

# STUDENT HANDBOOK

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## DIVISION OF EDUCATION

B.A. IN ELEMENTARY EDUCATION  
M.ED. IN EDUCATIONAL LEADERSHIP  
(PRINCIPAL LICENSURE)  
M.ED. IN ELEMENTARY EDUCATION  
M.ED. IN READING  
M.ED. IN SECONDARY EDUCATION  
M.ED. IN SPECIAL EDUCATION GENERALIST  
CERTIFICATE IN LITERACY



**REGIS**  
UNIVERSITY



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FIRST SEMESTER

# STUDENT SUCCESS CHECKLIST

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STUDENTS SHOULD ACCOMPLISH THE  
FOLLOWING PRIOR TO THE END OF  
THEIR FIRST SEMESTER:

- Attend the **mandatory** New Student Orientation.  
Conducted online, this orientation provides important information about licensure requirements, WorldClass (our online learning platform) and other expectations.
- Establish your **regis.edu email account**.  
Email is the official means of communication within the Division of Education and throughout Regis University. All email communications will occur through your regis.edu account.
- Purchase a parking permit** if you are taking classes on campus.
- Read** the Division of Education Student Handbook in its entirety.
- Meet** in person or virtually with your assigned adviser.  
Staying in touch with your adviser is important to ensure timely graduation and course selection accuracy.
- If you are in an initial teacher licensure program, **set up a Taskstream® account**.  
Taskstream® tracks artifacts you create during your program; your portfolio is used to determine whether the Division of Education will issue a Recommendation for Licensure to the state on your behalf.
- Once your Taskstream® account is set up, review and begin working on your Taskstream® portfolio. Learners in the Colorado elementary or secondary licensure program will need to take the PRAXIS exam in the first semester or as soon as content courses are completed.

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## **ACRONYMS**

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**B.A.:** Bachelor of Arts

**CDE:** Colorado Department of Education

**CPBS:** Colorado Performance Based Standards

**EDS:** Secondary Education

**EE:** Elementary Education

**EL:** Education Leadership

**K-12:** Kindergarten through grade 12

**M.Ed.:** Master of Education Degree

**SPED:** Special Education

*Chapter One*

# DIVISION OF EDUCATION OVERVIEW

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Heidi Barker, Ph.D., Associate Dean and Professor

*letter from*  
**THE ASSOCIATE  
DEAN**

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## **GREETINGS!**

It is my pleasure to welcome you to the Division of Education at Regis University. The Division of Education is organized into three departments, providing programs of study in graduate education for practicing teachers, graduate education for students licensing for the first time and undergraduate education for students studying to become teachers while pursuing a bachelor's degree.

The Division of Education at Regis University focuses on promoting justice and equity in educational opportunities for all children. We train teachers and school leaders to teach all children, embrace and take on the challenges of our schools and advocate for their communities. There is no better time to become an impactful educator.

While teacher and principal preparation programs are available at most higher education institutions, our programs are unique in several ways:

- » Jesuit values are explicit in the curriculum.
- » Experiential education and service learning are integral parts of our programs.
- » A commitment to justice and equity are intentionally addressed through a focus on diversity and inclusive practices.

As you embark on your journey at Regis University, I encourage you to explore and embrace our six key Jesuit values, which we aspire to model in our work with you and to which we are deeply committed.

1. Men and Women for Others
2. *Cura Personalis*
3. *Magis*
4. Contemplatives in Action
5. Unity of Mind and Heart
6. Finding God in All Things

These values are at the heart of what we do in the Division of Education and we look forward to exploring them with you!

Warm Regards,

*Heidi Barker, Ph.D.*

Associate Dean and Professor  
Division of Education



## *mission statement* **AND OUTCOMES**

The Division of Education, through its commitment to Jesuit ideals, prepares students to become educational leaders who improve and transform society.

Through reflective practice emphasizing values and social responsibility, learners mindfully pursue the answer to the question, “How ought we to live and lead as educators?”

Regis University’s Division of Education strives to produce graduates and licensed teachers with the knowledge, skills and abilities to:

- » Demonstrate expertise in content and exhibit 21st century skills in professional practice.
- » Make evidence-based educational decisions.
- » Create effective learning environments.
- » Demonstrate Jesuit values in professional practice.

## *diversity* **STATEMENT**

### **EDUCATORS AND ADMINISTRATORS WORK WITH STUDENTS FROM DIVERSE LIFESTYLES, CULTURES, BELIEFS AND VALUES.**

Our programs expose students to a wide range of social, relational and cross-cultural contexts and issues. The Division of Education faculty provides mutually respectful learning environments where learners engage in reflective practice and dialogue about their own and others’ experiences, beliefs and values. We prepare teachers and leaders who approach education and administration with integrity, respect and sensitivity to differences in beliefs, values, heritages and lifestyles.

At Regis University, the term “diversity” affirms our faith-inspired commitment to build an inclusive community that values the dignity and contributions of all members. In this community, human differences thrive in a learning environment characterized by the Jesuit traditions of mutual respect and the pursuit of justice. Such differences contribute to the richness and vitality of our living community.



*Chapter Two*

## ADVISING

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STUDENTS SHOULD SEEK ONGOING ADVISING TO  
ENSURE APPROPRIATE COURSE SELECTION AND  
TIMELY PROGRAM COMPLETION.

Students in the Division of Education are expected to familiarize themselves with and adhere to published policies and guidelines and to seek registration advice only from their assigned adviser.

*advising*  
**RESOURCES**

**ADVISER AND RETENTION RESPONSIBILITIES**

- » Respond to learner calls and emails within two business days.
- » Clarify policies, procedures and program requirements
- » Provide information about appropriate University services as needed.
- » Assist with course selection and availability.
- » Determine eligibility for student teaching (if applicable).
- » Be available to students on an appointment basis (both in person and virtually).
- » Counsel students who have challenges meeting academic or professional standards.
- » Conduct content reviews as needed.
- » Provide resources and assistance in overcoming barriers to academic success, continuous enrollment and/or program completion.
- » Assist learners who need to "step out" of their studies for fewer than six months.
- » Assist students who have "stopped out" of their academic studies for more than six months with program completion options and the reapplication process.

*student*  
**RESPONSIBILITIES**

- » Take initiative to contact adviser.
- » Review program requirements, policies, guidelines and expectations and seek clarification from an adviser if any element is not understood.
- » Be familiar with program completion and state licensure requirements and exams (if applicable).
- » Register for courses in accordance with program requirements and adviser recommendations with attention to course prerequisites.
- » Comply with academic and administrative deadlines.
- » Inform adviser about changes in career goals, major, attendance, health, financial needs or other factors that may affect one's ability to make reasonable academic progress or to meet licensure requirements.
- » Adhere to University procedure for registration and dropping/adding courses.
- » Read the course syllabus prior to the start date of each course to fully understand required field hours, assignments, expectations and policies.
- » If required, register and maintain your personal [Taskstream](#) account.
- » Take and pass required content state exams prior to applying to student teach for licensure.
- » Meet University and state requirements for background checks.



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## REQUIRED PROGRAM ORIENTATION

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Learners are required to attend the school's online orientation prior to enrolling in coursework.

### *communication* **POLICY**

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All students and faculty are required to use their regis.edu email account for University-related communications.

- » This account will serve as the primary means of communication from the University and the Division of Education.
- » Please use your Regis email account when communicating with University personnel.
- » Students are expected to be courteous and professional.

### *ethics and* **CONDUCT**

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All students must abide by the expectations set forth in the University Standards of Conduct, as stated in the University Student Handbook.

In addition to the sanctions outlined in the handbook, should **BEHAVIORAL ISSUES ARISE**, any faculty member may initiate a Teacher Candidate Dispositional Assessment (see section on Teacher Candidate Dispositional Assessments).

In the event local authorities or school/district personnel present University officials with documentation of **AN INCIDENT THAT VIOLATES THE REGIS UNIVERSITY STANDARDS OF CONDUCT**, the professional expectations of the field placement site, or a criminal conviction that appears to be a disqualifying event in terms of Colorado teacher/principal licensure that involves a Division of Education student. Regis reserves the right to initiate disciplinary proceedings to determine whether the Code of Conduct has been violated and to proceed accordingly. This may include removing the student from the school site, a grade of "F" in the class or possible removal from the program (see Remediation section, p. 21).



*satisfactory*  
**ACADEMIC  
 PROGRESS**

To graduate, undergraduate students in Division of Education programs must maintain a **CUMULATIVE GPA OF 2.5 OR BETTER** in courses required for the degree.

- » All general education/prerequisite transfer courses must be completed with a grade of “C-” or better.
- » A grade of “B-” or better is required in all education course.

Graduate students in the Division of Education must maintain a **CUMULATIVE GPA OF 3.0 OR BETTER** in courses required for the degree.

- » In addition, a grade of “B-” or better is required in all courses required for the degree.

**THE FOLLOWING STUDENTS WILL BE PLACED ON ACADEMIC PROBATION:**

- » Undergraduate students who allow their cumulative GPA to fall below a 2.5.
- » Graduate students who allow their cumulative GPA to fall below a 3.0.

During the following semester (fall, spring, summer) of enrollment, the University expects the student to raise his/her cumulative GPA to a minimum of **2.5** (undergraduate) or **3.0** (graduate).

- » Students must work closely with their assigned adviser to determine the number of semester hours to be taken during the probationary semester to maximize the possibility of earning the required gpa by the end of the semester.
- » Students are formally notified of their academic probation in a letter from the academic dean.
- » Academic probation is recorded on the student’s permanent academic record (transcript).
- » Graduate students on probation are permitted to take only one course per term and are not permitted to have an incomplete grade while on probation.

If a student on academic probation **DOES NOT ACHIEVE THE REQUIRED** cumulative GPA at the end of the following semester of enrollment, he or she will be suspended.

- » Academic suspension is recorded on the student’s permanent academic record (transcript).
- » Students are formally notified of their suspension from Regis University in a letter from the academic dean.

*plagiarism policy*  
**AND APPEALS**

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- » Students notified of academic suspension for the previous semester and who are in attendance in a Regis University class may complete that class. Any additional registrations will be dropped.

**AFTER ONE CALENDAR YEAR, A SUSPENDED STUDENT MAY APPLY FOR READMISSION BY FULFILLING THE FOLLOWING REQUIREMENTS:**

- » Submit a letter requesting readmission, an explanation of the previous academic difficulties and how the problem(s) have been addressed.
- » Submit a written contract, signed by the student's adviser and the appropriate program coordinator or chair, which states how the student will meet the required minimum GPA or an agreed-upon provisional GPA within a defined period.
- » An official transcript showing at least 12 semester hours of acceptable academic coursework completed at a regionally accredited college or university (undergraduate students only).

Plagiarism is presenting the ideas, words or products of another individual or entity as one's own. When a student submits individual or group academic work that includes the product, words, ideas or data of others, the source must be acknowledged by the use of complete and specific references. Plagiarism includes copying and pasting from online media or from any website. By placing one's name on academic work, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

All faculty have access to plagiarism detection software, which may be used with or without the student's knowledge. Sanctions for plagiarism may include:

- » A failing grade on the assignment.
- » Failure of the course.
- » Referral to the remediation coordinator.
- » Referral to the Academic Integrity Board.
- » Suspension or expulsion from the University.

**PLAGIARISM PROCEDURE**

An instructor who suspects a student has committed plagiarism will consult with the adviser and program coordinator. However, prior to consultation, the instructor may take action to prove, detect or preserve evidence of plagiarism. In taking such action the instructor should minimize disruption and embarrassment to the student(s).

## *grades of* **INCOMPLETE**

The instructor, adviser and program coordinator will review the evidence. If all are convinced of the violation, the instructor will submit a brief statement regarding the charge of violation of the Academic Honor Code with supporting evidence to the associate dean of the Division of Education, who will refer the matter to the Academic Integrity Board. The processes and appeal procedures pertaining to issues referred to the Academic Integrity Board are fully explained in the University Bulletin (catalog).

A grade of incomplete (IF) denotes that the required work for the course is incomplete due to extraordinary circumstances. Students may request a grade of incomplete when these criteria are met:

1. An accident, illness, death or major life transition has occurred during the course term. Documentation may be required.
2. The student must have completed a minimum of 75 percent of the total number of assignments with a grade that meets the minimum requirements for their program.
3. The student must complete and submit the Incomplete Grade Request Form after completing 75 percent of the total number of assignments but before the end of the course.

The signed Incomplete Grade Request Form serves as a contract between the student and the instructor. The instructor determines the length of time and the remaining requirements to complete the course. The maximum length of time for completion is the end of the following term. If the work is not completed by the agreed upon date, the incomplete will be converted to a grade of "F."

**INCOMPLETES ARE NOT AUTOMATICALLY GRANTED.** They are granted at the recommendation of the adviser and the approval of the program coordinator and adviser. The program coordinator and adviser will notify the student and the instructor, in writing, of the approval/denial of the request. The course instructor will provide instructions and guidelines to resolve the incomplete grade (licensure programs only).

The Division of Education is required to certify to the state that each teacher candidate recommended for licensure has the knowledge, skills and character necessary to be a successful classroom teacher. Content knowledge is assessed in required classes, and skills are assessed in education classes and related field experiences.

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*teacher candidate*  
**DISPOSITIONS**

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A pattern of behavior that shows up during teacher preparation will likely show up on the job. A candidate who shows promptness, courtesy and scrupulous attention to detail and effective communication will act likewise when employed. We also know that a teacher candidate who is habitually rude or unprofessional during his/her educational program is likely to exhibit similar behaviors in professional teaching positions.

We owe parents, citizens and K-12 students our best professional judgment and keenest observations when making assessments with profound implications for the future. Therefore, the identification and evaluation of professional dispositions is part of the Division of Education's professional responsibility.

The Teacher Candidate Disposition Assessment (TCDA) is used throughout Division of Education teacher licensure programs to identify both exemplary and deficient tendencies.

Program faculty members use the assessment to provide students feedback and as a basis for student growth, remediation and evaluation. The TCDA Form is based on Colorado's Teacher Effectiveness Standards, Jesuit values and our school outcomes, which also represent our accreditation claims.

**PROCESS FOR ADDRESSING STUDENT BEHAVIORS THAT VIOLATE THE PROFESSIONAL DISPOSITION**

The TCDA form may be used by any faculty or staff member who identifies that a candidate is not meeting a particular professional standard.

- » The completed form must be accompanied by a description of the behavior and available documentation that indicates failure to meet the standard.
- » The complainant will notify the candidate that a TCDA form has been filed. Completed forms will be submitted to the program chair and adviser, who serve as remediation coordinators for the Division of Education.

## REMEDIATION

Upon receipt of an unsolicited TCDA form, the remediation coordinator will form a committee comprised of the remediation coordinator and two members of the faculty (not including the complainant, who will review the documented concern). The committee must meet with the student to discuss their concerns, share documentation and hear the student's response. The committee must determine whether the student has failed to meet a professional standard.

If the student is not meeting a particular professional standard, then the remediation committee will institute a one-semester remediation plan specific to the areas in need of improvement. Specific outcomes and target dates are to be included. At the conclusion of the remediation plan period, the student and the remediation coordinator discuss continued support needs and progression in the program.

If the student fails to accomplish tasks/outcomes required by the remediation plan, the remediation committee shall review the documentation and either extend the remediation period with a new plan or remove the teacher candidate from the program.

Teacher candidates who wish to appeal the remediation committee's decision must prepare a written appeal and present it to the associate dean. The associate dean's decision is final.

**NOTE:** For student performance issues during the student teaching term, the process outlined in the Student Teaching Handbook will be followed.

If a student's behavior is particularly egregious and/or serious, the remediation coordinator may immediately recommend to the associate dean that the student be suspended or expelled.

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## COMPLAINTS

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If students have complaints regarding a Division of Education class or grade, they should employ the following process to address their concerns:

**1. DISCUSS THEIR CONCERNS WITH THE FACULTY MEMBER.** This dialogue must be initiated by the student within 30 days of the end of the semester in which the incident prompting the complaint occurred.

**NOTE:** The student may request that his/her adviser be present at this meeting.

**2. IF THE CONCERN IS NOT RESOLVED AFTER MEETING,** the student should send a detailed email to the adviser (or the program coordinator if the complaint is against the adviser, the chair if the complaint is about the program coordinator or the associate dean if the complaint is about the chair). This email should include the following:

- » All correspondence with the faculty member that pertains to the concern.
- » The student's account of his or her concerns regarding the faculty member.
- » The student's account of the meeting.
- » What continues to concern the student.

**NOTE:** This email must be submitted to the adviser within 10 days of the student meeting the faculty member as described in Step 1.

**3. THE ADVISER (PROGRAM COORDINATOR, CHAIR OR ASSOCIATE DEAN) DETERMINES THE COURSE OF ACTION.** The adviser (or program coordinator) will communicate this decision via email to the student within seven business days.

**4. IF THE CONCERN IS STILL NOT RESOLVED,** the student may present the concern to the department chair for further consideration. The chair will communicate his/her decision via email to the student within seven business days.

**5. STUDENT COMPLAINTS NOT RESOLVED** after involvement of the chair may be brought to the associate dean, whose decision is final. If a complaint against the chair remains unresolved by the associate dean, it will then go to the academic dean.

*graduation/*  
**COMMENCEMENT**

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### GRADUATION APPLICATION DEADLINES

Students graduate in the semester that all requirements are met and all documentation is received by the appropriate college/school by the

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IF YOU HAVE KNOWLEDGE, LET  
OTHERS LIGHT THEIR CANDLES AT IT.

**MARGARET FULLER**

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designated deadline. Incomplete grades, late application for graduation or late receipt of transfer credit or score reports may result in the degree being awarded in a later semester.

#### **APPLYING FOR GRADUATION**

Learners should initiate a Graduation Application during the semester they are completing all of their coursework.

- » Graduating means you will receive your diploma.
- » Commencement means you will walk at the ceremony.

All applications may be found and completed on the graduation [website](#). The graduation coordinator may be reached at [commence@regis.edu](mailto:commence@regis.edu). Additionally, the University will contact students via their regis.edu email account when they are nearing program completion to remind them to apply.

**NOTE:** Students applying for student teaching must also apply for graduation.

**NOTE:** The Graduation Application is required for degree conferral regardless of whether the student plans to participate in commencement.

#### **CORDING CEREMONY**

At the conclusion of each fall and spring semester, the Division of Education hosts a Cording Ceremony for all students who have completed their program of study. Invitations will be sent to the candidates prior to this event. The event is open to family and friends to celebrate the graduates' dedication to the vocation of teaching and service in the field of education.





CHAPTER FOUR  
**LEARNER SUPPORT AND RESOURCES**

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**27** THE CENTER FOR CAREER AND  
PROFESSIONAL DEVELOPMENT

*veteran*  
**SERVICES**

The Regis Department of Military and Veterans Services takes great pride in serving our nearly 1,300 student veterans. Our Veteran Resource Center offers a variety of services including peer-to-peer counseling and referrals for all forms of benefits, study and meeting space, teleconferencing technology, fellowship and a variety of offerings to help veterans succeed at Regis and transition to a rewarding new mission after graduation.

*counseling*  
**SERVICES**

Counseling services are available to all students, and are located at the Colorado Springs and Thornton Campuses. To learn more about the counseling service offered through the Division of Counseling and Family Therapy, [click here to visit their webpage](#).

*the learning*  
**COMMONS**

The Learning Commons provides academic resources through workshops, testing, tutoring, writing consultation and student disability services. For additional information regarding the services listed below, please [visit the Learning Commons webpage](#).

- » **ACADEMIC SUCCESS WORKSHOPS:** These workshops are free to Regis students and are offered periodically at multiple campus locations.
- » **STUDENT DISABILITY SERVICES (SDS):** The Student Disability Services office is available to students with documented disabilities for assistance with physical and academic accommodations. Learners who require disability-related academic accommodations must be registered with the SDS before faculty can support/give an accommodation.
- » **TESTING CENTER:** The Testing Center offers a wide range of testing opportunities, as well as a facility for makeup examinations.
- » **TUTORING SERVICES:** The Learning Commons offers free group or individual tutorial support for students on a variety of topics.
- » **WRITING CENTER:** The Writing Center provides many writing resources, as well as free individual, group or web-based writing consultation.

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AT ITS HIGHEST LEVEL, THE PURPOSE  
OF TEACHING IS NOT TO TEACH—  
IT IS TO INSPIRE THE DESIRE FOR  
LEARNING. ONCE A STUDENT'S MIND  
IS SET ON FIRE, IT WILL FIND A WAY  
TO PROVIDE ITS OWN FUEL.

**SYDNEY J. HARRIS**

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## **DAYTON MEMORIAL LIBRARY**

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The Dayton Memorial Library provides online access to the library catalog, over 200 article databases, subject and course research guides, reserve materials, and interlibrary loan requests and delivery. Research assistance is provided at the Research Help Desk in Dayton Memorial Library, with librarians by appointment, email, phone and through a chat reference service that is available 24/7. [Click here to visit the library webpage.](#)

## *Career and Professional* **DEVELOPMENT**

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The Center for Career and Professional Development at Regis University provides the resources, training and advice to help students and alumni establish and meet their career goals. Career Services may support student efforts to explore and find a career path, and create the tools for a successful job search. [Click here to visit the webpage.](#)



CHAPTER FIVE

# PROFESSIONAL TEACHER STANDARDS

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To ensure every teacher candidate is fully prepared to meet the demands inherent in the educational profession, the Division of Education has aligned all licensure courses and programs with the following standards:

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COLORADO TEACHER QUALITY STANDARDS

THE INTERSTATE TEACHER  
ASSESSMENT *and* SUPPORT CONSORTIUM (INTASC)

NATIONAL EDUCATION TECHNOLOGY  
(NETS) STANDARDS

POST SECONDARY WORKFORCE STANDARDS

JESUIT VALUES



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**36** STUDENT TEACHING HOURS

**37** SERVICE LEARNING REQUIREMENTS

*Undergraduate Teacher Licensure*

*Graduate Teacher Licensure*

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*general expectations for*  
**SUCCESSFUL FIELD  
EXPERIENCES**

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All initial licensure and added endorsement students are required to complete field hours as part of their coursework. Regis students must always present themselves professionally, demonstrating the highest behavioral and ethical expectations during all field experiences. As a guest in any school or community agency, our students are expected to present themselves and behave accordingly. All initial licensure and added endorsement students are required to complete the following:

1. Confidentiality Letter/Field Log in the designated location in the assignment box within WorldClass in order to receive a grade for any course that contains field hours. Failure to upload this document will result in a failing grade for the course.
2. Maintain copies of all Confidentiality Letter/Field Log documents from each course until program is completed.

Additionally, initial licensure students are required to maintain an active Taskstream® account in order to upload required forms in a timely manner. To receive a final grade for courses that contain field hours, you will be required to do the following:

1. Initial Licensure students will complete the electronic field hour form in Taskstream® for verification by Regis education staff.
2. Initial licensure students will upload a completed Confidentiality Letter/Field Log in Taskstream®. Detailed directions will be provided in your course.

*the office of*  
**CLINICAL  
PRACTICE**

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The Office of Clinical Practice (OCP) is located at the Denver Tech Center campus. The office offers support to students in finding and completing field hours during teacher education courses, as well as student teacher placements and supervision. The office also works closely with Colorado Front Range districts and has brochures on employment in each district. Visit ETS for exam preparation materials. It is encouraged that students make use of these resources throughout their programs.

**The Division of Education requires students to adhere to the following conduct guidelines during field experiences.**

**DEPENDABILITY**

The licensure candidate is expected to adhere to the regulations concerning absences established by the host school in field placements and student teaching. In the event of emergency or illness, please communicate with the school via the school office, the cooperating teacher and the University supervisor before the beginning of the school day or as soon as possible.



**PROFESSIONAL CONDUCT**

During professional sequence courses when students are working with K-12 students, Regis students must always be working under the direct supervision of the classroom teacher. The classroom teacher must always be immediately accessible to the Regis student. If you are substitute teaching, acting as a parent volunteer or working as a paraprofessional while you are a Regis student, you must differentiate your time so that the time you spend meeting your Regis requirements is under the direct supervision of a classroom teacher.

**PROFESSIONAL DRESS/GROOMING CODE FOR TEACHER CANDIDATES**

Appropriate professional appearance reinforces the licensure candidate's identity as an emerging professional and role model. Appropriate professional appearance strengthens the attitude of the school community and the community at large toward the licensure candidate and the Division of Education. Therefore, students are expected to be appropriately and professionally dressed and well groomed at all times. Although school climates differ, inappropriate attire and grooming for field assignments includes jeans, athletic shoes, flip-flops, tight or revealing clothing, workout clothing or yoga wear.

Licensure candidates must exercise good judgment in their choices regarding professional appearance for observations, field experiences, internships and student teaching by appearing in a manner that meets the following expectations:

- » Is appropriate to the situation.
- » Will elicit a positive impression from the school community and the community-at-large.
- » Provides appropriate role modeling for students.
- » Promotes a working and learning environment free from unnecessary disruption.

Check and abide by the school/district guidelines for professional appearance. When in doubt, it is better to overdress. Failure to comply with the aforementioned guidelines may result in disciplinary action or reduction in grade for the class at the discretion of the Division of Education instructor or supervising faculty member. These decisions are indicative of a student's professional disposition and will be considered when assessing the candidate's disposition as part of the Taskstream® portfolio criteria.

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## **CONDUCT GUIDELINES**

- 1.** No Regis student may physically coerce or restrain a student in a K-12 school.
- 2.** Regis students must work with K-12 students in public spaces within schools, such as classrooms, libraries and well-traveled halls. They must avoid being alone with students in places not frequented by other adults.
- 3.** Regis students may never provide transportation for K-12 students during the course of their Division of Education work.
- 4.** Regis students are expected to wear professional attire and behave in a professional and ethical manner.
- 5.** Regis students must not meet with K-12 students with whom they are working outside of the school or community agency unless they are participating in a school or community-sanctioned activity with other relevant personnel.
- 6.** Regis students must always respect the privacy of students and classroom teachers. Information about student, teachers and community-based organizations gained during Division of Education coursework must not be shared except with people who have a direct need to know, or with Regis faculty.

## **HOST SCHOOL POLICIES**

The licensure candidate is expected to abide by all policies and rules that apply to pupils and teachers, and should enforce all school policies and regulations when working with students.

## **FAMILIARITY WITH SCHOOL PROCEDURES**

The licensure candidate should become acquainted with the school building and grounds, fire alarm and emergency procedures and administration as soon as possible.

## **RULES OF THE CLASSROOM**

The licensure candidate is a guest in the cooperating or hosting teacher's room as well as a team teacher.

## *CLASSROOM GUIDELINES*

- 1.** The licensure candidate should use discipline, instructional methods and materials consistent with the philosophy and practice of the host school or approved by the cooperating teacher.
- 2.** The licensure candidate should become acquainted with students and their diverse needs through observation, conferences or examination of individual records as soon as possible.
- 3.** The licensure candidate should support the classroom teacher's

*identifying  
and reporting*  
**CHILD ABUSE**

policies and procedures.

4. The licensure candidate is not allowed to supervise any outside school activity alone during the student teaching assignment. However, the licensure candidates may assist the cooperating teacher or other faculty members with these tasks.
5. The licensure candidate is expected to help maintain physical conditions of the classroom that aid instruction or create an atmosphere conducive to teaching and learning.
6. If the cooperating teacher is away from the classroom, the licensure candidate must be able to locate the cooperating teacher at all times should a need arise or in case of emergency.
7. The licensure candidate should refrain from expressing his/her personal religious or political views or imposing them on the pupils under his/her supervision.

**THE PURPOSE OF THESE GUIDELINES IS TWOFOLD:**

1. To inform field experience licensure candidates of their responsibilities in reporting cases of suspected child abuse and neglect.
2. To inform licensure candidates of procedures they should follow to avoid being accused of child abuse or inappropriate sexual conduct with students.

**IDENTIFYING CHILD ABUSE**

Child abuse includes any of the following: physical abuse, sexual abuse, emotional maltreatment or neglect.

Licensure candidates should be aware that indicators of abuse range from the obvious physical effects (bruises, burns, fractures, etc.) to more subtle behavioral effects (aggression, depression, withdrawal, eating disorders, running away, etc.). It is important to remember the effects of abuse may manifest in a wide range of physical and behavioral indicators.

**CHILD ABUSE REPORTING PROCEDURES**

The State of Colorado requires all school officials and employees to report suspected cases of child abuse (Colorado Children's Code, Article 10). If the Division of Education licensure candidates suspect any pupil is being abused, they should immediately report this information to the classroom teacher and the University supervisor. It is not the licensure candidate's responsibility to prove the abuse or make any type of judgment regarding the situation. School employees who report suspected child abuse in good

faith are immune from liability (Colorado Children’s Code, Section 19-10-110). If licensure candidates witness or suspect a pupil is being abused by a classroom teacher, they should report this to the principal or to their University supervisor immediately. The supervisor will make the report to the director of student teaching, who will contact the appropriate officials. If a pupil discloses abuse to the licensure candidate, the licensure candidate should immediately include the cooperating classroom teacher in the conversation. The pupil should be reassured that he/she has done the right thing and that it must be reported to the supervisor so help may be provided. The licensure candidate should not attempt to elicit full disclosure without the presence of the classroom teacher, nor should confidentiality be promised.

Licensure candidates are also required to report any sexual harassment (unwelcome sexual advances, requests for sexual favors, verbal or physical conduct of a sexual nature by teachers, supervisors, employees or students) that they observe, suspect or experience personally to their University supervisor, who will report it to the director of student teaching, who will report it to the appropriate authorities.

## FERPA

### FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) gives students the right to view their academic records, mandates student consent for authorized persons to gain access to these records and authorizes hearings for students to modify or supplement their records.

## *student teaching* HOURS

Initial teacher licensure candidates are required to meet the Colorado standard of at least 800 contact hours for licensure (600 of which will be completed during student teaching). Students will not be allowed to student teach in a school in which they have children or in which they have been employed in a non-teaching position. See the Student Teacher Handbook for specifics.

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*service learning*  
**REQUIREMENTS**

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In the spirit of our Jesuit mission and to best prepare students as classroom teachers, teacher candidates will apply the theories learned in their coursework to the experiences they have during the completion of their Service Learning program. For more information about Service Learning, please view information included in the Service Learning packet. See your adviser for additional details.



CHAPTER SEVEN

# TEACHER CANDIDATE REQUIREMENTS AND ASSESSMENTS

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**40** TASKSTREAM® PORTFOLIO (*Foundations, Methods and Student Teaching*)

**41** TASKSTREAM® REQUIREMENTS

**41** TEACHER CANDIDATE PERFORMANCE ASSESSMENT

## Taskstream® PORTFOLIO

### FOUNDATIONS, METHODS AND STUDENT TEACHING

Initial licensure candidates must participate in an online portfolio program called Taskstream®, a cloud-based software used to create the portfolio (TaskStream.com).

- » Profile
- » State Licensure Exam
- » Foundations Courses
- » Methods Courses
- » Student Teaching Application
- » Student Teaching

Candidates set up a personal Taskstream® account after the drop/add period during their first term. After opening their account and selecting a template based on an endorsement area, candidates may begin filling out portfolio information and uploading artifacts into Taskstream®. Candidates may fill out the Handbook Receipt and Acknowledgement Form (Appendix A) in the profile section of the portfolio after reading through this student handbook.

The screenshot displays the Taskstream web application interface. At the top, the 'taskstream' logo is on the left, and navigation links for 'Regis Education Manager', 'My Account', 'Logout', 'IM', and 'Help' are on the right. Below the logo is a navigation bar with tabs for 'Folio & Web Pages', 'Lessons, Units & Rubrics', 'Standards', 'Communications', 'Resources', 'TS Coordinator', and 'Analytics'. The main content area is titled 'Grad Elementary Gates Portfolio' and includes a 'Preview as Folio' button. A left sidebar shows a tree view of the portfolio structure, including 'Gate 1 - 2013 Degree Plan' and various documents like 'EDFD 601: Comm Partner Proposal', 'EDFD 601: Service Contract', 'EDFD 601: Field Contract', 'EDFD 601: Educational Notes', 'EDFD 601: Service Log', 'EDFD 601: Field Log', 'EDFD 601: TC Disposition', 'EDRS 600: Research Proposal', 'EDRS 600: Service Contract', 'EDRS 600: Comm Partner Feedback', 'EDRS 600: Service Log', 'EDES 603: Concept Learn Paper', 'EDES 603: Positionality Paper', 'EDES 603: Service Contract', 'EDES 603: Field Contract', 'EDES 603: Service Log', 'EDES 603: Field Log', and 'EDES 603: TC Disposition'. The main content area features a 'Welcome to the Grad Elementary Gates Portfolio program' message for Graduate Elementary Endorsement Students, a 'Getting Started with Programs' section, and a 'Program Links' section with links for 'Overview' and 'Resources'. A 'More Help' section provides instructions on how to use the DRF program, including viewing evaluation results and adding content.



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WHAT THE TEACHER IS, IS MORE  
IMPORTANT THAN WHAT HE TEACHES.

**KARL A. MENNINGER**

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## *Taskstream*<sup>®</sup> **REQUIREMENTS**

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Initial Licensure students are required to maintain an electronic portfolio that houses all the documentation required to demonstrate completion of Colorado Department of Education standards. Key assignments, Teacher Candidate Disposition Forms, and artifacts such as field hours, licensing state exam and Service Learning documentation are collected into the Taskstream<sup>®</sup> portfolio template at designated points during a candidate's program. The student teaching application process also is completed through Taskstream<sup>®</sup>. Candidates may publish their school portfolio (or one of their own design) to a public URL once they are done with the program. This URL may then be added to a resume or referenced as part of the job application process.

## *teacher candidate (student teaching)* **PERFORMANCE ASSESSMENT**

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During student teaching, candidates will be mentored and assessed in their performance by both their University supervisor and cooperating teacher, using the Teacher Candidate Evaluation Rubric as well as completing self-assessments.

The Evaluation Rubric aligns with Colorado Teacher Quality Standards and will support the teacher candidate in learning the academic language and expectations with which they will be assessed in their professional careers.



CHAPTER EIGHT  
**OBTAINING *a Teaching* LICENSE**

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**44** EXAMS

**44** PROGRAM VERIFICATION FORMS/TRANSCRIPTS

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## EXAMS

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**All students in the teacher licensure programs must take and pass the appropriate Colorado state exam(s) required for licensure prior to applying to student teach. Refer to the Division of Education's Office of Clinical Practice website for application deadlines.**

- » Secondary licensure candidates are encouraged to take the appropriate exam upon completion of a content review by the candidate and adviser.
- » Special Education Generalist and Elementary candidates should take the elementary exam during foundations coursework. Special Education Generalist candidates should also take the Special Education Generalist exam during their Methods/Professional Sequence coursework and prior to student teaching.

To access updated information regarding exams required for licensure, see the Colorado Department of Education (CDE) website.

*program  
verification forms*  
**TRANSCRIPTS**

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No student teacher applications will be processed without the appropriate exam being successfully completed.

When the teacher candidate has successfully completed student teaching and all course requirements for licensure, Regis University will issue a completed Program Verification Form, which is part of the Colorado Department of Education teacher licensure application process.

Students must provide official transcripts indicating they have met all requirements for licensure. These documents are not available until approximately three weeks after the term's end.

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GREAT TEACHERS HAVE HIGH  
EXPECTATIONS FOR THEIR  
STUDENTS, BUT EVEN HIGHER  
EXPECTATIONS FOR THEMSELVES.

**TODD WHITAKER**

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CHAPTER NINE  
**PROGRAM SPECIFICS**

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**48** B.A. - *Elementary Education*

**49** M.ED. - *Educational Leadership (Principal Licensure)*

**50** M.ED. - *Elementary Education*

**50** M.ED. - *Reading*

**51** M.ED. - *Secondary Education*

**53** M.ED. - *Special Education Generalist*

**54** CERTIFICATE - *Literacy*

*bachelor of arts in*  
**ELEMENTARY  
EDUCATION**

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## **PROGRAM TYPE**

- » Initial Licensure Program
- » Added Endorsement Program
- » Professional Program (non-licensure)
- » Principal Licensure Program
- » Certificate

This undergraduate program is designed for learners seeking their initial teacher licensure in K-6.

## **PROGRAM OUTCOMES**

- » **LEARNING ENVIRONMENTS.** The teacher candidate understands and applies effective classroom practice, critical thinking, creativity, innovation and collaboration to create supportive and meaningful 21st century learning environments.
- » **CONTENT KNOWLEDGE.** The teacher candidate understands and uses content knowledge, relevant state and national standards, central concepts and tools of inquiry to create meaningful and accessible units/lessons to assure mastery of content.
- » **LEARNER DEVELOPMENT/DIFFERENCES.** The teacher candidate understands developmental trajectories and appreciates individual differences and implements developmentally appropriate and inclusive learning experiences. Teacher candidates develop “whole” learners.
- » **ASSESSMENT AND INSTRUCTION.** The teacher candidate uses multiple assessments to monitor and report learner progress and inform instruction.
- » **PROFESSIONAL PRACTICE.** The teacher candidate actively engages in his or her own professional reflection and growth to demonstrate high ethical and professional behaviors consistent with Jesuit values when interacting with others.



## PROGRAM TYPE

- » Initial Licensure Program
- » Added Endorsement Program
- » Professional Program (non-licensure)
- » Principal Licensure Program
- » Certificate

This graduate program is designed for licensed teachers and other education professionals seeking licensure as a principal in Colorado, a graduate degree in educational leadership or both.

## PROGRAM OUTCOMES

- » Critique and create vision, mission and values needed for school strategy and sustainability.
- » Draw appropriate conclusions from data and use sound research practices to lead curricular change.
- » Design structures and processes to drive parent and community engagement, support and ownership of the school.
- » Implement processes and systems needed to build a strong competent work force through managing, recruiting, hiring and mentoring teachers and staff.
- » Articulate how education policy agenda is shaped by its wider environment and by the power relations therein, and accurately identify the needs and interests of government and society to school administration.
- » Exercise sound fiscal management based on law, basic accounting concepts and policies to inform decisions.
- » Demonstrate competence in moral reflection and ethical decision making needed to maintain integrity within the school system.

*master of education*  
*in* **ELEMENTARY  
EDUCATION**

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### **PROGRAM TYPE**

» Initial Licensure Program

This graduate program is designed for those who hold an undergraduate degree and are seeking an initial license to teach elementary K-6.

#### **PROGRAM OUTCOMES**

- » Plan and implement effective instruction for a academically, culturally and linguistically diverse studentry.
- » Create an inclusive classroom environment for an academically, culturally and linguistically diverse student body.
- » Plan and implement lessons and units of study based on current content knowledge, best practices and relevant standards.
- » Effectively assess students' performance and apply data from self-developed and standardized tests to inform instruction.
- » Understand how to reflect critically on one's own identity and performance to continually improve professional practice.
- » Identify, interpret and integrate primary academic literature and conduct teacher/action research.

*master of education*  
*in* **READING**

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### **PROGRAM TYPE**

- » Added Endorsement Degree Program
- » Added Endorsement Only (non-degree)
- » Professional Program (non-licensure)

The Master of Education in Reading program is fully online and provides licensed teachers with a graduate degree that enhances the teaching of literacy through the use of research-based best practices.

The M.Ed. in Reading program with added endorsement is designed for licensed teachers seeking an added endorsement in Reading Teacher or Reading Specialist in Colorado. This M.Ed. Reading degree-only program is for licensed teachers in any state of residence as well as for Colorado teachers who do not meet the added endorsement requirements.

#### **PROGRAM OUTCOMES**

- » Apply evidence-based best practices in reading with students with diverse learning strengths and needs.
- » Administer and interpret the results of diagnostic, summative and progress monitoring reading assessments.

*master of education*  
in **SECONDARY**  
**EDUCATION**

- » Select and apply research-based remediation strategies with students with reading difficulties.
- » Implement effective literacy strategies with students of a variety of ages, including emergent and secondary readers.
- » Select and apply appropriate, targeted reading intervention and remediation strategies with linguistically diverse and special needs students.
- » Create targeted remediation plans for students based on assessments.
- » Demonstrate service-oriented literacy leadership at the school level in reading curriculum, assessment, program/materials selection and interventions application.
- » Develop a plan for professional development in literacy based on research, student data and needs assessment results.
- » Communicate how theoretical influences, recent reading research and Jesuit principles translate into practice.
- » Discriminate ways in which literacy legislation, mandates, academic and Common Core standards and current issues translate to the classroom environment.

### PROGRAM TYPE

- »Initial Licensure Program
- »Licensure Only (non-degree)

The M.Ed. Secondary Education program with initial license is designed for those with a bachelor's degree seeking an initial teaching license in Colorado and a graduate degree. The Licensure Only (non-degree) option is for those with a bachelor's degree seeking an initial teaching license in Colorado.

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## **PROGRAM OUTCOMES**

- » Demonstrate mastery of the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.
- » Articulate how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
- » Incorporate their understanding of how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- » Use a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
- » Employ knowledge of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- » Identify and use effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.
- » Plan instruction based upon knowledge of subject matter, students, the community and curriculum goals.
- » Use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- » Become reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek opportunities to grow professionally.

*master of education*  
 in **SPECIAL  
 EDUCATION  
 GENERALIST**

## PROGRAM TYPE

- » Initial Licensure Program
- » Added Endorsement Degree Program
- » Added Endorsement Only (non-degree)

The M.Ed. Special Education Generalist program with initial license is for those seeking an initial teaching license in Special Education in Colorado. The M.Ed. Special Education Generalist program with added endorsement is for licensed teachers who seek an added endorsement in Special Education in Colorado. The Endorsement Only (non-degree) option is for teachers seeking an added endorsement in Special Education in Colorado, but do not desire a master's degree.

## PROGRAM OUTCOMES

- » Understand how exceptionalities may interact with development and learning to provide meaningful and challenging learning experiences.
- » Create safe, inclusive, culturally responsive learning environments so individuals with exceptionalities become active learners and develop emotional well-being, positive social interactions and self-determination.
- » Apply knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- » Apply multiple methods of assessment and data-sources in making educational decisions.
- » Select, adapt and employ a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
- » Apply foundational knowledge and their professional ethical principles and practice standards to inform special education practice, engage in lifelong learning and advance the profession.
- » Collaborate with families, other educators, related service providers, individuals with exceptionalities and personnel from community agencies to address the needs of individuals with exceptionalities across a range of learning experiences.
- » Critically evaluate concepts, theories and research in order to demonstrate professional and practical skills, engage in academic dialogue and access current resources.

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## **CERTIFICATE:** *literacy*

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### **PROGRAM TYPE**

#### » Certificate

The graduate Certificate in Literacy is for educators seeking to complement their license and upgrade their skills and credentials in literacy. The certificate is comprised of four online classes and may be completed in six to nine months. All credits are directly transferrable to the Master of Education in Reading degree.

### **PROGRAM OUTCOMES**

- » Apply evidence-based best practices in reading with emergent and progressing readers who have diverse learning strengths and needs.
- » Administer and interpret the results of diagnostic, summative and progress monitoring reading assessments.
- » Create targeted reading remediation plans for students based on formal and informal assessment results.
- » Select and apply reading intervention and remediation strategies with linguistically diverse or special needs students.
- » Discriminate ways in which literacy legislation, mandates, academic standards and current issues translate to the classroom environment.

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THE CALLING OF A TEACHER - THERE  
IS NO CRAFT MORE PRIVILEGED. TO  
AWAKEN IN ANOTHER HUMAN BEING  
POWERS, DREAMS BEYOND ONE'S OWN;  
TO INDUCE IN OTHERS A LOVE FOR  
THAT WHICH ONE LOVES; TO MAKE  
OF ONE'S INWARD PRESENT THEIR  
FUTURE; THAT IS A THREEFOLD  
ADVENTURE LIKE NO OTHER.

**GEORGE STEINER**

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CHAPTER TEN

# HONOR SOCIETIES *and* SCHOLARSHIP OPPORTUNITIES

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**58** ALPHA SIGMA NU

**58** MCLORAINE SCHOLARSHIP

**59** CATHOLIC SCHOOLS SCHOLARSHIP

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*alpha*  
**SIGMA NU**

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Alpha Sigma Nu (ASN) is the national honor society of Jesuit colleges and universities in the United States. The society was founded in 1915 at Marquette University to honor students for their scholarship, loyalty and service. ASN is unique among honor societies in that it recognizes students of Jesuit schools who demonstrate an appreciation of and commitment to the ideals of Jesuit education. Selection to ASN is one of the highest honors given on a Jesuit campus. Acceptance into ASN is recognition that one has achieved a high level of academic accomplishment and has shown leadership by embodying the values of service to others. While scholarship is a core element of ASN, service and mission to the local and greater community are key distinctions.

Election to membership in ASN is based on scholarship, service and an understanding of and loyalty to the Jesuit tradition. Undergraduate students who have at least junior or senior standing may apply if they have 30 hours or more of Regis University semester hours completed by the end of the previous semester. Graduate Students require a minimum of 24 semester hours of Regis University credits completed by the end of the previous term. A personal essay and two letters of recommendation are required. The essays should highlight dedication to the Jesuit traditions and illustrate one's service and mission work.

Regis University holds two induction ceremonies to coincide with winter and spring graduation. Applications for the fall induction ceremony are due Oct. 8. Applications for the spring induction ceremony are due Feb. 26. Refer to the [website](#) to view full eligibility requirements, frequently asked questions and information on how to apply.

*McLorraine*  
**SCHOLARSHIP**

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The McLorraine Scholarship provides funds to assist teacher candidates with their expenses while they student teach. There are three guidelines to earn this scholarship:

- » The candidate must fill out the application in Taskstream® and submit an essay responding to the following prompt: How would the completion of your teaching license enable you to make a difference in the community?
- » The candidate must indicate financial need.
- » Preference will be given to candidates who accurately address the prompt, have some life experience relevant to their future ability as a teacher, articulate how the program will help meet their goals, and explain how the candidate will use knowledge and skills learned at Regis University in their own classroom.

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EDUCATION'S PURPOSE IS TO  
REPLACE AN EMPTY MIND WITH  
AN OPEN ONE.

**MALCOLM FORBES**

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**THERE ARE FOUR CONDITIONS AFTER STUDENT TEACHING THAT MUST BE MET:**

- » Recipients must submit an essay that expresses appreciation to the Denver Foundation and how the scholarship made student teaching possible. The essay should be in APA format and describe the candidate's student teaching experience.
- » Recipients must teach in a high-needs school for three years after receiving licensure.
- » Recipients must keep the scholarship coordinator (mclorain@regis.edu) informed of employment status for three years post-graduation.
- » Recipients should consider becoming a mentor educator to future recipients of the scholarship.

[CLICK HERE FOR MORE INFORMATION.](#)

*Catholic schools*  
**SCHOLARSHIP**

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The Catholic Schools Scholarship seeks to reduce student loans for any undergraduate or graduate students who desire to teach in Catholic schools.

**THERE ARE FOUR GUIDELINES THAT MUST BE MET:**

- » The candidate must be an undergraduate or graduate student enrolled in any teacher education program at the University.
- » The candidate must be registered to student teach at a Catholic K-12 school.
- » Preference will be given to candidates who embrace the Jesuit, Catholic mission of leadership service of others through their activities, actions and values.
- » The scholarship will be used for tuition costs for the student teaching semester, often the ninth semester.

