
Rules of
Department of Elementary and
Secondary Education
Division 80—Urban and Teacher Education
Chapter 805—Teacher Education

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**Title 5—DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION**

**Division 80—Urban and Teacher
Education**

Chapter 805—Teacher Education

**5 CSR 80-805.015 Procedures and
Standards for Approval of Professional
Education Programs in Missouri**

PURPOSE: This rule provides procedures and standards for approval of professional education programs in baccalaureate degree granting four-year colleges and universities in Missouri as required by 5 CSR 80-800.010(2), (5) and (7) and section 161.097.1 and 2, RSMo. This rule updates and supersedes incorporated by reference material of 5 CSR 80-800.010 filed July 1, 1980, effective November 17, 1980 and filed September 16, 1985, effective December 26, 1985.

PUBLISHER'S NOTE: The publication of the full text of the material that the adopting agency has incorporated by reference in this rule would be unduly cumbersome or expensive. Therefore, the full text of that material will be made available to any interested person at both the Office of the Secretary of State and the office of the adopting agency, pursuant to section 536.031.4, RSMo. Such material will be provided at the cost established by state law.

(1) For the purpose of this rule, unless the context clearly requires otherwise, the following terms shall mean:

(A) Advanced certification program—A post-baccalaureate degree program leading to advanced certification or endorsement;

(B) Annual reports—Written reports prepared by the professional education unit each year attesting to its continuing capacity to meet the board's standards and requirements;

(C) Approved program—The status granted a professional education program by the State Board of Education authorizing the recommendation of candidates for certification as a result of the program having demonstrated its capacity to satisfy the board's standards for the preparation of educational professionals, not to exceed five (5) years;

(D) Board—The Missouri State Board of Education;

(E) Candidates—Individuals who are seeking admission to or are enrolled in programs for initial or advanced preparation of teachers or other professional school staff;

(F) Certification—The official recognition by the State Board of Education that an indi-

vidual has met state requirements and is, therefore, approved to practice as a duly certified/licensed education professional;

(G) Clinical experiences—Program components that are conducted in off-campus settings such as a school, classroom, community center. They include classroom observations, tutoring, assisting teachers and administrators, student teaching, and internships;

(H) Conceptual framework—The rationale and organizing principles that guide the development of the design and curriculum for professional education including the categorization of knowledge;

(I) Conditional program approval—The status granted a professional education program by the State Board of Education authorizing an institution to recommend candidates for certification from such programs for a period, not to exceed two (2) years, with conditions and limitations stipulated by the board;

(J) Denial of approval—State Board of Education action which removes the authorization of an institution to recommend candidates for state certification from programs which fail to meet the board's standards and requirements for the preparation of educational professionals;

(K) Department—The Missouri Department of Elementary and Secondary Education;

(L) Diversity—The variety of backgrounds of candidates, faculty, and school personnel based on culture, ethnicity, race, language, socio-economic status, gender, regional/geographic background and exceptionalities. The department does not consider diversity of geographic origins, religion, or language group to be good faith representation of wide-range cultural diversity;

(M) Evaluation team—A team selected by the Department of Elementary and Secondary Education for the purpose of conducting an on-site review and evaluation of an institution's professional education unit and programs; the team includes a member of the department, faculty from elementary or secondary schools and institutions of higher education possessing State Board of Education approved professional education programs;

(N) Governance—The system and structure for defining policy and administering procedures for the professional education unit;

(O) Initial certification programs—Programs at the baccalaureate or post-baccalaureate levels that prepare candidates for their first teaching certificate;

(P) Interim review—A review conducted during a period of program approval, consistent with board procedures and standards and authorized by the commissioner of education

when s/he has reason to believe that an institution or an approved program is no longer in compliance with state standards or when an institution recommends a candidate for certification from a nonapproved program;

(Q) Professional community—Professional education candidates, faculty/staff in PK-12 schools, higher education faculty, and others in the educational enterprise;

(R) Professional education unit—The professional education unit is the institution, college, school, department, or other administrative entity within the institution that is primarily responsible for the initial and advanced preparation of teachers and other professional school personnel;

(S) Professional education faculty—Those individuals who teach one (1) or more courses in education, provide services to education students (e.g., advising or supervising student teaching), or administer some portion of the unit; professional education faculty may include both higher education faculty and school-based personnel who are considered to be members of an institution's professional education unit;

(T) Professional education program—A planned sequence of courses and experiences leading to a degree, state certification, and/or adequate preparation to provide professional education services in schools;

(U) Program approval—The process by which professional education programs are reviewed and evaluated by the Department of Elementary and Secondary Education to determine if they meet the board's standards for the preparation of school personnel; and

(V) Scholarly activities—The active involvement in one's area of specialization as demonstrated through such faculty activities as research, articles published, program evaluation studies, documentation of on-going activities, grant seeking, and presentations at professional meetings.

(2) Each institution of higher education desiring board approval of its professional education program(s) shall submit a written request to the commissioner of education.

(3) An institution desiring program approval shall submit to the department, Teacher Education Section, annual reports in a form consistent with the rules, regulations and appendices promulgated by the board.

(4) Professional education programs at institutions of higher education shall be evaluated according to the unit standards listed below and in the appendices which are hereby incorporated by reference and made a part of this rule:

(A) Standard 1: Performance Standards for Education Professionals. (Initial and Advanced) The professional education unit ensures that candidates for professional certification possess the knowledge, skills, and competencies defined as appropriate for their area of responsibility;

(B) Standard 2: Program and Curriculum Design. (Initial and Advanced) The professional education unit has high quality professional education programs that are derived from a conceptual framework that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated;

(C) Standard 3: Clinical Experiences. (Initial and Advanced) The professional education unit ensures that clinical experiences for programs are well-planned, of high quality, integrated throughout the program sequence, and continuously evaluated;

(D) Standard 4: Composition, Quality, and Competence of Student Population (Initial and Advanced). The professional education unit has and implements plans to recruit, admit, and retain a diverse student population who demonstrate potential for professional success in schools.

(E) Standard 5: Qualifications, Composition, Assignments, and Development of Professional Education Faculty, and Quality of Instruction (Initial and Advanced). The professional education unit has and implements plans to recruit, employ, and retain a diverse faculty who demonstrate professional qualifications and high quality instruction.

(F) Standard 6: Governance, Organization, Authority. (Initial and Advanced) Governing boards and administrators shall indicate commitment to the preparation of educational personnel, as related to the institution's mission and goals, by adopting and implementing policies and procedures supportive of programs for the preparation of professional educators.

(G) Standard 7: Professional Community. (Initial and Advanced) The professional education unit and the professional education community collaborate to improve programs for the preparation of school personnel and to improve the quality of education in the schools.

(H) Standard 8: Resources For Operating Unit And For Supporting Teaching And Learning. (Initial and Advanced) The professional education unit has sufficient facilities, equipment, and budgetary resources to fulfill its missions and offer quality programs. The unit has adequate resources to support teaching and scholarship by faculty and candidates.

(5) An evaluation team shall conduct an on-site review of an institution's professional education program(s) based upon the institution's responses to the standards in its annual reports and shall prepare a report for the commissioner of education.

(6) The commissioner of education shall review the team report and may request additional information from the institution before recommendations are made to the board.

(7) For professional education programs rated unsatisfactory by the evaluation team or programs for which the commissioner has indicated to the institution that s/he may recommend denial of approval, the institution shall be afforded an opportunity for a hearing to provide evidence to support approval or conditional approval of those programs. The hearing shall be conducted by the commissioner or his/her designee according to the provisions of Chapter 536, RSMo.

(8) The commissioner shall recommend to the board that the professional education program(s) of the institution be granted approval or conditional approval or be denied approval. The recommendation of the commissioner shall not include denial of approval to programs for which the institution was not afforded an opportunity for a hearing to provide evidence to support approval or conditional approval.

(9) The board shall review the recommendations of the commissioner and shall grant approval or conditional approval, or deny approval of an institution's professional education program(s). The board shall not deny approval to programs for which the institution was not afforded an opportunity for a hearing to provide evidence to support approval or conditional approval.

(10) Should the board grant conditional approval to any programs offered by an institution, the institution's authorization to recommend candidates for certification shall not exceed two (2) years with conditions and limitations stipulated by the board. Conditional approval for programs shall not be extended or renewed without consent of the board or its designee.

(11) Should the board deny approval to any of an institution's professional education program, the commissioner of education shall notify the institution of the denial and inform the institution of the reasons for the denial.

(12) The commissioner of education may authorize an interim review of an institution

or an approved program consistent with the rules and regulations promulgated by the board. As a result of the review, and upon the recommendation of the commissioner of education, the board may discontinue an institution's authorization to recommend candidates for certification.

(13) Requisite conditions, guidelines, procedures and standards, as set forth in the rules, regulations and appendices promulgated by the board, shall be followed by institutions seeking board approval of their professional education programs.

(14) The Department of Elementary and Secondary Education will accept, for purposes of teacher certification, a maximum of fifteen (15) semester hours of approved coursework in preprofessional education from Missouri's community/junior colleges.

(A) Specific courses that are acceptable as a part of the fifteen (15) semester hours shall be limited to the following: one (1) exploratory and/or observational experience, physical education for children, music for children, literature for children, art for children, child development and adolescent psychology.

(B) All coursework acceptable as part of the fifteen (15)-semester hours must be evaluated by on-site evaluation teams from the Department of Elementary and Secondary Education and approved by the Missouri State Board of Education in the same manner as courses and programs are evaluated and approved for Missouri's four (4)-year teacher training institutions.

(C) It is not the intent of this regulation to deny acceptance of additional community/junior college credit in nonprofessional education courses for post-baccalaureate certification.

AUTHORITY: sections 161.092, 161.097(1) and (2) and 161.099, RSMo 1994 and 168.021, RSMo Supp.1998. This rule was previously filed as 5 CSR 80-800.015. Original rule filed Sept. 29, 1986, effective Jan. 12, 1987. Amended: Filed Aug. 1, 1988, effective Nov. 25, 1988. Amended: Filed April 25, 1990, effective Sept. 28, 1990. Amended: Filed Oct. 31, 1996, effective June 30, 1997. Amended: Filed Dec. 23, 1998, effective Aug. 30, 1999.*

**Original authority: 161.092, RSMo 1963, amended 1973; 161.097(1), RSMo 1985; 161.099, RSMo 1993; and 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998.*

5 CSR 80-805.020 Basic Education Competencies Required Prior to Admission to Approved Teacher Education Programs in Missouri

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and to establish requirements and qualifications for those certificates. This regulation establishes 1) a requirement that all students shall demonstrate basic educational competencies prior to formal admission into the approved professional teacher education programs of the institutions of higher education in Missouri and 2) procedures for implementation.

(1) All colleges and universities shall verify that each applicant for formal admission to an approved professional education program has demonstrated basic educational competencies by achieving a passing score, as determined by the state Board of Education, for each subtest of the College Basic Academic Subjects Examination (C-BASE) prior to his/her admission to the program. (See Appendix A)

(2) All colleges and universities recommending an applicant for an initial Missouri teaching certificate shall furnish the Department of Elementary and Secondary Education with the following information and documentation:

(A) A completed application form which shall be provided by the Department of Elementary and Secondary Education;

(B) An official transcript(s);

(C) A computation of the applicant's grade point average, verified and signed by an appropriate college or university official;

(D) The applicant's ACT/SAT score results, if the applicant enrolled in college within one (1) year of high school graduation and the test was taken within the last five (5) years;

(E) Verification that the applicant has achieved a passing score as determined by the State Board of Education for each subtest of the College Basic Academic Subjects Examination (C-BASE) for entry into teacher education (see Appendix A); and

(F) A statement of competency determination of an applicant with handicapping conditions as evaluated at the institution for basic educational competency through appropriate testing instruments and/or procedures by psychometrists designated or approved by the appropriate academic officer of the institution, signed by an appropriate college or university official.

*AUTHORITY: sections 161.092, 168.011, 168.021, 168.031 and 168.400, RSMo (1994). * This rule was previously filed as 5 CSR 80-800.050. Original rule filed Aug. 15, 1983, effective Dec. 12, 1983. Emergency amendment filed Sept. 2, 1988, effective Sept. 13, 1988, expired Nov. 24, 1988. Amended: Filed Aug. 1, 1988, effective Nov. 25, 1988. Amended: Filed Oct. 1, 1991, effective March 9, 1992. Amended: Filed Dec. 19, 1995, effective July 30, 1996.*

**Original authority: 161.092, RSMo (1963) amended 1973; 168.021, RSMo (1963), amended 1973, 1984, 1988, 1990; and 168.400, RSMo (1985).*

APPENDIX A

Policies for COLLEGE BASIC ACADEMIC SUBJECTS EXAMINATION (C-BASE)

1. Candidates must obtain a satisfactory rating in each of the five sections (English, mathematics, science, social studies and writing) of C-BASE independently. (Note: Candidates' scores from the April 1988 administration of C-BASE that meet or exceed the levels determined for satisfactory ratings will be valid and may be used to satisfy teacher entry requirements.)
2. Candidates who do not obtain a satisfactory rating for any particular section (English, mathematics, science, social studies or writing), may opt to retake the entire examination or only the unsatisfactory section(s).
3. Candidates will have two (2) years from the first attempt to obtain a satisfactory rating in all of the sections of C-BASE (English, mathematics, science, social studies and writing), after which time they must begin anew the requirement for obtaining a satisfactory rating in all sections.
4. Once satisfactory ratings have been obtained in all of the sections of C-BASE, these scores will remain valid permanently.
5. Candidates may retake the examination as many times as they choose and as frequently as it is offered, but not more than once during any single statewide test administration period.

6. In the case of retakes, the highest rating obtained will be considered for the teacher entry criterion.
7. Candidates may use hand-held calculators during administration of C-BASE.
8. Each college or university shall make appropriate allowances for administering C-BASE and the assessment of oral communication skills to candidates with physically handicapping conditions.
9. C-BASE will be offered several times per calendar year according to a schedule established by the Department of Elementary and Secondary Education with the advice of a committee representative of institutions with teacher education programs and other appropriate persons.
10. Through a procedure for advance registration, candidates will be strongly encouraged to preregister for C-BASE; however, candidates are permitted (at additional cost) to take the test without preregistering providing space and testing materials are available, and other logistical considerations can be accommodated at a particular test location.
11. Candidates who have achieved a baccalaureate degree from an institution of higher education prior to seeking admission into an approved teacher education program shall be deemed to have achieved a satisfactory rating on skills assessment and are not required to take C-BASE.
12. The assessment of oral communication skills will follow the criteria and procedures designed by the commissioner of education. This assessment is conducted locally, and the results must be communicated to the Center for Educational Assessment, University of Missouri-Columbia, where a central database of candidates who have met the criteria will be kept.
13. A clinical score of *at least* one standard deviation below the average student's score will be considered as passing for each subtest of the C-BASE. This score is subject to periodic review and revision by the State Board of Education.