



**REPORT TO THE GENERAL ASSEMBLY
TEACHER PREPARATION
DECEMBER 2008**

This report is prepared pursuant to Colorado Revised Statute § 23-1-121(6) to describe the condition of approved teacher preparation programs 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 AND REPORT HIGHLIGHTS

Overview

Pursuant to §23-1-121(6) Colorado Revised Statutes, the Colorado Commission on Higher Education (CCHE) reports annually to 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 preparation programs;
- Plans for the teacher preparation program reapproval processes, pursuant to §23-1-121 C.R.S.; and
- A list of approved teacher preparation programs, by institution.

The Department of Higher Education (DHE) staff collected data for this report via the Student Unit Record Data System (SURDS) from those public and private institutions authorized to offer teacher preparation programs in the state (a complete list of authorized institutions is found in Section III of this report). DHE staff does not edit 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 PLACE and Praxis II assessments, which ensure candidates' subject matter knowledge and knowledge of Colorado Model Content Standards (22-60.5-203, C.R.S). Currently, all approved teacher preparation programs require teacher candidates to pass the PLACE or Praxis II assessments prior to providing an institutional recommendation for licensure. As a result, the pass rate on the PLACE and Praxis II assessments of teacher preparation program graduates is 100 percent.

Report Highlights

The following are the major findings in this report:

1. Eleven thousand seven hundred eighteen (11,718) students were enrolled in teacher preparation programs in the state of Colorado in 2007-2008. This is a slight decrease from 11,855 the previous year.
2. There were slight decreases in both undergraduate and post-baccalaureate enrollment (from 5,965 to 5,925 and from 1,172 to 1,062, respectively) but an increase in graduate enrollment (from 3,762 to 5,048).
3. The largest undergraduate enrollment was at the University of Northern Colorado (2,498 students). The largest graduate enrollment was at the University of Colorado Denver and Health Sciences (1,282). The largest post-baccalaureate enrollment was at Metropolitan State College (508).
4. Over 77 percent of all students enrolled in teacher preparation programs were White, non-Hispanic. Nearly 77 percent of all enrolled students were female.

5. The number of Hispanic students enrolled in teacher preparation programs decreased from 881 to 817. The number of Black, non-Hispanic students enrolled in teacher preparation programs increased from 293 to 335.

6. The number of students enrolled in teacher preparation programs who were 24 years of age and younger increased while the number of those 25 and older decreased.

7. The three largest licensure areas for students enrolled in teacher preparation programs were Elementary Education (37 percent), Secondary – Social Studies (seven percent) and Special Education (seven percent).

8. Less than one and one-half percent of the students enrolled in teacher preparation programs were seeking licensure in foreign language instruction.

9. Five percent of students enrolled in teacher preparation programs were seeking licensure in Bilingual Education or English as a Second Language (up from two percent last year).

10. Three percent of students enrolled in teacher preparation programs were seeking licensure in Secondary - Mathematics and just under four percent in Secondary - Science.

11. Five new teacher preparation programs were approved in 2008: two master's of education programs at Jones International University, one in bilingual education and the other in English as a Second Language; two bachelor's of arts in secondary social studies programs at UNC, one with an emphasis in Africana Studies and the other with an emphasis in Mexican American Studies; and, a bachelor's of science in elementary education at the University of Phoenix.

12. Two new initiatives, the Teach Colorado Grant Initiative (S. B. 08-133) and the Science and Math Initiative, aim to increase the number of highly qualified teacher candidates in high-needs content areas (math, science, special education, English language acquisition, music and world languages).

13. The Department of Higher Education, in collaboration with the Colorado Department of Education and the Council of Colorado Deans of Education, are exploring ways to align the state's reapproval process with national accreditation agencies' accreditation process to save institutions of higher education time and money.

II. TEACHER PREPARATION PROGRAM ENROLLMENT

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

Total Enrollment

Table 1 (below) summarizes total enrollments by institution over the last four years. In total, **11,718** students were enrolled in approved teacher preparation programs at 18 public and private institutions in Colorado in 2008. The University of Northern Colorado led all public institutions in total enrollment of students in teacher preparation programs with 3,283 followed by Metropolitan State

College of Denver (1,435), the University of Colorado Denver and Health Sciences (1,343), and Colorado State University (803). Among private colleges and universities, University of Phoenix enrolled the most teacher preparation students with 919, followed by Regis University (810) and Jones International University (734). Table 1 summarizes these enrollments over the last four years.

TABLE 1: TEACHER PREPARATION PROGRAM ENROLLMENTS BY INSTITUTION OVER THE LAST FOUR YEARS

Number of Students Enrolled				
Institution	2005	2006	2007	2008
Adams State College	313	286	204	166
Colorado Christian University	172	154	247	340
Colorado College	70	86	77	61
Colorado State University	661	810	922	803
Colorado State University - Pueblo	368	354	393	338
Denver University	73	65	55	65
Fort Lewis College	288	255	307	269
Johnson and Wales University	54	99		
Jones International University		530	637	734
Mesa State College	270	297	228	300
Metropolitan State College of Denver	1,771	1,814	1,699	1,435
Regis University	895	983	934	810
Rocky Mtn. Coll. Art & Design	30	38		35
University of Colorado - Boulder	621	642	622	528
University of Colorado - Colorado Springs	277	94*	79*	98*
University of Colorado Denver	1,671	1,371	1,392	1,343
University of Northern Colorado	2,627	2,569	2,751	3,283
University of Phoenix	598	548	1,064	919
Western State College	135	107	244	191
Grand Total	10,894	11,102	11,855	11,718

Note: The counts are unduplicated by each category. Because of variations in the submission of the student data, the total counts vary slightly from table to table.

*Numbers reported by UCCS for 2006- 2008 do not include candidates in the special education, principal or counselor programs.

Undergraduate, Post-Baccalaureate and Graduate Enrollments

Table 2 (below) summarizes enrollment by degree level (undergraduate, post-baccalaureate, and graduate) and by institution. Undergraduate enrollments comprised 49 percent of total enrollments (up from 47 percent last year). The two largest undergraduate enrollments among public colleges and universities were at the University of Northern Colorado (2,498) and Metropolitan State College of Denver (930). Regis University had the largest undergraduate enrollment (334) among private institutions.

Post-baccalaureate programs enrolled just under nine percent of the students in teacher preparation programs (down from 11 percent last year). Although 11 institutions offered post-baccalaureate programs, Metropolitan State College accounted for almost 48 percent (508) of the 1,062 post-baccalaureate students, and the University of Colorado at Boulder enrolled 19 percent (205).

Graduate enrollments accounted for 42 percent of the total (up from 41 percent last year). The University of Colorado at Denver and Health Sciences enrolled the largest number of graduate students (1,282) followed by the University of Phoenix (919).

TABLE 2: TEACHER PREPARATION PROGRAM ENROLLMENTS FOR ALL ENDORSEMENT/LICENSURE AREAS BY LEVEL BY INSTITUTION FOR 2008

Institution	Graduate	Post-Baccalaureate	Undergraduate	Total
Adams State College	28	1	137	166
Colorado Christian University		104	250	354
Colorado College	52	1	8	61
Colorado State University	169	63	582	814
Colorado State University - Pueblo	42		296	338
Denver University	64		1	65
Fort Lewis College		56	219	275
Jones International University	734			734
Mesa State College	104	39	158	301
Metropolitan State College of Denver		508	930	1,438
Regis University	719	11	334	1,064
Rocky Mtn. Coll. Art & Design			35	35
University of Colorado - Boulder	49	205	299	553
University of Colorado - Colorado Springs	98		*	98
University of Colorado Denver	1,282	17	44	1,343
University of Northern Colorado	788		2,498	3,286
University of Phoenix	919			919
Western State College		57	134	191
Grand Total	5,048	1,062	5,925	12,035

Note: The reason the grand total for enrollment varies from the grand total for 2008 in Table 1 is that some students moved from undergraduate to graduate status during the year and got counted twice.

*UCCS did not report their undergraduate students for 2008.

Licensure/Endorsement Area Enrollment by Level

Table 3 (below) summarizes graduate, post-baccalaureate and undergraduate enrollment by licensure/endorsement area. The largest number of students were enrolled in Elementary Education (4,675), followed by Social Studies (877) and Special Education Generalist (851). The endorsement areas with the lowest number of students enrolled were Audiologist (2) and School Physical Therapist (1).

TABLE 3: TEACHER PREPARATION PROGRAM ENROLLMENTS BY LEVEL BY ENDORSEMENT/LICENSURE AREAS FOR 2008

Endorsement/Licensure Area	Graduate	Post-Baccalaureate	Undergraduate	Total
Administrator	45		1	46
Agriculture and Renewable Natural Resources	3		15	18
Art (K-12)	287	333	314	345
Audiologist	2			2
Business and Marketing Education	22			22
Business Education	12	2	4	18
Counselor, School	136		2	138
Drama	1	1	59	61
Early Childhood Education	1	18	242	261
ECE Special Education	166		2	168
ECE Special Education: Specialist	8			8
Elementary Education	1822	437	2561	4820
English Language Arts	175	87	558	820
Family and Consumer Studies		3	23	26
Foreign Language	18	28	126	172
Gifted Education Specialist	53			53
Instructional Technology Teacher	38			38
Library Media, School	141	127	137	112
Linguistically Diverse	112			112
Linguistically Diverse Education Specialist: Bilingual Education	11			11
Linguistically Diverse: Bilingual	6		36	42
Linguistically Diverse: ESL	373		241	614
Marketing Education	2	1	2	5
Mathematics	81	41	277	399
Music (K-12)	16	8	282	306
Occupational Therapist, School	4			4
Orientation and Mobility Specialist, School	26			26
Physical Education	14	23	299	336
Physical Therapist, School			1	1

Principal	658		34	692
Psychologist, School	75			75
Reading Teacher	182			182
Science	133	72	245	450
Social Studies	185	95	618	898
Social Worker, School	7		7	14
Special Education Generalist	399	90	310	799
Special Education Specialist: Deaf/Hard of Hearing	35			35
Special Education Specialist: Visually Impaired	39			39
Speech	2		12	14
Speech/Language Pathologist	16			16
Technical Education		1	2	3
Undeclared or Unknown	434	129	86	649
Grand Total	5354	1071	6314	12739

Note: The reason the grand total for enrollment varies from the grand total for 2008 in Table 1 is that some students moved from undergraduate to graduate status during the year and got counted twice.

Licensure/Endorsement Area Enrollment over the Last Four Years

Table 5 (below) summarizes enrollment by licensure/endorsement area over the last four years.

TABLE 5: TEACHER PREPARATION PROGRAM ENROLLMENTS BY ENDORSEMENT/LICENSURE AREAS OVER THE LAST FOUR YEARS

Endorsement/Licensure Area	2005	2006	2007	2008
Administrator	126	55	55	45
Agriculture and Renewable Natural Resources	15	24	25	18
Art (K-12)	287	333	314	345
Audiologist	2	3	3	2
Business and Marketing Education	41	51	20	22
Business Education	34	24	20	18
Counselor, School	124	171	130	140
Drama	32	32	51	61
Early Childhood Education	245	186	212	259
ECE Special Education	49	159	126	176
ECE Special Education: Specialist	89	5	8	8
Elementary Education	3,660	4,190	4,989	4,675
English Language Arts	672	732	800	797
Family and Consumer Studies	44	87	39	25
Foreign Language	155	158	169	172
Gifted Education Specialist		23	20	58
Health	1			

Instructional Technology Specialist	154			
Instructional Technology Teacher			11	38
Library Media, School	141	127	137	112
Linguistically Diverse	22			11
Linguistically Diverse Education Specialist: Bilingual Education	61			
Linguistically Diverse: Bilingual	17	27	7	42
Linguistically Diverse: ESL	340	344	246	615
Marketing Education	37	36	4	5
Mathematics	293	354	384	390
Music (K-12)	198	288	328	305
Occupational Therapist, School	61	32	98	4
Orientation and Mobility Specialist, School		2	2	26
Physical Education	289	330	339	337
Physical Therapist, School				1
Principal	318	627	633	690
Psychologist, School	128	110	96	75
Reading Specialist	71			
Reading Teacher	369	219	221	191
Science	395	461	465	450
Social Studies	725	872	850	877
Social Worker, School	7	6	12	14
Special Education Generalist	739	758	849	851
Special Education Specialist	62			
Special Education Specialist: Deaf/Hard of Hearing	37	36	4	35
Special Education Specialist: Visually Impaired	56	29	11	39
Speech	18	15	15	14
Speech/Language Pathologist	18	22	12	32
Technical Education	127	4	3	3
Undeclared or Unknown	783	293	304	588
Grand Total	11,042	11,225	12,012	12,566

Note: The counts are unduplicated by each category. Because of variations in the submission of the student data, the total counts vary slightly from table to table.

Teacher Candidate Demographics

Table 6 (below) summarizes demographic characteristics of students enrolled in teacher preparation programs. Female students continue to comprise the vast majority of those enrolled, representing almost 77 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 6: TEACHER PREPARATION PROGRAM ENROLLMENTS FOR ALL ENDORSEMENT/LICENSURE AREAS BY DEMOGRAPHIC CHARACTERISTICS OVER THE LAST FOUR YEARS

Gender	<u>Number of Students Enrolled</u>				
	2005	2006	2007	2008	% for 2008
Female	8,321	8,521	9,023	8,952	76.5%
Male	2,551	2,566	2,814	2,752	23.5%
Unknown			7	2	--
Total	10,872	11,087	11,844	11,706	100%

Ethnicity					
- Unknown Ethnicity	813	815	994	1,097	9.37%
1 - Non-Resident Alien	28	120	14	27	0.23%
2 - Black, non-Hispanic	221	277	293	335	2.86%
3 - American Indian or Alaskan Native	102	115	136	152	1.30%
4 - Asian or Pacific Islander	210	205	244	224	1.91%
5 - Hispanic	862	872	881	817	6.98%
6 - White, non-Hispanic	8,644	8,697	9,288	9,061	77.36%
Total	10,880	11,101	11,850	11,713	100%

Age					
0-24 years	4,104	4,184	4,756	4,957	42.3%
25-34 years	3,791	3,905	3,921	3,696	31.6%
35+ years	2,980	2,999	3,164	3,054	26.1%
Total	10,875	11,088	11,841	11,707	100%

Note: The counts are unduplicated by each category. Because of variations in the submission of the student data, the total counts vary slightly from table to table.

Trends in Teacher Preparation Enrollment and Teacher Candidate Demographics

Enrollment in Adams State College’s teacher preparation programs has declined steadily the last four years. Enrollment in Metro’s and CU-Boulder’s teacher preparation programs has declined the last three years. Enrollment in UNC’s teacher preparation programs, however, has increased over the last three years. Among private institutions, Jones International University’s teacher preparation enrollment has increased 38 percent from 530 to 734 in its third year of operation. Colorado Christian University’s enrollment in teacher preparation has more than doubled in the last three years while enrollment has slightly decreased at University of Denver, Regis University, and University of Phoenix (Table 1).

The total number of undergraduate teacher preparation candidates decreased one percent from 2007 to 2008. The number of traditional-aged (less than 24 years of age) students enrolled in teacher preparation programs decreased by just under eight percent.

The percent of students reporting their ethnicity as “Unknown” (almost one in ten) increases each year. The decrease in Hispanic teacher education candidates from 881 to 817 is of particular concern,

when the overall Hispanic population in the state is increasing rapidly. On a positive note, Black, non-Hispanic enrollment increased from 293 to 335.

Another challenge continues to be the small number of students enrolled in math, science and foreign language endorsement areas. The percentage of students in math and science remained static from 2007 to 2008, at three and four percent, respectively. The number of students enrolled in foreign language endorsement areas fell from two to one and one-half percent.

On a positive note, the number of students enrolled in linguistically diverse endorsement areas (bilingual education and English as a Second Language) rose from three to five percent in the last year, due mostly to a new ESL Master's program at Mesa State College (made possible by a grant from the US Department of Education) and increased recruitment efforts at University of Northern Colorado into their ESL program on their main campus and in their Center for Urban Education program in Denver. Even with this increase, teacher preparation students working towards an endorsement in ESL or bilingual education still only represent five percent of the total enrollment, which is not enough to provide an adequate number of ESL and bilingual teachers for the state's English language learners.

Data in this report suggest that teacher preparation programs continue to be pursued by both traditional and non-traditional students. There was a decrease, however, in traditional students enrolling in teacher preparation programs, though students 25 years of age and older still comprise almost 58 percent of teacher candidates. Among all licensure areas, 26 percent of teacher candidates are 35 years of age or older, suggesting that many of these students may be making career changes.

Initiatives to Recruit Teacher Candidates

Two new initiatives focus on recruiting new teachers, especially into high-needs content areas (mathematics, science, special education, English language acquisition, music and world languages). S. B. 08-133 (2008) established the Teach Colorado Grant Initiative to give financial incentive to college students to enter the teaching profession and increase the numbers of teachers in high-need content areas. The Department of Higher Education administered a total of \$500,000 in grants to CSU-Pueblo, Mesa, Metro, University of Colorado-Denver and UNC. The grants are being used to provide scholarships to students who demonstrate excellence in a high-need content area and are considering enrolling in an approved teacher preparation program and students who have completed a baccalaureate degree or higher and have enrolled or are considering enrolling in an approved teacher preparation program. The scholarships are also designed to help high school students, especially high school students of color or low socio-economic status, view teaching as a viable career. A midterm evaluation of the initiative will be available in spring 2009 and the final performance report will be available fall 2009.

The Science and Math Initiative was a response to the request of teacher preparation programs in Colorado to help recruit and adequately prepare science and math teachers. Science and math teacher educators report that the current cap of 126 credit hours for science and 120 credit hours for math teacher preparation programs are inadequate to produce secondary science and math teachers with the requisite depth in content knowledge. The Department of Higher Education is hosting a series of discussions, in collaboration with the Department of Education, that includes faculty from across the

state who prepare science and math teachers. The discussions are focused on possible solutions to the problems created by the current cap on credit hours, while remaining cognizant that requiring more credit hours would put a financial burden on students. Also, offering separate preparation programs and licenses for the four areas of science (biology, chemistry, physics, earth science) would create problems for rural districts that need science “generalists” who can teach across all four content areas.

III. DHE/CDE TEACHER PREPARATION REAPPROVAL SITE VISITS

DHE/CDE Teacher Preparation Reapproval Site Visit Schedule

Pursuant to 23-1-121 (4)(a)(I) Colorado Revised Statutes, the Colorado Commission on Higher Education/Colorado Department of Higher Education in conjunction with the State Board of Education/Colorado Department of Education are required to administer reviews of teacher preparation programs at public and private institutions of higher education not more frequently than once every five years to ensure the programs meet the statutory requirements for approval.

Teacher education units at the University of Northern Colorado (March 25-27, 2008) and Colorado State University (April 22-24, 2008) were reviewed in spring 2008. The University of Northern Colorado’s teacher preparation programs were approved by the Colorado Commission on Higher Education October 2, 2008. Colorado State University’s teacher preparation programs are being recommended for reapproval and are on the State Board of Education agenda for December 2008.

Five new teacher preparation programs were approved in 2008. Jones International University’s bilingual education and English as a Second Language master’s of education programs were approved by CCHE September 11, 2008; University of Northern Colorado’s secondary social science programs with emphases in Africana Studies or Mexican American Studies were approved by CCHE December 11, 2008; and University of Phoenix’s bachelor’s of science in elementary education was also approved by CCHE on December 11, 2008.

Reapproval site visits scheduled for FY 2009 include programs at University of Phoenix November 18-19, 2008; Jones International University on December 2-3, 2008; Colorado State University-Pueblo on February 17-19, 2009; University of Colorado-Boulder on March 3-5, 2009; Rocky Mountain College of Art & Design on April 1, 2009; Mesa State College on April 7-9, 2009; and Metropolitan State College on April 29-30.

Reapproval site visits scheduled for FY 2010 include programs at University of Denver, University of Colorado-Colorado Springs, Regis University and Fort Lewis College.

Pursuant to 23-1-121 Colorado Revised Statutes, all programs are 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 CDE licensing, 800 hours of field-based experiences, and assessment of student progress. Within this performance model are criteria by which to evaluate each program’s implementation of the Performance-Based Standards for Colorado Teachers, the state’s rules for the content preparedness of teacher education candidates, and the alignment with the state’s K-12 Model Content Standards.

While not specified by statute, all programs are also asked to report on recruiting efforts and other initiatives designed to increase the number of underrepresented students and which encourage students to enroll in high-needs content areas.

Finally, the Department of Education (CDE) is required to conduct periodic reviews of teacher in residence programs at public, post-secondary institutions pursuant to 22-32-110.3 (6) (a) (II), C.R.S.

Findings

All approved teacher preparation programs at institutions of higher education—public and private—are compliant with the state’s statutory performance-based teacher education measures. That is, all approved teacher preparation programs have instituted competitive admission requirements, provide ongoing screening and counseling to candidates, instruct according to the State Board of Education’s Model Content Standards and Performance-Based Standards for Colorado Teachers, require 800 hours or more of field-based experiences (e.g., student teaching), and conduct comprehensive evaluation of each candidate’s content knowledge and pedagogical ability.

Alignment with National Accreditation Initiative

The Department of Higher Education, in collaboration with the Department of Education, hosts a “Reauthorization Committee” of the Council of Colorado Deans of Education (CCODE), an association of the deans and directors of schools and colleges of education in Colorado. The purpose of the committee is to explore and propose options for aligning the state reapproval process with the accreditation processes of national agencies like National Council for Accreditation of Teacher Education (NCATE) and Teacher Education Accreditation Council (TEAC), while maintaining the state’s authority to review and approve teacher preparation programs.

Currently, NCATE accredits teacher preparation programs at Colorado State University, Mesa, Metro, University of Colorado, University of Colorado-Colorado Springs, University of Colorado-Denver and the University of Northern Colorado. TEAC accredits programs at Adams State College, CSU-Pueblo, Fort Lewis College, Regis University and Western State College. Achieving these accreditations helps programs to improve their preparation of teachers and remain competitive, especially with teacher preparation programs out of state.

Both the state approval process and the accreditation process require site visits and the submission of multiple reports, creating a financial burden on institutions of higher education and divert productivity from the direct preparation of teachers. The committee is exploring ways to align the state and national review processes to save time and money.

III. APPROVED TEACHER PREPARATION PROGRAMS

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

APPROVED TEACHER PREPARATION PROGRAMS Last Updated November 21, 2008	ADAMS STATE COLLEGE	COLORADO CHRISTIAN UNIVERSITY	COLORADO COLLEGE	COLORADO STATE UNIVERSITY	FORT LEWIS COLLEGE	JONES INTERNATIONAL 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	UNIV. OF NORTHERN COLORADO	UNIVERSITY OF PHOENIX	COLORADO STATE UNIVERSITY- PUEBLO	WESTERN STATE COLLEGE
	FAMILY & CONSUMER STUDIES				◆														
FOREIGN LANGUAGE	◆		◆	◆	◆		◆	◆	◆	◆		◆	◆	◆	◆	◆		◆	◆
HEALTH																			
INSTRUCTIONAL TECHNOLOGY SPECIALIST				◆															
INSTRUCTIONAL TECHNOLOGY TEACHER					◆								◆						
LINGUISTICALLY DIVERSE EDUCATION: BILINGUAL	◆								◆			◆		◆	◆				
LINGUISTICALLY DIVERSE EDUCATION: ESL	◆			◆	◆	◆			◆	◆		◆	◆	◆		◆			
LIBRARY MEDIA, SCHOOL														◆	◆	◆			
MARKETING EDUCATION				◆															
MATHEMATICS	◆	◆	◆	◆	◆		◆	◆	◆	◆		◆	◆	◆	◆	◆	◆	◆	◆
MUSIC	◆	◆	◆	◆	◆		◆	◆	◆	◆		◆			◆	◆		◆	◆

<p>APPROVED TEACHER PREPARATION PROGRAMS Last Updated November 21, 2008</p>	ADAMS STATE COLLEGE	COLORADO CHRISTIAN UNIVERSITY	COLORADO COLLEGE	COLORADO STATE UNIVERSITY	FORT LEWIS COLLEGE	JONES INTERNATIONAL 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	UNIV. OF NORTHERN COLORADO	UNIVERSITY OF PHOENIX	COLORADO STATE UNIVERSITY- PUEBLO	WESTERN STATE COLLEGE
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											◆					◆			

APPROVED TEACHER PREPARATION PROGRAMS Last Updated November 21, 2008	ADAMS STATE COLLEGE	COLORADO CHRISTIAN UNIVERSITY	COLORADO COLLEGE	COLORADO STATE UNIVERSITY	FORT LEWIS COLLEGE	JONES INTERNATIONAL 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	UNIV. OF NORTHERN COLORADO	UNIVERSITY OF PHOENIX	COLORADO STATE UNIVERSITY- PUEBLO	WESTERN STATE COLLEGE
TECHNOLOGY EDUCATION (TECH ED)				◆															
TRADE AND INDUSTRY EDUCATION				◆															
SPECIAL EDUCATION DIRECTOR															◆				
SPECIAL EDUCATION 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															◆				

Table amended 12/24/08 for University of Colorado at Boulder