

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO

STUDENT HANDBOOK



CAL POLY

SCHOOL *of* EDUCATION

General Policies

Updated July 2025

NOTICE

Every effort has been made to assure the accuracy of the information in this booklet. Master's and credential students and others who use this booklet should note that laws, rules, and policies change from time to time, and these changes may alter the standards and policies required by the California Commission on Teacher Credentialing; statutes enacted by the California Legislature; and rules and policies adopted by the California State University Board of Trustees, by the Chancellor or designee of the California State University system, or by the President or designee of the institution. Further, it is not possible in a publication of this size to include all the rules, policies, and other information that pertain to the master's and credential students, the institution, and the California State University system.

Nothing in this booklet shall be construed, operate as, or have the effect of an abridgment or a limitation of any rights, powers, or privileges of the Board of Trustees of the California State University system, the Chancellor of the California State University system, or the President of the Cal Poly campus. The Trustees, the Chancellor, and the President are authorized by law to adopt, amend, or repeal rules and policies that may apply to teacher candidates.

This booklet does not constitute a contract or the terms or conditions of a contract between the master's and credential students and the institution or the California State University system. The relationship of the masters and credential students to the institution is one governed by statute, rules, and policy adopted by the California State Legislature, the Trustees, the Chancellor, the President, and their duly authorized designees. Any question on the information contained should be directed to your academic advisor or the School of Education

School of Education

Contact Information:

Main Office (02- 120)

Hours: 9-12 & 1-5

805-756-2126 OR soe@calpoly.edu

TABLE OF CONTENTS

I. Overview of Cal Poly and the SOE 4

Overview of the University 4

Overview of the Bailey College of Sciences and Mathematics 5

Overview of the School of Education 5

II. SOE Accountability for Cal Poly Policies 6

III. Commitment to Diversity and Inclusion 7

IV. SOE Dispositions 8

V. SOE Admissions and Evaluations 9

VI. Course Availability and Time to Completion 10

VII. Academic Standing/Dismissal Process 10

SOE Action Plan Process Map 12

VIII. Student Grievance Process 13

IX. Participation in Surveys & Feedback 14

X. Students Records & Privacy 15

Note: Many of the sections in this handbook highlight important policies that master's and credential students should be familiar with. These policies come from California Ed Code, the California Commission on Teacher Credentialing, CSU Chancellor's Office, official Cal Poly policies, policies approved by the SOE Coordinating Council, or policies adopted by the program. This handbook is intended to provide an easy resource for students to be more aware of these policies and how to locate them, if needed.

The guidance in this handbook **is not a substitute** for any official policy – official policies may change, even amid the academic year. Master's and credential students should be mindful to use the available links or resources to check official policies or should reach out to their program coordinator with any questions.

I. OVERVIEW OF CAL POLY AND THE SOE

OVERVIEW OF THE UNIVERSITY

Cal Poly is one of 23 campuses in the California State University ([CSU](#)). Founded in 1901 as a state vocational high school, Cal Poly has evolved into a comprehensive master's-level university, with an identity and reputation as a polytechnic institution. Nearly 75% of all students graduate in nationally recognized technical and professional programs that are balanced with the arts, humanities, and social sciences. This commitment has been particularly evident in our emphasis on experiential learning, a "learn-by-doing" approach that is a source of pride to Cal Poly.

Cal Poly Mission Statement

Cal Poly fosters teaching, scholarship, and service in a learn-by-doing environment in which students, staff, and faculty are partners in discovery. As a polytechnic university, Cal Poly promotes the application of theory to practice. As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Poly values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility.

To foster realization of the University's mission and define the institution's expectations for student learning, Cal Poly adopted seven University Learning Objectives (ULOs) in 2007. The University further defined those expectations with four Diversity Learning Objectives (DLOs) in 2008 and four Sustainability Learning Outcomes (SLOs) in 2009 (below).

When students graduate from Cal Poly, they should be able to:

University Learning Objectives (ULOs)

- Think critically and creatively
- Communicate effectively
- Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world of the arts, sciences, and technology
- Work productively as individuals and in groups
- Use their knowledge and skills to make a positive contribution to society
- Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability
- Engage in lifelong learning

Diversity Learning Objectives (DLOs)

- Demonstrate an understanding of relationships between diversity, inequality, and social, economic, and political power both in the United States and globally.
- Demonstrate knowledge of contributions made by individuals from diverse and/or underrepresented groups to our local, national, and global communities.
- Consider perspectives of diverse groups when making decisions.
- Function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own

Sustainability Learning Objectives (SLOs)

- Define and apply sustainability principles within their academic programs
- Explain how natural, economic, and social systems interact to foster or prevent sustainability
- Analyze and explain local, national, and global sustainability using a multidisciplinary approach
- Consider sustainability principles while developing personal and professional values

OVERVIEW OF THE BAILEY COLLEGE OF SCIENCE AND MATHEMATICS

In 2009, Cal Poly merged the professional education unit with the Bailey College of Science and Mathematics (BCSM) to strengthen teacher development academically and operationally. In addition to housing the School of Education, the BCSM also houses the Center for Engineering, Science and Mathematics Education (CESaME) and the department of Liberal Studies, which provides subject matter preparation to prospective multiple subject teachers. The vision of the Bailey College of Science and Mathematics expresses a commitment to enriching the educational experience for Cal Poly students and advocating for their success at Cal Poly and beyond:

Bailey College of Science and Mathematics Vision Statement

The Bailey College of Science and Mathematics engages in the education of all students who arrive on campus. Our fundamental commitment is to promote their learning, understanding, and appreciation of the disciplines within science, mathematics and education. We strive to demonstrate how our scholarly activities are connected to society and are culturally relevant and how the knowledge we teach and generate can be brought to bear on the most pressing issues facing our world. We are responsible for and take great pride in the success of all Cal Poly students.

OVERVIEW OF THE SCHOOL OF EDUCATION

In 1933, agricultural education became the first formal teacher education curriculum at Cal Poly, incorporating the learn-by-doing approach that continues as a hallmark today. In 1990, the unit changed from a department into the University Center for Teacher Education (UCTE), a center of pedagogy for university and school faculty that focused on new teacher preparation. In 2004, while retaining the “center” concept, the UCTE was renamed the College of Education. Then, in 2009, the unit became the [School of Education](#) (SOE) when it merged with the Bailey College of Science and Mathematics (BCSM), with a goal to develop an innovative model of P-20 educator preparation by more closely linking education, math, and science faculty with school educators on curriculum, instruction, and supervision.

The purpose of the School of Education has evolved significantly since the institution first began to prepare agriculture teachers in 1933. Most recently revised in 2007, the SOE vision focuses on the preparation of professional educators in today’s society, and its mission reflects and extends the University’s principles of inquiry, collaboration, equity, and pluralism into the expectations for practice as well as the preparation of education professionals:

School of Education Vision

The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.

-- Approved February 1, 2007

School of Education Mission

The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education.

School of Education faculty model leadership in teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with education partners: P-12 schools, families, community Schools, universities, and local, state, and national agencies.

-- Approved February 1, 2007, Modified 2016

In 2017, in order to create intentionality and efficiency across its programs, the SOE re-framed its school-wide learning outcomes as broader ‘shared values.’ The goal of these shared values is to capture the umbrella of essential principles shared across SOE programs. These values are not designed to be measurable. Rather, they are a common lens for anchoring dialogue, professional development, and program-level learning outcomes (PLO) inquiry and assessment across the SOE.

With this overarching framework in place, each program is empowered to develop and focus on measurable PLOs that reflect the standards and practices of their discipline.

School of Education Values

- Advancing Disciplinary Knowledge
- Demonstrating Professionalism
- Drawing on Knowledge and Partnerships across Disciplines and Communities
- Encouraging Continuous Growth and Reflection
- Promoting Cultural Sustainability
- Responding to Diverse Learning Needs

II. SOE ACCOUNTABILITY FOR CAL POLY POLICIES

The Cal Poly School of Education follows all applicable Cal Poly policies, including those related to: admissions, academics, financial aid, diversity and non-discrimination, grievances, graduate education, and student rights and responsibilities. Many central Cal Poly policies are explicitly referenced in this handbook, but candidates may find other policies online, including:

- [Academic Obligations](#)
- [Academic Petitions](#)
- [Add/Drop](#)
- [Administrative Grading Symbols](#)
- [Class Attendance](#)
- [Credit/No Credit Grading](#)
- [Eligibility for Intercollegiate Athletics](#)
- [Eligibility for Student Activities](#)
- [Enrollment Policy](#)
- [Enrollment Status](#)
- [Fees & Expenses](#) (See also [info posted in the Catalog](#))
- [Grading Symbols](#)
- [Graduate and Postbaccalaureate Admission Requirements](#)
- [Graduate Education Policies & Guidelines](#)
- [Health Screening](#)
- [Holding of Records](#)
- [Intrasystem and Intersystem Enrollment Programs](#)
- [Leaves of Absence](#)
- [Maximum Unit Load](#)
- [Repeating a Course](#)
- [Requirements for Graduate Culminating Experiences](#)
- [Returning Students](#)
- [Student Conduct and Discipline](#)
- [Student Grievances](#)
- [Withdrawals / Renewal](#)

III. COMMITMENT TO DIVERSITY, INCLUSION, AND EQUITY

The Cal Poly School of Education is committed to diversity, inclusion, and equity (DEI) in all its recruitment, admissions, hiring, instructional, and clinical experience practices. Our commitment to DEI is grounded both in our accountability to California Commission on Teacher Credentialing (CTC) and Cal Poly policies, as well as our core principles as educator and education professionals, which call on us to support equity, access, and respect for all learners, and to train future professionals who uphold these principles for the betterment of the field of education, and society at large.

MASTER’S AND CREDENTIAL STUDENTS’ RESPONSIBILITIES: Master’s and credential students who enroll in SOE programs should be prepared to enact a commitment to diversity, inclusion, and equity consistent with the Cal Poly [Diversity Objectives](#), [Statement on Diversity](#), and [Non-Discrimination policy](#).

Credential students who enroll in CTC-accredited credential programs should be prepared to demonstrate best practices in diversity, inclusion, and equity in accordance with CTC [Program Standards/TPEs](#), [Common Standards](#), dispositions, and policies, as a requirement for being recommended for a credential.

Some of the ways that SOE master’s and credential students may be expected to demonstrate a commitment to diversity, inclusion, and educational equity in their coursework and/or clinical practice experiences include:

- Demonstrating and **applying knowledge of diverse learners**, including prior experiences, interests, socio-emotional learning needs, funds of knowledge, cultural backgrounds, language, and socioeconomic differences.
- **Utilizing student-centered strategies** for planning and implementing instructional activities and/or student support programs, including Universal Design of Learning (UDL), Multi-Tiered System of Supports (MTSS), Specially Designed Academic Instruction in English (SDAIE), social-emotional learning, and other research-supported practices for differentiation.
- **Demonstrating effective professional and inclusive communication skills** for engaging diverse students, families, community partners and stakeholders.
- **Creating** physically, mentally, intellectually, and emotionally healthy and **culturally responsive learning environments and/or classroom management plans**.
- **Recognizing and appropriately addressing intolerance**, harassment, bullying, racism, sexism, and gender-discrimination, as well as supporting students experiencing other forms of discrimination, marginalization, trauma, and homelessness.
- **Recognizing personal preconceptions and biases** and being aware of how those biases may impact professional practice in education.
- Understanding and **applying theories and principles of diversity and inclusion in the field of education**, including culturally responsive teaching, cultural sustainability, restorative practices, the breadth of marginalized communities, growth mindset, asset models, and the moral and ethical use of power and privilege.
- Participating in fieldwork and **clinical practice experiences at diverse school sites** that expose the candidate to the wide range of diversity among California students, including race, culture, language, socio-economic background, and students receiving special education services.

FACULTY & STAFF RESPONSIBILITIES: Faculty and staff affiliated with the SOE programs should practice their commitment to diversity and inclusion consistent with the Cal Poly Diversity Objectives, Statement on Diversity, and Non-Discrimination policy. Faculty and staff are evaluated on demonstrating current knowledge and skills, as well as on-going professional development and continuous improvement, in relation to evolving practices around equity, diversity and inclusion.

IV. SOE DISPOSITIONS

In line with the mission, vision, values, and commitments mentioned above, candidates who complete a credential and/or a master's degree in the School of Education are expected to exhibit the following dispositions:

PROFESSIONALISM:

1.1 *Responsibility and Accountability*

Acts ethically, responsibly, and with integrity; and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.

1.2 *Creating Positive Climate*

Develops curricula and programs that provide equitable access to learning opportunities for every student and educator through both content and processes. Promotes a climate in which learning is valued and on-going. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of every student and education professional.

ETHICAL PRACTICE:

2.1 *Cross-Cultural Competence*

Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn, and values human diversity and equity in the learning environment. Examines own biases and prejudices, and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.

2.2 *Collaboration*

Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

SHAPING CHANGE:

3.1 *Inquiry and Innovation*

Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for themselves and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.

3.2 *Social Justice*

Seeks to understand their own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.

V. SOE ADMISSIONS & EVALUATIONS

The application to all Cal Poly SOE master's programs is a two-step process, and the application to Cal Poly SOE credential programs is a three-step process:

1. University Admissions

- Master's and credential students apply to Cal Poly using the CSU CalStateApply system
- For admission to Cal Poly, master's and credential students submit GPA, letters of recommendation, and other mandatory information requested by the program
- Cal Poly admissions verifies that the prospective master's and credential student is eligible for admission to the university
- NOTE: Students applying to master's only programs (not seeking a credential) may indicate that they are not submitting any of the teaching- related documents requested on the application.

2. Program Coordinator/Advisor & Faculty Review

- Master's and credential students have an initial admissions consultation with their program advisor/coordinator/advisor and/or credential analyst and may be asked to participate in a Professional Aptitude Interview or video testimonial
- Program advisors/coordinators/advisors and faculty check GPA, letters of recommendation, basic skills, subject competency, GPA, and other program-specific requirements for the program (e.g., the basic skills requirement for credential programs).
- The program coordinator makes a recommendation to the SOE office regarding whether admission to the program should be granted, denied, or conditional

3. Credential Office Evaluation (Credential Students Only)

- Prospective credential students submit supplemental documents with their CSU CalStateApply
- The credential analyst performs an evaluation of all requirements for acceptance to the credential program, including subject matter verification and possession of a bachelor's degree from an accredited institution
- The credential analyst makes final determination whether a credential student shall be accepted, denied, or conditionally accepted

ACCREDITED DEGREES: To be accepted to a Cal Poly SOE credential program, candidates must possess a bachelor's degree from an institution of higher education that was regionally accredited at the time the degree was conferred. The credential office will verify that a credential student's bachelor's degree is accredited during the initial evaluation.

BASIC SKILLS: To be accepted to a Cal Poly SOE credential program, credential students must provide evidence of basic skills proficiency. As of June 2024, the basic skills proficiency requirement can be met with evidence of a bachelor's degree from an institution of higher education that was regionally accredited at the time the degree was conferred.

SUBJECT MATTER COMPETENCY: To be accepted to a Cal Poly SOE credential program, credential students must provide evidence of subject matter competency when completing the application for admission to the program.

If a prospective credential student has not completed subject matter competency by the time of application, they may demonstrate evidence of having attempted or registered for the subject matter examination, or of making progress toward completion of a California Commission on Teacher Credentialing (CTC)-approved subject matter preparation program and be granted conditional admission. If a candidate cannot provide passing subject matter competency scores by the start of their first term of Clinical Practice course enrollment, they must drop courses and withdraw from the program until they successfully complete all exams.

PAIS: Master's and credential student applicants to the School of Education may be asked to participate in a Professional Aptitude Interview, or to submit a personal video testimonial (depending on the needs of each individual program).

SCHOLARSHIPS: To be considered for scholarship awards, applicants must complete a Free Application for Federal Student Aid (FAFSA) and the School of Education Scholarship Interest Form, which can be found on the SOE website.

VI. COURSE AVAILABILITY AND TIME TO COMPLETION

CAL POLY POLICY ON CONTINUOUS ENROLLMENT: Effective fall 2009, Cal Poly adopted a [Continuous Enrollment policy](#) for all graduate programs. Graduate students are required to maintain continuous enrollment from the time of first enrollment in a graduate program until completion of the degree. Continuous enrollment is defined as being enrolled during fall, winter, and spring quarters each year, unless the student has formally applied for a Leave of Absence, as defined in the University catalog (Medical Leave; Planned Educational Leave).

COHORT MODEL: Because the SOE utilizes a cohort model for most programs, courses are typically offered only one-time per academic year. Candidates are encouraged to follow the Cohort Model as fully as possible in order to expedite the completion of their degree. If needed, certain courses can be taken as an independent study at the discretion of the program faculty and with Program Coordinator approval.

PART TIME ENROLLMENT: Cal Poly SOE programs do not offer a formalized part-time option. In some circumstances, students may request a decelerated path to a master's degree and/or a credential. This path needs to be determined with the Program Coordinator prior to beginning the program and a suitable course schedule outlined with the approval of the Program Coordinator. Because most courses are only offered once per academic year, once the decelerated program is established, a student must continue with the planned course sequence through completion of the program.

LEAVES OF ABSENCE: If students need to take extended absences (e.g., more than 2 weeks) from a program, they will need to formally apply for a Leave of Absence. Cal Poly recognizes Leaves of Absence for reasons related to medical or educational needs. [Leave of Absence policies](#) are outlined in the University Catalog.

TIME TO COMPLETION: Cal Poly Graduate Education Policy requires that a student shall complete all of the graduate work in the formal study plan within the seven-year period preceding the date when all the requirements for the degree have been met.

VII. ACADEMIC STANDING/DISMISSAL PROCESS

Both master's and credential students enrolled in School of Education programs follow the expectations and policies pertaining to academic standing/grading, academic probation and disqualification, administrative probation and disqualification, and dismissal from the university outlined in the Graduate Student Handbook.

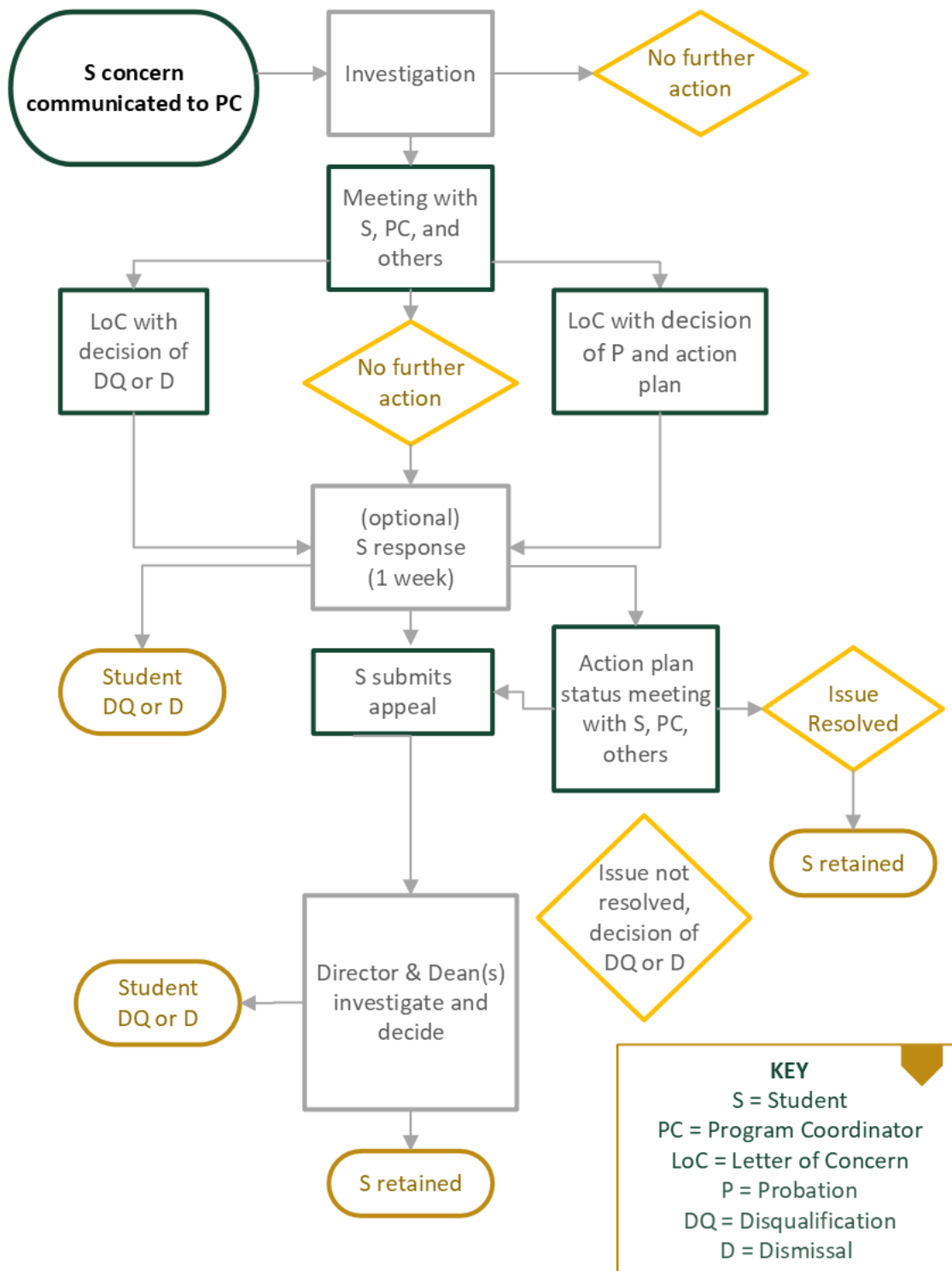
SOE ACTION PLAN PROCESS

The following steps describe the formal process used in the School of Education to address situations in which there are concerns about a master's or credential student's progress in fulfilling expectations in a program. The end result of following the complete/full process may be the dismissal of a student from a School of Education program. This process follows the policies outlined in the Graduate Student Handbook:

- When a concern is identified regarding a student in a School of Education program (e.g., low GPA, disposition concern, etc.), the coordinator of the appropriate program will be notified in writing. This notification may come from a faculty member, cooperating teacher/fieldwork mentor, site administrator, and/or other responsible party.
- Once written notification is received by the program coordinator, they will conduct an investigation of the concern. This may include, but is not limited to, calling a meeting to discuss the issue with faculty, the student, or other parties as deemed appropriate by the coordinator.
- If it is determined to be a valid concern, a meeting will be held to discuss the concern, corresponding actions to be taken, and timeline. After this meeting, the coordinator will send a Letter of Concern to the student that summarizes the meeting, and a copy of the letter will be given to the Director of the School of Education. If the student is a credential candidate, a copy will also be given to the credential office and clinical practice placement coordinator. The letter will include the following:
 - Statement of the concern
 - Actions to be taken to address the concern

- Timeline for completing actions
- Possible outcomes (Note: Depending on the severity of the concern, outcomes listed below may be skipped – e.g., the outcome might be dismissal from the program without the student having been on academic and/or administrative probation or disqualification first):
 - Continuance in program with additional action
 - Academic and/or administrative probation
 - Academic and/or administrative disqualification
 - Dismissal from program
- The student will be invited to submit a written response to the Letter of Concern **within one week** of receiving the Letter of Concern. If a student chooses not to submit a written response, the process continues as outlined in the Letter of Concern.
- If the Letter of Concern stated *continuance in program with additional action needed to be taken according to the timeline established*, an action plan status meeting will be held according to that timeline, and a decision will be made by the program coordinator regarding continuance (e.g., if the student met the actionable items and the issue has been resolved) or academic and/or administrative probation or disqualification. This decision will be put in writing for the student and the Director of the School of Education. If the student is a credential candidate, a copy will also be given to the credential office and clinical practice coordinator.
- At all steps in the process, the student will be notified that they can appeal the decision to the Director of the School of Education. If the student submits a written appeal to the Director of the School of Education, the Director of the School of Education will review all written documentation. The Director of the School of Education will schedule a meeting with the student and the program coordinator to discuss the issue. The Director of the School of Education may also request to speak with others who have knowledge of the situation.
 - Upon reviewing the evidence and speaking with the parties involved, the Director of the School of Education, in conjunction with the Dean of Graduate Education, will determine whether the decision will be upheld or if a different decision has been made. This decision will be given in writing to the student, the program coordinator, and the Dean of Graduate Education. If the student is a credential candidate, a copy will also be given to the credential office and clinical practice coordinator.

School of Education: Letter of Concern Process Map



*Source: [Cal Poly Graduation Education Student Handbook](#)

VIII. STUDENT GRIEVANCE PROCESS

SOE GRIEVANCE PROCESS: The SOE offers students a variety of opportunities to share feedback and address concerns about the SOE, its programs, and the clinical practice experience. The SOE Student Grievance process is designed to support and empower master's and credential students to resolve issues within the unit, before triggering a full Cal Poly grievance process. If the SOE Student Grievance process does not resolve an issue, master's and credential students are encouraged to utilize the campus resources under the Cal Poly Student Grievance process. (*Amended 2017-2018*)

- **General Feedback** – Master's and credential students in the School of Education are given regular opportunity to share concerns through quarterly climate surveys and evaluations. These surveys and evaluations are an opportunity to provide feedback to the SOE for the purpose of improving elements of our programs. They are not designed to address time-sensitive issues or individual student-instructor relationships. Students should be aware that every attempt is made to protect their anonymity; however, the entirety of comments and feedback provided in these surveys and evaluations **may be** shared with SOE faculty and staff.
- **Academic/Grade/Dismissal Grievances** – Master's and graduate students are encouraged to discuss academic, grading, and dismissal related issues with the appropriate **program coordinator**. If the coordinator is unable to resolve the grievance, students may appeal to the SOE Director (see below).
- **Clinical Practice/Fieldwork Experience Grievances** –
 - Credential students with concerns about the clinical practice (such as the cooperating teacher or university supervisor) are encouraged to direct those concerns in writing to the **clinical practice coordinator**. The clinical practice coordinator will record and monitor the recurrence of concerns, communicate with program coordinators and clinical practice personnel, and facilitate in determining if urgent issues require immediate resolution. If the clinical practice coordinator is unable to resolve the grievance, credential students may appeal to the SOE Director (see below).
 - Master's students with concerns about fieldwork are encouraged to direct those concerns in writing to their **fieldwork advisor**. The fieldwork advisor will record and monitor the recurrence of concerns, communicate with appropriate personnel, and facilitate in determining if urgent issues require immediate resolution. If the fieldwork advisor and/or the program coordinator is unable to resolve the grievance, master's students may appeal to the SOE Director (see below).
- **Appeal to the SOE Director** – Any concerns or grievances that cannot be addressed within the programs may be appealed to the SOE Director in writing. The SOE Director will review the appeal request, schedule meetings as appropriate, and provide a written response with the final determination of the unit. Master's and credential student meetings with the SOE Director **should not** be scheduled without first submitting a written request for an appeal.

CAL POLY GRIEVANCE PROCESS: The University provides students with a variety of mechanisms to address student grievances or concerns. In all such matters, the University encourages students to attempt to resolve their grievances or concerns at the source of the issue (i.e., with the professor, department chair or administrator, or college associate dean). The Office of Student Rights and Responsibilities, at 805.756.2794 is available to any campus community member to assist with identifying and clarifying appropriate campus policies and procedures for addressing student grievances or concerns. For general questions about grievances, contact the Office of Student Rights and Responsibilities, at 805.756.2794. The following list contains the offices or programs designated to address the more common student grievances at the University:

- **Grade Grievances** – The Fairness Board: Contact the Academic Senate Office, 805.756.1258 (See [University Policies page](#) for more detail on the functions of this Board)
- **Individual Student or Student Club Misconduct** – Office of Student Rights and Responsibilities, 805.756.2794 (See [their page](#) for more detail on the functions of this office)

IX. PARTICIPATION IN SURVEYS AND FEEDBACK

RATIONALE & IMPORTANCE: Across the field of education, a growing number of accreditors and government regulators are requiring demonstration of evidence-based decision making in schools and programs. In addition to these requirements, the SOE is firmly committed to engaging in on-going continuous program improvement and self-reflection. The desire for student and stakeholder voice in these decision-making processes leads to an increasing request for survey feedback.

Well-designed surveys provide important information and insights that cannot be captured by GPAs, completion rates, and other sources of data alone. Surveys help the SOE to identify the root causes and contexts behind the successes and struggles of master's and credential students, leading to better education and training for our students.

SOE COMMITMENT TO STRATEGIC AND EFFICIENT SURVEYS: The SOE respects and appreciates the time and attention that you put into giving survey feedback. We recognize, however, that carefully crafting and developing survey responses can be laborious and may lead to 'survey-fatigue.' Thus, the SOE is committed to engaging in strategic, efficient, and purposeful survey efforts.

The Cal Poly School of Education will only request survey feedback that is strategically designed to have an immediate and purposeful impact on our decision making.

Additionally, the SOE often administers surveys at the request of external agencies, including the CTC, Cal Poly, or research groups. The SOE recognizes that these requests are important (and often required as part of our accreditation), but we maintain our commitment to minimize over-surveying and to eliminate surveys that might be redundant.

TYPES OF SURVEYS IN SOE: Students and stakeholders should expect to receive requests and reminders to respond to some of the following, highly important, surveys:

- **Quarterly Course Evaluation (Class Climate) Surveys** – Administered through the class climate system and overseen by the Cal Poly department of Academic Personnel. Course evaluations provide direct feedback about instructional faculty. Instructors receive all data and comments after grades have been posted each quarter.
- **CTC Exit Survey** – A CTC required survey that graduating credential students must complete via an online portal when applying for their credential. Cal Poly receives the data from the CTC on an annual basis.
- **CTC/CTQ 1-Year Out Survey (Alumni)** – A CTC required survey that will be emailed to credential students 1-year after they complete their Cal Poly program. This survey asks credential students to reflect on how the Cal Poly program prepared them for their first year of teaching. Cal Poly receives the data from the CTC on an annual basis.
- **CTC Master Teacher Survey** – A CTC required survey that is sent to any cooperating teacher who supervises a credential student during CPIII. Cal Poly receives the data from the CTC on an annual basis.
- **Quarterly Clinical Practice/Fieldwork Evaluation Surveys** – Surveys may be sent to credential students, cooperating teachers, and university supervisors to request feedback about clinical practice/fieldwork. Data from these surveys is used to improve the clinical practice/fieldwork experience and to provide training and workshops for cooperating teachers, university supervisors, and fieldwork supervisors.
- **Program-Specific Exit Survey** – Required survey for master's and credential students upon completion of the program. Data from this survey is used to improve the overall program.
- **Alumni Survey** – A Cal Poly survey that tracks the career and employment rates of our alumni.

COLLECTING, STORING & SHARING DATA: The Cal Poly SOE follows all university policies for storing and handling survey and evaluation data. Data that contains respondents' names, email addresses, or identifying information is only visible to the SOE director, assessment and accreditation analyst, and other key staff involved in the survey process. Aggregated data is shared with program coordinators, grant coordinators, and instructors for the purpose of analyzing trends and planning trainings and support. Comments may also be shared, although the SOE staff makes an effort to remove identifying information. Master's and credential students should always be aware that their comments may be shared and should not disclose any personal information in their comments unless they are comfortable with that information being distributed.

X. STUDENT RECORDS & PRIVACY

The Cal Poly School of Education protects master's and credential students' privacy in accordance with federally mandated FERPA guidelines and Cal Poly records management and information security policies.

Cal Poly students and graduates have access to their official academic records and transcripts through the office of the Cal Poly Registrar. Students and graduates can also view their unofficial academic records and progress through the online My Poly Portal system.

For Students in Credential Programs:

While in the program, credential students will have access to their submitted documents through the credential office. **The credential office is unable to provide credential students with copies of submitted documents (such as transcripts, TB tests, or other records). Credential students should be sure to maintain copies of all materials for their own records.**

Some credential student information must be shared with partner school districts and the California Commission on Teacher Credentialing in order to maintain our accreditation and secure clinical practice placements for credential students.

The SOE credential office maintains digital records for all credential students in credential programs, which are stored in a database server in Cal Poly's secure data center. Credentialing files are destroyed after 7 years.