



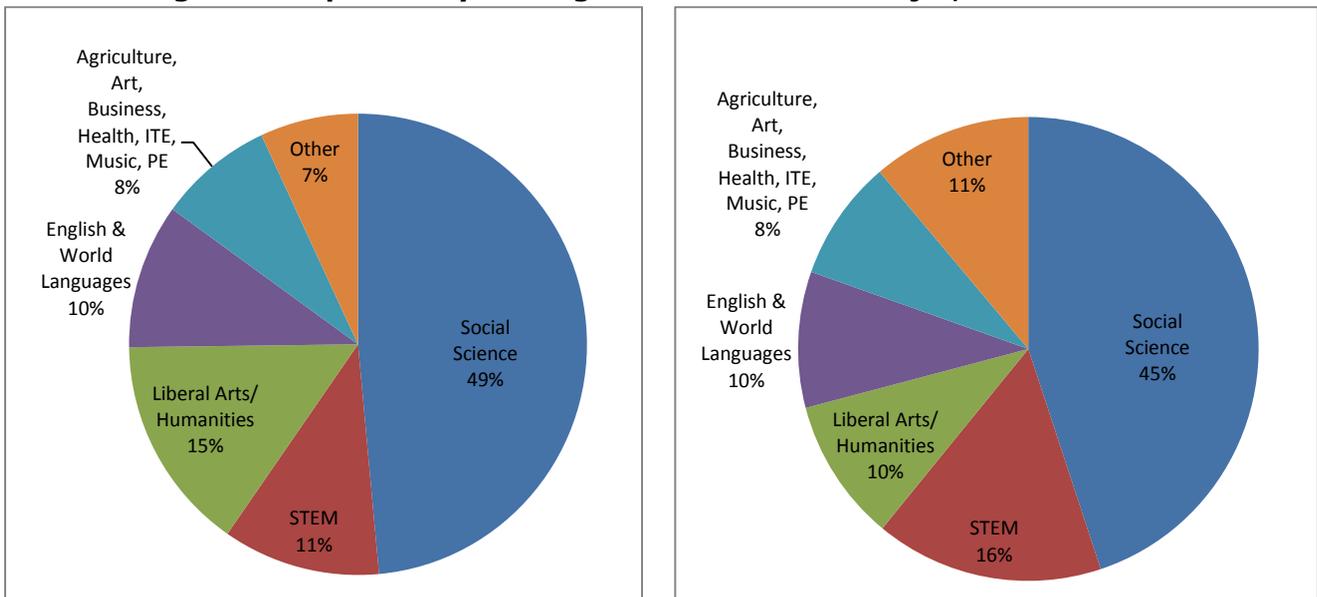
Program Completers by Academic Major and Preparation Route, 2011-2012

In 2011-2012, about 12,000 program completers finished all their teacher preparation program requirements. Reporting on program completers' undergraduate academic major was a new requirement under the 2008 reauthorization of Higher Education Opportunity Act. Regardless of the type of teacher preparation programs (offered only at the graduate level), the programs were asked to report undergraduate academic major of their current program completers.

For the traditional route, nearly half (49%) had undergraduate academic majors in Social Science. More than one-fourth had academic majors in Liberal Arts/Humanities and STEM combined (15% and 11%, respectively). English and World Languages consisted of about one-tenth (10%) and academic majors in Agriculture, Art, Business, Health, Industrial and Technology Education (ITE), Music, and Physical Education (PE) accounted for 8%. The remaining 7% had academic majors in the "Other" category.

For the alternative route, nearly half (45%) of the undergraduate academic majors were in Social Science. More than one-fourth had academic majors in Liberal Arts/Humanities and STEM combined (10% and 16%, respectively). English and World Languages accounted for one-tenth (10%) and academic majors in Agriculture, Art, Business, Health, ITE, Music, and PE accounted for 8%. The remaining 11% had academic majors in the "Other" category.

Program Completers by Undergraduate Academic Major, 2011-2012



Note: Some of the academic majors are grouped under broad subject categories. Social Science includes philosophy, psychology, history, early childhood education, curriculum and instruction, elementary education, multicultural education, special education, etc. STEM includes science, technology, engineering, and mathematics.

In summary, the undergraduate academic major distribution of program completers differed slightly by routes. Nearly half of traditional route and alternative route program completers had their undergraduate academic majors in Social Science. The proportions of English and World Languages and low incidence subject areas such as Agriculture, Art, Business, Health, ITE, Music, and PE were exactly the same – 10% and 8%, respectively. The proportion of program completers whose academic majors were Liberal Arts/Humanities was 5 percentage points higher for the traditional route and the proportion of program completers with STEM academic majors was 5 percentage points higher for the alternative route.

Source: Annual Report Card on California Teacher Preparation Programs for the Academic Year 2011-2012.