

Clinical Services Handbook 2018~2019

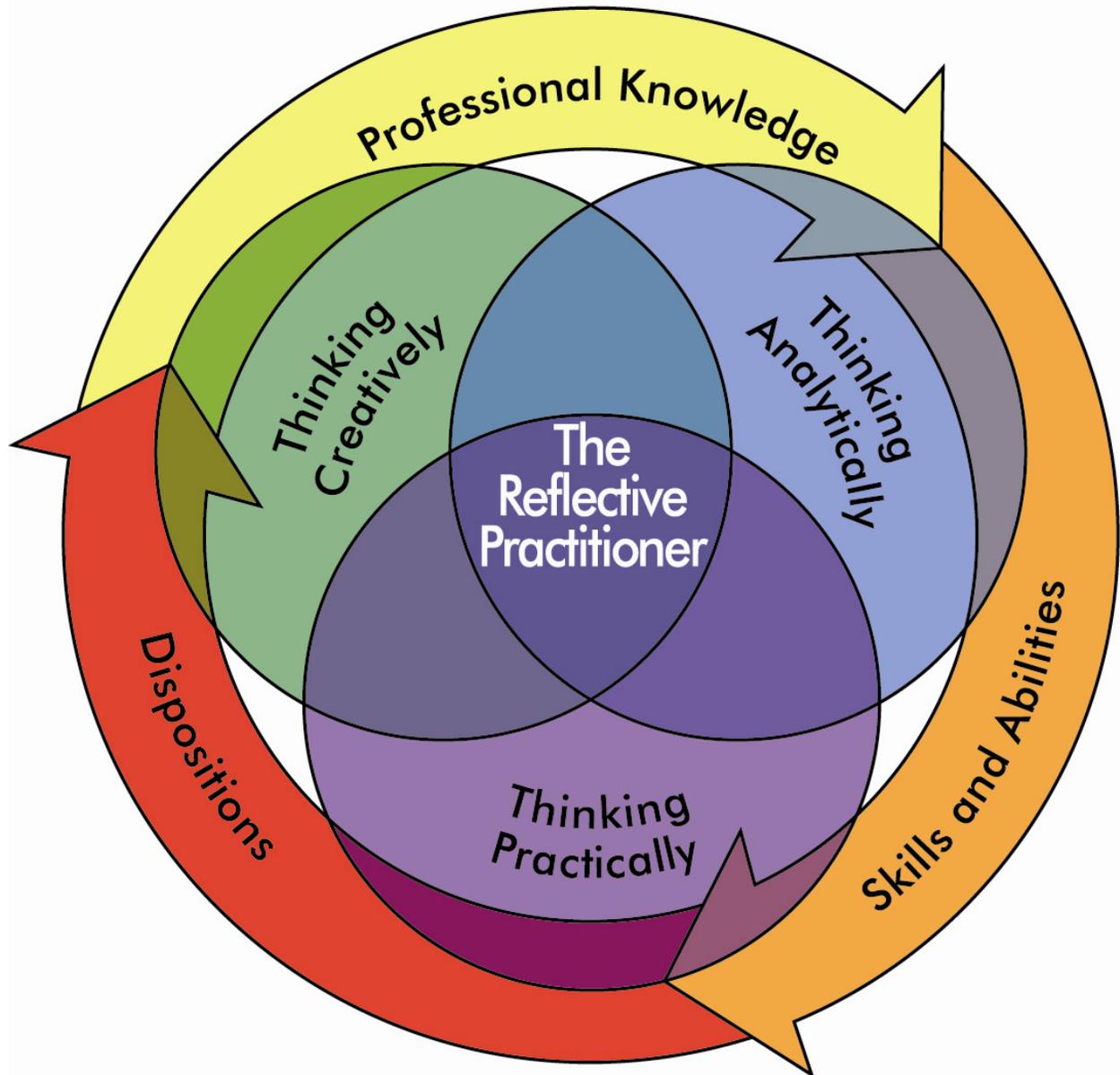


OFFICE OF CLINICAL SERVICES & CERTIFICATION

Lovinger Bldg. 2170, UCM
Warrensburg, MO 64093
Office: (660) 543-4880
Fax: (660) 543-8655

Teacher Education Program

University of Central Missouri



**Committed to the belief that
all children can learn.**

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Introduction and Welcome to the Clinical Services and Certification Handbook

Student teaching is the culmination of your professional preparation to become a classroom teacher. It provides an intensive and extended teaching experience that offers you a supervised laboratory in which to apply the methods and strategies you have been taught in your professional education courses.

However, the process to reach the student teaching semester starts, whether you are in an undergraduate or post-baccalaureate program, nearly two years prior to student teaching. This handbook is intended to be of help to prospective teachers from the time you start your program through student teaching and, ultimately, getting your Missouri Teacher's Certificate.

Before you student teach, there are a number of deadlines, meetings, procedures, and assessments that must be met. This handbook attempts to explain all of those requirements in a concise manner and, as much as possible, in chronological order. At any time during the process, the staff of the Office of Clinical Services and Certification is available if you have any questions.

Because there have been so many substantial changes in teacher preparation, certification requirements, and student teaching over the past few years and in order to provide clarity for our students, this handbook has been divided into two, distinct components—Undergraduate and Post-Baccalaureate/Graduate. Although steps in the process may have the same or similar names, the procedures for undergraduates are different than those for post-baccalaureate students. To avoid potential issues, please make sure that you are getting information from the section of the handbook that pertains to you.

Each section of the handbook is further divided into two chapters. The first chapter of each section describes the steps that need to be taken prior to the student teaching semester while the second chapter speaks specifically to student teaching and certification.

Becoming a teacher can be an exciting, meaningful, fulfilling, and rewarding experience. Student Teaching will be a tremendous learning experience as you assume the responsibilities of the regular classroom teacher. You will want to take full advantage of the experiences and advice of both your Cooperating Teacher(s) and your University Supervisor(s). Your ability to build and sustain positive relationships with the total educational team assisting you during the student teaching experience will prove to be invaluable to you. Be sure to ask questions, raise issues, and talk about concerns and uncertainties. Take full advantage of this learning opportunity!

Chapter I--Pre-Student Teaching--Undergraduates

Part I: Introduction to Teacher Education and Field Observations

EDFL 2100--Foundations of Education

All UCM undergraduate students seeking a degree in education will usually enroll in and take *EDFL 2100--Foundations of Education* during their Sophomore year.

The objective of this class is to help prospective teachers begin looking at teaching as a career through developing an understanding of the role education has played in American society. This course looks at educational policy, school law, along with how schools are organized and financed.

Students will also be exposed to the importance of short-term and long-term planning for teachers as well as curriculum development. Motivation of individuals and groups, student behavior, the creation of a positive learning environment, and assessment are also touched on in this course.

Students must also enroll in *FLDX 2150--Introductory Field Experience* which is taken concurrently with EDFL 2100. This field experience offers an introductory exposure for the prospective teacher to a public school classroom that provides them opportunities to become involved with students and professional educators in a classroom environment. 30 clock hours of public school observation is required. Placement in the observation is made through the Office of Clinical Services and Certification.

FBI/Missouri Highway Patrol Background Check and Procedures

Before doing any observations in a school, UCM students are required to have successfully completed an FBI/Missouri Highway Patrol Criminal Background Check through the Missouri Automated Criminal History System (MACHS). It is strongly advised for you to have completed the background check before your first Foundations class. This background check is good for one year. The typical undergraduate student going through the Educator Preparation Program at the University of Central Missouri will be required to obtain a cleared background check through MACHS a minimum of two times or, more likely, three times from the time they take EDFL 2100--Foundations of Education until they apply for Missouri Teacher Certification.

REMEMBER--You will not be allowed to start your field observations in the FLDX 2150 course until you have had a cleared background check. A cleared background check is required before observing in any school building.

The following textbox contains the information you will need in order to obtain an FBI/Highway Patrol Criminal Background Check:

The following instructions are for obtaining a background check for **Observations only**.

Instructions for Background Checks containing a different code number for Substitute Teaching and Student Teaching will appear later in this Handbook.

FBI/Highway Patrol Background Check Procedures for Foundations & Volunteering / Entry Level

Registering for Your Background Check

To be fingerprinted for the Department of Elementary and Secondary Education, you must register with the Missouri Automated Criminal History, MACHS, site located at www.machs.mo.gov.

- Click the icon to access the MACHS Fingerprint Search Portal.
- Click the icon to register with MACHS.
- Enter **6699** as the 4 digit registration number and click populate.
- Enter contact and personal information and click register.
- Review the information listed on the Missouri Fingerprint Background Check Summary for accuracy. You can choose to print this page for your records.
- Click complete registration.
- Click I understand and agree.
- The fee for the fingerprinting process is \$43.30. You must make this payment online at the time of registration.

After registering on the MACHS website, you will need to be fingerprinted at one of the approved sites.

Background Results

Your background results will be returned to the Clinical Services and Certification Office at UCM. Results of fingerprints are generally received within 2-4 business days from the fingerprinting date. An email will be sent to your UCM account upon receipt of the results.

Additional information about the fingerprinting process may be viewed at the following website: <http://dese.mo.gov/eq/cert/eq-cert-fingerprint-background.htm>

Field Observations/Field Observation Requirements

Beginning with FLDX 2150, which you will take concurrently with your Foundations class and continuing through to your student teaching semester, you will be required to do a number of field observations in school classrooms. Your major will determine the exact number of field observations and type of observations required.

The Council for Accreditation of Educator Preparation (CAEP) and the Missouri Department of Elementary and Secondary Education (DESE) requires that each student must have a minimum of one field experience, including student teaching, in each of the following categories:

1. A School Building with Multiple-Age Students
2. A School Building with Male and Female Students
3. A Public School Setting
4. An Urban School Setting
5. A Suburban School Setting
6. A Rural School Setting
7. Exposure to 2nd Language Acquisition Students in a Regular Classrooms Setting

8. School Building that has a Variety of Racial Make-Up (Predominately Hispanic, African-American, Asian, etc.)
9. Building with a Free/Reduced Lunch Rate that Exceeds 30%
10. Exposure to Students with Special Abilities in a Regular Classroom Setting

It is important to note that one field experience site can meet multiple requirements. You will not be able to complete your program requirements until you have had an experience in each of the ten areas. The Office of Clinical Services and Certification monitors your placements. If you do a field observation for a class that the Clinical Services Office did not place you in, it is your responsibility to fill out a **Field Experience Observation Credit Form** that can be found on the website. The following link will take you to the **Field Experience Observation Credit Form**: <https://www.ucmo.edu/cert/documents/field.pdf>

As noted earlier, these requirements apply throughout all observations and student teaching. Where this comes into play for a lot of students is the urban, suburban, and rural setting when it involves student teaching. For example, if you are planning to student teach in a suburban school district, you should make sure that you do observations in an urban and rural school before your student teaching semester.

Below is a chart of area, public school districts commonly used by UCM students for field observations and student teaching along with their classification as an Urban, Suburban, or Rural district.

Field Experience School Districts		
Urban	Suburban	Rural
Belton	Blue Springs	Chilhowee
Center	Fort Osage	Clinton
Grandview	Grain Valley	Concordia
Hickman Mills	Harrisonville	Crest Ridge
Independence	Kearney	Green Ridge
North Kansas City	Lee's Summit	Higginsville
Park Hill	Liberty	Holden
Raytown	Lone Jack	Kingsville
Smithville	Marshall	Knob Noster
	Oak Grove	La Monte
	Sedalia	Leeton
	Warrensburg	Lexington
UCM Charter Schools		Odessa
Academie Lafayette (El)		Pettis County R-7 (K-8)
Alta Vista (MS) (HS)		Pleasant Hill
Della Lamb (El)		Shawnee Mound
Hogan Prep (MS) (HS)		Smithton
Scuola Vita Nuova		Sweet Springs
Crossroads Academy (El)		Windsor

Field Experience Expectations

UCM students are expected to act in a professional manner during all aspects of their interaction with the public school districts to which they are assigned to observe. Students are expected to communicate in a professional manner in person, on the phone, and in email correspondence.

The following list contains expectations for UCM students once they have been assigned an observation site:

- a) You are a guest of the school district and the school building to which you are assigned and are subject to their rules and expectations as well as those of the University's.
- b) Always contact your classroom supervisor in advance of your observations—Do not just show up.
- c) Make sure that you keep appointed times and show up at the correct time. If you cannot keep an appointment for an observation, contact your classroom supervisor immediately.
- d) Do not bring cell phones to your observation. If you accidentally bring it into the building, turn it off. Do not:
 - a. Text/Tweet
 - b. Receive phone calls
 - c. Make calls
- e) Be attentive in the classroom. **Do not sleep!**
- f) Dress professionally. Before your first observation, ask your classroom supervisor what is acceptable to wear.
- g) Under no circumstances should male students wear:
 - a. Baggy, sagging pants
 - b. Flip-flops
 - c. Dirty, un-ironed clothing
 - d. Caps or hats
 - e. Piercings must meet the district's dress code—if in doubt, ask.
- h) Under no circumstances should female students wear:
 - a. Low-cut blouses or shirts
 - b. Tops that expose the midriff area
 - c. Excessively short skirts or dresses
 - d. Flip-flops
 - e. Dirty, un-ironed clothing
 - f. Piercings must meet the district's dress code—if in doubt, ask.
- i) Observe all district, building and classroom rules.
- j) If driving, ask where to park.
- k) You are allowed to observe other teachers. Make sure you have arranged this with your classroom supervisor beforehand.
- l) Use your UCM email address when communicating with school districts.
- m) Once your observation is completed, do not stay in the school building.

EDFL 2100/FLDX 2150 Dispositions: All undergraduate students will receive a Formative Assessment Dispositions Evaluation that will be completed by their instructor during the semester they are enrolled in EDFL 2100 and/or FLDX 2150.

Admission to the Teacher Education Program—Undergraduate

Students seeking an initial teaching certificate, as candidates for the Bachelor of Science in Education, the Bachelor of Science, the Bachelor of Arts, and the Bachelor of Music Education Degrees, must be admitted to the University of Central Missouri Teacher Education Program as required by the Missouri Department of Elementary and Secondary Education. Admission to Teacher Education is required before a student can enroll in courses identified as **Professional Education Requirements** (with the exception of the courses listed below) as well as those courses identified by academic departments representing the major area of study in the preparation for teaching. Students should review all of the policies and requirements stated in the current

Undergraduate Catalog of the University of Central Missouri. The following text-box contains information pertaining to the admission to Teacher Education Process:

For admission to the Teacher Education Program, the following is required:

- 1) Completion and submission of the online **Request for Admission to Teacher Education** form found at www.ucmo.edu/surveys/?form_ID=1774.
- 2) Completion of a minimum of 36 hours of college/university credit.
- 3) Completion of the following courses with a grade of “C” or higher:
 - A) EDFL 2100—**Foundations of Education**
 - B) FLDX 2150—**Introductory Field Experience**
 - C) EDFL 2240—**Educational Psychology**
 - D) EDSP 2100—**Education of the Exceptional Child**
- 4) The student must hold a minimum 2.75 cumulative GPA, a minimum GPA of 3.0 in Professional Education courses, and a minimum 3.0 GPA in their Content coursework.
- 5) All sections of the Missouri General Education Assessment (MoGEA) for the student’s major’s pathway as posted on the Clinical Services and Certification website must be passed.
- 6) Obtain a **Departmental Recommendation for Admission to the Teacher Education Program**.
- 7) The student must have satisfactorily cleared a state and national background check administered through MACHS.

After completing the online application, students are required to download and print out the *Faculty Recommendation for Admission to Teacher Education* form available at https://www.ucmo.edu/cert/documents/dept_recommendrev2014.pdf, submit it to their faculty advisor and request an appointment. Please be aware that each program may have additional requirements (e.g., entrance exams, interviews, portfolio review). Also, be aware that this form needs to be submitted 5-10 class days prior to any deadlines or within the time frame specified by your department. **It is the student’s responsibility to know what their Department’s requirements are.**

Once all admission requirements have been verified, the Office of Clinical Services and Certification will grant admission to Teacher Education and enter that status in the Banner System.

All undergraduate students shall be admitted to the Teacher Education Program at least one full semester prior to their student teaching semester.

Disciplinary Action

At the recommendation of the Office of Clinical Services and Certification and/or the student’s major department, the Teacher Education Council may suspend or revoke a Teacher Candidate’s Admission to the Teacher Education Program at any time.

IMPORTANT—Exceptions to Teacher Education Policies

The Teacher Education Council Exceptions Committee may hear student cases involving **extenuating circumstances** that relate to the College of Education Policies and Procedures. In

order to request such an appeal, the student is responsible for following the procedures listed in the subsequent textbox:

Teacher Education Council Appeals Procedures

- 1) The student **MUST** meet and discuss the potential appeal with the appropriate Department Chair and/or Faculty Program Advisor. The student should make certain to go through their Faculty Program Advisor and **NOT** their Academic Advisor.
- 2) The Student **MUST** fully complete and submit the appeals form found at: <https://goo.gl/forms/HkXBl0bENFGzEygW2> Make sure that all information contained on the form is accurate and as up-to-date as possible at the time of submission.

Upon submission, the Chair of the Exceptions Committee will communicate with the other members of the Committee, deliberate and act on the student's appeal. The Exceptions Committee will determine the appropriate action, which may include granting the appeal, scheduling a hearing to gather additional information, or rejecting the appeal. The student will receive email notification of the status of their appeal within seven (7) days. Within 24 hours of any decision concerning an appeal, the student and their program coordinator will be informed in writing or via email of the outcome. The outcome will also be reported to the TEC at the next scheduled meeting. If the Exceptions Committee rejects the appeal, the next step of the appeals process is to the Dean of the College of Education.

The Teacher Education Council meets on a regular basis September through May. The deadline to complete the appeals form and submit it to the Exceptions Committee is May 1st for the Spring Semester and December 1st for the Fall Semester.

Substitute Teaching Certificate

Upon completion of 60 credit hours of college/university level coursework, undergraduate students are eligible and may apply for a *Missouri Substitute Teacher Certificate*. Although it is **not** a College of Education requirement, it is a great way to gain experience and earn extra money prior to your student teaching semester.

On the following page is a text-box containing the instructions and procedures required to obtain a *Missouri Substitute Teacher Certificate* should you decide to do so:

SUBSTITUTE CERTIFICATE APPLICATION PROCEDURE

In order to apply for a Missouri Substitute Certificate, you must submit all of the following items:

1. ONLINE SUBSTITUTE CERTIFICATE APPLICATION

- You will first need to create a profile in our certification system. Please follow the instructions outlined in the [Educator Certification System Help Guide](#) for the Certification System.
- After you have created a profile in our certification system, find the "applications" link in the menu on the left hand side of the screen to see a list of application types.
- Choose "Substitute" from the list to create an online application. Complete and submit the application.
- A processing fee of \$50 is required. The fee will be paid at the time the application is submitted online. Fees may be paid by credit/debit card or by e-check.

2. ORIGINAL COPIES OF ALL TRANSCRIPTS

- Original transcripts from ALL institutions you have attended must be mailed to: **Educator Certification, PO Box 480, Jefferson City, MO 65102-0480**. Please be sure to include your Social Security number or Educator ID number on all of the transcripts. Faxed, scanned, emailed, or photocopied transcripts will not be accepted. Transcripts become the property of the department and cannot be returned.

3. FINGERPRINT/BACKGROUND CHECK

- A [criminal fingerprint/background clearance](#) must be obtained before a certificate can be issued.

TO LOG INTO YOUR ONLINE EDUCATOR PROFILE

To access your certification account (online profile) you must first log into DESE [Web Applications](#) with a user ID and password, and then choose the Educator Certification System link located on the User Applications page. Your certification account (online profile) provides access to each of the following:

- Apply for a certificate
- Print out a certificate
- View a certificate or pending application
- View assessment scores
- Check for the receipt of transcripts
- Check fingerprint/background status

Please Note: If you have not logged in to your certification account (online profile) in over 12 months, please contact the Office of Data System Management at webappsloginassistance@dese.mo.gov or 573-522-3207.

Missouri Educator Gateway Assessments (MEGA)

The Missouri Educator Gateway Assessments (MEGA) were designed to provide a common, state-wide system of assessment designed to assess the pre-professional development of students working toward teacher certification in Missouri and are spaced at different transition points during a student's preparation program.

The following chart gives a brief description of each test and lists their costs as of June 2018:

Testing Chart for Missouri Educator Gateway Assessment (MEGA) Program				
Test	Date in Effect	Recommended Test Date	Cost	Comments
Missouri General Education Assessment (MoGEA)	<i>Must Pass all sections at DESE set cut-scores effective July 1, 2015</i>	Completion of 2 years of college-level work—First Semester of Junior year	\$49 Re-Test is \$25 per sub-test	A computer-based assessment taken at University Testing Center of general education knowledge including subtests in reading, writing, math, science, and social studies. Subtests not passed may be re-taken every 31 days. Students must pass all sections to be admitted to the Teacher Education Program.
Missouri Content Assessment (MoCA)**	September 2014	Taken toward the end of the third year of college work or semester prior to student teaching	\$77-\$165	Computer-based exit assessment taken at the University Testing Center for any area of certification sought. Must be taken no later than April 1 for Fall student teaching or November 1 for Spring student teaching.

In an effort to ease any confusion as to when students should be taking the various components of the MEGA assessments, the following chart has been developed:

Assessment Breakdown by Year	
<u>Year</u>	<u>Assessment</u>
<u>Sophomore Year</u>	Missouri General Education Assessment (MoGEA)
<u>Senior Year~Semester Prior to Student Teaching</u>	Missouri Content Assessment (MoCA) (Semester before Student Teaching)

Part II: Two Semesters Prior to Student Teaching—Undergraduates

Request to Student Teach: Process & Deadlines

Students wishing to student teach must fill out a *Request to Student Teach* form and submit it to the Office of Clinical Services and Certification (Loving 2170). It is the responsibility of the **student** to make sure that the application gets to the Clinical Services office before the appropriate deadline. The due dates for the applications are May 1 of the year preceding the spring semester in which they would wish to student teach and December 1 of the year preceding the fall semester they would wish to student teach.

The following text-box contains the general instructions for those wishing to apply for student teaching:

Admission to the Professional Education Semester and Student Teaching

Student teaching is the primary component of the professional education semester. Approval for admission to the professional education semester, including student teaching, involves meeting the following minimum requirements:

1. Admission to the Teacher Education Program
2. Request to Student Teach
 - **Deadlines:** December 1st for the Fall Semester; May 1st for the Spring Semester
 - \$100 late fee for applications received after December 1st or May 1st
 - No late applications accepted after the last Preliminary Meeting for Student Teachers
 - Preliminary Meeting An email will be sent from student_teaching@ucmo.edu informing you of dates of Preliminary Meetings.
3. Complete all required coursework prior to student teaching
4. GPA Requirements:
 - Cumulative GPA of 2.75 or higher
 - Content GPA of 3.0 or higher
 - Professional Education GPA of 3.0 or higher with no grade below a “C”
 - Professional Education courses for educator certification are designated by a book symbol in the *UCM Undergraduate Catalog*
5. Departmental Recommendation
6. Meet UCM Residence Requirements prior to Student Teaching
7. Current Background Check on file with DESE.
8. Missouri Content Assessment (MoCA) prescribed by the Missouri State Board of Education. UCM requires only that a student take the MoCA. However, you must achieve state-mandated passing score for certification. Information about the MoCA can be found at www.mo.nesinc.com.

Example:

If you wish to student teach during the Fall 2019 semester, your application deadline is December 1, 2018.

If you wish to student teach during the Spring 2020 semester, your application deadline is May 1, 2019.

LATE APPLICATIONS TO STUDENT TEACH WILL BE ASSESSED A LATE FEE OF \$100. NO LATE APPLICATIONS WILL BE ACCEPTED ONCE THE PRELIMINARY MEETINGS FOR THE INTENDED STUDENT TEACHING SEMESTER HAVE ENDED

The **Request to Student Teach** forms may be found at www.ucmo.edu/cert/student by clicking on the **Request to Student Teach** line. On the application page, the following applications appear:

- ✓ Early Childhood
- ✓ Elementary
- ✓ Middle School
- ✓ Secondary or K-12
- ✓ Special Education

Admission to the Teacher Education Program Requirement for Student Teaching

In order to be on track for student teaching, all undergraduate students wishing to earn an education degree must have completed all requirements for the Teacher Education Program and have been admitted to Teacher Ed. no later than the conclusion of this semester. **REMEMBER: You must have been admitted to the Teacher Education Program for at least one semester prior to your student teaching semester.**

Part III: One Semester Prior to Student Teaching—Undergraduates

Co-Teaching Model of Student Teaching

The University of Central Missouri utilizes the Co-Teaching Model as its primary method of student teaching. Co-Teaching is primarily defined as two teachers—the Cooperating Teacher and the Teacher Candidate—working together with groups of students. Both teachers are actively involved and engaged in all aspects of instruction, sharing the planning, organization, delivery, and assessment of instruction as well as sharing the physical space of the classroom.

Unless you were informed otherwise, there will be a **mandatory** training session that the student teacher will be required to attend, along with their Cooperating Teacher sometime during the semester before student teaching. Dates, times, and locations of training sessions will be sent to you via your UCM email address from the Co-Teaching Office rather than the Office of Clinical Services and Certification.

Preliminary Meeting

The Preliminary Meeting occurs very early during the semester prior to your student teaching semester—usually the last full week of August for those who are student teaching during the Spring semester and in January during the second week of classes for those who will student teach the following Fall.

Attendance at a Preliminary Meeting is Mandatory. The meetings are held on six, separate occasions—**you are only required to attend one.** Usually, at least one of the meetings takes place one evening at the Innovation Campus in Lee's Summit. All other meetings are held in the Elliott Union on the Warrensburg Campus. Work is **not** an excuse to not attend this meeting or to leave early. You may need to make arrangements with your professor(s) to attend if there are class conflicts. Choose one of the dates to attend and make arrangements ahead of time. Preliminary

Among the many topics discussed at this meeting are:

- ✓ Choosing a School District for Placement
- ✓ Student Teaching Final Placement Request
- ✓ Student Teacher Information Form
- ✓ Release of Personal Information
- ✓ FBI Fingerprint Background Check
- ✓ Content Specialty Assessment—Testing Services
- ✓ Checklist Meetings
- ✓ Placement Procedures
- ✓ Co-Teaching
- ✓ Career Services Support

A. Student Teaching Final Placement Form

There is a variety of information that the student teaching candidate places on the Final Placement Request form. One of the most critical pieces of information that is provided are the school districts the teacher candidate chooses where they wish to be placed. The **Student Teaching Final**

Placement Form can be found on the Forms page under the heading of **Student Teaching Preliminary Meetings**. <https://www.ucmo.edu/cert/forms.cfm>

You will not be placed in a school where you have attended or from where you graduated. If you attended and/or graduated from a larger district where there are multiple buildings at each level, you may list that district but you must list the building(s) where you attended.

You will not be placed in a building where a relative is working or where you have children or other relatives attending. Once again, if it is a larger district where there are multiple buildings, you may list that district but you must list the building(s) where relatives work or attend.

Additional specific requirements of various districts are listed under **Student Teaching Preliminary Meetings** on Forms page.

St. Louis Area Placements

Please note on the home page of our website, the added documents that are required by the majority of school districts in the St. Louis area.

Once a placement with a school district is confirmed, it will not be changed.

A Word About Placements

The Office of Clinical Services and Certification cannot guarantee that you will be placed in your first choice of a school district. **Make sure that you are willing and able to student teach in each of the districts that you list on this form.**

Do not attempt to place yourself in a school district or with a specific teacher. Placement decisions within a school district are made by that school district. We do not and cannot assign you to a specific building or to a specific teacher.

B. Student Teacher Information Form

This form must be typed in a single-spaced format. This form goes out to prospective school districts and should be considered as your job application to that district. Answer all questions thoroughly, using complete sentences where practical. **Make sure that you double-check for spelling and grammatical errors.** This form can be found on the <https://www.ucmo.edu/cert/forms.cfm> page as well under the **Student Teaching Preliminary Meetings** heading.

C. Information Release Form

We must have a completed, signed copy of this form in your file before any of your forms and/or files can be sent to the districts that you requested to student teach in. This form can be found on the <https://www.ucmo.edu/cert/forms.cfm> page as well under the **Student Teaching Preliminary Meetings** heading.

Checklist Meetings

Checklist Meetings will be held the week following the Preliminary Meetings in order for the paperwork discussed at the Preliminary Meetings to be handed in and checked off. The Assistant Director of Clinical Services will go through a checklist of items necessary for placement. **This is a required meeting.** There will be 8 meetings held per day for 4 days (32 total meetings). You need only to attend one.

Missouri Content Assessment (MoCA)

This series of exit assessments must be passed by students in all areas of certification that they are seeking and are a DESE requirement for certification. These computer-based assessments are aligned with state and national standards.

Candidates wishing to student teach **MUST** take the MoCA for their certification area prior to the start of their student teaching. Although UCM does not require students to pass the MoCA in order to student teach, the MoCA is a requirement for Missouri Teacher Certification. The test fees for the MoCA range from \$77 to \$165 and they are subject to change. If you have any questions concerning the MoCA, take a look at the Pearson Assessment website at www.mo.nesinc.com.

The MoCA must be taken no later than April 1 for Fall student teachers or October 15 for Spring student teachers.

FBI/Missouri Highway Patrol Background Check and Procedures/Student Teaching Semester

If your FBI/Missouri Highway Patrol Background Check is older than one year old prior to the date that you start student teaching, you are required to obtain a new one by May 1st if you are student teaching during the Fall Semester or by November 1st if you are student teaching during the Spring Semester. By getting a new Background Check by those dates, it should be good for student teaching and for Teacher Certification.

EXCEPTION: If you hold a current *Missouri Substitute Teacher Certificate* that is less than four (4) years old, the Background Check that you got for the sub certificate *should* be good for student teaching. **However,** if that Background Check will be older than one year old in December for Fall Semester student teachers or in May for Spring Semester student teachers, you should get a new Background Check prior to that time as DESE requires a Background Check that is less than one year old when a new certificate is issued.

When getting a FBI/Missouri Highway Patrol Background Check for student teaching or for your Teacher Certificate, the procedure in the box that follows should be followed: **NOTE: A different code number is required for this background check than the one you have previously used!**

FBI/Highway Patrol Background Check Procedures for Certification & Student Teaching

Registering for Your Background Check

To be fingerprinted for the Department of Elementary and Secondary Education, you must register with the Missouri Automated Criminal History, MACHS, site located at www.machs.mo.gov.

- Click the icon to access the MACHS Fingerprint Search Portal.
- Click the icon to register with MACHS.
- Enter **2300** as the 4 digit registration number and click populate.
- Enter contact and personal information and click register.
- Review the information listed on the Missouri Fingerprint Background Check Summary for accuracy. You can choose to print this page for your records.
- Click complete registration.
- Click I understand and agree.
- The fee for the fingerprinting process is \$43.30. You must make this payment online at the time of registration.

After registering on the MACHS website, you will need to be fingerprinted at one of the approved sites.

Background Results

Your background results will be recorded automatically on your DESE profile page in the online Educator Certification System. Results of fingerprints are generally reported to the Educator Certification System within 2-4 business days from the fingerprinting date. You may view the results in your DESE profile once they are posted.

Additional information about the fingerprinting process may be viewed at the following website: <http://dese.mo.gov/eq/cert/eq-cert-fingerprint-background.htm>

NOTE: When using the 2300 Code for a Background Check, the Office of Clinical Services and Certification will not be able to see whether or not you have cleared. Please take a screen shot of your profile that shows you holding a cleared Background Check and either bring a hard copy to our office or attach it to an email to student_teaching@ucmo.edu.

Placement Letter

Student Teacher Candidates may find out about the location of their student teaching placement along with the name(s) of their Cooperating Teacher(s) before they actually receive their Placement Letter from the Office of Clinical Services and Certification. **However, Student Teacher Candidates should be aware that a student's placement is not considered "official" until they receive their Placement Letter.**

Permission to student teach is contingent upon departmental approval (**Department Approval to Student Teach** form). All criteria for student teaching must be completed and verified by the student's faculty advisor or major department prior to the student teaching semester and before the placement is finalized. A placement email will be sent to the applicant student teacher once the following requirements are met and verified:

- ✓ Full Admission to the Teacher Education Program
- ✓ Completion of all required coursework by the end of the semester preceding the student teaching semester
- ✓ A minimum cumulative GPA of 2.75; a minimum Professional Education GPA of 3.0; and a minimum content area GPA of 3.0
- ✓ All applicant student teachers shall have taken the Missouri Content Assessment prior to the start of the student teaching semester
- ✓ All applicant student teachers shall have completed field experiences with diverse learner requirements prior to the beginning of their student teaching semester (See Pages 6 & 7 of this Handbook)
- ✓ Positive Departmental Recommendation to Student Teach
- ✓ Have an active **DESE Educator Profile**
- ✓ Have posted resume to **HireRed** through Office of Career Services
- ✓ The applicant student teacher shall possess a valid Background Check (less than one year old) obtained through the DESE approved vendor that is in effect when their student teaching semester begins. **This requirement may be satisfied by possession of a valid Missouri substitute teaching certificate**
- ✓ Meet the UCM Residence Requirements prior to the student teaching semester as described in the *UCM Undergraduate Catalog—Standards and Regulations*

NOTE: Some school districts are trying to get a jump on potential teacher shortages in certain areas of certification by offering student teachers positions—sometimes before they are done with student teaching and, even, before they start student teaching.

Although this may sound attractive, this type of “opportunity” places undue pressure on our students while they're student teaching. Although we want to help those school districts that work with our students, our student teachers are our priority.

If you are approached by a school district about any modifications of your student teaching placement with the promise that it could possibly lead to a job offer, please ask them to contact either Dr. Richard Cole or Mr. Bill Runyan in the Clinical Services Office.

Upon receipt of the Placement Letter, please read the document in its entirety—Immediately.

Whatever method a student receives their placement information, it is strongly recommended that the Cooperating Teacher be contacted immediately.

Student Teaching Start Dates

Starting dates for Fall Semester student teaching will be the Cooperating Teacher's first contracted day of the school year. Starting dates for Spring Semester will be the first day that the Cooperating

Teacher is required to return after their school district's winter holidays break. The Teacher Candidate is responsible to confirm these dates with their Cooperating Teacher prior to the beginning of the student teaching semester.

Chapter II—Student Teaching—Undergraduates

The Professional Education Semester

Student Teaching Enrollment Process

The Office of Clinical Services and Certification will enroll all student teachers, including Alternative Certification students, into the appropriate student teaching courses. For undergraduates, you will be enrolled in student teaching and any course that you are required by your department to take during the semester.

For Fall student teachers, enrollment will take place in July. Spring student teachers will be enrolled in mid-December.

Required Meetings

Each semester of student teaching will begin with the Student Teacher Orientation Meeting. Attendance at the Orientation Meeting is required for all student teachers. The Student Teacher Mid-Term Meeting is also a requirement. The dates of the Mid-Term Meeting can be found in the semester calendar found on the Student Teaching website and will be mentioned at the Orientation Meeting. An Orientation Meeting will be held in the St. Louis area for those who are student teaching there. There may be other mandatory meetings that will require the attendance of student teachers. Those meetings will be announced at the Orientation Meeting.

Calendars and Schedules

Student teachers will no longer follow the UCM Calendar (other than the meeting dates for student teachers) but, rather, that of the host school district. **This includes UCM's Fall and Spring Breaks.** In the fall of the year this includes teacher plan days in preparation for the beginning of a new school year. The only exception would be on-campus activities associated with student teaching or teacher placement day. In such instances students should notify their Cooperating Teacher prior to reporting to campus.

During the student teaching experience, students are expected to maintain the same calendar and schedule as their Cooperating Teacher and the school district in which they have been placed.

With the permission of the host district, this includes department and/or grade level meetings, faculty meetings, IEP meetings, club sponsorships, PTA meetings, Parent-Teacher conferences, curriculum meetings. It is optional for extracurricular activity duties, CTA, NEA, MSTA, and AFT meetings.

A word of caution—Students should avoid being put in a position of carrying out duties without supervision or assistance of the Cooperating Teacher. It is unreasonable to expect student teachers to sponsor or chaperone groups on their own or be assigned duties beyond what is expected of the regular classroom teacher.

Receiving Payment While Student Teaching

The University of Central Missouri Undergraduate Catalog states:

The Director of Clinical Services and Certification will not sign an academic contract from an undergraduate student requesting permission to teach while under contract with a school district unless there are unusual or extreme circumstances.

Plainly stated, student teachers are prohibited to receive any type of payment for duties performed during the regularly scheduled school day. This policy applies to, but is not limited to, part-time or full-time substituting.

Substitute Teaching

Although some student teachers may hold a *Missouri Substitute Teaching Certificate*, be aware that substitute teaching and student teaching are two completely different things. **Student Teachers are not Substitute Teachers!** However, emergency situations may occasionally arise and, out of necessity, a student teacher may be asked to “cover a class.” When this happens, the Cooperating Teacher should substitute for the absent teacher, leaving the student teacher with their regular class since the student teacher knows those students and the curriculum of the classroom in which he/she is working. No matter what the situation might be, it is important that the Cooperating Teacher check in on the student teacher at various times of the day and not leave him/her without needed supervision during an extended period of time. **DESE Regulations does not consider Substitute Teaching to be the same thing as Student Teaching.**

Responsibilities of Student Teachers

Some of the major responsibilities of student teachers are:

- ✓ Recognize that you are a guest in the school district(s) and school building(s) in which you have been assigned.
- ✓ Adhere to the policies, standards, and philosophies of the cooperating school district(s) and building(s) where you have been assigned.
- ✓ Display professional behavior and attitude at all times. Be prompt, courteous, and dependable in all matters.
- ✓ Be neat, clean, and appropriate in dress and appearance. Maintain good personal hygiene. If in doubt on dress, ask the building administration.
- ✓ As soon as you receive the class schedule of your Cooperating Teacher, you should send that to your University Supervisor immediately.
- ✓ If absent, notify your Cooperating Teacher **immediately**—before the start of the school day.
- ✓ If absent, notify your University Supervisor **that day**. Undue absences will be addressed by your University Supervisor. An extended student teaching assignment is a very real possibility for more than three (3) absences.
- ✓ Follow the schedule and calendar of your Cooperating Teacher and school district. Their schedule/calendar becomes your schedule/calendar.
- ✓ Develop lesson plans in accordance with the wishes of your Cooperating Teacher.
- ✓ Attend all meetings and seminars associated with student teaching.
- ✓ Submit completed work, on time, as assigned by the University Supervisor.

- ✓ Complete and submit required documents on TK20 as assigned.

Qualifications & Responsibilities of Cooperating Teachers

Cooperating Teachers serve as mentors to the Teacher Candidate as they student teach. Because of their training, experience, and expertise, they are recognized by their school districts and their peers as “Master Teachers,” well-equipped to assist aspiring teachers in their professional development. Assignment of a Teacher Candidate shall have been completed only with the approval of the Cooperating Teacher.

DESE and UCM regulations require that Cooperating Teachers meet the following criteria:

- ✓ Possess a Master’s Degree.
- ✓ Be a full-time member of the school district’s faculty.
- ✓ Have a minimum three years of approved PK-12 teaching experience.
- ✓ Have been employed by the school district for a minimum of one year.
- ✓ Hold DESE approved certification in the content area and the specific grade range sought by the Teacher Candidate.
- ✓ Have demonstrated exceptional competence at the performance level expected of a career, professional teacher who:
 - Continues to advance his/her knowledge and skills while consistently advancing student growth and achievements, or
 - Exceeds proficiency and contributes to the profession and larger community while consistently advancing student growth and achievement and serving as an educational leader in the school, district and community.

Some of the Cooperating Teacher’s responsibilities are:

- ✓ Attend Co-Teaching Training.
- ✓ Prior to the arrival of the student teacher, prepare parents and students for the student teacher’s arrival; designate an area and/or desk specifically for the student teacher; prepare an information packet containing the Faculty Handbook, Student Handbook, school rules, dress codes, class rules, staff list, etc. to be shared with the student teacher. Upon the student teacher’s arrival, the Cooperating Teacher should introduce the student teacher to staff members and students in a manner that will provide optimum respect and acceptance.
- ✓ Provide the student teacher with an outline or plan that identifies expectations and responsibilities for the duration of the student teaching experience.
- ✓ Establish guidelines for the student teacher to follow in formulating lesson plans, a time frame for review prior to implementation, and a time frame for review following implementation.
- ✓ Provide relevant experiences for the student teacher such as observations, classroom activities, parent/teacher conferences (including IEP meetings), professional development activities, and professional organization meetings.
- ✓ Encourage the student teacher to collaboratively make decisions leading to independently developing his/her own teaching strategies.
- ✓ Assist and support the student teacher in developing and implementing appropriate classroom management techniques/strategies while recognizing individual needs and differences of students.

- ✓ Communicate honestly and openly with the student teacher. Be specific when giving feedback and/or communicating expectations. Conference on a regularly scheduled basis.
- ✓ Share “helpful hints” along with resources and materials with the student teacher.
- ✓ Demonstrate how to involve parents in the educational process.
- ✓ Provide opportunities for team planning throughout the duration of student teaching.
- ✓ Help provide rationale in decision making.
- ✓ Provide opportunities for the student teacher to work with special area teachers, when appropriate.
- ✓ Assist the student teacher with student assessment.
- ✓ If appropriate, review procedures of opening and closing the school year.
- ✓ Communicate openly with the University Supervisor regarding the progress of the student teacher. Contact him/her immediately in situations that warrant immediate attention.
- ✓ Assist the student teacher in making arrangements to observe students and teachers in other classrooms, especially toward the end of the semester.
- ✓ Complete a final evaluation for the student teacher and recommend a final grade to the University Supervisor at the end of the semester.

Qualifications & Responsibilities of University Supervisors

The Office of Clinical Services and Certification retains faculty and adjunct faculty to serve as University Supervisors for UCM’s student teachers. The University Supervisor’s function is to guide, counsel, instruct, and supervise student teachers through their student teaching experience. DESE and UCM regulations require that University Supervisors meet the following criteria:

- ✓ Hold a minimum of a Master’s Degree.
- ✓ Have a minimum five years of experience in PK-12 schools and/or Teacher Preparation.
- ✓ Possess PK-12 knowledge and expertise with students, content, and/or pedagogy.
- ✓ Demonstrate ability to interact, mentor, communicate, and provide feedback to the student teacher and Cooperating Teacher.
- ✓ Undergo any and all trainings required by the Teacher Education Council (TEC), DESE, and/or the Office of Clinical Services and Certification.

On occasion during the semester, the University Supervisor may be called upon by the Cooperating Teacher to assist them if any issues arise while working with the student teacher. In such a case, the University Supervisor serves as a liaison between the various parties striving to ensure a successful learning experience for the student teacher.

DESE Regulations require that all University Supervisors be trained in the usage of the *Missouri Educator Evaluation System (MEES)* forms and rubrics along with *Inter-Rater Reliability Training*. The College of Education of the University of Central Missouri has implemented policies and procedures to implement the DESE Regulations.

It is impossible to list every potential responsibility that a University Supervisor may be called upon to carry out. However, some of the major responsibilities include:

- ✓ Meet with assigned student teachers during the Student Teacher Orientation Meeting, reviewing and discussing operational procedures including all requirements, observation schedules, and grading procedure.
- ✓ Monitor the student teacher’s progress throughout the semester.
- ✓ Conduct a minimum of five observations/evaluations, four formative and one summative, during the semester.

- During the five observations, the University Supervisor will observe and critique a variety of teaching situations and conference with the student teacher.
- Provide verbal and written feedback to the student teacher regarding progress, problems and recommendations.
- Be on call to address the needs of both the student teacher and the Cooperating Teacher.
- Following consultation with the Cooperating Teacher and receipt of his/her summative evaluation of the student teacher, issue a final grade.
- Actively participate in meetings and seminars associated with the supervision of student teachers.

Attendance Policy

As is the case with job performance anywhere, attendance during the student teaching semester is critical. ***The only reason a student teacher should be absent is due to serious illness or a scheduled meeting on campus in conjunction with student teaching.*** Otherwise, because of the importance of gaining teaching experience and the inability to obtain such experience other than teaching, student teachers are expected to report to their assigned placements on a daily basis without exception. Attendance problems, should they occur, will adversely affect a student's final grade.

There are no vacation or personal days provided during the student teaching semester other than those holidays recognized by your school district. Events such as weddings and graduation trips should be scheduled after the conclusion of the student teaching semester. You will be required to attend the **Student Teacher Orientation Conference**, the **Student Teaching Mid-Term Conference** along with any conferences, meetings, or seminars required by your department.

The following policy statements govern the absences and/or days missed from student teaching.

1. Student teachers are expected to report regularly and on time to their teaching assignments.
2. Only in cases of serious illness are student teachers to be absent from their assigned placements. If the student teacher is ill, he/she should notify their Cooperating Teacher and their University Supervisor of their illness and not report to school.
3. In cases of emergencies such as accidents, death in the immediate family, high fever, etc., it is understandable that the student will not be able to report to school. In such instances, immediate notification of the Cooperating Teacher and the University Supervisor is important. The policy of the school in which you are placed may require notification of the school as well.
4. Any time a student teacher misses more than three days for whatever reason(s), a review is made by the Cooperating Teacher, the University Supervisor, and the Assistant Director of Clinical Services and Certification to assess whether or not time should be made up. In most cases, time will be made up by teaching the appropriate number of additional days after the close of the student teaching period. (Course credit will be withheld until the time is made up, which will impede your progress toward certification and graduation).
5. An absence of eight days or more will normally result in the student's withdrawal from student teaching.
6. If the school is closed for emergency reasons, the student should try to determine the likely duration of the emergency and notify their University Supervisor immediately. If it appears the school will be closed for an extended period of time, the University Supervisor will

consult with the Assistant Director of Clinical Services and Certification and an attempt will be made to secure another placement for the student.

7. Student teachers will be expected to report for any “make-up” days that schools are in session during the student teaching period. Some schools operate on Saturdays and vacation days/periods in order to “make-up” lost days.
8. In instances where removal from student teaching is likely due to absence from the classroom, the matter will be carefully considered and all alternatives will be explored with the appropriate parties before a final decision is made by the Assistant Director of Clinical Services and Certification.

Use of Electronic and Social Media While Student Teaching

All student teachers are expected to interact and communicate in a professional manner with students, parents/legal guardians, district administrators, and staff according to the guidelines set forth by district and building policies of the school district in which the student teacher is placed. With all forms of communication, student teachers must maintain professional boundaries.

The use by student teachers of any social media to communicate with students and/or parents/legal guardians, including but not limited to email, Facebook, Twitter, texts, and blogs must be for educational purposes approved by the student teacher’s school district. Communication must comply with all relevant district policies and must be set up for public viewing.

Student teachers must not use social media to engage in private communication with students. Student teachers shall not use their personal electronic communication devices, accounts, web pages or other forms of electronic communication with students and/or parents/legal guardians.

Reporting a Concern

The University of Central Missouri recognizes the vital role participating schools play in assisting the University in the preparation of future teachers. UCM students are guests in the host district as they interact with students, parents, faculty, and administration while meeting course requirements and should conduct themselves accordingly.

On rare occasions a student teacher will express concern about the manner in which a particular situation has been handled by a teacher, counselor, or administrator of the host school district. In most cases, these are not major concerns and there is no need for follow up. However, in cases where there is serious concern involving conduct of an immoral or illegal nature (such as child abuse or sexual harassment), the student teacher should:

- Notify their Cooperating Teacher, the building administrator, and their University Supervisor providing a written description of what happened, including dates, times, places, and witnesses (if any).
- If the concern warrants further attention, the student teacher will meet with the Assistant Director of Clinical Services and Certification, providing a written account summarizing the incident.
- The Assistant Director of Clinical Services and Certification will determine if further attention is required concerning the issue. If warranted, the assistant director will notify the student teacher’s department chair and/or the Dean of the College of Education.

- Once full consideration of the issue has been made, the Assistant Director of Clinical Services and Certification will notify the student teacher of his/her findings and what actions were taken.

Student Teaching Assignment Lengths

All UCM student teacher will be placed for 16 weeks in their student teacher placement and be enrolled in the Professional Education Semester earning 12 hours of credit. The charts on the following pages list the courses that a student will be enrolled in during their student teaching semester.

<i>Elementary and Early Childhood</i>				
Major	Placement	Methods	Course Enrollment	Total Credits
Early Childhood	16 Weeks: Gr. K, 1, 2, 3	N	FLDX 4493 (6) FLDX 4496 (6)	12
Elementary	16 Weeks: Gr. 1,2,3,4,or 5	N	FLDX 4495 (6) FLDX 4496 (6)	12
<i>Special Education</i>				
Major	Placement	Methods	Course Enrollment	Total Credits
Early Childhood SpEd	16 Weeks: (8 Week/8 Week Split)	N	EDSP 4395 (6) EDSP 4396 (6)	12
SpEd Cross Categorical	16 Weeks: (8 Week/8 Week Split)	N	EDSP 4395 (8) FLDX 4468 (4)	12
SDD	16 Weeks: (8 Week/8 Week Split)	N	EDSP 4395 (8) FLDX 4468 (4)	12
<i>B-12 Certification Areas</i>				
Major	Placement	Methods	Course Enrollment	Total Credits
FACS	16 Weeks: (8 Week/8 Week Split)	N	FLDX 4595 (6) FLDX 4468 (6)	12
<i>K-12 Certification Areas</i>				
Major	Placement	Methods	Course Enrollment	Total Credits
Art	16 Weeks: (8 Week/8 Week Split)	Y	FLDX 4495 (5) FLDX 4468 (4) ART 4920 (3)	12
Instrumental Music	16 Weeks: (8 Week/8 Week Split)	Y	FLDX 4495 (5) FLDX 4468 (4) MUS 4310 (2) MUS 4350 (1)	12
Vocal Music	16 Weeks: (8 Week/8 Week Split)	Y	FLDX 4495 (5) FLDX 4468 (4) MUS 4310 (2) MUS 4350 (1)	12
Physical Education	16 Weeks: (8 Week/8 Week Split)	Y	FLDX 4495 (5) FLDX 4468 (4) PE 4890 (3)	12

Major	Placement	Methods	Course Enrollment	Total Credits
French or Spanish	16 Weeks: (8 Week/8 Week Split, if Possible)	N	FLDX 4496 (6) FLDX 4468 (6)	12
<i>Middle School</i>				
Major	Placement	Methods	Course Enrollment	Total Credits
Middle School	16 Weeks	N	FLDX 4497 (6) FLDX 4498 (6)	12
<i>Secondary</i>				
Major	Placement	Methods	Course Enrollment	Total Credits
Biology	16 Weeks	Y	FLDX 4595 (4) FLDX 4468 (4) STCH 4080 (4)	12
Business	16 Weeks	N	FLDX 4595 (6) FLDX 4468 (6)	12
Chemistry	16 Weeks	Y	FLDX 4595 (4) FLDX 4468 (4) STCH 4080 (4)	12
English	16 Weeks	Y	FLDX 4595 (5) FLDX 4468 (4) ENGL 4890 (3)	12
Earth Science	16 Weeks	Y	FLDX 4595 (4) FLDX 4468 (4) STCH 4080 (4)	12
Math	16 Weeks	Y	FLDX 4595 (6) FLDX 4468 (6)	12
Social Studies	16 Weeks	Y	FLDX 4595 (6) FLDX 4468 (6)	12
Speech & Theatre	16 Weeks	Y	FLDX 4595 (5) FLDX 4468 (4) THEA 4920 (2) THEA 4920 (1)	12
Tech Ed.	16 Weeks	N	FLDX 4595 (6) FLDX 4468 (6)	12

Suspension and/or Termination of Student Teaching Placement

UCM recognizes the right of a host school district to terminate a student teacher's placement at any time. The final decision to terminate a student's Professional Education Semester, whether initiated by a school district or a UCM source, will be made by the Assistant Director of Clinical Services and Certification after consultation and a hearing with the Review Committee.

All terminations of student teaching placements will be evaluated on an individual, case-by-case basis. There is no guarantee of an additional placement during the current semester, even if one was warranted. Termination of a student teaching placement may require the student teacher's

referral to their major department for professional development activities in order to be re-approved for student teaching by that department.

A student teacher may be removed from their assignment for a variety of reasons. These reasons include, but are not limited to the following:

1. Violation of state statute(s).
2. Violation of UCM Policies, regulations, or directives.
3. Violation of the host district's/school's policies, regulations, or directives.
4. Physical or mental conditions rendering the student teacher unfit to instruct students.
5. Immoral conduct.
6. Unethical behavior.
7. Incompetence, inefficiency, insubordination, or other performance related deficiencies while assuming student teaching duties.
8. Excessive or unreasonable absences while student teaching.
9. Charges or conviction of a felony.
10. Charges or conviction of any crime involving moral turpitude.
11. Charges or conviction of child abuse or neglect.
12. Any cause which would prevent certification as a teacher.

If a student teacher is removed from their placement, as soon as practical, the Assistant Director of Clinical Services and Certification will notify the student, via email, of the due process options available to them. The student teacher will be asked to prepare a written narrative explaining their side of the events leading up to the removal.

The student teacher has the right to a hearing. Besides the student, the parties that may take part include the Assistant Director of Clinical Services who will also schedule and facilitate the hearing, the student teacher's University Supervisor, a faculty representative from the student's major department, and a representative from the College of Education's Office of the Dean. Other people who possess information bearing on the case may be invited to participate by the Assistant Director.

Upon the conclusion of the hearing, the Assistant Director will notify the student, in writing, of the panel's decision. Based on the information presented by the District, the University Supervisor, and the student, the panel may recommend that the student:

- A. Complete student teaching requirements in an alternative placement during the same semester if available.
- B. Complete student teaching requirements in an alternative placement during a subsequent semester.
- C. Work with faculty in their major department to successfully complete a developmental clinical assignment prior to attempting student teaching again.
- D. Not be allowed to complete student teaching and dismissed from the Teacher Education Program.
- E. Be referred to Student Affairs and/or Public Safety for further disciplinary action.

A student teacher who was removed from their student teaching placement may waive the option to submit a written statement or to participate in the panel review. In that situation, the decision concerning placement will be made by the panel without the student teacher's participation and communicated in writing to the student.

The student teacher may appeal the panel's decision and/or their grades in student teaching following the procedure set forth in the *UCM Student Planner-Handbook* for the academic appeal procedure, <http://issuu.com/ucentralmo/docs/ucmguidetogooddecisionmaking?e=9595811/51394453>. The hearing panel process is administered at the Unit level rather than the Department level. As a result, the placement and/or grade appeal will begin at Level 3 of the process with the Dean of the College of Education.

Program Completion and Certification

The Teacher Education Program of UCM is accredited nationally by CAEP and also meets the certification requirements set by the Missouri Department of Elementary and Secondary Education. Initial teacher certification may be earned at UCM in part by completing the Bachelor of Science in Education degree, the Bachelor of Music Education degree, or, in certain instances, the Bachelor of Science or the Bachelor of Arts degree.

All students completing a teacher education degree at the University of Central Missouri are expected to satisfy all of the University's requirements as described in the Catalog as verified by the Registrar Office's clearance for graduation.

However, earning the degree does not automatically lead to certification. Students need to have completed an Educator Profile on the DESE website. Completing this profile is the first step in applying for one's teacher certification.

The State of Missouri and UCM stipulates the following requirements for incoming undergraduate students entering teacher education in Fall 2013 and seeking initial teacher certification:

1. Completion of an Educator Profile on the DESE website;
2. Admission to the UCM Teacher Education Program;
3. Admission to the professional education semester and successful completion of student teaching (grade of C or higher);
4. A minimum Cumulative grade point average of 2.75 on a 4-point scale;
5. A minimum grade point average for all professional education courses of 3.00 with no grade lower than B in any professional education course;
6. A minimum grade point average in all content classes related to the area of certification of 3.00 in each major of each initial certification area, and any additional area of endorsement;
7. Completion of Content Specialty and Pedagogy Assessments with a score no lower than a minimum determined by the state of Missouri for each examination.

At the Student Teaching Mid-Term Meeting, student teachers will receive instructions pertaining to completing their application for teacher certification through DESE. The following chart describes the procedures for applying for teacher certification:

Applying for Teacher Certification

Finishing a Teacher Education Program: Applying for Teacher Certification

1. Go to the DESE website: <https://apps.dese.mo.gov/webLogin/login.aspx>
2. Log in - Enter your User Name and Password
NOTE: You should have only created one Educator Profile. If you created an Educator Profile in the past for a Substitute Certificate and also created a new Educator Profile recently, and have two profiles, you must use the Substitute User Name and Password.
3. Once logged in it will take you to “User Application Page”
4. Under Office of Educator Quality - Click on “Educator Certification System”
5. You should now see your Educator Profile
 - a. On the left menu under New Applications click “Initial Professional”
 - b. Verify your personal information - edit if changes are necessary
 - c. Complete the Professional Conduct Section - click yes or no
NOTE: If you select “Yes” you will be asked to provide a brief statement
 - d. Click “Professional Certificate” - This is very important!
 - e. Click the “I Accept” box to release your educational information
 - f. Select institution - drop down box - “University of Central Missouri”
 - g. Click “Submit to Institution”
 - h. Wait for confirmation message
 - i. Click “Log Out” on the left menu

Your application should now be viewable in our work log. We will process your application and submit it to DESE after your degree is awarded by UCM.

Important Note:

DESE must have a current background check and a passing Missouri Content Assessment score on file before your certificate will be issued.

Chapter III—Alternative Pathways to Certification—Graduate

General Information about Alternative Pathways

The Alternative Pathways to Certification Program at the University of Central Missouri provides qualified candidates who already hold a college/university degree a route to obtain educator certification in the state of Missouri. In order to be eligible, candidates must possess a baccalaureate degree or higher from a regionally accredited college or university along with an FBI/Missouri Highway Patrol background check.

All new candidates must meet the following DESE and UCM grade point average (GPA) requirements in order to be eligible for the program:

- 1) Minimum overall GPA of 2.75
- 2) Minimum 3.0 GPA in the subject area(s) in which the applicant is seeking certification
- 3) Maintain a 3.0 GPA or higher in Professional Education coursework once admitted to the program with no grade below a “C.”

Graduate programs resulting in professional certification must follow all requirements of the UCM Graduate School for the relevant degree (i.e., Masters or Education Specialist). Each program may establish additional requirements for admission. Curriculum and assessments in the program must be based on the relevant national and state professional standards for the discipline. In addition, candidates must meet the criteria for admission and certification established by the Missouri Department of Elementary and Secondary Education for that certification area, including, but not limited to, requirements for GPA, coursework, field placements, and assessments.

The following requirements must be completed in order to be admitted to Alternative Pathways to Certification:

1. Apply for admission (www.ucmo.edu/cert/alternative) to Alternative Pathways to Certification; submit official or copies of your official transcripts, and the transcript evaluation fee.
2. Submit a clear Criminal Background check through MACHS (See page 33 of this handbook for instructions) If you have a background check and it is more than 1 year old, you will have to submit a new one. Please use **Code 2300**. If you have a current substitute teaching certificate, you will not have to do a new background check for admission into the Alternative Pathways program.
3. Meet with the Director of Clinical Services and Certification to discuss certification options
4. Develop an official certification requirement plan through the Office of Clinical Services and Certification.
5. To initiate the program, the candidate must apply to the UCM Graduate School. The application is on the Graduate School website (www.ucmo.edu/graduate).
6. Once admitted to the program, the candidate should apply to a Missouri Substitute Teacher Certificate. (See page 34 for procedure)

Program Application Deadlines

Applications for admission to the Alternative Pathways program are accepted at any time. However, applications, transcripts, and evaluation fees received after the following deadlines may not be processed in time for enrollment in the desired semester.

1. Enrollment for Fall Semester: Application, transcripts, and evaluation fee must be received prior to July 1
2. Enrollment for Spring Semester: Application, transcripts, and evaluation fee must be received prior to November 1
3. Enrollment for Summer Semester: Application, transcripts, and evaluation fee must be received prior to March 1

Transcript Evaluation Process

A candidate for the Alternative Pathways program is required to submit official transcripts or copies of official transcripts which show their attained degree as granted by their undergraduate institution. Before the transcript is analyzed, a \$35 transcript evaluation fee (\$25 for UCM alumni) must be received by the Office of Clinical Services and Certification. All transcripts and the evaluation fee should be mailed to:

Office of Clinical Services and Certification
LOV 2170
University of Central Missouri
Warrensburg, MO 64093

The candidate's transcripts are evaluated in accordance with the certification requirements of the Missouri Department of Elementary and Secondary Education (DESE) and the University of Central Missouri. After the candidate's transcripts are evaluated, they are forwarded to the appropriate academic department(s) for additional evaluation. Overall, the entire evaluation process usually takes 2-3 weeks to complete.

Once the transcripts have been evaluated, the candidate is contacted to schedule a meeting with the Director of the Office of Clinical Services and Certification in order to discuss the various options specific to the candidate's certification goals.

Once the candidate decides to pursue teacher certification through the UCM program, they must select a certification plan. Activation of the plan is done by informing the Clinical Services and Certification Director by email of which plan the candidate wishes to pursue. **The candidate will not be able to enroll in classes until they have been admitted to the Alternative Pathways to Certification Program.**

FBI/Missouri Highway Patrol Background Check and Procedures

All post-baccalaureate UCM students seeking certification are required to obtain and FBI/Missouri Highway Patrol Criminal Background Check as a pre-requisite to being admitted to the Alternative

Pathways to Certification Program. No field observations in a school are allowed until you have had a successful background check.

The following are the procedures of how to arrange to have a background check done:

FBI/Highway Patrol Background Check Procedures for Certification & Student Teaching

Registering for Your Background Check

To be fingerprinted for the Department of Elementary and Secondary Education, you must register with the Missouri Automated Criminal History, MACHS, site located at www.machs.mo.gov.

- Click the icon to access the MACHS Fingerprint Search Portal.
- Click the icon to register with MACHS.
- Enter **2300** as the 4 digit registration number and click populate.
- Enter contact and personal information and click register.
- Review the information listed on the Missouri Fingerprint Background Check Summary for accuracy. You can choose to print this page for your records.
- Click complete registration.
- Click I understand and agree.
- The fee for the fingerprinting process is \$44.80. You must make this payment online at the time of registration.

After registering on the MACHS website, you will need to be fingerprinted at one of the approved sites.

Background Results

Your background results will be recorded automatically on your DESE profile page in the online Educator Certification System. Results of fingerprints are generally reported to the Educator Certification System within 2-4 business days from the fingerprinting date. You may view the results in your DESE profile once they are posted.

Additional information about the fingerprinting process may be viewed at the following website: <http://dese.mo.gov/eq/cert/eq-cert-fingerprint-background.htm>

Once you have registered on the Missouri Automated Criminal History (MACHS) site, you are ready to be fingerprinted. The Office of Clinical Services and Certification offers fingerprinting on Tuesdays and Thursdays in Lovinger 2170. An appointment for fingerprinting is required. Call 660-543-8441 to set up an appointment.

Substitute Teaching Certificate

Upon completion of 60 credit hours of college/university level coursework, anyone is eligible and may apply for a *Missouri Substitute Teacher Certificate*. Although it is not a College of Education requirement, it is a great way to gain experience and earn extra money prior to your student teaching semester.

On the following page is a text-box containing the instructions and procedures required to obtain a *Missouri Substitute Teacher Certificate* should you decide to do so:

SUBSTITUTE CERTIFICATE APPLICATION PROCEDURE

In order to apply for a Missouri Substitute Certificate, you must submit all of the following items:

1. ONLINE SUBSTITUTE CERTIFICATE APPLICATION

- You will first need to create a profile in our certification system. Please follow the instructions outlined in the [Educator Certification System Help Guide](#) for the Certification System.
- After you have created a profile in our certification system, find the "applications" link in the menu on the left hand side of the screen to see a list of application types.
- Choose "Substitute" from the list to create an online application. Complete and submit the application.
- A processing fee of \$50 is required. The fee will be paid at the time the application is submitted online. Fees may be paid by credit/debit card or by e-check.

2. ORIGINAL COPIES OF ALL TRANSCRIPTS

- Original transcripts from ALL institutions you have attended must be mailed to: **Educator Certification, PO Box 480, Jefferson City, MO 65102-0480**. Please be sure to include your Social Security number or Educator ID number on all of the transcripts. Faxed, scanned, emailed, or photocopied transcripts will not be accepted. Transcripts become the property of the department and cannot be returned.

3. FINGERPRINT/BACKGROUND CHECK

- A [criminal fingerprint/background clearance](#) must be obtained before a certificate can be issued.

TO LOG INTO YOUR ONLINE EDUCATOR PROFILE

To access your certification account (online profile) you must first log into DESE [Web Applications](#) with a user ID and password, and then choose the Educator Certification System link located on the User Applications page. Your certification account (online profile) provides access to each of the following:

- Apply for a certificate
- Print out a certificate
- View a certificate or pending application

- View assessment scores
- Check for the receipt of transcripts
- Check fingerprint/background status

Please Note: If you have not logged in to your certification account (online profile) in over 12 months, please contact the Office of Data System Management at webappsloginassistance@dese.mo.gov or 573-522-3207.

Certification Requirements for Specific Endorsement Areas

In addition to the classes listed below, a successful clinical experience (student teaching) and the Missouri Standards for Professional Educators (MoSPE) must be met in order to attain educator certification. These undergraduate classes are offered primarily during the day on the Warrensburg Campus. Some of the classes are available online or at the Central Summit Center in Lee's Summit.

NOTE: If you have completed a class required for certification as part of your undergraduate or advanced degree, you will be given "credit" for the class(es) during the transcript evaluation process.

Master of Arts in Teaching

The Master of Arts in Teaching is a degree program offered through the Department of Educational Foundations and Literacy designed to offer a base of sound theoretical and practical pedagogical knowledge for post-baccalaureate students interested in the teaching profession at the middle school or high school level.

To be accepted into the MAT degree program, students must (a) have completed an undergraduate degree with a minimum cumulative grade point average of 2.75 and (b) contact Graduate Studies to apply for the MAT. Candidates must submit a certification plan signed by the Director of the Office of Clinical Services and Certification for the purpose of identifying the MAT area of concentration and the assignment of an MAT Graduate Advisor.

To complete the MAT, students must (a) complete *EDFL 5900—Introduction to Research* or an advisor-approved alternative research course within the first 12 hours of the MAT Program of Study course work and (b) complete *EDFL 5100—Internship I*. To enroll in EDFL 5100, MAT candidates must have completed 24 hours of their MAT Program of Study course work, currently enrolled in Student Teaching or be a contracted teacher. **EDFL 5100 is not offered during the summer sessions.**

Master of Science in Career & Technical Education Leadership—CTE Leadership Option

An Alternative Certification student wishing to major in and receive certification in the following subject areas of Agriculture, Business, Family and Consumer Science, or Technology Education, has the option of going through the MAT program or the Master of Science in Career and Technical Education Leadership program by going through the CTE Leadership Option.

To be accepted into the CTE degree program, students must (a) have completed an undergraduate degree with a minimum cumulative grade point average of 2.75 and (b) contact Graduate Studies

to apply for the CTE. Candidates must submit a certification plan signed by the Director of the Office of Clinical Services and Certification for the purpose of identifying the CTE area of concentration.

Completion of the First Professional Education Block

1. All post-baccalaureate UCM students seeking educator certification are required to have successfully completed a DESE Educator Profile and a background check prior to observing or participating in PK-12 classrooms.
2. Post-baccalaureate students seeking the MAT must complete *Introduction to Research* in the first 12 hours of graduate study. Students are **strongly encouraged** to take EDFL 5120—*Advanced Foundations of Education*, EDFL 5200—*Advanced Educational Psychology*, or EDSP 5200—*Advanced Education of the Exceptional Child* prior to their initial field experience.
3. All students will receive a formative dispositions evaluation completed by their program advisor.
4. All post-baccalaureate students will complete the *Missouri Educator Profile* (MEP) within the first semester of graduate study and will discuss the results with their faculty/program advisor.

Admission to the Teacher Education Program—Post-Baccalaureate Students

All Post-Baccalaureate students seeking an initial teaching certificate must be admitted to the University of Central Missouri Teacher Education Program. Admission to Teacher Education is required before any Post-Baccalaureate student can student teach. Post-Baccalaureate students should review all of the policies and requirements stated in the current *Undergraduate Catalog of the University of Central Missouri*.

For Post-Baccalaureate admission to the Teacher Education Program, the following is required:

- 1) Completion and submission of the online **Request for Admission to Teacher Education** form found at www.ucmo.edu/teacher .
- 2) Successful completion of EDFL 5900—**Introduction to Research** with a grade of “C” or higher.
- 3) Completion of the **Missouri Educator Profile (MEP)** and interview with faculty/program advisor.
- 4) A **Formative Dispositions** evaluation completed by an instructor or program advisor.
- 5) The Post-Baccalaureate student must hold a minimum 2.75 GPA in all college/university coursework completed; a minimum 3.0 GPA in Professional Education courses; and a minimum 3.0 GPA in content area coursework.
- 6) Obtain a **Departmental Recommendation for Admission to the Teacher Education Program** from their academic department or program.
- 7) The Post-Baccalaureate student must have applied for and currently hold a Missouri Substitute Certificate.
- 8) Completion of the **Missouri Educator Gateway Assessments (MEGA)** for the student’s area of initial certification as posted on the Clinical Services and Certification website.

Disciplinary Action

At the recommendation of the Office of Clinical Services and Certification, and/or the department, the Teacher Education Council may suspend or revoke a Teacher Candidate's Admission to the Teacher Education Program at any time.

Field Experiences

UCM students are expected to act in a professional manner in all aspects of their interaction with the public school districts to which they are assigned to observe. Students are expected to communicate in a professional way in person, on the phone, and in email correspondence. The following list contains expectations for UCM students once they have been assigned an observation site:

- a) You are a guest of the school district and the school building to which you are assigned and are subject to their rules and expectations as well as those of the University's.
- b) Always contact your classroom supervisor in advance of your observations—Do not just show up.
- c) Make sure that you keep appointed times and show up at the correct time. If you cannot keep an appointment for an observation, contact your classroom supervisor immediately.
- d) Do not bring cell phones to your observation. If you accidentally bring it into the building, turn it off. Do not:
 - a. Text
 - b. Receive phone calls
 - c. Make calls
- e) Be attentive in the classroom. **Do not sleep!**
- f) Dress professionally. Before your first observation, ask your classroom supervisor what is acceptable to wear.
- g) Under no circumstances should male students wear:
 - a. Baggy, sagging pants
 - b. Flip-flops
 - c. Dirty, un-ironed clothing
 - d. Caps or hats
 - e. Piercings must meet the district's dress code—if in doubt, ask.
- h) Under no circumstances should female students wear:
 - a. Low-cut blouses or shirts
 - b. Tops that expose the midriff area
 - c. Excessively short skirts or dresses
 - d. Flip-flops
 - e. Dirty, un-ironed clothing
 - f. Piercings must meet the district's dress code—if in doubt, ask
- i) Observe all district, building and classroom rules.
- j) If driving, ask where to park.
- k) You are allowed to observe other teachers. Make sure you have arranged this with your classroom supervisor beforehand.
- l) Use your UCM email address when communicating with school districts.
- m) Once your observation is completed, do not stay in the school building.

Missouri Educator Gateway Assessments (MEGA)

The Missouri Educator Gateway Assessments (MEGA) was designed provide a common, state-wide system of assessment designed to assess the pre-professional development of students working toward teacher certification in Missouri.

These assessments are spaced at different transition points through the student’s preparation program. They begin during the first semester of post-baccalaureate work and conclude during the student teaching semester. The following chart gives a brief description of each test and lists their costs as of February 2015:

**Testing Chart for
Missouri Educator Gateway Assessment (MEGA) Program**

Test	Date in Effect	Recommended Test Date	Cost	Comments
Missouri Content Assessment** (MoCA)	September 2014	Must be taken prior to student teaching semester. Must be passed before eligible for Teacher Certification	\$77-\$165	Computer-based exit assessment taken at the University Testing Center for any area of certification sought.

Students wishing to student teach must fill out a *Request to Student Teach* form, have it signed by the department chair of their major, and submit it to the Office of Clinical Services and Certification. The due dates for the applications are May 1 of the year preceding the spring semester in which they would wish to student teach or December 1 of the year preceding the fall semester they would wish to student teach.

Example

If you wish to student teach during the Fall 2017 semester, your application deadline is December 1, 2016.

If you wish to student teach during the Spring 2018 semester, your application deadline is May 1, 2017.

LATE APPLICATIONS TO STUDENT TEACH WILL BE ASSESSED A LATE FEE OF \$100. NO LATE APPLICATIONS WILL BE ACCEPTED ONCE THE PRELIMINARY MEETINGS FOR THE INTENDED STUDENT TEACHING SEMESTER HAVE ENDED

Instructions for students in the Alternative Pathways Program can be found at <http://www.ucmo.edu/cert/alternative/st-forms.cfm> . Once the application has been completed, it is the student’s responsibility to make sure that the application is received by the Office of Clinical Services and Certification (LOV 2170) prior to the set deadlines.

Co-Teaching Model of Student Teaching

The University of Central Missouri utilizes the Co-Teaching Model as its primary method of student teaching. Co-Teaching is primarily defined as two teachers—the Cooperating Teacher and the Teacher Candidate—working together with groups of students. Both teachers are actively

involved and engaged in all aspects of instruction, sharing the planning, organization, delivery, and assessment of instruction as well as sharing the physical space of the classroom.

Unless you were informed otherwise, there will be a **mandatory** training session that the student teacher will be required to attend, along with their Cooperating Teacher sometime during the semester before student teaching. Dates, times, and locations of training sessions will be sent to you via your UCM email address.

Preliminary Meetings

The Preliminary Meeting occurs very early during the semester prior to your student teaching semester—usually the last full week of August for those who are student teaching during the Spring semester and in January during the second week of classes for those who will student teach the following Fall.

Attendance at a Preliminary Meeting is Mandatory. The meetings are held on four to five, separate occasions—you are only required to attend one. Usually, at least one of the meetings takes place in the evening at the Summit Center in Lee’s Summit. All other meetings are held in the Elliott Union on the Warrensburg Campus. Work is **not** an excuse to not attend this meeting or to leave early. You may need to make arrangements with your professor(s) to attend if there are class conflicts. Choose one of the dates to attend and make arrangements ahead of time. Among the topics discussed at this meeting are:

- ✓ Choosing a School District for Placement
- ✓ Student Teaching Final Placement Request
- ✓ Student Teacher Information Form
- ✓ Release of Personal Information
- ✓ FBI Fingerprint Background Check
- ✓ Content Specialty Assessment—Testing Services
- ✓ Checklist Meetings
- ✓ Placement Procedures
- ✓ Co-Teaching
- ✓ Career Services Support

Student Teaching Final Placement Form

There is a variety of information that the student teaching candidate places on the Final Placement Request form. One of the most critical pieces of information that is provided are the school districts the teacher candidate chooses where they wish to be placed. (Appendix p. 54)

You will not be placed in a building where a relative is working or where you have children or other relatives attending. Once again, if it is a larger district where there are multiple buildings, you may list that district but you must list the building(s) where relatives work or attend.

St. Louis Area Placements

Student Teachers may request a placement in the St. Louis area for a \$200 fee. Please note on the home page of our website, the added documents that are required by the majority of school districts in the St. Louis area.

Once a placement with a school district is confirmed, it will not be changed.

A Word About Placements

The Office of Clinical Services and Certification cannot guarantee that you will be placed in your first choice of a school district. Make sure that you are willing and able to student teach in each of the districts that you list on this form.

Do not attempt to place yourself in a school district or with a specific teacher. Placement decisions within a school district are made by that school district. We do not and cannot assign you to a specific building or to a specific teacher.

Student Teacher Information Form

This form must be typed in a single-spaced format. This form goes out to prospective school districts and should be considered as your job application to that district. Answer all questions thoroughly, using complete sentences where practical. **Make sure that you double-check for spelling and grammatical errors.** (Sample in the Appendix p. 62)

Information Release Form

This form must be filled out and signed before any of your forms and/or files can be sent to the districts that you listed to student teach in. (Sample in the Appendix p. 63)

Checklist Meetings

Checklist Meetings will be held the week following the Preliminary Meetings in order for the paperwork discussed at the Preliminary Meetings to be handed in and checked off. The Assistant Director of Clinical Services will go through a checklist of items necessary for placement. **This is a required meeting.**

Missouri Content Assessment (MoCA)

This series of exit assessments must be passed by students in all areas of certification that they are seeking and are a DESE requirement for certification. These computer-based assessments are aligned with state and national standards.

Candidates wishing to student teach **MUST** take the MoCA for their certification area prior to the start of their student teaching. Although UCM does not require students to pass the MoCA in order to student teach, the MoCA is a requirement for Missouri Teacher Certification. The test fees for the MoCA from \$77 to \$165 and they are subject to change. If you have any questions concerning the MoCA, take a look at the Pearson Assessment website at www.mo.nesinc.com.

The MoCA must be taken no later than April 1 for Fall student teachers or November 1 for Spring student teachers.

A placement email will be sent to the applicant student teacher once the following qualifications are met and verified:

- ✓ Full Admission to the Teacher Education Program
- ✓ A minimum cumulative GPA of 2.75; a minimum Professional Education GPA of 3.0; and a minimum content are GPA of 3.0
- ✓ All applicant student teachers shall have taken the Praxis II Assessment (Prior to August 31, 2014) or the Missouri Content Assessment prior to the start of the student teaching semester
- ✓ The applicant student teacher shall possess a valid Background Check (less than one year old) obtained through the DESE approved vendor that is in effect when their student teaching semester begins. **This requirement may be satisfied by possession of a valid Missouri substitute teaching certificate**
- ✓ **For St. Louis Area Student Teachers:** Obtain a TB test, a doctor's certificate, or other evidence of good health

Co-Teaching Training/Making Contact with Cooperating Teachers

Officially, you will be notified, by email, of your student teaching placement, however, students may find out earlier about the location of their student teaching, along with who their Cooperating Teacher(s) will be when notification of when and where students will go for Co-Teaching Training. **Be aware, however, that a student's placement is not considered official until receipt of a Placement Letter by email.**

Whatever method a student receives their placement information by, it is strongly recommended that the Cooperating Teacher be contacted immediately.

Student Teaching Start Dates

Starting dates for Fall Semester student teaching will be the Cooperating Teacher's first contracted day of the school year. Starting dates for Spring Semester will be the first day that the Cooperating Teacher is required to return after their school district's winter holidays break. The Teacher Candidate is responsible to confirm these dates with their Cooperating Teacher prior to the beginning of the student teaching semester.

Student Teaching Assignment Lengths

All candidates must have a clinical experience (student teaching) in their area of certification to gain a Teaching Certificate in the state of Missouri. All UCM student teacher will be placed for 16 weeks in their student teacher placement. Students with PreK-12 majors, dual majors, or a Special Education minor will have a split 12 week/4 week assignment. Under certain conditions as they pertain to the type and length or of observations, etc., the 12 week/4 week placement may be waived.

Situational Enrollment Options for Alternative Certification Student Teaching

Middle School MAT students, not under contract with a school district will be enrolled in 6 hours (FLDX 4497) while Secondary students will be enrolled in 5 hours (FLDX 4595). MAT students not under contract will need to enroll themselves in EDFL 5100—**Internship I** (3 Hours). MAT students who hold a teacher's contract with a school district need only to enroll in EDFL 5100.

Alternative Certification students who are not MAT students but under contract with a school district will be enrolled accordingly:

Elementary	FLDX 4495 (6 Hours)
Special Education	FLDX 4395 (6 Hours)
Middle School	FLDX 4497 (6 Hours)
Secondary	FLDX 4595 (5 Hours)

For Fall student teachers, enrollment will take place in July. Spring student teachers will be enrolled in mid-December.

The following boxes go into more detail as to the various enrollment options that Alternative Certification students may find themselves enrolled while during their Clinical Semester.

Chapter IV—Student Teaching The Professional Education Semester—Graduate

Responsibilities of Student Teachers

Some of the major responsibilities of student teachers are:

- ✓ Recognize that you are a guest in the school district(s) and school building(s) in which you have been assigned.
- ✓ Adhere to the policies, standards, and philosophies of the cooperating school district(s) and building(s) where you have been assigned.
- ✓ Display professional behavior and attitude at all times. Be prompt, courteous, and dependable in all matters.
- ✓ Be neat, clean, and appropriate in dress and appearance. Maintain good personal hygiene. If in doubt on dress, ask the building administration.
- ✓ As soon as you receive the class schedule of your Cooperating Teacher, you should send that to your University Supervisor immediately.
- ✓ If absent, notify your Cooperating Teacher **immediately**.
- ✓ If absent, notify your University Supervisor **that day**. Undue absences will be addressed by your University Supervisor. An extended student teaching assignment is a very real possibility for more than three (3) absences.
- ✓ Follow the schedule and calendar of your Cooperating Teacher and school district. Their schedule/calendar becomes your schedule/calendar.
- ✓ Develop lesson plans in accordance with the wishes of your Cooperating Teacher.
- ✓ Keep the time sheet as required by the Office of Clinical Services and Certification and located on the Student Teaching website.
- ✓ Attend all meetings and seminars associated with student teaching.
- ✓ Submit completed work, on time, as assigned by the University Supervisor.
- ✓ Complete student items as listed on the document grid by the last week of the semester, including all evaluations and forms associated with student teaching and timesheet.

Qualifications & Responsibilities of Cooperating Teachers

Cooperating Teachers serve as mentors to the Teacher Candidate as they student teach. Because of their training, experience, and expertise, they are recognized by their school districts and their peers as “Master Teachers,” well-equipped to assist aspiring teachers in their professional

development. Assignment of a Teacher Candidate shall have been completed only with the approval of the Cooperating Teacher.

DESE and UCM regulations require that Cooperating Teachers meet the following criteria:

- ✓ Possess a Master's Degree.
- ✓ Be a full-time member of the school district's faculty.
- ✓ Have a minimum three years of approved PK-12 teaching experience.
- ✓ Have been employed by the school district for a minimum of one year.
- ✓ Hold DESE approved certification in the content area and the specific grade range sought by the Teacher Candidate.
- ✓ Have demonstrated exceptional competence at the performance level expected of a career, professional teacher who:
 - Continues to advance his/her knowledge and skills while consistently advancing student growth and achievements, or
 - Exceeds proficiency and contributes to the profession and larger community while consistently advancing student growth and achievement and serving as an educational leader in the school, district and community.

Some of the Cooperating Teacher's responsibilities are:

- ✓ Attend Co-Teaching Training
- ✓ Prior to the arrival of the student teacher, prepare parents and students for the student teacher's arrival; designate an area and/or desk specifically for the student teacher; prepare an information packet containing the Faculty Handbook, Student Handbook, school rules, dress codes, class rules, staff list, etc. to be shared with the student teacher. Upon the student teacher's arrival, the Cooperating Teacher should introduce the student teacher to staff members and students in a manner that will provide optimum respect and acceptance.
- ✓ Provide the student teacher with an outline or plan that identifies expectations and responsibilities for the duration of the student teaching experience.
- ✓ Establish guidelines for the student teacher to follow in formulating lesson plans, a time frame for review prior to implementation, and a time frame for review following implementation.
- ✓ Provide relevant experiences for the student teacher such as observations, classroom activities, parent/teacher conferences (including IEP meetings), professional development activities, and professional organization meetings.
- ✓ Encourage the student teacher to collaboratively make decisions leading to independently developing his/her own teaching strategies.
- ✓ Assist and support the student teacher in developing and implementing appropriate classroom management techniques/strategies while recognizing individual needs and differences of students.
- ✓ Communicate honestly and openly with the student teacher. Be specific when giving feedback and/or communicating expectations. Conference on a regularly scheduled basis.
- ✓ Share "helpful hints" along with resources and materials with the student teacher.
- ✓ Demonstrate how to involve parents in the educational process.
- ✓ Provide opportunities for team planning throughout the duration of student teaching.
- ✓ Help provide rationale in decision making.
- ✓ Provide opportunities for the student teacher to work with special area teachers, when appropriate.
- ✓ Assist the student teacher with student assessment.

- ✓ If appropriate, review procedures of opening and closing the school year.
- ✓ Communicate openly with the University Supervisor regarding the progress of the student teacher. Contact him/her immediately in situations that warrant immediate attention.
- ✓ Assist the student teacher in making arrangements to observe students and teachers in other classrooms, especially toward the end of the semester.
- ✓ Complete a final evaluation for the student teacher and recommend a final grade to the University Supervisor at the end of the semester.

Qualifications & Responsibilities of University Supervisors

The Office of Clinical Services and Certification retains faculty and adjunct faculty to serve as University Supervisors for UCM's student teachers. The University Supervisor's function is to guide, counsel, instruct, and supervise student teachers through their student teaching experience. DESE and UCM regulations require that University Supervisors meet the following criteria:

- ✓ Hold a minimum of a Master's Degree.
- ✓ Have a minimum five years of experience in PK-12 schools and/or Teacher Preparation.
- ✓ Possess PK-12 knowledge and expertise with students, content, and/or pedagogy.
- ✓ Demonstrate ability to interact, mentor, communicate, and provide feedback to the student teacher and Cooperating Teacher.
- ✓ Undergo any and all trainings required by the Teacher Education Council (TEC) and/or the Office of Clinical Services and Certification.

On occasion during the semester, the University Supervisor may be called upon by the Cooperating Teacher to assist them if any issues arise while working with the student teacher. In such a case, the University Supervisor serves as a liaison between the various parties striving to ensure a successful learning experience for the student teacher.

University Supervisors are required by the Teacher Education Council (TEC) of the University of Central Missouri to undergo various trainings. In December 2012, the TEC required that all University Supervisors attend an initial orientation prior to the first semester they supervise student teachers and a "refresher" session every two years. In February 2013, the TEC approved the requirement that all University Supervisors who supervise Co-Teachers must attend at least one training session that includes their Co-Teaching Teacher Candidate and at least one of their Cooperating Teachers.

It is impossible to list every potential responsibility that a University Supervisor may be called upon to carry out. However, some of the major responsibilities include:

- ✓ Meet with assigned student teachers during the Student Teacher Orientation Meeting, reviewing and discussing operational procedures including all requirements, observation schedules, and grading procedure.
- ✓ Monitor the student teacher's progress throughout the semester.
- ✓ Conduct a minimum of five observations/evaluations, four formative and one summative, during the semester.
 - During the five observations, the University Supervisor will observe and critique a variety of teaching situations and conference with the student teacher.
 - Provide verbal and written feedback to the student teacher regarding progress, problems and recommendations.
 - Be on call to address the needs of both the student teacher and the Cooperating Teacher.

- Following consultation with the Cooperating Teacher and receipt of his/her summative evaluation of the student teacher, issue a final grade.
- Actively participate in meetings and seminars associated with the supervision of student teachers.

Attendance Policy

As is the case with job performance anywhere, attendance during the student teaching semester is critical. ***The only reason a student teacher should be absent is due to serious illness or a scheduled meeting on campus in conjunction with student teaching.*** Otherwise, because of the importance of gaining teaching experience and the inability to obtain such experience other than teaching, student teachers are expected to report to their assigned placements on a daily basis without exception. Attendance problems, should they occur, will adversely affect a student's final grade.

There are **no** vacation or personal days provided during the student teaching semester other than those holidays recognized by your school district. It is **strongly** recommended that events such as weddings and graduation trips be scheduled after the conclusion of the student teaching semester. You will be required to attend the **Student Teacher Orientation Conference**, the **Student Teaching Mid-Term Conference** along with any conferences, meetings, or seminars required by your department.

The following policy statements govern the absences and/or days missed from student teaching.

1. Student teachers are expected to report regularly and on time to their teaching assignments.
2. Only in cases of serious illness are student teachers to be absent from their assigned placements. If the student teacher is ill, he/she should notify their Cooperating Teacher and their University Supervisor of their illness and not report to school.
3. In cases of emergencies such as accidents, death in the immediate family, high fever, etc., it is understandable that the student will not be able to report to school. In such instances, immediate notification of the Cooperating Teacher and the University Supervisor is important. The policy of the school in which you are placed may require notification of the school as well.
4. Any time a student teacher misses more than three days for whatever reason(s), a review is made by the Cooperating Teacher, the University Supervisor, and the Assistant Director of Clinical Services and Certification to assess whether or not time should be made up. In most cases, time will be made up by teaching the appropriate number of additional days after the close of the student teaching period. (Course credit will be withheld until the time is made up, which will impede your progress toward certification).
5. An absence of eight days or more will normally result in the student's withdrawal from student teaching.
6. If the school is closed for emergency reasons, the student should try to determine the likely duration of the emergency and notify their University Supervisor immediately. If it appears the school will be closed for an extended period of time, the University Supervisor will consult with the Assistant Director of Clinical Services and Certification and an attempt will be made to secure another placement for the student.
7. Student teachers will be expected to report for any "make-up" days that schools are in session during the student teaching period. Some schools operate on Saturdays and vacation days/periods in order to "make-up" lost days.

8. In instances where removal from student teaching is likely due to absence from the classroom, the matter will be carefully considered and all alternatives will be explored with the appropriate parties before a final decision is made by the Assistant Director of Clinical Services and Certification.

Use of Electronic and Social Media While Student Teaching

All student teachers are expected to interact and communicate in a professional manner with students, parents/legal guardians, district administrators, and staff according to the guidelines set forth by district and building policies of the school district in which the student teacher is placed. With all forms of communication, student teachers must maintain professional boundaries.

The use by student teachers of any social media to communicate with students and/or parents/legal guardians, including but not limited to email, Facebook, Twitter, texts, and blogs must be for educational purposes approved by the student teacher's school district. Communication must comply with all relevant district policies and must be set up for public viewing.

Student teachers must not use social media to engage in private communication with students. Student teachers shall not use their personal electronic communication devices, accounts, web pages or other forms of electronic communication with students and/or parents/legal guardians.

Calendars and Schedules

Student teachers will no longer follow the UCM Calendar (other than the calendar for student teachers) but, rather, that of the host school district. **This includes UCM's Fall and Spring Breaks.** In the fall of the year this includes teacher plan days in preparation for the beginning of a new school year. The only exception would be on-campus activities associated with student teaching or teacher placement day. In such instances students should notify their Cooperating Teacher prior to reporting to campus.

During the student teaching experience, students are expected to maintain the same calendar and schedule as their Cooperating Teacher. With the permission of the host district, this includes department and/or grade level meetings, faculty meetings, club sponsorships, PTA meetings, Parent-Teacher conferences, curriculum meetings. It is optional for extracurricular activity duties, CTA, NEA, MSTA, and AFT meetings.

A word of caution—Students should avoid being put in a position of carrying out duties without supervision or assistance of the Cooperating Teacher. It is unreasonable to expect student teachers to sponsor or chaperon groups on their own or be assigned duties beyond what is expected of the regular classroom teacher.

Reporting a Concern

The University of Central Missouri recognizes the vital role public schools play in assisting the University in the preparation of future teachers. UCM students are guests in the host district as they interact with students, parents, faculty, and administration while meeting course requirements and should conduct themselves accordingly.

On rare occasions a student teacher will express concern about the manner in which a particular situation has been handled by a teacher, counselor, or administrator of the host school district. In most cases, these are not major concerns and there is no need for follow up. However, in cases where there is serious concern involving conduct of an immoral or illegal nature (such as child abuse or sexual harassment), the student teacher should:

- Notify their Cooperating Teacher, the building administrator, and their University Supervisor providing a written description of what happened, including dates, times, places, and witnesses (if any).
- If the concern warrants further attention, the student teacher will meet with the Assistant Director of Clinical Services and Certification, providing a written account summarizing the incident.
- The Assistant Director of Clinical Services and Certification will determine if further attention is required concerning the issue. If warranted, the assistant director will notify the student teacher's department chair and/or the Dean of the College of Education.
- Once full consideration of the issue has been made, the Assistant Director of Clinical Services and Certification will notify the student teacher of his/her findings and what actions were taken.

Required Meetings

Each semester of student teaching will begin with the Student Teacher Orientation Meeting. Attendance at the Orientation Meeting is required for all student teachers. It takes place on the second day of classes for the semester. The Student Teacher Mid-Term Meeting is also a requirement. The dates of the Mid-Term Meeting can be found on the semester calendar found on the Student Teaching website and will be mentioned at the Orientation Meeting. The Orientation Meeting will be held in the St. Louis area for those who are student teaching there. There may be other mandatory meetings that will require the attendance of student teachers. Those meetings will be announced at the Orientation Meeting.

Suspension and/or Termination of Student Teaching Placement

UCM recognizes the right of a host school district to terminate a student teacher's placement at any time. The final decision to terminate a student's Professional Education Semester, whether initiated by a school district or a UCM source, will be made by the Assistant Director of Clinical Services and Certification after consultation with the Review Committee.

All terminations of student teaching placements will be evaluated on an individual, case-by-case basis. Even if it is warranted, there is no guarantee of an additional placement during the current semester. Termination of a student teaching placement may require the student teacher's referral to their major department for professional development activities in order to be re-approved for student teaching by that department.

A student teacher may be removed from their assignment for a variety of reasons. These reasons include, but are not limited to the following:

1. Violation of state statute(s).
2. Violation of UCM Policies, regulations, or directives.
3. Violation of the host district's/school's policies, regulations, or directives.
4. Physical or mental conditions rendering the student teacher unfit to instruct students.
5. Immoral conduct.

6. Unethical behavior.
7. Incompetence, inefficiency, insubordination, or other performance related deficiencies while assuming student teaching duties.
8. Excessive or unreasonable absences while student teaching.
9. Charges or conviction of a felony.
10. Charges or conviction of any crime involving moral turpitude.
11. Charges or conviction of child abuse or neglect.
12. Any cause which would prevent certification as a teacher.

If a student teacher is removed from their placement, as soon as practical, the Assistant Director of Clinical Services and Certification will notify the student, via email, of the due process options available to them. The student teacher will be asked to prepare a written narrative explaining their side of the events leading up to the removal.

The student teacher has the right to a hearing. Besides the student, the parties that will take part may include the Assistant Director of Clinical Services who will also schedule and facilitate the hearing, the student teacher's University Supervisor, a faculty representative from the student's major department, and a representative from the College of Education's Office of the Dean. Other people who may possess information bearing on the case may be invited to participate by the Assistant Director.

Upon the conclusion of the hearing, the Assistant Director will notify the student, in writing, of the panel's decision. Based on the information presented by the District, the University Supervisor, and the student, the panel may recommend that the student:

- A. Complete student teaching requirements in an alternative placement during the same semester if available.
- B. Complete student teaching requirements in an alternative placement during a subsequent semester.
- C. Work with faculty in their major department to successfully complete a developmental clinical assignment prior to attempting student teaching again.
- D. Not be allowed to complete student teaching and dismissed from the Teacher Education Program.
- E. Be referred to Student Affairs and/or Public Safety for further disciplinary action.

A student teacher who was removed from their student teaching placement may waive the option to submit a written statement or to participate in the panel review. In that situation, the decision concerning placement will be made by the panel without the student teacher's participation and communicated in writing to the student.

The student teacher may appeal the panel's decision and/or their grades in student teaching following the procedure set forth in the *UCM Student Planner-Handbook* for the academic appeal procedure, <http://www.ucmo.edu/student/documents/decisionmaking/pdf>. The hearing panel process is administered at the Unit level rather than the Department level. As a result, the placement and/or grade appeal will begin at Level 3 of the process with the Dean of the College of Education.

Program Completion and Certification

The Teacher Education Program of UCM is accredited nationally by CAEP and also meets the certification requirements set by the Missouri Department of Elementary and Secondary Education. Initial teacher certification may be earned at UCM in part by completing the

Bachelor of Science in Education degree, the Bachelor of Music Education degree, or, in certain instances, the Bachelor of Science or the Bachelor of Arts degree.

All students completing a teacher education degree at the University of Central Missouri are expected to satisfy all of the University's requirements as described in the Catalog as verified by the Registrar Office's clearance for graduation.

However, earning the degree does not automatically lead to certification. Students need to have completed an Educator Profile on the DESE website. Completing this profile is the first step in applying for one's teacher certification.

The State of Missouri and UCM stipulates the following requirements for incoming undergraduate students entering teacher education in Fall 2013 and seeking initial teacher certification:

1. Completion of an Educator Profile on the DESE website;
2. Admission to the UCM Teacher Education Program;
3. Admission to the professional education semester and successful completion of student teaching (grade of C or higher);
4. A minimum grade point average of 2.75 on a 4-point scale in each major of each initial certification area, and any additional area of endorsement;
5. A minimum grade point average for all professional education courses of 3.00 with no grade lower than B in any professional education course;
6. A minimum grade point average in all content classes related to the area of certification of 3.00;
7. Completion of Content Specialty and Pedagogy Assessments with a score no lower than a minimum determined by the state of Missouri for each examination.

At the Student Teaching Mid-Term Meeting, student teachers will receive instructions pertaining to completing their application for teacher certification through DESE. The following chart describes the procedures for applying for teacher certification.

Applying for Teacher Certification	
Finishing a Teacher Education Program: Applying for Teacher Certification	
6.	Go to the DESE website: https://apps.dese.mo.gov/webLogin/login.aspx
7.	Log in - Enter your User Name and Password NOTE: You should have only created one Educator Profile. If you created an Educator Profile in the past for a Substitute Certificate and also created a new Educator Profile recently, and have two profiles, you must use the Substitute User Name and Password.
8.	Once logged in it will take you to "User Application Page"
9.	Under Office of Educator Quality - Click on "Educator Certification System"
10.	You should now see your Educator Profile <ol style="list-style-type: none">a. On the left menu under New Applications click "Initial Professional"b. Verify your personal information - edit if changes are necessaryc. Complete the Professional Conduct Section - click yes or no NOTE: If you select "Yes" you will be asked to provide a brief statementd. Click "Professional Certificate" - This is very important!e. Click the "I Accept" box to release your educational informationf. Select institution - drop down box - "University of Central Missouri"

- g. Click “Submit to Institution”
- h. Wait for confirmation message
- i. Click “Log Out” on the left menu

Your application should now be viewable in our work log. We will process your application and submit it to DESE after your degree is awarded by UCM.

Important Note:

DESE must have a current background check and a passing Missouri Content Assessment score on file before your certificate will be issued.