MAJOR IN ELEMENTARY EDUCATION

The Elementary Education major *(available beginning Fall 2027)* prepares future educators to teach learners in grades K-6. The program is designed to develop humanizing, student-centered teachers who bring deep knowledge of pedagogy, differentiated instruction, and strategies that support mental health and well-being of all learners.

The program integrates field experiences in elementary schools with pedagogical courses to ensure future teachers have opportunities to apply what they are learning in classroom contexts. The program equips future elementary teachers with the professional knowledge, practical skills, and reflective habits necessary for success, resilience, and long-term retention in the teaching profession.

This major is a competitive entry program (https://admissions.colostate.edu/apply/competitive-majors/).

Licensure Eligibility Requirements

This is a Colorado state–approved educator preparation program. To be eligible to apply for a Colorado Teaching License*, students must successfully complete the following:

- Maintain a minimum 2.75 cumulative CSU GPA
- Complete all professional education coursework with a grade of C or higher
- Successfully complete all field experience courses, as outlined in course syllabi
- Complete and earn the Elementary Education degree

*Licensure requirements vary by state. Completion of these Colorado requirements may not meet licensing criteria elsewhere. Students planning to teach outside Colorado are strongly encouraged to research the specific licensure requirements of the states in which they intend to reside after graduation.

For more information, visit Educator Preparation (https://www.chhs.colostate.edu/soe/educator-preparation/).

Learning Objectives

Upon successful completion of the major, students will be able to:

1. Establish an elementary classroom environment where students feel they belong, have a voice, can take risks, and are valued for what they bring to the learning process.
2. Demonstrate interdisciplinary pedagogical expertise, grounded in elementary research-based instructional strategies and an understanding of the cognitive, social/emotional, and cultural assets/needs of the whole child.
3. Support their students' mental health, well-being and social/emotional learning needs through the use of trauma informed and restorative practices teacher-relational skills and culturally sustaining practices.
4. Plan and implement effective, responsive instruction that differentiates to meet individual student needs.