# 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.

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 expen-

sive. Therefore, the full text of that material
will be made available to any interested per-
son at both the Office of the Secretary of State
and the office of the adopting agency; pur-
suant to section 536.031.4, RSMo. Such
material will be provided at the cost estab-
lished by state law.

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

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

(B) Annual reports—Written reports pre-
pared 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 grant-
ed a professional education program by the
State Board of Education authorizing the rec-
ommendation of candidates for certification as
a result of the program having demonstrat-
ed its capacity to satisfy the board’s standards
for the preparation of educational profession-
als, not to exceed five (5) years;

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

(E) Candidates—Individuals who are seek-
ing 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 cer-
tified/licensed education professional;

(G) Clinical experiences—Program com-
ponents that are conducted in off-campus set-
tings such as a school, classroom, communi-
ity center. They include classroom observa-
tions, tutoring, assisting teachers and admin-
istrators, student teaching, and internships;

(H) Conceptual framework—The rationale
and organizing principles that guide the de-
velopment of the design and curriculum for
professional education including the categor-
ization of knowledge;

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

(J) Denial of approval—State Board of
Education action which removes the autho-
ration of an institution to recommend can-
didates for state certification from programs
which fail to meet the board’s standards and
requirements for the preparation of educa-
tional professionals;

(K) Department—The Missouri Depart-
ment of Elementary and Secondary Educa-
tion;

(L) Diversity—The variety of backgrounds
of candidates, faculty, and school personnel
based on culture, ethnicity, race, language,
socio-economic status, gender, regional/ge-
ographic 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 Second-
yary Education for the purpose of conducting an
on-site review and evaluation of an institu-
tion’s professional education unit and pro-
grams; the team includes a member of the
department, faculty from elementary or sec-
ondary schools and institutions of higher edu-
cation possessing State Board of Education
approved professional education programs;

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

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

(P) Interim review—A review conducted
during a period of program approval, consist-
tent with board procedures and standards and
authorized by the commissioner of education
when s/he has reason to believe that an insti-
tution or an approved program is no longer in
compliance with state standards or when an
institution recommends a candidate for certi-
fication 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 pro-
fessional education unit is the institution, col-
lege, school, department, or other adminis-
trative entity within the institution that is pri-
marily 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 cours-
es in education, provide services to education
students (e.g., advising or supervising stu-
dent 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 profession-
al 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 in-
volved in one’s area of specialization as
demonstrated through such faculty activities
as research, articles published, program eval-
uation studies, documentation of on-going
activities, grant seeking, and presentations at
professional meetings.

(2) Each institution of higher education desir-
ing board approval of its professional educa-
tion 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 insti-
tutions 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 Ad-
vanced) The professional education unit
ensures that candidates for professional certi-
fication 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, 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 programs, 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.


5 CSR 80-805.016 Procedures for Approval of Preliminary Professional Education Programs in Missouri

PURPOSE: This rule provides procedures and standards for the approval of preliminary professional education programs in all associate degree granting two (2)-year colleges in Missouri.

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

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

(B) Certification—The official recognition by the State Board of Education that an individual has met state requirements and is, therefore, approved to practice as a duly certified/licensed education professional;

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

(D) Preliminary—The introductory or early phases of preparation;

(E) Professional education program—A planned sequence of courses and experiences leading to a degree in education; and

(F) Review team—A team selected by the department for the purpose of conducting an on-site review and evaluation of an institution’s professional education unit and programs; the team includes a representative from the department, faculty from elementary or secondary schools, and faculty from
institutions of higher education with board-approved professional education programs.

(2) The department will accept, for purposes of teacher certification and transfer credit, coursework from preliminary professional education programs at Missouri’s community colleges to meet general education, subject knowledge and professional education requirements equivalent to the first two (2) years of the baccalaureate educational experience.

(3) All Missouri two (2)-year college programs offering professional education coursework for transfer credit shall be evaluated by the department and approved by the State Board of Education pursuant to the rules promulgated by the board in the same manner as programs for certification are evaluated and approved for Missouri’s four (4)-year teacher preparation institutions, employing the standards adopted by the board with appropriate adjustments for the level of preparation. It is not the intent of this rule to cause Missouri’s four (4)-year teacher preparation institutions to deny acceptance of credit from any two (2)-year or four (4)-year college.


### 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.


### 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.