
COLORADO COMMISSION ON
 **HIGHER
EDUCATION**

ACCESS TO HIGH-QUALITY, AFFORDABLE EDUCATION FOR ALL COLORADANS

**REPORT TO GOVERNOR AND
GENERAL ASSEMBLY ON
TEACHER EDUCATION**

JANUARY 2006

This report is prepared pursuant to Colorado Revised Statute § 23-1-121(6). The report's purpose is to describe the condition of teacher education preparation at authorized colleges and universities in Colorado, including the total program enrollments, enrollments by licensure or endorsement area, and student demographic and institutional-level data.

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I. OVERVIEW, REPORT HIGHLIGHTS, AND IMPLICATIONS

Overview

Pursuant to § 23-1-121(6) Colorado Revised Statutes, the Colorado Commission on Higher Education (CCHE) reports annually to the Governor and the Education Committees of the General Assembly on the implementation of the Senate Bill 99-154, including:

- An overview of the enrollments in approved teacher education preparation programs;
- Summaries of the findings from the follow-up site visits at two universities as part of the joint Colorado Department of Education and Colorado Commission on Higher Education program reauthorization process, pursuant to § 23-1-121 Colorado Revised Statutes;
- A list of approved educator preparation programs, by institution.

The Colorado Commission on Higher Education (CCHE) collected data for this report via the Student Unit Record Data System (SURDS) from those public and private institutions authorized to offer teacher education preparation programs in the state (a complete list of authorized institutions is found in Section IV of this report). No attempt was made by CCHE staff to alter or modify the teacher education data reported by the colleges and universities.

Importantly, § 23-1-121(6) C.R.S. requires the reporting of “the percentage of [teacher education program] graduates who passed the assessments administered pursuant to section 22-60.5-203, C.R.S.” Currently, all authorized teacher preparation programs require teacher candidates to pass the PLACE or Praxis assessments prior to student teaching. As a result, the pass rate on the PLACE and Praxis assessments of teacher preparation program graduates is 100 percent. Therefore, teacher education graduates’ pass rates are not reported herein.

Finally, language in § 23-1-121(6) C.R.S. requiring the reporting of results from a first- and third-year teacher survey was removed from statute in 2005. As a result, this report does not include information from such a survey.

Report Highlights

The following represents the major findings from the 2006 report.

Teacher Preparation Enrollments

1. Ten thousand eight hundred sixty-nine (10,869) students were enrolled in teacher education programs in the state of Colorado in 2004-2005.
2. The one-year change in growth in enrollment in teacher preparation programs between fiscal years 2004 and 2005 was 15%¹.
3. There was a near even split in total enrollments between the undergraduate (4,902) and graduate (4,783) levels. Post-baccalaureate licensure-only enrollments totaled 1,184.
4. The largest undergraduate enrollment was at the University of Northern Colorado (1,488 students). The largest graduate enrollment was at the University of Colorado at Denver (1,667). The largest post-baccalaureate enrollment was at Metropolitan State College (774).
5. Nearly eighty percent of all students enrolled in teacher education programs were Caucasian. Nearly seventy-seven percent of all enrolled students were female.
6. Across all levels, the three largest licensure areas for students enrolled in teacher education programs were Elementary (33 percent of total), Special Education (9 percent), and Secondary – Social Studies (7 percent).
7. Less than two percent of the students enrolled in teacher preparation programs are seeking licensure in foreign language instruction.
8. Males, who represent nearly twenty-four percent of all students enrolled in teacher education programs, represent only eleven percent of those enrolled in the Elementary Education licensure area.
9. Out of the 10,869 students enrolled in teacher preparation programs in Colorado, only 287 students (2.6 percent) were enrolled in Mathematics and only 385 (3.5 percent) were enrolled in Secondary - Science licensure programs.
10. Among students enrolled in programs leading to administrator or principal licensure, White non-Hispanics are greatly overrepresented compared to their proportions in the entire pool of students enrolled in teacher preparation programs.

¹ This statistic considers only those endorsement/licensure programs that were identified in the 2004 and 2005 reports. Excluded from the analysis were the following endorsement/licensure areas: administrator, audiologist, counselor, health, instructional technologies, occupational therapist, principal, psychologist, reading specialist, reading teacher, social worker, speech/language pathologist, and undeclared.

CCHE/CDE Teacher Preparation Reauthorization Site Visits

1. Following the requirements of § 23-1-121 C.R.S., the Colorado Commission on Higher Education and the Colorado Department of Education administered joint site visits at two public postsecondary institutions in Colorado during the 2003-2004 academic year—the University of Colorado at Colorado Springs and Fort Lewis College. Reauthorization visits were administered for two private postsecondary institutions—Regis University and the University of Denver.
2. At the time of the writing of this report, the Colorado Commission on Higher Education had reauthorized the teacher preparation programs at the University of Colorado at Colorado Springs and Fort Lewis College, both pending approval from the State Board of Education.
3. The teacher preparation program at the University of Denver was reauthorized by the State Board of Education in November 2005; however, at the time of the writing of this report, the State Board of Education had not taken action on the reauthorization of teacher preparation program at Regis University.

Implications

It is universally believed that teacher education preparation is one of the foremost purposes of the state's colleges and universities. The good news found in this report is that all approved teacher preparation programs at institutions of higher education—public and private—are compliant with the state's performance based teacher education measures. That is, all authorized teacher preparation programs have instituted competitive admission requirements to their teacher education programs, provide ongoing counseling to and assessment of teacher candidates, instruct according to the State Board of Education's Model Content Standards, require 800 hours or more of field experiences (e.g. student teaching), and so on. And the total number of teacher education candidates grew 15% between 2004 and 2005. These facts are very encouraging, but other challenges remain.

Perhaps most important to educators and policymakers alike is the fact that few students are pursuing Mathematics, Secondary - Science, and Foreign Language licensure. Only three percent of all teacher education candidates are in mathematics licensure programs, three and a half percent are in Secondary - Science, and less than one and one half percent are in foreign languages (Table 4). Dealing with Secondary - Science in particular, it is important to observe that only five Physics and 14 Chemistry undergraduate majors in 2004-05 pursued secondary science licensing (see Table 10). To put this into perspective, there are currently 291 traditional public high schools in Colorado², most or all of which offer both Chemistry and Physics courses. Consequently, the ratio between Secondary - Science licensure students majoring in Physics and traditional Colorado public high schools is **1:58**; for Secondary - Science licensure students majoring in Chemistry, **1:48**. On the other hand, the ratio for Elementary Education licensure students (3,589) to traditional elementary public schools (927³) is nearly 4:1.

Moreover, generally speaking, the demographic characteristics of students in teacher education preparation programs do not reflect the diversity found in the state's public schools or institutions of higher education. Of the five licensure areas expressly reviewed in this report, Elementary Education is the least diverse. Eighty-nine percent of Elementary Education students are female and 85 percent are Caucasian or Unknown (Table 7). Among Secondary - Science licensure students, 91 percent are Caucasian or unknown and 62 percent are female (Table 11). Similar demographics are found in mathematics and foreign languages. In mathematics, 85 percent of students are Caucasian or unknown and 58 percent are female (see Table 9); in foreign languages, 70 percent of students are Caucasian or unknown, 76 percent are female (see Table 6).

In spite of these significant challenges, data in this report suggest that teacher education preparation is being pursued by greater numbers of non-traditional students. First, older students comprise a significant proportion of teacher education candidates. Among all licensure areas, 57 percent of teacher candidates⁴ are 26 years of age or older, suggesting that many these students are perhaps making career changes (Table 3). Second, notable growth took place in the private sector in 2004-05 compared to previous year—particularly among for-profit institutions. Between 2004 and 2005 the number of enrollees at the University of Phoenix grew from 144 to 598 (+315% enrollment growth), at Johnson and Wales University, from 9 to 54 (+500%), Colorado College, from 40 to 70

² See: <http://www.cde.state.co.us/cdereval/download/pdf/EDFacts/2004EdFactSheet.pdf>

³ Ibid.

⁴ Figure includes graduate-level students who may have already possessed a teacher license prior to enrollment.

(+75%), and the Rocky Mountain College of Art and Design, from 10 to 30 (+200%). Regis University and the University of Denver saw slight declines in their enrollments over the same period (see Table 2 for details on current enrollments).

Taken collectively, the aforementioned statistics imply that teacher educators and state policymakers should continue to consider strategies to attract capable math, science, and foreign language instructors, especially in light of the fact that the implementation of the Colorado Commission on Higher Education's higher education admission requirements (HEAR) will undoubtedly increase the demand for teachers in these areas. Moreover, teacher education program administrators should consider ways to recruit and enroll more non-traditional and underrepresented teacher education candidates, particularly minorities, males, and working adults seeking career changes.

II. TEACHER PREPARATION AND ENROLLMENTS

Total Enrollment

This section provides information on the number of students enrolled in approved teacher education preparation programs in Colorado as required by § 23-1-121(6) Colorado Revised Statutes.

In total, **10,869** students were enrolled in approved teacher education preparation programs at 18 public and private institutions in Colorado. The one-year change in growth in total enrollment in teacher preparation programs in Colorado was **15%**.⁵ The University of Northern Colorado lead all public institutions in total enrollment of students in teacher licensure programs with 2,623, followed by Metropolitan State College of Denver (1,761), the University of Colorado at Denver (1,667), and the Colorado State University (660). Among private colleges and universities, Regis University enrolled the most teacher licensure students with 891, followed by the University of Phoenix (598), and the University of Denver (73). Table 1 summarizes these enrollments by degree level (undergraduate, post-baccalaureate, and graduate) and by institution while Table 2 summarizes them by student level and by institution.

⁵ This statistic considers only those endorsement areas that were identified in the FY2004 and FY 2005 reports. Excluded from the analysis were the following endorsement/licensure areas: administrator, audiologist, counselor, health, instructional technologies, occupational therapist, principal, psychologist, reading specialist, reading teacher, social worker, speech/language pathologist, and undeclared.

TABLE 1: TEACHER EDUCATION PROGRAM ENROLLMENTS
FOR ALL ENDORSEMENT/LICENSURE AREAS BY LEVEL BY INSTITUTION
FISCAL YEAR 2004 - 2005**

| Institution | Unduplicated Headcount | | | Total |
|--------------|------------------------|--------------------|--------------|---------------|
| | Undergraduate | Post-Baccalaureate | Graduate | |
| ASC | 286 | 1 | 26 | 313 |
| CC | 13 | 1 | 56 | 70 |
| CCU | 126 | 0 | 46 | 172 |
| CSU | 456 | 72 | 132 | 660 |
| CSU-P | 275 | 0 | 92 | 367 |
| DU | 5 | 0 | 68 | 73 |
| FLC | 205 | 83 | 0 | 288 |
| JWU | 54 | 0 | 0 | 54 |
| MSC | 239 | 31 | 0 | 270 |
| METRO | 987 | 774 | 0 | 1,761 |
| REGIS | 273 | 3 | 615 | 891 |
| RMCAD | 30 | 0 | 0 | 30 |
| UCB | 286 | 219 | 116 | 621 |
| UCCS | 53 | 0 | 223 | 276 |
| UCD | 0 | 0 | 1,667 | 1,667 |
| UNC | 1,488 | 0 | 1,135 | 2,623 |
| UP | 0 | 0 | 598 | 598 |
| WSC | 126 | 0 | 9 | 135 |
| TOTAL | 4,902 | 1,184 | 4,783 | 10,869 |

** Based on enrollment during at least one term in the specified year.

There was a near even split in total enrollments between the undergraduate and graduate levels. Undergraduate enrollments comprised forty-five percent of total enrollments, while graduate enrollments accounted for forty-four percent of the total. Post-baccalaureate programs (licensure only) enrolled eleven percent of the students in teacher licensure programs.

The two largest undergraduate enrollments among public colleges and universities were found at the University of Northern Colorado (1,488) and Metropolitan State College of Denver (987). Regis University had the largest undergraduate enrollment (273) among private institutions.

Although eight institutions offered post-baccalaureate programs, two institutions accounted for nearly eighty-four percent of the students enrolled. Of the 1,184 post-baccalaureate students, Metropolitan State College enrolled sixty-five percent (774) while the University of Colorado at Boulder enrolled eighteen percent (219).

Forty-four percent of the students enrolled in teacher education preparation programs were enrolled in graduate programs. The University of Colorado at Denver enrolled the largest number (1,667) followed by the University of Northern Colorado (1,135). Among private institutions, Regis enrolled the largest number (615) followed closely by the University of Phoenix (598).

TABLE 2: TEACHER EDUCATION PROGRAM ENROLLMENTS
FOR ALL ENDORSEMENT AREAS BY STUDENT LEVEL BY INSTITUTION
FISCAL YEAR 2004 - 2005**

| Institution | Unduplicated Headcount | | | | | | | | | | | | Total |
|--------------|------------------------|----------------|---------------|-------------------------|-----------------|---|---|----------------------------------|----------------------------------|------------------------------------|-----------------------------|---------------|-------|
| | UG First-Year | UG Second-Year | UG Third-Year | UG Fourth-Year & Beyond | UG Unclassified | UG Non-Degree-Seeking w/o Bachelor's Degree | UG Non-Degree-Seeking w/Bachelor's Degree | Graduate Master's Degree-Seeking | Graduate Doctoral Degree-Seeking | Graduate Specialist Degree-Seeking | Non-Degree-Seeking Graduate | | |
| ASC | 3 | 31 | 59 | 193 | 0 | 0 | 1 | 26 | 0 | 0 | 0 | 313 | |
| CC | 0 | 0 | 6 | 7 | 0 | 0 | 1 | 56 | 0 | 0 | 0 | 70 | |
| CCU | 3 | 8 | 18 | 97 | 0 | 0 | 0 | 0 | 0 | 0 | 46 | 172 | |
| CSU | 0 | 52 | 110 | 294 | 0 | 0 | 72 | 111 | 3 | 0 | 18 | 660 | |
| CSU-P | 1 | 15 | 81 | 178 | 0 | 0 | 0 | 0 | 0 | 0 | 92 | 367 | |
| DU | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 56 | 0 | 0 | 12 | 73 | |
| FLC | 2 | 15 | 32 | 156 | 0 | 0 | 83 | 0 | 0 | 0 | 0 | 288 | |
| JWU | 42 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 54 | |
| MSC | 0 | 1 | 27 | 211 | 0 | 0 | 31 | 0 | 0 | 0 | 0 | 270 | |
| METRO | 6 | 61 | 235 | 685 | 0 | 0 | 774 | 0 | 0 | 0 | 0 | 1,761 | |
| REGIS | 20 | 42 | 61 | 62 | 66 | 22 | 3 | 613 | 0 | 0 | 2 | 891 | |
| RMCAD | 13 | 6 | 6 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | |
| UCB | 1 | 5 | 91 | 189 | 0 | 0 | 219 | 116 | 0 | 0 | 0 | 621 | |
| UCCS | 0 | 1 | 2 | 28 | 0 | 22 | 0 | 212 | 0 | 0 | 11 | 276 | |
| UCD | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,450 | 1 | 145 | 71 | 1,667 | |
| UNC | 0 | 158 | 429 | 901 | 0 | 0 | 0 | 423 | 8 | 2 | 702 | 2,623 | |
| UP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 598 | 0 | 0 | 0 | 598 | |
| WSC | 27 | 21 | 37 | 41 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 135 | |
| TOTAL | 118 | 428 | 1,194 | 3,052 | 66 | 44 | 1,184 | 3,661 | 12 | 147 | 963 | 10,869 | |

** Based on enrollment during at least one term in the specified year.

Table 3 summarizes demographic characteristics of students enrolled in teacher licensure programs. Female students comprised the vast majority of those enrolled, representing over seventy-six percent of the student population. Students who are members of ethnic minority groups represented small numbers of enrollees in teacher preparation programs. Students were fairly evenly represented in terms of age categories, suggesting that teacher education is an attractive field for non-traditional aged and second-career students.

TABLE 3: TEACHER EDUCATION PROGRAM ENROLLMENTS
FOR ALL ENDORSEMENT/LICENSURE AREAS BY DEMOGRAPHIC CHARACTERISTICS
FISCAL YEAR 2004 - 2005**

| Demographic Characteristic | Number of Students Enrolled | Percent of Total |
|-------------------------------|-----------------------------|------------------|
| Gender | | |
| Male | 2,549 | 23.45% |
| Female | 8,320 | 76.55% |
| Total | 10,869 | |
| Race/Ethnicity | | |
| American Indian/Alaska Native | 102 | 0.94% |
| Asian/Pacific Islander | 210 | 1.93% |
| Black, Non-Hispanic | 221 | 2.03% |
| Hispanic | 862 | 7.93% |
| White, Non-Hispanic | 8,641 | 79.50% |
| Nonresident Alien | 28 | 0.26% |
| Unknown/Not Reported | 805 | 7.41% |
| Total | 10,869 | |
| Age | | |
| 22 and Younger | 2,701 | 24.85% |
| 23 - 25 Years | 1,734 | 15.95% |
| 26 - 35 Years | 3,418 | 31.45% |
| 36 and Older | 2,768 | 25.47% |
| Unknown/Not Reported | 248 | 2.28% |
| Total | 10,869 | |

** Based on enrollment during at least one term in the specified year

Licensure Areas: Foreign Language, Elementary, Science, Mathematics, and Principal

Fiscal Year 2005 data on the enrollment of students in teacher education preparation programs are presented in Table 4, disaggregated by specific endorsement areas. As was the case in 2004, the largest enrollment was in programs leading to endorsement in Elementary Education, which comprised thirty-three percent of the total. Special Education programs enrolled the second largest percentage of students at just over nine percent followed by Secondary Social Studies and English Language Arts at nearly seven and six percent respectively.

TABLE 4: TEACHER EDUCATION PROGRAM ENROLLMENTS
BY ENDORSEMENT AREAS
FISCAL YEAR 2004 - 2005**

| Endorsement Area | Number of Students Enrolled | Percent of Total |
|---|------------------------------------|-------------------------|
| Administrator | 125 | 1.15% |
| Agriculture & Renewable Natural Resources | 15 | 0.14% |
| Art (K-12) | 283 | 2.60% |
| Audiologist | 2 | 0.02% |
| Business & Marketing Education | 41 | 0.38% |
| Business Education | 34 | 0.31% |
| Counselor | 124 | 1.14% |
| Drama | 31 | 0.29% |
| Early Childhood Education | 239 | 2.20% |
| Elementary Education | 3,589 | 33.02% |
| English Language Arts | 662 | 6.09% |
| Family & Consumer Studies | 44 | 0.40% |
| Foreign Language | 152 | 1.40% |
| Health | 1 | 0.01% |
| Instructional Technology Specialist | 148 | 1.36% |
| Library Media | 139 | 1.28% |
| Linguistically Diverse | 433 | 3.98% |
| Marketing Education | 37 | 0.34% |
| Mathematics | 287 | 2.64% |
| Music (K-12) | 196 | 1.80% |
| Occupational Therapist | 61 | 0.56% |
| Physical Education | 285 | 2.62% |
| Principal | 316 | 2.91% |
| Psychologist | 128 | 1.18% |
| Reading Specialist | 69 | 0.63% |
| Reading Teacher | 365 | 3.36% |
| Science | 385 | 3.54% |
| Social Studies | 720 | 6.62% |
| Social Worker | 7 | 0.06% |
| Speech | 18 | 0.17% |
| Speech/Language Pathologist | 18 | 0.17% |
| Technical Education | 127 | 1.17% |
| Special Education | 1,009 | 9.28% |
| Undeclared or Unknown | 779 | 7.17% |
| Total | 10,869 | |

** Based on enrollment during at least one term in the specified year

Foreign Language

With the upcoming implementation of the higher education admission requirements (HEAR) for entry into Colorado’s public four-year colleges and universities⁶, the ability of public high schools to provide adequate foreign language instruction will be of critical import and no doubt impacted by the size of the pool of qualified teachers. Consequently, it is important to note that less than two percent of the students enrolled in teacher preparation programs are seeking licensure in foreign language instruction, and the languages for which these students are obtaining licensure are unknown⁷. Tables 5 and 6 provide information about students enrolled in Foreign Language licensure programs.

Table 5 provides enrollment counts by institution. Metropolitan State College of Denver enrolled the largest number of students (28) with Colorado State University (27), the University of Northern Colorado (25), and the University of Colorado at Boulder (23) close behind.

TABLE 5: TEACHER EDUCATION PROGRAM ENROLLMENTS
FOREIGN LANGUAGE LICENSURE BY INSTITUTION
FISCAL YEAR 2004 - 2005**

| Institution | Number of Students Enrolled | Percent of Total |
|--------------------|------------------------------------|-------------------------|
| ASC | 5 | 3.29% |
| CC | 4 | 2.63% |
| CCU | 2 | 1.32% |
| CSU | 27 | 17.76% |
| CSU-P | 4 | 2.63% |
| DU | 3 | 1.97% |
| FLC | 7 | 4.61% |
| MSC | 2 | 1.32% |
| METRO | 28 | 18.42% |
| REGIS | 9 | 5.92% |
| UCB | 23 | 15.13% |
| UCD | 10 | 6.58% |
| UNC | 25 | 16.45% |
| WSC | 3 | 1.97% |
| TOTAL | 152 | |

** Based on enrollment during at least one term in the specified year.

⁶ See <http://www.state.co.us/cche/academic/admissions.html> for details on the Colorado Commission on Higher Education’s admissions standards.

⁷ The Colorado Department of Education currently recognizes the following languages for licensure: French, German, Italian, Spanish, Japanese, Latin, and Russian (Source: CDE website: www.cde.state.co.us).

Table 6 summarizes demographic characteristics of students enrolled in Foreign Language licensure programs. Relative to the statewide data presented in Table 3, Hispanic students are overrepresented in Foreign Language licensure programs while White non-Hispanic students are underrepresented. There are also differences among the age categories. Students under the age of 26 are overrepresented within Foreign Language licensure programs while students over the age of 26 tend to be underrepresented as compared with their proportion of enrollments in the entire teacher education program.

TABLE 6: TEACHER EDUCATION PROGRAM ENROLLMENTS
FOREIGN LANGUAGE LICENSURE
DEMOGRAPHIC CHARACTERISTICS
FISCAL YEAR 2004 - 2005**

| Demographic Characteristic | Number of Students Enrolled | Percent of Total |
|-------------------------------|-----------------------------|------------------|
| Gender | | |
| Male | 37 | 24.34% |
| Female | 115 | 75.66% |
| Total | 152 | |
| Race/Ethnicity | | |
| American Indian/Alaska Native | 2 | 1.32% |
| Asian/Pacific Islander | 3 | 1.97% |
| Black, Non-Hispanic | 2 | 1.32% |
| Hispanic | 29 | 19.08% |
| White, Non-Hispanic | 106 | 69.74% |
| Nonresident Alien | 0 | 0.00% |
| Unknown/Not Reported | 10 | 6.58% |
| Total | 152 | |
| Age | | |
| 22 and Younger | 52 | 34.21% |
| 23 - 25 Years | 32 | 21.05% |
| 26 - 35 Years | 41 | 26.97% |
| 36 and Older | 20 | 13.16% |
| Unknown/Not Reported | 7 | 4.61% |
| Total | 152 | |

** Based on enrollment during at least one term in the specified year

Elementary Education

Despite the large number of students enrolled in Elementary Education licensure programs, several groups of students were underrepresented relative to their overall proportions of teacher candidates (see Table 3 for comparison). Table 7 provides a summary of demographic characteristics of teacher education candidates in Elementary Education. Males, who represented nearly twenty-four percent of all students enrolled in all teacher education programs, represented only eleven percent of those enrolled in Elementary Education licensure programs. The proportions of students within each race/ethnicity category were, with one exception, similar compared with the total teacher education enrolled student population. However, Hispanic students made up ten percent of students enrolled in Elementary Education licensure programs yet only represented eight percent of the total number of students enrolled in all teacher education programs.

TABLE 7: TEACHER EDUCATION PROGRAM ENROLLMENTS
ELEMENTARY EDUCATION LICENSURE
DEMOGRAPHIC CHARACTERISTICS
FISCAL YEAR 2004 - 2005**

| Demographic Characteristic | Number of Students Enrolled | Percent of Total |
|-----------------------------------|------------------------------------|-------------------------|
| Gender | | |
| Male | 408 | 11.37% |
| Female | 3,181 | 88.63% |
| Total | 3,589 | |
| Race/Ethnicity | | |
| American Indian/Alaska Native | 46 | 1.28% |
| Asian/Pacific Islander | 83 | 2.31% |
| Black, Non-Hispanic | 57 | 1.59% |
| Hispanic | 364 | 10.14% |
| White, Non-Hispanic | 2,805 | 78.16% |
| Nonresident Alien | 2 | 0.06% |
| Unknown/Not Reported | 232 | 6.46% |
| Total | 3,589 | |
| Age | | |
| 22 and Younger | 1,209 | 33.69% |
| 23 - 25 Years | 618 | 17.22% |
| 26 - 35 Years | 891 | 24.83% |
| 36 and Older | 755 | 21.04% |
| Unknown/Not Reported | 116 | 3.23% |
| Total | 3,589 | |

** Based on enrollment during at least one term in the specified year

Mathematics and Science

Colorado, like the rest of the nation, is experiencing a shortage of qualified mathematics and science teachers. Out of the 10,869 students enrolled in teacher preparation programs in Colorado, only 287 students or 2.6 percent were enrolled in Mathematics and only 385 or 3.5 percent were enrolled in Secondary - Science licensure programs. The following sections address each licensure area separately.

Mathematics Table 8 summarizes the numbers of students enrolled in Mathematics licensure programs by academic major and student level categories. There are no “education” majors in Colorado; students pursuing teacher preparation must declare an academic (content-based) major in addition to their course requirements for the teacher preparation programs. As can be seen in the table, most undergraduate students pursuing a mathematics license were enrolled in a mathematics major; however, there were a few students enrolled in various other academic majors as well. Among post-baccalaureate students, majors are not declared, so the majority of these are reported in the “Not Listed” category. Among the graduate students, most were enrolled in education programs, though, pursuant to Colorado State Board of Education licensure policy, all must pass the mathematics PLACE or Praxis assessment prior to qualifying for licensure.

TABLE 8: TEACHER EDUCATION PROGRAM ENROLLMENTS
MATHEMATICS LICENSURE BY LEVEL AND ACADEMIC MAJOR
FISCAL YEAR 2004 - 2005**

| Academic Major | Unduplicated Headcount | | | Total |
|---------------------------------|------------------------|--------------------|-----------|------------|
| | Undergraduate | Post-Baccalaureate | Graduate | |
| Education, General | | | 22 | 22 |
| Curriculum & Instruction | | | 34 | 34 |
| Educational Admin | | | 2 | 2 |
| Ed Statistics & Research | | | 1 | 1 |
| Teacher Ed Multiple Levels | | | 2 | 2 |
| English Lang & Literature | 4 | | | 4 |
| Liberal Arts & Sciences | 2 | | | 2 |
| LAS General Studies | 1 | | | 1 |
| Mathematics, General | 162 | 4 | 3 | 169 |
| Multi/Interdisciplinary Studies | 4 | | | 4 |
| Sociology | 1 | | | 1 |
| Accounting | 1 | | | 1 |
| Not Listed | 9 | 26 | 9 | 44 |
| TOTAL | 184 | 30 | 73 | 287 |

** Based on enrollment during at least one term in the specified year.

Table 9 presents demographic characteristics of students enrolled in the mathematics endorsement area. Males were overrepresented (41.81%) when compared to their proportion of the total students enrolled in teacher preparation programs (23.45%; see Table 3). Despite the fact that females represent the majority of students enrolled in the mathematics endorsement area at just over fifty-eight percent, they were underrepresented when compared to their proportion among all teacher preparation students (76.55%; see Table 3). When comparing the mathematics subgroup to the entire population of teacher preparation students in terms of race/ethnicity categories, the proportions were fairly consistent with one exception: Asian/Pacific Islander students represented just fewer than two percent of all students enrolled in teacher preparation programs but comprised nearly five percent of students enrolled in Mathematics licensure programs. As was the case with foreign language licensure, there are differences among the age categories. Students under the age of 26 were overrepresented within Mathematics licensure programs while students over the age of 26 tended to be underrepresented as compared with their proportion of enrollments in all teacher education programs.

TABLE 9: TEACHER EDUCATION PROGRAM ENROLLMENTS
 MATHEMATICS LICENSURE
 DEMOGRAPHIC CHARACTERISTICS
 FISCAL YEAR 2004 - 2005**

| Demographic Characteristic | Number of Students Enrolled | Percent of Total |
|-------------------------------|-----------------------------|------------------|
| Gender | | |
| Male | 120 | 41.81% |
| Female | 167 | 58.19% |
| Total | 287 | |
| Race/Ethnicity | | |
| American Indian/Alaska Native | 0 | 0.00% |
| Asian/Pacific Islander | 14 | 4.88% |
| Black, Non-Hispanic | 6 | 2.09% |
| Hispanic | 23 | 8.01% |
| White, Non-Hispanic | 229 | 79.79% |
| Nonresident Alien | 1 | 0.35% |
| Unknown/Not Reported | 14 | 4.88% |
| Total | 287 | |
| Age | | |
| 22 and Younger | 104 | 36.24% |
| 23 - 25 Years | 50 | 17.42% |
| 26 - 35 Years | 59 | 20.56% |
| 36 and Older | 68 | 23.69% |
| Unknown/Not Reported | 6 | 2.09% |
| Total | 287 | |

** Based on enrollment during at least one term in the specified year

Science Table 10 summarizes the numbers of students enrolled in Secondary – Science licensure programs by academic major and student level. Among undergraduate students, Biology was the predominant academic major with 66 students enrolled (44 percent) followed by natural science with 33 students enrolled (22 percent). There were fourteen chemistry majors (nine percent) and eleven undergraduates with a major in geology/earth science (seven percent). Only five physics majors in the state sought educational licensure.

TABLE 10: TEACHER EDUCATION PROGRAM ENROLLMENTS
SCIENCE LICENSURE BY LEVEL AND ACADEMIC MAJOR
FISCAL YEAR 2004 - 2005**

| Academic Major | Unduplicated Headcount | | | |
|-----------------------------------|------------------------|--------------------|------------|------------|
| | Undergraduate | Post-Baccalaureate | Graduate | Total |
| Agriculture, General | | | 1 | 1 |
| Environmental Science | 5 | | | 5 |
| Education, General | | | 24 | 24 |
| Curriculum & Instruction | | | 76 | 76 |
| Educational Admin | | | 5 | 5 |
| Teacher Ed Multiple Levels | | | 7 | 7 |
| Liberal Arts & Sciences | 2 | | 2 | 4 |
| Biology/Biological Sciences | 66 | 1 | 3 | 70 |
| Cell/Cellular & Molecular Biology | | | 1 | 1 |
| Entomology | | | 1 | 1 |
| Behavioral Sciences | 1 | | | 1 |
| Natural Sciences | 33 | 2 | | 35 |
| Kinesiology & Exercise Science | 3 | | | 3 |
| Physical Sciences | 3 | | | 3 |
| Chemistry, General | 14 | | 1 | 15 |
| Geology/Earth Science, General | 11 | 1 | 4 | 16 |
| Physics, General | 5 | | | 5 |
| Environmental Health | 1 | | | 1 |
| Not Listed | 7 | 74 | 31 | 112 |
| TOTAL | 151 | 78 | 156 | 385 |

** Based on enrollment during at least one term in the specified year.

Table 11 presents demographic characteristics of students enrolled in Secondary – Science licensure programs. As was the case with mathematics, males were overrepresented in this licensure area and females were underrepresented when compared with their proportions in the total population of students in teacher preparation programs. It should be noted that while the pattern was similar to that found in mathematics licensure programs, the disparities were smaller with respect to Secondary - Science than those found among mathematics students. Comparing proportions by race/ethnicity in this endorsement area to the total population of teacher preparation students Black, non-Hispanic and Hispanic students were underrepresented among Secondary – Science candidates while White, non-Hispanic students were overrepresented. Students in the age categories of “22 and Younger” and “36 and Older” were underrepresented as compared with their representation in the total student population while students in the other two age categories tended to be overrepresented.

TABLE 11: TEACHER EDUCATION PROGRAM ENROLLMENTS
SCIENCE LICENSURE
DEMOGRAPHIC CHARACTERISTICS
FISCAL YEAR 2004 - 2005**

| Demographic Characteristic | Number of Students Enrolled | Percent of Total |
|-------------------------------|-----------------------------|------------------|
| Gender | | |
| Male | 148 | 38.44% |
| Female | 237 | 61.56% |
| Total | 385 | |
| Race/Ethnicity | | |
| American Indian/Alaska Native | 5 | 1.30% |
| Asian/Pacific Islander | 8 | 2.08% |
| Black, Non-Hispanic | 1 | 0.26% |
| Hispanic | 21 | 5.45% |
| White, Non-Hispanic | 325 | 84.42% |
| Nonresident Alien | 0 | 0.00% |
| Unknown/Not Reported | 25 | 6.49% |
| Total | 385 | |
| Age | | |
| 22 and Younger | 80 | 20.78% |
| 23 - 25 Years | 85 | 22.08% |
| 26 - 35 Years | 131 | 34.03% |
| 36 and Older | 74 | 19.22% |
| Unknown/Not Reported | 15 | 3.90% |
| Total | 385 | |

** Based on enrollment during at least one term in the specified year

Principal Licensure/School Leadership

The following information concerns the demographics of students enrolled in Administrator and Principal licensure programs in Colorado in 2004-05. The information included herein is intended to address some of the recent questions that have been raised by the Colorado General Assembly and the State Board of Education concerning the preparation of principals and school administrators. Please note that data in this section concern students enrolled in traditional licensure programs; information for students enrolled in alternative principal licensure programs is not included in this report.

Table 12 summarizes enrollments in Administrator and Principal licensure programs by institution. Only three institutions reported enrollments in Principal licensure programs and only two reported enrollments in Administrator licensure programs.

TABLE 12: TEACHER EDUCATION PROGRAM ENROLLMENTS BY INSTITUTION
SCHOOL LEADERSHIP LICENSURE AREAS
FISCAL YEAR 2004 - 2005**

| Institution | Number of Students Enrolled | |
|---|-----------------------------|-----------|
| | Administrator | Principal |
| University of Northern Colorado | 40 | 109 |
| Colorado State University | | 22 |
| University of Colorado - Denver | | 185 |
| University of Colorado - Colorado Springs | 85 | |
| Totals | 125 | 316 |

** Based on enrollment during at least one term in the specified year

Table 13 provides a summary of the demographic characteristics of students enrolled in Administrator and Principal licensure programs. Females represented 70 percent of all students enrolled in principal licensure programs in 2004-05. Moreover, American Indian/Alaska Natives, Asian/Pacific Islanders, and Hispanics were all underrepresented when compared to their proportions in the entire pool of teacher education students. Black non-Hispanics were slightly overrepresented as compared to the entire pool of student enrollments and White non-Hispanics are greatly overrepresented. There are few students under the age of 26 enrolled in either the administrator or principal endorsement areas, which would be expected given that administrators and principals typically enter the field as experienced teachers.

TABLE 13: TEACHER EDUCATION PROGRAM ENROLLMENTS
SCHOOL LEADERSHIP LICENSURE¹
DEMOGRAPHIC CHARACTERISTICS
FISCAL YEAR 2004 - 2005**

| Demographic Characteristic | Number of Students Enrolled | Percent of Total |
|-------------------------------|-----------------------------|------------------|
| Gender | | |
| Male | 132 | 29.93% |
| Female | 309 | 70.07% |
| Total | 441 | |
| Race/Ethnicity | | |
| American Indian/Alaska Native | 1 | 0.23% |
| Asian/Pacific Islander | 4 | 0.91% |
| Black, Non-Hispanic | 12 | 2.72% |
| Hispanic | 23 | 5.22% |
| White, Non-Hispanic | 382 | 86.62% |
| Nonresident Alien | 0 | 0.00% |
| Unknown/Not Reported | 19 | 4.31% |
| Total | 441 | |
| Age | | |
| 22 and Younger | 0 | 0.00% |
| 23 - 25 Years | 6 | 1.36% |
| 26 - 35 Years | 180 | 40.82% |
| 36 and Older | 255 | 57.82% |
| Unknown/Not Reported | 0 | 0.00% |
| Total | 441 | |

** Based on enrollment during at least one term in the specified year

¹ School Leadership Category includes Administrator and Principal endorsement areas

III. REAUTHORIZATION SITE VISIT SUMMARIES

The Colorado Commission on Higher Education and Colorado Department of Education conducted on-site teacher education program reviews in 2004-2005 at the University of Colorado at Colorado Springs (November 2004), Fort Lewis College (January 2005), Regis University (March 2005), and University of Denver (April 2005). Pursuant to statute (23-1-121 C.R.S.), all programs were required to demonstrate compliance with the state's performance measures for teacher education: comprehensive admissions system, advising and screening of candidates, content knowledge aligned to standards, skills required for Colorado Department of Education licensing, 800 hours of field experiences, and assessment of student progress. Within this performance model are criteria by which to evaluate each program's implementation of the state's performance-based teacher education standards, the state's rules for the content preparedness of teacher education candidates, and the alignment with the state's K-12 Model Content Standards.

University of Colorado at Colorado Springs

In its reauthorization review, the site visit team concluded that the teacher education program at the University of Colorado at Colorado Springs demonstrated quality and met the state standards on the six statutory measures. At the time of this writing, the Colorado Department of Education had not completed its review of the University of Colorado at Colorado Springs' teacher preparation program. In November 2005, the Colorado Commission on Higher Education reauthorized the University of Colorado at Colorado Springs to offer teacher licensing programs pending approval from the State Board of Education.

Fort Lewis College

In its reauthorization review, the site visit team concluded that the teacher education program at Fort Lewis College demonstrated quality and met the state standards on the six statutory measures. At the time of this writing, the Colorado Department of Education had not completed its review of Fort Lewis College's teacher preparation program. In November 2005, the Colorado Commission on Higher Education reauthorized Fort Lewis College to offer teacher licensing programs pending approval from the State Board of Education.

Regis University

At the time of this writing, the State Board of Education had not reauthorized Regis University's teacher preparation program.

University of Denver

The State Board of Education reauthorized the teacher preparation program at the University of Denver on November 14, 2005.

IV. APPROVED EDUCATOR PREPARATION PROGRAMS

Data presented in the following table represent the approved educator preparation programs in Colorado by institution⁸ and program area. These programs are not differentiated by degree level (graduate, post-baccalaureate, or undergraduate).

| APPROVED PROGRAMS | ADAMS STATE COLLEGE | COLORADO CHRISTIAN UNIVERSITY | COLORADO COLLEGE | COLORADO STATE UNIVERSITY | FORT LEWIS COLLEGE | JOHNSON AND WALES UNIVERSITY | MESA STATE COLLEGE | METRO STATE COLLEGE OF DENVER | REGIS COLLEGE | REGIS UNIVERSITY (SPS) | ROCKY MOUNTAIN COLLEGE OF ART AND DESIGN | UNIV. OF COLORADO AT BOULDER | UNIV. OF COLORADO AT COLORADO SPRINGS | UNIV. OF COLORADO AT DENVER/HSC | UNIVERSITY OF DENVER | UNIVERSITY OF NORTHERN COLORADO | UNIVERSITY OF PHOENIX | COLORADO STATE UNIVERSITY-PUEBLO | WESTERN STATE COLLEGE |
|---|---------------------|-------------------------------|------------------|---------------------------|--------------------|------------------------------|--------------------|-------------------------------|---------------|------------------------|--|------------------------------|---------------------------------------|---------------------------------|----------------------|---------------------------------|-----------------------|----------------------------------|-----------------------|
| ADMINISTRATOR | | | | | | | | | | | | | ◆ | ◆ | ◆ | ◆ | | | |
| AGRICULTURE AND RENEWABLE NATURAL RESOURCES | | | | ◆ | | | | | | | | | | | | | | | |
| ART | ◆ | | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | | | | ◆ | ◆ | | ◆ | ◆ |
| AUDIOLOGIST, SCHOOL | | | | | | | | | | | | ◆ | | | | ◆ | | | |
| BUSINESS & MARKETING ED | | | | | | ◆ | | ◆ | ◆ | | | | | | | | | | |
| BUSINESS EDUCATION | ◆ | | | ◆ | ◆ | | | ◆ | ◆ | | | | | | | | ◆ | | |
| COUNSELOR, SCHOOL | ◆ | | | ◆ | | | | | | | | | ◆ | ◆ | ◆ | ◆ | ◆ | | |
| DRAMA | | | | | | | | | | ◆ | | | | | | ◆ | | | |
| EARLY CHILDHOOD EDUCATION | ◆ | ◆ | | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | | | | | | ◆ | | | |
| ELEMENTARY EDUCATION | ◆ | ◆ | ◆ | | ◆ | | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ |
| ENGLISH LANGUAGE ARTS | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ |
| FAMILY & CONSUMER STUDIES | | | | ◆ | | ◆ | | | | | | | | | | | | | |
| FOREIGN LANGUAGE | ◆ | | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ |
| INSTRUCTIONAL TECHNOLOGY SPECIALIST | | | | | | | | | | | | | | | | | | | |
| INSTRUCTIONAL TECHNOLOGY TEACHER | | | | | | | | | | | | | | | | | | | |
| SCHOOL LIBRARIAN/TEACHER LIBRARIAN | | | | | | | | | | | | | | ◆ | ◆ | ◆ | | | |

⁸ Jones International University (JIU) was authorized by the Colorado State Board of Education to offer teacher education preparation in August 2005. However, as of the time of this writing, CDE, CCHE and JUI staff were working together to determine the licensure and endorsement areas that will be offered by the institution.

APPROVED PROGRAMS

| | | | | | | | | | | | | | | | | | | | |
|---|---------------------|-------------------------------|------------------|---------------------------|--------------------|------------------------------|--------------------|-------------------------------|---------------|------------------------|--|------------------------------|---------------------------------------|---------------------------------|----------------------|---------------------------------|-----------------------|----------------------------------|-----------------------|
| | ADAMS STATE COLLEGE | COLORADO CHRISTIAN UNIVERSITY | COLORADO COLLEGE | COLORADO STATE UNIVERSITY | FORT LEWIS COLLEGE | JOHNSON AND WALES UNIVERSITY | MESA STATE COLLEGE | METRO STATE COLLEGE OF DENVER | REGIS COLLEGE | REGIS UNIVERSITY (SPS) | ROCKY MOUNTAIN COLLEGE OF ART AND DESIGN | UNIV. OF COLORADO AT BOULDER | UNIV. OF COLORADO AT COLORADO SPRINGS | UNIV. OF COLORADO AT DENVER/HSC | UNIVERSITY OF DENVER | UNIVERSITY OF NORTHERN COLORADO | UNIVERSITY OF PHOENIX | COLORADO STATE UNIVERSITY-PUEBLO | WESTERN STATE COLLEGE |
| LINGUISTICALLY DIVERSE | ◆ | | | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | | | ◆ | | | ◆ |
| LINGUISTICALLY DIVERSE EDUCATION SPECIALIST: BILINGUAL ED | ◆ | | | | ◆ | | | ◆ | ◆ | ◆ | | ◆ | | ◆ | | | | | |
| MARKETING EDUCATION | | | | ◆ | | ◆ | | | | | | | | | | | ◆ | | |
| MATHEMATICS | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ |
| MUSIC | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | | ◆ | | | ◆ | ◆ | | ◆ | ◆ |
| NURSE, SCHOOL | | | | | | | | ◆ | ◆ | ◆ | | | | ◆ | | ◆ | | ◆ | |
| OCCUPATIONAL THERAPIST, SCHOOL | | | | ◆ | | | | | | | | | | | | | | | |
| ORIENTATION AND MOBILITY SPECIALIST, SCHOOL | | | | | | | | | | | | | | | | ◆ | | | |
| PHYSICAL EDUCATION | ◆ | | | | ◆ | | ◆ | ◆ | | | | | | | | ◆ | | ◆ | ◆ |
| PHYSICAL THERAPIST, SCHOOL | | | | | | | | | | | | ◆ | | ◆ | | | | | |
| PRINCIPAL | ◆ | | | ◆ | | | | | ◆ | ◆ | | | ◆ | ◆ | ◆ | ◆ | ◆ | | |
| PSYCHOLOGIST, SCHOOL | | | | | | | | | | | | | | ◆ | ◆ | ◆ | | | |
| READING SPECIALIST | | | | | | | | | | | | | | | | ◆ | | | |
| READING TEACHER | ◆ | | | | | | | | | | | ◆ | ◆ | ◆ | | ◆ | | | |
| SCIENCE | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ |
| SOCIAL STUDIES | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ |
| SOCIAL WORKER, SCHOOL | | | | ◆ | | | | | | | | | | | ◆ | | | | |
| SPEECH | | | | ◆ | | | | ◆ | | ◆ | | | | | | ◆ | | | |
| SPEECH/LANGUAGE PATHOLOGIST, SCHOOL | | | | | | | | | | | | ◆ | | | | ◆ | | | |
| TECHNOLOGY EDUCATION (TECH ED) | | | | ◆ | | | | | | | | | | | | | ◆ | | |
| TRADE AND INDUSTRY EDUCATION | | | | ◆ | | | | | | | | | | | | | | | |
| SPECIAL EDUCATION DIRECTOR | | | | | | | | | | | | | | | ◆ | ◆ | | | |
| SPECIAL EDUCATION | | ◆ | | | | | | ◆ | | | | | ◆ | ◆ | | | | | ◆ |

APPROVED PROGRAMS

| | | | | | | | | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|---|--|--|--|--|--|--|--|--|
| | ADAMS STATE COLLEGE | | | | | | | | | | | | | | | | | | | |
| | COLORADO CHRISTIAN UNIVERSITY | | | | | | | | | | | | | | | | | | | |
| | COLORADO COLLEGE | | | | | | | | | | | | | | | | | | | |
| | COLORADO STATE UNIVERSITY | | | | | | | | | | | | | | | | | | | |
| | FORT LEWIS COLLEGE | | | | | | | | | | | | | | | | | | | |
| | JOHNSON AND WALES UNIVERSITY | | | | | | | | | | | | | | | | | | | |
| | MESA STATE COLLEGE | | | | | | | | | | | | | | | | | | | |
| | METRO STATE COLLEGE OF DENVER | | | | | | | | | | | | | | | | | | | |
| | REGIS COLLEGE | | | | | | | | | | | | | | | | | | | |
| | REGIS UNIVERSITY (SPS) | | | | | | | | | | | | | | | | | | | |
| | ROCKY MOUNTAIN COLLEGE OF ART AND DESIGN | | | | | | | | | | | | | | | | | | | |
| | UNIV. OF COLORADO AT BOULDER | | | | | | | | | | | | | | | | | | | |
| | UNIV. OF COLORADO AT COLORADO SPRINGS | | | | | | | | | | | ◆ | | | | | | | | |
| | UNIV. OF COLORADO AT DENVER/HSC | | | | | | | | | | | | | | | | | | | |
| | UNIVERSITY OF DENVER | | | | | | | | | | | | | | | | | | | |
| | UNIVERSITY OF NORTHERN COLORADO | | | | | | | | | | | | | | | | | | | |
| | UNIVERSITY OF PHOENIX | | | | | | | | | | | | | | | | | | | |
| | COLORADO STATE UNIVERSITY-PUEBLO | | | | | | | | | | | | | | | | | | | |
| | WESTERN STATE COLLEGE | | | | | | | | | | | | | | | | | | | |
| GENERALIST | | | | | | | | | | | | | | | | | | | | |
| SPECIAL EDUCATION SPECIALIST | | | | | | | | | | | | | | | | | | | | |
| SPECIAL EDUCATION SPECIALIST-VISUALLY IMPAIRED | | | | | | | | | | | | | | | | | | | | |
| SPECIAL EDUCATION SPECIALIST-DEAF/HARD OF HEARING | | | | | | | | | | | | | | | | | | | | |
| ECE SPECIAL EDUCATION SPECIALIST | | | | | | | | | | | | | | | | | | | | |
| ECE SPECIAL EDUCATION | | | | | | | | | | | | | | | | | | | | |
| GIFTED EDUCATION SPECIALIST | | | | | | | | | | | | | | | | | | | | |