



CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

California State University

Accredited by the:

Commission on Teacher Credentialing



Admission

Click the table below to view the comments

Program Route

Traditional

Formal Admission: Postgraduate
 Other Admission:
 Admission URL: <http://soe.calpoly.edu>

Entry Exit Requirements

[Postgraduate Entry](#)[Undergraduate Entry](#)

Traditional

ACT
 Background
 BasicSkills
 ContentGPA
 Credits
 Essay
 Fingerprint
 GPA
 Interview
 Other
 Recommendation
 SAT
 SubjectArea
 Transcript

[Postgraduate Exit](#)[Undergraduate Exit](#)

Traditional

Credits
 GPA
 Other
 ProfessionalGPA
 Transcript

GPA Requirements

[Postgraduate Entry](#)[Undergraduate Entry](#)

Traditional



Traditional

[Postgraduate Exit](#)[Undergraduate Exit](#)

Traditional



Traditional

Contextual Information

Traditional



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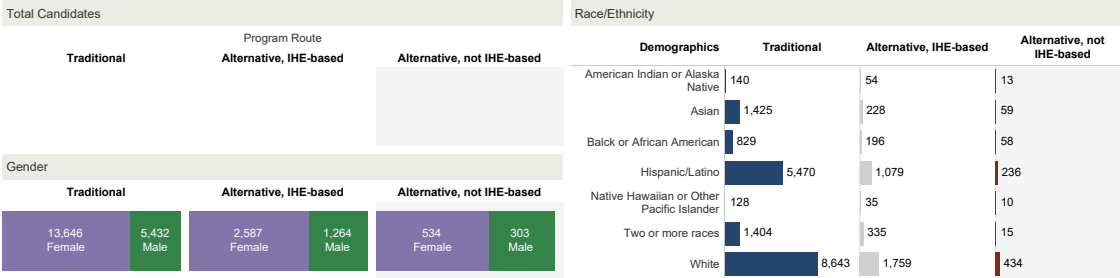


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Candidate Enrollment



Select a measure: Total (selected), Percent



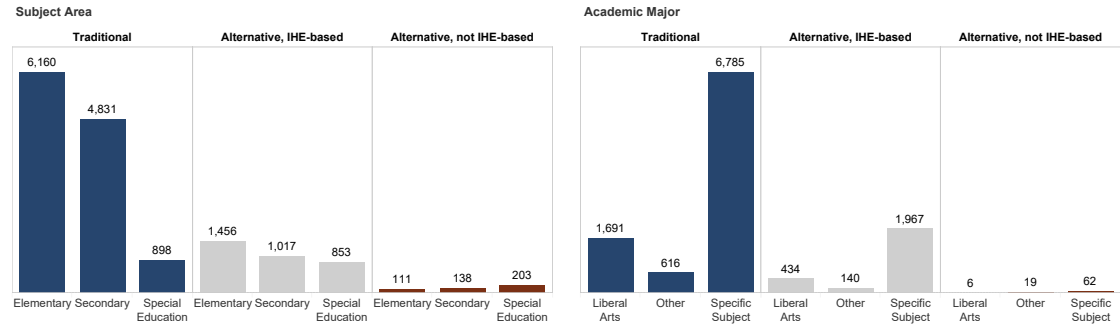
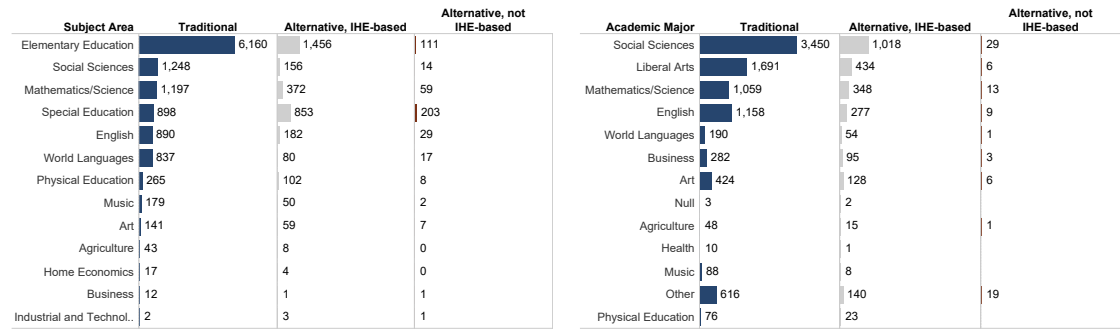
Supervised Clinical Experience



	Traditional	Alternative, IHE-based	Alternative, not IHE-based		Traditional	Alternative, IHE-based	Alternative, not IHE-based
Supervised Average Hours Prior to Student Teaching	8,179.05	4,741.5	547	Supervised FTE Adjunct Faculty	6,623	1,821	427
Supervised Average Hours for Student Teaching	46,380.5	26,163.5	3,510	Supervised FTE Faculty	620.01	270	18
Supervised Average Hours for Mentoring	2,096.5	7,371.5	1,709	Supervised Students	13,662	4,513	800

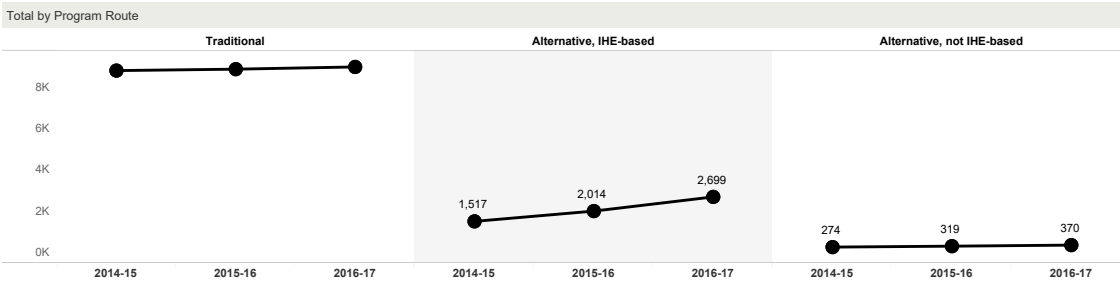
Teachers by Subject Area and Academic Major

Select a measure: Total (selected), Percent



Program Completers

Select a measure: Total (selected), Percent





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Goals *Click the Goal tables to view comments, strategies and outcomes.*

Did your program prepare teachers in the specified area?

Academic Year	Program Route / Area								
	Traditional			Alternative, IHE-based			Alternative, not IHE-based		
	Math	Science	Special Education	Math	Science	Special Education	Math	Science	Special Education
2016-17	No Yes	No Yes	No Yes	No Yes	No Yes	No Yes	No Yes	No Yes	No Yes
2017-18	No Yes	No Yes	No Yes	No Yes	No Yes	No Yes	No Yes	No Yes	No Yes
2018-19	No Yes	No Yes	No Yes	No Yes	No Yes	No Yes	No Yes	No Yes	No Yes

Did your program meet the goal for prospective teachers set in the specified area?

Academic Year	Program Route / Area								
	Traditional			Alternative, IHE-based			Alternative, not IHE-based		
	Math	Science	Special Education	Math	Science	Special Education	Math	Science	Special Education
2016-17	No Not Applicable Yes	No Not Applicable Yes	No Not Applicable Yes	No Not Applicable Yes	No Not Applicable Yes	No Not Applicable Yes	No Not Applicable Yes	No Not Applicable Yes	Not Applicable Yes
2017-18	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
2018-19	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

How many prospective teachers did your program plan to add in the specified area?
The darker gradient color indicates there were more teachers added.

Academic Year	Program Route / Area								
	Traditional			Alternative, IHE-based			Alternative, not IHE-based		
	Math	Science	Special Education	Math	Science	Special Education	Math	Science	Special Education
2016-17	709	642	1,472	191	189	818	36	36	99
2017-18	732	712	1,698	200	191	803	52	53	181
2018-19	770	752	1,759	242	235	880	61	55	305

Assurances

	Traditional	Alternative, IHE-based	Alternative, not IHE-based		Traditional	Alternative, IHE-based	Alternative, not IHE-based
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.	Yes	Yes	Yes	Prospective general education teachers are prepared to provide instruction to LEP students.	Yes	Yes	No Yes
Preparation closely linked with the needs of school and the instructional decisions new teachers face in the classroom.	Yes	Yes	Yes	Prospective general education teachers are prepared to provide instruction to students from low-income families.	Yes	Yes	No Yes
Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.	No Not applicable Yes	No Not applicable Yes	Not applicable Yes	Prospective general education teachers are prepared to effectively teach in urban and rural schools, as applicable.	Yes	Yes	Yes
Prospective general education teachers are prepared to provide instruction to students with disabilities.	Yes	Yes	No Yes	Assurance Comments

Use of Technology

	Traditional	Alternative, IHE-based	Alternative, not IHE-based		Traditional	Alternative, IHE-based	Alternative, not IHE-based
Integrate technology effectively into curricula and instruction	Yes	Yes	Yes	Technology Comments
Effectively collect data to improve teaching and learning	No Yes	Yes	Yes				
Effectively manage data to improve teaching and learning	No Yes	Yes	Yes				
Effectively analyze data to improve teaching and learning	No Yes	Yes	Yes				

Teacher Training

General Education				Special Education			
	Traditional	Alternative, IHE-based	Alternative, not IHE-based		Traditional	Alternative, IHE-based	Alternative, not IHE-based
Teach students with disabilities effectively	Yes	No Yes	No Yes	Teach students with disabilities effectively	Not applicable Yes	Not applicable Yes	Not applicable Yes
Participate as a member of individualized education program teams	No Yes	No Yes	No Yes	Participate as a member of individualized education program teams	Not applicable Yes	No Not applicable Yes	Not applicable Yes
Teach students who are limited English proficient effectively	Yes	No Yes	No Yes	Teach students who are limited English proficient effectively	Not applicable Yes	Not applicable Yes	Not applicable Yes



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Accredited by the:
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- Examinee Group
- All program completers
 - All enrolled candidates who have completed all nonclinical courses
 - Other enrolled candidates

- Program Route
- Traditional
 - Alternative, IHE-based
 - Alternative, not IHE-based

Examination	Exam Name	Exam Code	Number of candidates taking tests	Number of candidates passing tests	Pass Rate %
CBEST: California Basic Educational Skills Test	CBEST	098	80	104	99.3%
CSET: California Subject Examinations for Teachers	Agriculture Subtest I	172	1		
	Agriculture Subtest II	173	1		
	Agriculture Subtest III	174	1		
	American Sign Language Subtest I	186	2		
	American Sign Language Subtest II	187	2		
	American Sign Language Subtest III	188	2		
	Arabic Subtest I	192	1		
	Arabic Subtest II	193	1		
	Art Subtest I	140	2	14	23.8%
	Art Subtest II	141	2	14	23.8%
	Biology/Life Science Subtest III	120	3	13	50.5%
	Biology/Life Science Subtest IV	124	1		
	Business Subtest I	175	1		
	Business Subtest II	176	1		
	Business Subtest III	177	1		
	Chemistry Subtest III	121	2		
	Chemistry Subtest IV	125	1		
	Earth/Planetary Science Subtest III	122	1		
	English Subtest I	105	7	16	67.1%
	English Subtest II	106	7	16	67.3%
	English Subtest III	107	7	16	67.3%
	English Subtest IV	108	7	16	67.4%
	French Subtest I	148	1		
	French Subtest II	149	1		
	French Subtest III	150	1		
	Health Science Subtest I	178	1		
	Health Science Subtest II	179	1		
	Health Science Subtest III	180	1		
	Home Economics Subtest I	181	1		
	Home Economics Subtest II	182	1		
	Home Economics Subtest III	183	1		
	Industrial And Tech Ed Subtest I	184	1		
Industrial And Tech Ed Subtest II	185	1			
Japanese Subtest I	157	1			
Japanese Subtest II	158	1			
Japanese Subtest III	159	1			
Korean Subtest I	160	1			
Korean Subtest II	161	1			