## Admission

**Traditional**

Formal Admission: Other
Other Admission: Fall, Winter, Spring
Admission URL: [http://soe.calpoly.edu](http://soe.calpoly.edu)

**Entry Exit Requirements**

<table>
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<th>Entry Elements Required</th>
<th>Exit Elements Required</th>
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<td>Interview</td>
<td>Subject Area</td>
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**GPA Requirements**

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California Commission on Teacher Credentialing

Published October 2017
Enrollment

Traditional

- Female: 42
- Male: 8
- Total: 50

Supervised Clinical Experience

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<tr>
<th>Program Route</th>
<th>Supervised Avg Hours Prior to Student Teaching</th>
<th>Supervised Avg Hours for Student Teaching</th>
<th>Supervised Avg Hours for Mentoring</th>
<th>Supervised FTE Adjunct</th>
<th>Supervised FTE Faculty</th>
<th>Supervised FTE Students</th>
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Teachers by Subject Area

How many teachers were prepared by subject area?

- Traditional
  - Elementary Education: 55
  - Science/Mathematics: 29
  - English: 20
  - Special Education: 17
  - Agriculture: 11
  - Social Sciences: 8

Teachers by Academic Major

How many teachers were prepared by academic major?

- Traditional
  - Social Sciences: 80
  - Science/Mathematics: 29
  - English: 20
  - Agriculture: 11

Program Completers

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<th>Program Route</th>
<th>Completers Second Prior Year</th>
<th>Completers Prior Year</th>
<th>Completers Current Year</th>
<th>3 Year % Change</th>
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<tr>
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<td>156</td>
<td>166</td>
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<td>-10.3%</td>
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California Commission on Teacher Credentialing
Published October 2017
In the specified shortage areas, how many prospective teachers does your program plan to increase in the three academic year?

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<th>Academic Year</th>
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<th>Science</th>
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Assurances

Program Route | Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends. | Preparation closely linked with the needs of school and the instructional decisions new teachers face in the classroom. | Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects. | Prospective general education teachers are prepared to provide instruction to students with disabilities. | Prospective general education teachers are prepared to provide instruction to low-income families. | Prospective general education teachers are prepared to effectively teach in urban and rural schools, as applicable. |
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Use of Technology

Program Route | Integrate technology effectively into curricula and instruction | Effectively collect data to improve teaching and learning | Effectively manage data to improve teaching and learning | Effectively analyze data to improve teaching and learning |
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Teacher Training

General Education

Program Route | Teach students with disabilities effectively | Participate as a member of individualized education program teams | Teach students who are limited English proficient effectively |
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Special Education

Program Route | Teach students with disabilities effectively | Participate as a member of individualized education program teams | Teach students who are limited English proficient effectively |
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Contextual Information

Programs have an option to provide contextual information.

Traditional
### All enrolled students who have completed all nonclinical courses

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<th>Program Route</th>
<th>Exam Code</th>
<th>Exam Name</th>
<th>Low Score</th>
<th>High Score</th>
<th>Cut Score</th>
<th>Takers</th>
<th>Passers</th>
<th>Pass Rate (%)</th>
<th>Avg Scaled Score</th>
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