.65	2.56	2.58	2.67	2.83	2.49	2.54	—	2.67	2.67	2.91	2.72	2.77	2.67
08	Education	2.53	2.54	2.73	2.67	2.63	2.70	2.65	2.65	2.65	2.65	2.68	2.76	2.81	2.48	2.32	2.75	2.63	2.57	2.54	2.68	2.62
09	Engineering	—	2.44	—	2.63	2.40	—	2.77	2.50	2.45	2.56	2.60	2.65	—	2.41	—	2.50	2.62	2.69	—	—	2.56
10	Fine & Applied Arts	2.96	2.92	2.94	2.93	2.89	3.19	3.10	2.83	2.93	2.75	2.75	3.04	2.82	2.60	—	3.02	2.94	2.67	3.08	3.14	2.87
11	Foreign Languages	2.89	2.83	2.88	3.11	2.78	3.09	3.15	2.88	2.57	2.78	—	2.97	2.95	2.75	2.85	3.11	2.93	—	3.23	3.38	2.91
12	Health Professions	2.77	2.94	2.75	3.07	3.00	2.84	2.81	3.00	2.73	2.75	—	3.10	3.07	2.75	2.53	3.00	2.85	—	3.28	3.50	2.91
13	Home Economics	—	2.52	—	2.63	—	—	3.02	2.75	2.68	2.52	2.78	2.70	2.90	2.44	—	2.83	2.66	2.74	—	—	2.68
15	Letters	3.01	2.75	3.00	2.94	2.86	3.01	3.06	2.82	2.72	2.67	2.84	3.01	3.06	2.59	2.82	3.05	2.86	2.68	3.18	3.12	2.83
17	Mathematics	2.63	2.59	2.72	2.75	2.56	2.77	2.93	2.63	2.56	2.47	2.51	2.69	2.66	2.36	—	2.76	2.66	2.65	2.88	2.79	2.61
19	Physical Sciences	2.74	2.53	2.75	2.72	2.54	2.76	2.72	2.68	2.76	2.51	2.55	2.57	2.61	2.39	—	2.69	2.58	2.60	2.74	2.73	2.60
20	Psychology	2.76	2.63	2.77	2.77	2.74	2.88	2.93	2.76	2.61	2.69	2.72	2.80	2.90	2.53	2.71	2.99	2.84	—	3.19	3.07	2.76
21	Public Affairs	2.68	2.59	2.66	2.66	2.60	2.61	2.94	2.74	2.51	2.77	2.71	2.62	2.58	2.43	2.67	2.85	2.54	2.59	2.76	2.50	2.60
22	Social Sciences	2.71	2.69	2.72	2.70	2.67	2.76	2.85	2.60	2.51	2.49	2.64	2.76	2.85	2.50	2.73	2.87	2.76	2.65	3.00	2.91	2.67
49	Interdisciplinary	2.77	2.73	2.62	2.89	2.68	2.94	2.93	2.76	2.78	2.70	2.72	2.86	2.86	2.54	2.62	3.00	2.81	2.83	3.03	3.14	2.80
	Totals All Programs	2.68	2.59	2.62	2.73	2.58	2.75	2.77	2.65	2.54	2.56	2.61	2.70	2.76	2.46	2.68	2.79	2.65	2.67	2.91	2.89	2.64

CALIFORNIA STATE UNIVERSITY
LIST OF DEGREE TITLES AND
DISCIPLINE CATEGORIES

PROGRAM TITLE	HEGIS CATEGORY
ACCOUNTANCY	05
ADMINISTRATION	05
ADVERTISING	06
AERONAUTICAL ENGINEERING	09
AERONAUTICS	09
AEROSPACE ENGINEERING	09
AFRO-AMERICAN STUDIES	22
AGRI BUSINESS MGMT	01
AGRICULTURAL BIOLOGY	01
AGRICULTURAL BUSINESS	01
AGRICULTURAL EDUCATION	01
AGRICULTURAL ENGINEERING	09
AGRICULTURAL ENGINEERING TECHNOLOGY	01
AGRICULTURAL MANAGEMENT	01
AGRICULTURAL SCIENCE	01
AGRICULTURE	01
AGRONOMY	01
AMERICAN STUDIES	03
ANIMAL SCIENCE	01
ANTHROPOLOGY	22
ANTHROPOLOGY/GEOGRAPHY	22
APPLIED AND COMPUTATIONAL MATHEMATICS	17
APPLIED ART & DESIGN	10
APPLIED MATHEMATICS	17
APPLIED STUDIES	49
ARCHITECTURAL ENGINEERING	09
ARCHITECTURE	02
ART	10
ARTS ADMINISTRATION	10
ASIAN STUDIES	03
ASTRONOMY	19
AVIATION	08
BEHAVIORAL SCIENCE	20
BEHAVIORAL SCIENCES	20
BIOCHEMISTRY	04
BIOLOGICAL SCIENCE	04
BIOLOGICAL SCIENCES	04
BIOLOGY	04
BIOMEDICAL ENGINEERING	09
BLACK STUDIES	22
BOTANY	04
BUSINESS ADMINISTRATION	05
BUSINESS EDUCATION	05
CHEMICAL ENGINEERING	09
CHEMICAL PHYSICS	19
CHEMISTRY	19

CALIFORNIA STATE UNIVERSITY
LIST OF DEGREE TITLES AND
DISCIPLINE CATEGORIES

PROGRAM TITLE	HEGIS CATEGORY
CHILD AND FAMILY DEVELOPMENT	08
CHILD DEVELOPMENT	08
CHINESE	11
CITY AND REGIONAL PLANNING	02
CITY PLANNING	02
CIVIL AND ENVIRONMENTAL ENGINEERING	09
CIVIL ENGINEERING	09
CLASSICS	15
CLINICAL PSYCHOLOGY	20
CLINICAL SCIENCE	12
CLINICAL SCIENCES	12
COMMUNICATION ARTS	06
COMMUNICATION STUDIES	06
COMMUNICATIONS	06
COMMUNICATIVE DISORDERS	12
COMMUNITY SERVICES	21
COMPARATIVE LITERATURE	15
COMPUTER ENGINEERING	09
COMPUTER INFORMATION SYSTEMS	07
COMPUTER SCIENCE	07
CONSTRUCTION	09
CONSTRUCTION MANAGEMENT	09
COUNSELING	08
CREATIVE ARTS	10
CRIMINAL JUSTICE	21
CRIMINAL JUSTICE ADMINISTRATION	21
CRIMINALISTICS	19
CRIMINOLOGY	22
CROP SCIENCE	01
CULTURAL RESOURCES MGMT	22
DAIRY SCIENCE	01
DANCE	10
DEAF STUDIES	21
DIETETICS	13
DIETETICS AND FOOD ADMINISTRATION	13
DRAMA	10
EARTH SCIENCE	19
EARTH SCIENCES	19
ECOLOGY	04
ECONOMICS	22
EDUCATION	08
EDUCATIONAL ADMINISTRATION	08
ELECTRICAL AND ELECTRONIC ENGR	09
ELECTRICAL ENGINEERING	09
ELECTRONIC AND ELECTRICAL ENGINEERING	09
ELECTRONIC ENGINEERING	09

CALIFORNIA STATE UNIVERSITY
LIST OF DEGREE TITLES AND
DISCIPLINE CATEGORIES

PROGRAM TITLE	HEGIS CATEGORY
ENGINEERING	09
ENGINEERING SCIENCE	09
ENGINEERING TECHNOLOGY	09
ENGLISH	15
ENGLISH COMPOSITION	15
ENTOMOLOGY	04
ENVIRONMENTAL & SYSTEMATIC BIOLOGY	04
ENVIRONMENTAL AND OCCUPATIONAL HEALTH	12
ENVIRONMENTAL ENGINEERING	09
ENVIRONMENTAL HEALTH	12
ENVIRONMENTAL RESOURCES ENGINEERING	09
ENVIRONMENTAL SCIENCES	49
ENVIRONMENTAL STUDIES	49
ENVIRONMENTAL SYSTEMS	49
ETHNIC STUDIES	22
EUROPEAN STUDIES	03
FILM	10
FINE ARTS	10
FIRE PROTECTION ADMINISTRATION	21
FISHERIES	01
FOOD SCIENCE	01
FOODS AND NUTRITION	13
FORENSIC SCIENCE	19
FORESTRY	01
FRENCH	11
FRUIT INDUSTRIES	01
FRUIT SCIENCE	01
GENETICS	04
GEOGRAPHY	22
GEOLOGICAL SCIENCE	19
GEOLOGY	19
GERMAN	11
GERONTOLOGY	21
GOVERNMENT	22
GOVERNMENT-JOURNALISM	49
GRAPHIC COMMUNICATION	08
GRAPHIC DESIGN	10
HEALTH & SAFETY STUDIES	12
HEALTH CARE ADMINISTRATION	12
HEALTH CARE MANAGEMENT	12
HEALTH SCIENCE	12
HEALTH SERVICES ADMINISTRATION	12
HISTORY	22
HOME ECONOMICS	13
HOTEL & RESTAURANT MGMT	05
HUMAN DEVELOPMENT	20

CALIFORNIA STATE UNIVERSITY
LIST OF DEGREE TITLES AND
DISCIPLINE CATEGORIES

PROGRAM TITLE	HEGIS CATEGORY
METALLURGICAL AND MATERIALS ENGINEERING	09
METALLURGICAL ENGINEERING	09
METEOROLOGY	19
MEXICAN-AMERICAN STUDIES	22
MEXICAN-AMERICAN/LA RAZA STUDIES	22
MICROBIOLOGY	04
MUSEUM STUDIES	49
MUSIC	10
NATIONAL SECURITY STUDIES	22
NATURAL RESOURCES	01
NATURAL RESOURCES MGMT	01
NATURAL RESOURCES PLNNG & INTERPRT	01
NURSING	12
NUTRITIONAL SCIENCE	13
NUTRITIONAL SCIENCES	13
OCCUPATIONAL THERAPY	12
OCEANOGRAPHY	19
ORGANIZATIONAL COMMUNICATION	06
ORNAMENTAL HORTICULTURE	01
PARK ADMINISTRATION	21
PETROLEUM LAND STUDIES	49
PHILOSOPHY	15
PHILOSOPHY & RELIGION	15
PHYSICAL EDUCATION	08
PHYSICAL SCIENCE	19
PHYSICAL SCIENCES	19
PHYSICAL THERAPY	12
PHYSICS	19
PLANT SCIENCE	01
POLITICAL SCIENCE	22
POULTRY INDUSTRY	01
PSYCHOLOGY	20
PUBLIC ADMINISTRATION	21
PUBLIC HEALTH	12
PUBLIC HISTORY	22
PUBLIC HISTORY/HISTORIC PRESERVATION	22
PUBLIC RELATIONS	05
QUALITY ASSURANCE	09
RADIO - TELEVISION BROADCASTING	06
RADIO-TELEVISION	06
RADIO-TELEVISION BROADCASTING	06
RADIOLOGICAL HEALTH PHYSICS	12
RANGE MANAGEMENT	01
RECREATION	21
RECREATION ADMINISTRATION	21
REHABILITATION COUNSELING	12

CALIFORNIA STATE UNIVERSITY
LIST OF DEGREE TITLES AND
DISCIPLINE CATEGORIES

PROGRAM TITLE	HEGIS CATEGORY
RELIGIOUS STUDIES	15
RURAL AND TOWN PLANNING	02
RUSSIAN	11
RUSSIAN & EAST EUROPEAN STUDIES	03
SCIENCE	49
SMALL COLLEGE	49
SOCIAL SCIENCE	22
SOCIAL SCIENCES	22
SOCIAL WORK	21
SOCIOLOGY	22
SOIL SCIENCE	01
SPANISH	11
SPECIAL EDUCATION	08
SPECIAL MAJOR	49
SPEECH	15
SPEECH AND DRAMA	15
SPEECH COMMUNICATION	15
SPEECH COMMUNICATIONS	15
SPEECH PATHOLOGY	12
SPEECH PATHOLOGY AND AUDIOLOGY	12
STATISTICS	17
SURVEYING AND PHOTOGRAMMETRY	09
TAXATION	05
TELECOMMUNICATIONS	06
THEATRE ARTS	10
URBAN & REGIONAL PLANNING	02
URBAN EDUCATION	08
URBAN PLANNING	02
URBAN STUDIES	22
VOCATIONAL EDUCATION	08
WILDLIFE MANAGEMENT	01
WOMEN'S STUDIES	49
ZOOLOGY	04

PLANPRO10644j
May 26, 1989

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802-4275
(213) 590-

Code: AAP 89-23

Date: July 21, 1989

To: Presidents

From: Lee R. Kerschner
Vice Chancellor
Academic Affairs

Subject: Request for Proposals: Inservice Teacher Training in Economic
Education

1989-90 Proposal Deadline
August 24, 1989
1988-89 Report Deadline
August 31, 1989

Attached is a Request for Proposals to continue the provisions of Senate Bill 1213 (Hart 1985) which augments funding to the Centers for Economic Education that have been recognized by the California Council for Economic Education (CCEE). The anticipated appropriation is \$300,000 to The California State University Trustees for the purpose of providing teacher training and services in economic education.

This year, proposals are being solicited for two types of projects. These include (1) in-service projects, and (2) three specified projects: a CCEE Newsletter, a CCEE Electronic Network, and CCEE Project Evaluation.

On recommendation of the Public Grants Committee, \$7,500 is being held out of the total appropriation for a two-day conference of Center Directors. The \$7,500 will cover transportation, while private funds will be used to cover remaining expenses. In addition, \$3,600 is being reserved to cover Public Grants Committee travel. All remaining funds are for allocation to the projects to which this RFP pertains. The intention is to award all of the funds available in the first solicitation.

All proposals must be postmarked no later than 5:00 p.m., August 24, 1989.

Distribution: Vice Presidents, Academic Affairs (w/attachment)
Directors, Centers for Economic Education
(CSU, University of the Pacific, UCLA,
Point Loma Nazarene College) (w/attachment)
Directors, Business Affairs (w/attachment)
Chancellor's Office Staff (w/o attachment)

Presidents
July 21, 1989
Page Two

AAP 89-23

The proposals will be discussed with the Public Grants Committee of the California Council for Economic Education and with the Chancellor.

Please note carefully the requirements that funds be used to supplement, not supplant, Center funding. In each case, the university fiscal officer will be asked to certify compliance with this provision.

As noted in EP&R 88-29 (July 22, 1988), final reports for the 1988-89 academic year are due in August (no later than August 31, 1989). Final reports for the 1989-90 academic year will be due in August (no later than August 31, 1990). Reports and questions should be directed to: Dr. Sally Loyd Casanova, ATSS 635-5952 or (213) 590-5952, at 400 Golden Shore, Long Beach, California 90802

LRK:kmp