



# Prospective Student Guide

## Post-Baccalaureate Teacher Licensure Program

SCHOOL OF EDUCATION • UNIVERSITY OF COLORADO BOULDER  
Office of Student Services  
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University of Colorado  
Boulder

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## Overview

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The Post-Baccalaureate teacher licensure program is designed for individuals that hold a bachelor's degree from an accredited institution of higher education. This program leads to a Colorado initial teaching license issued by the Colorado Department of Education (CDE), but *not* to an additional degree. Candidates may pursue licensure in *one* of the following areas:

- **Elementary (K-6):** an interdisciplinary license for teaching grades K-6.
- **Secondary (7-12):** candidates in the secondary program must select a specific content area of specialization. The School of Education offers the following areas of emphasis: *English, Mathematics, Science, Social Studies*, or a World Language: *French, German, Japanese, Latin, Russian, or Spanish*.
- **Music (K-12)**

A background in education is not required in order to apply. Similarly, applicants do not need to have a degree in the licensure field they plan to pursue. However, all state-mandated requirements must be satisfied in order to be recommended for licensure. To be eligible for licensure, candidates must successfully complete all academic and field experience requirements, pass a state-approved licensure exam, and complete one semester of student teaching.

# Program Goals

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The School of Education is committed to teacher preparation for a diverse society and the education of all children. Our program focuses on educating teachers to be knowledgeable, reflective professionals who recognize their responsibilities to children and their profession, and who attend to the diverse cultural background of public school students.

The Post-BA program combines academic expertise with hands-on experience to prepare candidates for the demands of public school education. Candidates will have a strong foundation in the research that informs instruction and will have many opportunities to translate theory into practice within ethnically diverse elementary, middle level, and high school classrooms.

Our goals for candidates in the Post-Baccalaureate program include:

- Gaining comfort in using multiple teaching/learning strategies in classrooms with diverse student learners.
- Understanding experience active learning – learning by doing.
- Becoming familiar with and able to utilize performance assessments.
- Understanding social and community contexts and their crucial role in schooling.
- Learning to be reflective practitioners.
- Creating standards-based teaching lessons.
- Developing collaborative skills.

# Coursework Requirements

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The requirements for each licensure area are outlined on the *Requirement Checklists*. Click one of the links below to be directed to the checklist for that content area:

[Elementary \(K-6\)](#)

Secondary (7-12)

[Music \(K-6\)](#)

- |                                |                          |
|--------------------------------|--------------------------|
| <a href="#">English</a>        | <a href="#">French</a>   |
| <a href="#">Mathematics</a>    | <a href="#">German</a>   |
| <a href="#">Science</a>        | <a href="#">Japanese</a> |
| <a href="#">Social Studies</a> | <a href="#">Latin</a>    |
|                                | <a href="#">Russian</a>  |
|                                | <a href="#">Spanish</a>  |

Each checklist is unique but all of them follow a similar format. Students must satisfy the *Content Requirements* for their licensure area as well as the *Education Requirements*. Content requirements may be fulfilled with previously completed college-level coursework (refer to the checklist for more details). The School of Education evaluates each applicant's transcript(s) after the application deadline. Upon admission, you will receive a copy of your checklist so that you know exactly which content requirements you still need to complete (if any). However, you can easily get a feel for the requirements you have satisfied by comparing your transcript to the checklist.

Education (EDUC) courses represent the fundamental coursework for all Post-Baccalaureate students. If you have satisfied all of the content requirements with previous coursework, then you will only need to focus on the education requirements. In some cases, the School of Education will accept transfer

credit towards the *School & Society* ([EDUC 3013](#)) and *Educational Psychology* ([EDUC 4411](#) or [EDUC 4112](#)) requirements. This is evaluated on a case-by-case basis. If you have completed an education course that you feel is similar to one of the classes above, please send the course syllabus to the [Office of Student Services](#) along with the completed [Course Requirement Waiver](#). Your request will be evaluated by a School of Education faculty member and we will notify you of the decision via e-mail. All remaining education requirements must be completed at CU-Boulder. None of the education courses may be completed online.

The *Requirement Checklists* published on our website reflect current program requirements but are subject to change at any time. Students are held to the requirements in place at the time of admission for the duration of their program.

### Taking Courses Prior to Admission

Some education courses may be taken prior to admission, such as the [EDUC 3013 \*School & Society\*](#) requirement. Courses that are eligible to be taken prior to admission will vary by licensure area and are explained at the beginning of Section 2 on the *Requirement Checklists*. Applicants that have **made a decision** to attend the licensure program at CU-Boulder but who have missed the application deadline may begin taking these requirements towards the licensure program. Space in these courses is limited. We recommend [contacting the Office of Student Services](#) to inquire about your options for enrolling prior to admission. Prospective students may enroll in these courses through the [ACCESS](#) program.

### Class Size

The School of Education is a smaller community on the CU-Boulder campus allowing students to work directly with faculty. A typical education class size is 25-30 students.

## School Placements

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In addition to attending classes on the CU-Boulder campus candidates will participate in a minimum of 800 field experience hours over the course of the program at public schools throughout the Denver/Boulder metropolitan area. Practica placements are arranged by the Director of Field Experiences and students are required to travel to their assigned school site. Your school site will rotate each semester to expose you to different classroom environments and student demographics. Transportation to practicum is the student's responsibility. Bus transportation is accessible for free with your [CU Student ID](#). There are also several [eGo CarShare](#) locations on the CU-Boulder campus.

All students complete one semester of student teaching in their final semester of the program. With some limitations, you will have the option to request specific schools for your student teaching placement. The School of Education will coordinate this process and will attempt to place all students into one of their top three school choices. Student teaching requires a full time commitment and students will be assessed tuition for this semester.

### Which districts do we partner with?

The School of Education partners with *many* districts throughout the Denver/Boulder metro area. The list below reflects districts that have hosted our candidates for field experiences most recently.

- Adams County School District 50
- Adams 12 School District
- Aurora Public Schools
- Boulder Valley School District
- Cherry Creek School District
- Douglas County Public Schools
- Denver Public Schools
- JEFFCO Public Schools
- Littleton 6 Public Schools
- Mapleton School District
- School District 27J
- St. Vrain Valley School District
- Thompson R-2J School District
- Weld County RE-8 School District

# Program Length

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## Elementary (K-6)

The elementary teacher licensure program is constructed around a cohort system and requires that students complete the education (EDUC) courses in a prescribed order. All students will complete the elementary program in four (4) fall/spring semesters, or two academic years. It is not possible to complete the requirements in an expedited manner or take the education courses out of sequence. The first three semesters consist of education coursework and field experiences. All candidates complete student teaching in the fourth semester.

## Secondary (7-12) & Music (K-12)

At the minimum, requirements for the secondary (7-12) and music (K-12) programs may be completed in three (3) fall/spring semesters, or one and one-half academic years. The first two semesters consist of education coursework and field experiences. The third semester will be student teaching. This assumes that candidates have met most, or all, of their content requirements and will be focusing solely on completing the education (EDUC) requirements. Students may extend their program beyond three semesters if necessary.

# Cost of Attendance

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Current [tuition rates](#) are published by the [Office of the Bursar](#). Students in the Post-Baccalaureate program receive the **undergraduate tuition rate** for the **College of Arts & Sciences (A&S/Other)**. Your in-state or out-of-state tuition status will be determined by the [Office of the Registrar](#) upon admission. You may review the in-state [tuition classification requirements](#) through their website.

The total cost of attendance is dependent upon a number of factors, such as: your tuition classification, the number of content deficiencies you need to fulfill (if any), as well as the number of education courses and semesters of enrollment required by your licensure track. Additionally, tuition rates can change semester to semester. For these reasons, it is not possible offer a general, “ballpark”, figure that is applicable for all students.

To assist you in estimating program costs, utilize the [Bill Estimator](#) tool on the Bursar’s website. The Bill Estimator will project the cost of attendance for one semester. Refer to the appropriate *Requirement Checklist* to plan the number of semester hours you will enroll in each semester.

# Financial Aid & Scholarships

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Financial aid is available to Post-Baccalaureate students that qualify. This process is facilitated entirely by the [Office of Financial Aid](#). Please direct financial aid questions to their office. We encourage applicants to plan ahead as financial aid deadlines may not coincide with admission deadlines. Review the application requirements and deadlines on the Financial Aid website to determine when these materials are due.

The School of Education awards scholarships to its students on an annual basis, with an application deadline in early spring. Students are welcome to apply for as many scholarships as they qualify for and a typical award ranges from \$500-1000. Additional scholarship resources are available on the financial aid website, as well as through state and federal government websites. Students are also encouraged to perform their own research for funding offered by private agencies.



## Admission

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The School of Education admits students to the teacher licensure programs for the Spring and Fall semesters only. We do not offer “rolling” admission; applications are only considered at the specified deadlines. All candidates must meet the admission criteria, apply, and be accepted in order to enroll in the teacher licensure program. Admission decisions are made by a panel of faculty who specialize in the content area for which you apply. All applicants are *strongly* advised to read the [Application Checklist & Instructions](#) before applying to ensure that your application is complete and submitted on time. To be eligible to apply, you must meet the following criteria:

- 1 Hold a bachelor’s degree from an accredited institution of higher education (or will, at the time of enrollment in the program).
- 2 Minimum 2.75 GPA cumulatively among all institutions attended (on 4.0 scale).
  - *Secondary (7-12)* applicants must also have a 2.75 GPA or higher in all content coursework.
  - *Music (K-12)* applicants must also have a 3.00 GPA or higher in all content coursework.
- 3 Completed a minimum of 25 clock hours of age-appropriate youth interaction. Refer to the *Application Instructions* for more information.
- 4 Demonstrate proficiency in the Math and Verbal Basic Skills requirements. To do so, applicants must complete college-level math and composition course with a grade of “B-” or higher on a 4.0 scale. Acceptable scores on the ACT, SAT, or GRE exams may also fulfill this requirement. ACT: 20 or higher; SAT: 500 or higher; GRE: 500 or higher. (Based on the respective content section of the exam – math or verbal – it is *not* based on your composite score).

Applicants that have not yet satisfied all of the admission criteria are still welcome to apply and may be offered provisional admission. This is evaluated on a case-by-case basis and applicants may be required to fulfill requirements before being allowed to enroll. You must complete a minimum of 15 contact hours with age-appropriate youth to be considered for provisional admission.

## What You Should Know *Before* You Apply

- **Know the age group and subject area you want to teach.**

This is often the most critical decision for applicants. Each licensure track at CU-Boulder is designed to prepare students for teaching a specific age group and/or subject area (i.e. Elementary K-6 or Secondary 7-12). It is *not* possible to switch to a different licensure area if your teaching interests change during the course of the program. Remember that 25 hours of age-appropriate youth interaction is an application requirement. If you know that you are interested in classroom teaching but are unsure about the age group or content area, you should begin acquiring the youth experience hours to assist you in making this decision.

Your decision to become a teacher should be a natural reflection of your interests and abilities. Applicants sometimes approach the School of Education and ask to be evaluated against the respective *Requirement Checklist(s)* so that they may choose the path with the fewest requirements. Please understand that these requests are not in line with the objectives of the teacher licensure program and will not be granted.

- **Know your timeline.**

What is your timeline for completing the teacher licensure program? Does it fit with our program structure? (Review the information on [pages 5 & 6](#)). Are you able to enroll in a program with daytime commitments and travel requirements throughout the Denver metropolitan area?

- **Read the [Application Instructions](#).**

The application instructions provide the most comprehensive information about the application requirements, process, and deadlines. Refer to this document to ensure your application is complete and submitted on time.

## Application Advice from the [Admissions Coordinator](#)

Applications are evaluated holistically and there is rarely a single factor that would prevent an applicant from being admitted. However, we encourage you to consider the following:

- A “strong” applicant will often exceed the minimum admission criteria. Satisfying the minimum admission requirements *does not guarantee acceptance*.
- As indicated in the [program goals](#), the School of Education is committed to promoting social justice through teacher education. Applicants with experience working with diverse or at risk youth, for example, will be viewed as better prepared to enter a teacher licensure program.
- The personal essay is a significant piece of your application. It is your opportunity to demonstrate why you would be an outstanding candidate for the teaching profession as well as what you can contribute to the School of Education community. Successful essays:
  - Avoid generalizations and clichés. Statements like “I love children” and “I want to share my knowledge with tomorrow’s leaders” lack depth. Have you adequately researched the education field to know why you want to be a teacher?
  - Demonstrate a strong call to the teaching profession and an awareness of the challenges facing education today. Why do you want to be involved?
  - Will be concise and well written. Writing about experiences that influenced your decision to become a teacher is encouraged, but remember that you have 1000 words. Condense!

## Competitiveness

Applicants often inquire as to the competitiveness of our program. As you might expect, this is influenced by a number of factors and *acceptance rates will vary widely* semester to semester. Below are averages from our most recent admission cycles, Spring 2010 – Fall 2011. All figures are approximate.

<u>Content Area</u>	<u>Applicants Admitted</u>
Elementary	74%
English	92%
Mathematics	78%
Science	84%
Social Studies	68%
World Languages	86%
<b>Total</b>	<b>79%</b>

We receive the largest number of applications for the Elementary program (accounting for approximately 40% of applications from the data set above). Admission can be more competitive for the Elementary content area as there is a limited set of spaces in the cohorts that we admit. Two cohorts are admitted for each fall semester and one cohort is admitted for each spring semester. Approximately 25-30 students are placed in one cohort.

A significant consideration in our admission practices is the demand for teachers in the job market. Currently, the strongest demand for teachers is in the Mathematics and Science content areas. The weakest demand is for Social Studies teachers. Accordingly, the School of Education will accommodate more qualified applicants in the Mathematics and Science content areas. Few spaces are allocated for Social Studies applicants and only the strongest applicants will be admitted.

## After Graduation

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Upon successful completion of all academic requirements, passing a state-approved licensure exam, and completion of one semester of student teaching, the School of Education will recommend candidates for licensure. The School of Education does not issue the teaching license. Your teaching license will be issued by the [Colorado Department of Education \(CDE\)](#). All students will be informed of the licensure application process prior to the student teaching semester.

### Job Placement

Proactive students will begin planning their job search well in advance. The School of Education assists in this process by offering various seminars such as resume writing workshops and hosting educator panels with teachers and principals from local schools. We also partner with the [Career Services](#) department to get students in touch with job fair information and interviewing resources. Alumna of the Post-BA program will access to Career Services resources up to one year after graduation.

### Job Demand

Between 2008 and 2018 the market for Elementary school teachers is projected to grow 16% nationally and 15% in Colorado.

The market for Secondary teachers is projected to grow 9% nationally and 7% in Colorado during the same period.

Data Source: [Career One Stop](#)

## Adding Endorsements

Students in the teacher education program may only pursue *one (1)* licensure area. However, it is possible to add additional teaching endorsements onto a license so that you may teach multiple content areas (e.g. Science *and* Math). Some colleges and universities offer programs for added endorsements but it is also possible to do this directly through CDE. Refer to the CDE website for [added endorsement requirements](#) and information about the application process.

## Transferring Licenses

You may transfer a Colorado State teaching license to another state. We recommend that you contact the state department of education in your intended state of residence to find out what their teaching requirements are and how the Colorado license may transfer in advance of program completion. If you will have to complete an additional course or take a different licensure exam in order to transfer your license, then your contact will allow you to plan for that and avoid surprises. Our programs do not prepare candidates for licensure in other states, as each state has its own laws and standards regarding teacher preparation. Because we are accredited nationally by [NCATE](#), most of our program completers do not report major problems to us in transferring their license.

## Option to Continue Studies at the Master's Level

As you will see on the *Requirement Checklist*, some of the education courses are taught at the graduate (5000) level. Candidates that complete the Post-BA program may transfer a maximum of six (6) semester hours of coursework into the [Curriculum & Instruction master's program](#). The first years as a teacher are critical to a teacher's development and our master's program allows individuals to stay connected with the university in these formative years. The master's program provides a supportive framework allowing you to deepen and extend what was learned during initial teacher preparation. Some master's programs allow candidates to complete requirements for an advanced teaching endorsement in either literacy or linguistically diverse education. Applicants must meet the admission criteria, apply, and be admitted in order to enroll in a master's program.

[U.S. News & World Report](#) has ranked our graduate programs at #43 on their list of Best Education Schools.

## Quality

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The School of Education is nationally accredited by [NCATE](#). All licensure programs have been reauthorized by the [Colorado Department of Education](#) and the [Colorado Department of Higher Education](#). All candidates will complete a minimum of 800 hours of youth interaction over the course of the program. Under the *No Child Left Behind Act*, this makes candidates "highly qualified" to teach.



# Advising

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## Prospective Students

This document and the resources it includes have been prepared so that applicants may make an informed decision about attending CU-Boulder. However, it is natural that you may have questions that they do not address. There are two ways to direct your questions:

- 1 For the quickest response, write to the Office of Student Services in the School of Education at [edadvise@colorado.edu](mailto:edadvise@colorado.edu) or call us at (303) 492-6555. Office hours are 8:00AM – 5:00PM Monday to Friday during the academic year, and 7:30AM – 4:30PM during the summer months.
- 2 You may schedule a 30 minute meeting with a School of Education admissions representative. Please review the advising expectations below before setting up an appointment:

### Advising Expectations:

1. **Be prepared with *specific* questions.** Advisors do not prepare material to discuss as this is *your* opportunity to ask questions. Do your research in advance. Meeting to cover “general questions” or to get “more information” are not effective uses of advising time as this information is available in this document and on the [School of Education website](#).
2. **Some questions will require your own research.** It is understandable to be curious about job availability and potential salaries, for example, but there is no stock answer that we can provide for these types of questions. There are many tools on the internet to help you research this information (see the [resources page](#)). Also, we cannot advise you on programs or licensure fields that we do not offer.
3. **We can discuss options with you, but cannot make decisions for you.** Your decision to teach must be your own. An advisor will *not* evaluate your transcript so that you may choose the program with the fewest requirements. If you are unsure about which licensure field to pursue, your best option is to gain experience. The [Career Services](#) office on the CU-Boulder campus can help you identify your strengths and interests. Career counselors are also available by appointment. Most services are free to CU-Boulder students and alumna up to one year after graduation.

To schedule an appointment, please call the Office of Student Services at (303) 492-6555 during the office hours listed above. Appointment times are published each Thursday for the following week. The best time to contact us is during the summer months. We are located in the [Education building](#), room 151.

## Advising for Admitted Students

Students admitted to the Post-Baccalaureate program will meet with the education advisor each semester to ensure they are making adequate progress in preparation for student teaching. The education advisor will assist with course planning issues and navigating requirements. Additionally, all students will have a faculty advisor that specializes in their licensure area. Faculty advisors provide academic support to students and can assist with clarifying career goals.

# Resources

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The following resources have been selected because they provide information related to tuition, financial aid, course scheduling, student housing, etc... These services are administered through their own departments and not directly by the School of Education.

<a href="#">ACCESS</a>	ACCESS is designed for nondegree seeking students that would like to take courses on the CU-Boulder campus. Prospective students interested in taking an education (EDUC) course prior to admission may do so through ACCESS. This program is administered by the <a href="#">Department of Continuing Education</a> .
<a href="#">Campus Map</a>	The campus map is interactive and will help you get your bearings of the CU-Boulder campus.
<a href="#">Career One Stop</a>	Career One Stop is an all-in-one website for researching industries and careers to applying for jobs. Their website is sponsored by the US Government and pulls data from state and federal sources.
<a href="#">Colorado Department of Education (CDE)</a>	The CDE is the institution that will award your teaching license upon graduation. They also facilitate the process for <a href="#">adding endorsements</a> .
<a href="#">Colorado Department of Higher Education (CDHE)</a>	The CDHE publishes information about Colorado Higher Education institutions. If you are interested in teaching a subject that CU-Boulder does not offer, check out their list of <a href="#">approved teacher education programs</a> to locate a licensure program in Colorado.
<a href="#">Course Catalog</a>	The course catalog contains university policies as well as course descriptions for all classes offered on the CU-Boulder campus. The catalog is only available for free electronically. A hard copy of the catalog may be purchased from the university <a href="#">Book Store</a> .
<a href="#">Course Search</a>	The Course Search tool allows you to view course catalogs for past, present, and future terms. This can assist you in understanding when courses are typically offered.
<a href="#">Office of Financial Aid</a>	Home to all things related to financial aid, their office can assist you with applying for student loans to locating scholarship opportunities.
<a href="#">Office of the Bursar</a>	The Bursar's Office publishes the most current rates. Please refer to their office for questions related to tuition rates and fees.
<a href="#">Office of the Registrar</a>	In addition to publishing the deadlines for adding and dropping courses, the Registrar's Office will determine your residency status upon admission.
<a href="#">Student Housing</a>	Campus housing is facilitated by the Department of Housing & Dining Services. Please review eligibility requirements and the application process through their website. The website also has resources for locating off-campus housing in the Boulder area.