



CULVER STOCKTON^{COLLEGE}

DEPARTMENT OF EDUCATION

DEPARTMENT OF EDUCATION HANDBOOK

BE BOLD. THINK BIG. CREATE CHANGE.

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Mission Statement

The Culver-Stockton Teacher Education Program prepares future educators through an experiential curriculum and supportive learning community, equipping them to become caring, innovative, and reflective teachers who are well-equipped to make meaningful contributions to their schools and communities.

Introduction

This handbook has been designed and compiled by members of the Culver-Stockton College Teacher Education faculty and approved by the Council on Teacher Education to achieve specific goals.

- 1) It serves as a descriptive statement of the Culver-Stockton College Teacher Education Program goals, purposes, and administrative procedures.
- 2) It serves as a practical guide for students to assist in their coursework and completion of requirements for graduation at Culver-Stockton College and subsequent application of teacher certification.

Students intending to complete degree requirements leading to certification are required to read and comply with the materials detailed in this handbook. The regulations and procedures outlined reflect policies stated in the Culver-Stockton College catalog and policies mandated by the Missouri Department of Elementary and Secondary Education (DESE), as well as departmental policies.

Philosophy and Objectives

Culver-Stockton College is committed to providing students with the opportunity to explore new ideas, to broaden understandings, to clarify values, and to develop the skills and knowledge necessary to become competent, caring members of the teaching profession. Best teaching practices combine

three elements: subject matter knowledge, systematic knowledge of teaching, and reflective practical experience.

An essential component in the preparation of teachers is providing them with a foundation of knowledge that promotes an understanding of the human condition, the world, and their chosen area of subject matter expertise. Effective teachers are active, lifelong learners. At Culver-Stockton, prospective teachers experience the liberal arts, influenced by Western heritage and Judeo-Christian tradition. Teachers must possess broad and deep understandings of children and their diverse backgrounds, capabilities, and needs as well as understanding the subject they teach, the nature of learning, the school environment, and the world around them.

The second essential component of the Culver-Stockton Teacher Education Program is the development of systematic knowledge of teaching models. Prospective teachers who are committed to students and their learning recognize individual differences in students, including at-risk and exceptional students, and apply differentiated instructional methods accordingly. Prospective teachers must be concerned with students' self-concept, development of character, aspiration, and civic virtue. Competent teachers must be empowered to make principled judgments and decisions on students' behalf. Teachers must model critical thinking, combining high expectations for content mastery with a penchant for inquiry.

The third essential component in the teacher education program is Culver-Stockton's commitment to providing professional experience and activities that involve teacher education students. Teachers continually make difficult decisions that challenge their judgment. Therefore, Culver-Stockton teacher educators emphasize the value of insights of practicing teachers, as well as educational research and scholarship, is important to improve teaching. Effective teaching is fostered not only through instruction by Culver-Stockton faculty but also through varied field experiences and supervised student teaching. Also, because young teachers often teach the way they were taught, instructors of prospective teachers' model research-based pedagogical behavior. Teachers are members of learning communities that contribute to the schools effectiveness by collaborating with other professionals and with parents.

Active participation in departmental meetings, events, and volunteer opportunities is an essential part of the teacher education experience at Culver-Stockton College. These opportunities allow students to build leadership skills, develop professional networks, and gain real-world insight into the teaching profession. By engaging fully in the life of the department, education students begin to shape their identity as future educators — not just as learners, but as leaders prepared to make a meaningful impact in their classrooms and communities.

Council on Teacher Education

The Council on Teacher Education (CTE) membership includes full-time education faculty and a representative from each department to assure the necessary linkage among the general education, professional education, and specialization areas. CTE members are responsible for communicating with their respective divisions and reporting at division meetings. Council members establish program policies and procedures, review applications for admittance to the program and student teaching, and serve as the general governing body for the program.

Education Department Policies & Procedures

Maintaining compliance with all of the policies and procedures outlined in this handbook is an expectation of remaining a member in good standing of the Culver-Stockton College Department of Education. Please familiarize yourself with each of the following and refer to Criteria to Remain in Good Standing in the Education Program, found on p. 14.

Professionalism

The Education Department of Culver-Stockton College is proud of education graduates who are now teaching in public and private schools and attending graduate programs. Professionalism is expected of all candidates for teacher certification involved in our program at any level. For teacher candidates, professionalism means consistently demonstrating integrity, responsibility, and respect in all academic and field experiences. This includes appropriate behavior, attire, communication, attendance, and a commitment to ethical conduct and continuous growth as a future educator. Since teacher certification requires licensure through the Missouri Department of Elementary and Secondary Education—as well as comparable agencies in other states—these standards are expected at all times, including when students are observing, substituting, or leading learning activities on our campus or as guests in public or private school settings.

Class Attendance

Class attendance is an indicator of reliability in the workplace, and therefore, poor attendance in classes may result in failure of the student to be recommended for admission to teacher education, student teaching, or certification. Students should read each course syllabus carefully. Some courses may result in automatic failure after a specified number of absences.

Academic Dishonesty

Academic dishonesty includes but is not limited to the following:

1. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty. Leaving class materials that may be copied on a computer is assisting another student in cheating. Both students may be subject to disciplinary action and/or failing that assignment.
2. Unauthorized possession of examinations, materials, or other college property without permission.
3. Unauthorized changing of grades or grade records (including computer records).
4. Plagiarism, which may include, but is not necessarily limited to, submitting test papers, research reports, class projects, lesson plans or units, or any other assigned responsibilities as one's own work, when in reality it is the original work of another person or copied from another author or from written, published or unpublished material.
5. Any coursework which is fabricated and represented as the student's actual course work. This includes, but is not limited to, work that was created by other students first and then shared with another. Additionally, if work was created by a student for another class, permission must be obtained to “reuse” the assignment in another course.
6. The use of Artificial Intelligence: AI tools can be helpful for brainstorming, checking grammar, or improving writing. In Education Department classes, you

may use these tools **only when allowed by your instructor** and **never as a replacement for your own thinking or work**.

The following are some guidelines for AI use, but these should not be considered all-inclusive policies. Before using AI resources, ask your instructor first.

- **Be honest.** If you use an AI tool to assist you in creating something, you must clearly say so in your assignment.
- **Do your own work.** Do not use AI to write full assignments, answer test questions, or complete tasks that are meant to show your personal understanding.
- **Follow directions.** If a professor says not to use AI for a certain assignment, you must follow that rule.
- **Avoid plagiarism.** Using AI to copy or fake work is considered academic dishonesty and can lead to serious consequences.

Additional Academic Dishonesty Clarifications:

1. If a student is observed to be cheating on a test (or the teacher has overwhelming evidence that cheating has taken place), the student will receive a grade of zero (0) for the test and it could result in failure of the course.
2. If a student is observed to be allowing another student to see and copy from a test or other coursework (or in any other manner accommodates cheating), both students may receive grades of zero (0) for the assignment and this could result in failure of the class.
3. Homework or other class assignments shown to be the result of unauthorized collaboration on the part of two or more students will result in a failing grade on that assignment for all students involved.
4. Plagiarism from previous students will result in a zero (0) on that assignment and could result in failing the course.

Academic dishonesty is a basis for disciplinary action and may result in a failing grade or dismissal from the program. Offenses of academic dishonesty are cumulative for the entire program. Repeated offenses at any level, and/or across classrooms will not be tolerated.

Attire

When participating in field experiences or in any setting where pre-service teachers are around students or educational professionals, attire must reflect professionalism. Clothing should be clean, modest, and free from offensive language, images, or advertisements—including political messages. Appropriate undergarments must be worn.

Teacher candidates should make a reasonable effort to cover tattoos, especially during field experiences such as classroom observations, internships, and student teaching. Visible tattoos must be appropriate for professional and educational settings and may need to be covered if deemed distracting or inconsistent with school or district standards. Body piercings should also reflect a professional appearance. Candidates may be asked to remove or conceal piercings if they are considered distracting in an educational environment.

Candidates are expected to present themselves professionally and be mindful of how their appearance may be perceived in diverse school communities. Shorts and cut-offs are inappropriate except as approved in a physical education setting or on related field trips. Candidates may participate in school-approved dress up or theme days in a way that is consistent with other professionals in the building.

If students are unsure whether attire is appropriate, they should consult with the education professors, cooperating teacher, the school district's handbook, or the building administrator. Please note that some school districts may have stricter dress codes and may require students to adjust their attire or appearance in order to continue working in the school buildings.

Substance Use Policy as an Education Student

Public intoxication (whether formally charged by law enforcement or Campus Safety, or informally observed and reported by an adult to the Education Department), illegal drug use, and public underage drinking—whether on or off the Culver-Stockton College campus—during participation in early field experiences, practicums, or student teaching will result in disciplinary action. Similarly, entering any school building—whether on the C-SC campus or a PK–12 school campus—while under the influence of alcohol, with alcohol on one's breath, or showing signs of a hangover is strictly prohibited and will result in disciplinary consequences.

Such actions may result in a variety of sanctions depending on the situation, up to and including the offending student being dropped from the teacher education program. Disciplinary reports from the Student Life Office may also affect a student's eligibility for admission to or continued participation in Teacher Education Programs. All cases will be reviewed individually, and the Council on Teacher Education committee (CTE) will determine the appropriate action.

Substitute Teaching During the Student Teaching Placement

Student Teachers who have obtained their substitute certificate may be allowed to sub for up to 5 days during their student teaching experience and may be paid for their time if the school district chooses to use them in this capacity. In emergency situations, school districts are asked to first utilize the cooperating teacher to cover other classrooms before assigning the student teacher. If the emergency need for the student teacher to serve as a substitute exceeds the five days permitted, special arrangements must be discussed in advance with the Student Teacher Supervisor, the Director of Student Teaching, and the school district. Such exceptions will only be considered under exceptional circumstances and only if the student teacher has demonstrated success on their MEES evaluations.

Employment During the Student Teaching Placement

Employment during the student teaching placement is strongly discouraged. Students are encouraged to engage fully in the student teaching experience, including helping with extracurricular committees, events, sponsorships, volunteer and community opportunities, and coaching or assisting with athletics. Employment should not hinder the student teaching experience.

Special accommodations may be made in advance for students who are participating in a collegiate sport during the student teaching placement, but all requirements for the student teaching course and for DESE certification must be met, even if the student is an athlete.

Relationships with Students From Field Experience Placements

Dating a student from a school where field experiences are being completed is not acceptable. Any

report of sexual harassment or sexual activity with any student in a school where field experiences are being completed may result in removal from the teacher education assignment. The professional teacher-student relationship must be maintained on and off school property. This includes relationships on social media. If students are unsure whether an online or off-campus relationship is appropriate, they should consult with the education professors, cooperating teacher, the school district's handbook, or the building administrator.

Requests for Student Teaching Placements

Each student will be prompted to request three placements for the student teaching experience at least one semester in advance. Students must have applied and been approved for Student Teaching in advance of completing the placement form.

- Requests should not be made for a student teaching placement in districts where a relative is employed in a supervisory role.
- All student teaching placement requests should be for districts within a 60-mile radius of Culver-Stockton College.

Distance Student Teaching Placements

If a student wishes to complete his/her student teaching placement outside of a 60-mile radius from Culver-Stockton College, he or she must complete the following additional steps:

- Meet with the Director of the Student Teaching Program to seek permission
- Be in good academic standing with no current academic or student life concerns.
- Submit a letter of explanation regarding the distance student teaching request to the CTE
- Obtain a letter of support from his/her academic advisor
- Obtain a vote of approval from the CTE
- Provide additional administrative assistance with contacting the school district to set up the placement details, as necessary
- Agree to return to campus for Student Teaching Seminar Days throughout the student teaching placement as instructed by the Director of the Student Teaching Program.

Teacher Shortage Student Teaching Placements

Student teachers should **not** actively seek job placement prior to student teaching, however, some school districts may need to hire a student teacher as a long-term sub, or Teacher of Record, during their student teaching semester due to teacher shortages. If this request is placed by a school district located within 60 miles* of Culver-Stockton College then the following requirements will be added to the student teaching semester.

*Requests made from school districts outside of a 60 mile radius will usually not be granted.

CTE approval

- a. A written request made by the school district stating the reasons for the special placement will be sent to the Education Department and will be shared with CTE.
- b. The student will be required to write a letter to CTE asking for the special placement and stating their reasons for wanting the unique placement. The student must meet the following criteria in order to be considered:
 - i. Culver-Stockton cumulative GPA must be 3.5 or higher
 - ii. Passed MOCA/Praxis in content area

- iii. Successful teacher evaluations in EDU 249 and 349
- iv. Completed all in-person coursework and may have 9 or less online course hours remaining
- v. Hold a substitute certificate or be eligible to hold a provisional certificate
- c. The student will be required to obtain an additional letter of support from their advisor or another faculty member in the Education Department in regards to the student's ability to succeed during student teaching without a mentor teacher in the room and will be shared with CTE.
- d. CTE will vote on whether or not to allow the student to student teach in this setting. If permission is granted the following steps will be put in place. If permission is denied the Education Department will place the student in a different setting with a cooperating teacher in the room.

Additional requirements

- e. The student teacher will be observed by a Culver-Stockton College faculty member at least 4 times during the semester and additional visits by another C-SC faculty member may also occur.
- f. The student teacher will be observed by another teacher or an administrator at the school district at least 4 times during the semester. This faculty member will serve as the 'cooperating teacher' during the student teaching semester.
- g. The student teacher will be required to observe other teachers in a similar subject and grade level(s) in their school district during the semester. The student teacher will be required to keep observation notes during these visits as a record of the visit.
- h. The student teacher may be required to keep a weekly online journal during the student teaching semester for reflection purposes. This journal will be shared online and discussed with the cooperating teacher and the C-SC supervisor throughout the semester.

The student teacher will also be required to complete all other student teaching activities as dictated in the student teaching syllabus and course.

Education Department Background Check Procedures

All Education students will be required to complete a background check before entering a PreK-12 school district for observations. Students will pay a course fee for EDU 101 that will cover the cost of the background check. If the student transfers in with credit for EDU 101, they will pay for the background check before completing any observation hours, or student teaching.

Occasionally, a background check indicates a 'finding' on a student's record. When this occurs the following process will be initiated. Students will not be allowed to begin their observation hours until this process is completed.

The student is given the opportunity to challenge the accuracy of the information contained in the record. If the record is a Missouri record, the student may contact the Missouri State Highway Patrol for assistance. If the record was reported at another agency, the student should contact that agency.

For 'Minor' Violations

A student who has a minor violation will be required to meet with the Education Department Chair to discuss the background check finding. At this meeting the student will be given the opportunity to address the finding and provide any additional information or records.

The Education Department Chair will share the information with the Council on Teacher Education (CTE). CTE members will discuss the information and vote for approval or disapproval for the student continuing with their observation hours.

The student may be required to take a Verification of Background Check Form to their placement district and have it approved by the administration. If the placement is not approved by the school district, the above process will be repeated starting with notification of the student, a vote at CTE and working with a different school district.

Notification of the decision made by CTE will be given to the student in writing. All documentation regarding this process will be permanently stored in the Education office.

For 'Major' Violations

A student who has a major violation on record will be required to complete the following process. Major violations will be determined based on [DESE reference 5 CSR 20-400.230](#) Discipline and Denial of Certificates of License to Teach or any issue deemed major by CTE.

The student will not be allowed to enter a public or private school classroom until completing the process. This process may delay the student's ability to complete observation hours or student teaching.

The student will be required to meet with the Education Department Chair who will provide notification that a major violation was identified on the background check. At this meeting, the student will be given the opportunity to address the finding and provide any additional information or records.

The Education Department Chair will share the information with the Council on Teacher Education (CTE). CTE members will discuss the information and the additional steps that will be taken. The next steps may include a meeting with the Academic Dean, submitting a pre-approval form to DESE, paying for additional background check or fingerprint information, or other steps as approved by CTE.

The student will be notified in writing of additional steps that need to be taken and the process will continue until a vote of approval/ disapproval has been reached by CTE. Notification will be given to the student in writing.

The student will be required to take a Verification of Background Check Form to their placement district and have it approved by administration. If the placement is not approved by the school district, the above process will be repeated starting with notification of the student, a vote at CTE and working with a different school district.

All documentation regarding this process will be permanently stored in the Education office.

Self-Reporting Infractions or Legal Issues After a Background Check

Culver-Stockton College Education students will be required to **self-report any Student Life conduct infractions or legal issues that arise after the background check has been completed within 24 hours of the violation or charge**. Students need to self-report any legal issues that arise to their Education advisor or the Education Department Chair. Faculty members will share that information with the Education Department Chair. Depending on the severity of the issue, students may be required to immediately stop any observation hours or student teaching. Additional background check or fingerprinting may need to take place. The process will start over at that time.

If students fail to self-report a legal issue the following steps will take place. Students will immediately discontinue any observations or student teaching. This process may delay observation hours or student teaching. The matter will be discussed at CTE, the process will start over, and students will not be able to continue or begin observation hours until a decision of approval/ disapproval has been reached at CTE.

Yearly Flow Chart for Completion of DESE Certification Requirements

Freshman Year

Event					Criteria	Evaluator(s)
Freshman	GPA 2.75: Cumulative 3.00: Professional 2.5: Content					
	Disposition Sheets	Checklist of professional behaviors	Education professors			Filed in education folder
	EDU 101: Explorations/Foundations of Education	Freshman 5 hours observation				Pass: Entrance to Teacher Ed
	Background Checks	Sign Authorization form				

Sophomore Year

	Event	Criteria	Evaluator(s)	
Sophomore	GPA 2.75: Cumulative 3.00: Professional 2.5: Content			
	Disposition Sheets	Checklist of professional behaviors	Education professors	Filed in education folder
	Edu 249: Sophomore Field Experience	30 hrs Classroom Observations (+ 2 lessons)	Field Experience Coordinator	Pass: Entrance to Student Teaching
	Application: Teacher Education Program		Council for Teacher Education (CTE)	Acceptance: Entrance to Junior Methods Courses

Junior Year

	Event	Criteria	Evaluator(s)	
Junior	GPA 2.75: Cumulative 3.00: Professional 2.5: Content			
	Disposition Sheets	Checklist of professional behaviors	Education professors	Filed in education folder
	Edu 349: Junior Field Experience	45 hrs Classroom Observations (+ 6 lessons)	Field Experience Coordinator	Pass: Entrance to Student Teaching
	Application: Student Teaching Program	Semester before Student Teaching	Council for Teacher Education (CTE)	Acceptance: Student Teaching
	Content Area Exit Exams		DESE: Department of Elem & Sec Ed Missouri	Pass: Teacher Certification (Should be attempted before Student Teaching begins)

Senior Year

	Event	Criteria	Evaluator(s)	
Senior	GPA 2.75: Cumulative 3.00: Professional 2.5: Content			
	Disposition Sheets	Checklist of professional behaviors	Education professors	Filed in education folder
	Create DESE On-line Profile Fingerprints	Student Teaching semester	Registrar	
	Student Teaching			Pass Teacher Certification
	Portfolio: Senior Capstone Project			Pass Teacher Certification

Early Field Experience Courses

EDU 101 Foundations and Explorations in Education

Students will complete five hours of observation to get initial experience in the placement of their choice.

Background Clearance must be completed before the student is placed for observation.

EDU 249 Sophomore Early Field Experience

During this experience, the student will perform at least 30 clock hours of directed participation in a selected classroom that will require preparation, presentation, and reflection/assessment with a minimum of two lesson plans and in turn, teaching the class from those plans. The coordinator of Field Experiences arranges selected sites. Additionally, the student will attend classes for the purpose of learning the Missouri Education Evaluation Standards (MEES), and for discussion and reflection of the assigned classroom experience, and the assigned text.

***Please note that Early Childhood Education majors will be placed in an infant/toddler setting. This will not be mainly observation, but mostly hands-on work with young students, shadowing the teacher, and often, being an extra set of hands for the teacher.**

EDU 349 Junior Early Field Experience

During this experience, the student will perform at least 45 clock hours of directed participation in selected classrooms that will require preparation, presentation, and reflection/assessment with a minimum of six lesson plans and in turn, teaching the class from those plans. The coordinator of Field Experiences arranges selected sites. Additionally, the student will attend classes for the purpose of learning the Missouri Education Evaluation Standards (MEES), and for discussion and reflection of the assigned classroom experience, and the assigned text.

This course should be taken after, or concurrently, with methods classes in a particular field of study. Otherwise success cannot be guaranteed.

***Please note that Early Childhood Education majors will be placed in a Pre-K/K setting. This will not be mainly observation, but mostly hands-on work with young students, shadowing the teacher, and often, being an extra set of hands for the teacher.**

Satisfactory completion of the above course requirements will contribute to competency and mastery of Missouri Education Evaluation Standards (MEES) and partially fulfill clinical experience requirements for licensure and certification in the State of Missouri.

Students are NOT to make their own arrangements for field experience, although they do complete a request for placement. Students are encouraged to complete EDU 101, EDU 249, EDU 349, and Student Teaching in three different districts. However, in some cases, consideration will be given to allow students to complete EDU 349 and Student Teaching in the same placement with approval from the Director of the Student Teaching Program.

Both public and private schools may be used for experiences, as well as a variety of settings (urban, suburban, or rural) in order to provide for a multicultural experience.

A TB test may also be required by some school systems. Students will be responsible for any costs involved in their requested placement.

A placement request will be completed electronically and must be submitted by the requested date in order to ensure approval by all parties.

Background Checks

The following form will be completed by the candidate in order to authorize an electronic background check in advance of field experience and practicum course placements.

DISCLOSURE and AUTHORIZATION – BACKGROUND INVESTIGATION
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In connection with Early Field Experience with Culver-Stockton College, I understand that a “consumer report” and/or “investigative consumer report”, as defined by the Fair Credit Reporting Act (15 U.S.C. § 1681), will be requested by Culver-Stockton College for observation purposes from Protect My Ministry, Inc., a consumer reporting agency as defined by the Fair Credit Reporting Act. These reports may include information as to my character,

general reputation, personal characteristics or mode of living, whichever are applicable. The report may also contain information about me relating to my criminal history, social security number verification, or other background checks. Such reports may be obtained at any time after receipt of this Disclosure and Authorization, as permitted by law and unless revoked by me in writing. Culver-Stockton College also reserves the right to share my report with any third-party with whom I will be placed to observe with as a representative of Culver-Stockton College. I understand that I have the right, upon written request made within a reasonable amount of time after the receipt of this notice, to request disclosure of the nature and scope of any investigative consumer report to Protect My Ministry, Inc., 14499 N. Dale Mabry Hwy., Suite 201 South, Tampa, FL 33618 or 1-800-319-5581. For information about Protect My Ministry's privacy practices, see www.protectmyministry.com.

Acknowledgement and Authorization

By signing below, I authorize Culver-Stockton College or its authorized agents to obtain or prepare consumer reports or investigative consumer reports about me. I acknowledge receipt of a copy of the federal notice entitled [A Summary of Your Rights under the Fair Credit Reporting Act](#) and certify that I have read this Disclosure and Authorization as well as the summary document explaining my rights under the Fair Credit Reporting Act.

TODAY'S DATE _____

Signature

Admission to the Teacher Education Program

Requirements for the application process for Teacher Education Program

- Students must have completed EDU 149 and 150 or 101 successfully (with a letter grade of "C" or higher)
- Students must have attained a cumulative GPA of at least 2.75, have a minimum cumulative GPA 3.0 in professional coursework; secondary or K-12 majors must also have a minimum cumulative 2.5 content GPA
- Students must complete an application for admission to the Teacher Education Program (online) that includes an essay
- The *Teacher Disposition* evaluation must be in the acceptable range. In order to be considered to have an "acceptable" score, please review the expectations in the [Education Department Policies & Procedures](#) section of this handbook, beginning on p. 4.
- Notifications of Student Life and/or Academic Infractions will be shared with CTE
- Students must receive approval of from the Council on Teacher Education

Criteria to Remain in Good Standing in the Education Program

- Complete Field Experiences (EDU 249 & EDU 349) and receive favorable evaluations from cooperating teachers and faculty supervisors
- Maintain a cumulative GPA of 2.75 or above after acceptance to the program
- Maintain a cumulative GPA of 3.0 or above in professional education courses
- Refrain from Student Life conduct violations and/or legal offenses

- Maintain compliance with all policies and procedures found in this handbook in the [Education Department Policies and Procedures](#) section, beginning on p. 4

Failure to Meet the Standards to Remain in Good Standing

Admission and continued enrollment in the program require not only academic success but also behavior consistent with the ethical responsibilities of the teaching profession. Failure to maintain one or more of these standards may result in disciplinary action by the Committee on Teacher Education (CTE), including probation, suspension, or removal from the program. All students are required to self-report disciplinary issues, including Student Life conduct infractions and legal issues, within 24 hours of the violation. Please refer to the “[Self-Reporting After Background Check](#)” policy in a previous section of this handbook for more information.

Procedures for applying for Admission to Teacher Education and Student Teaching

1. Once class and test requirements are met, complete the Application for Admission to Teacher Education online (permission will be given by the Education Department with notification via email)
2. Submit the application with the required essay attached
3. Applications will be reviewed and approved at the monthly Council on Teacher Education (CTE) meetings

Appeals process

If a student meets all but one of the above criteria for admission to the program they can choose to appeal to CTE for admittance to the program.

Students who choose to appeal must complete the following:

- Create a video recording of themselves that will be shared with CTE explaining why they want to be a teacher.
 - Video requirements:
- Obtain a letter of recommendation from their advisor or another member of CTE.

Steps for Applying to the Teacher Education Program Online

To access the application follow the steps below. Use the image for additional details.

1. Sign in to MyCulver
2. go to the “**Students**” tab
3. Go to “**Education Department Forms**”
4. Select “**Step 1: Admission to Teacher Education**” (it should be your only option)

The screenshot shows the Culver Stockton College website. The top navigation bar includes links for HOME, APPLY NOW, STUDENTS (circled in red), CAMPUS LIFE, FACULTY, STRATEGIC PLAN, EMPLOYEE INFO, C-SC PARENTS, MYCULVER HELP, and MY PAGES. The user is logged in as Angela Nicole Kay. Below the navigation bar, the breadcrumb trail reads STUDENTS > EDUCATION DEPARTMENT FORMS. The main heading is 'Education Department Forms'. On the left sidebar, under the 'STUDENTS' tab, the 'Education Department Forms' link is circled in blue. The main content area shows an 'Introduction' section followed by a list of 'EDUCATION DEPARTMENT FORMS': Step 1 - Admission to Teacher Education (highlighted with a pink arrow), Step 2 - Admission to Student Teaching, and Step 3 - Student Teacher Placement.

Admission to the Student Teaching Program

Requirements for students seeking admission to the Student Teaching Program

- Admission to the Teacher Education Program
- Passed prerequisite courses, including EDU 249 and 349
- Completed EDU 402 or EDU 360 (for secondary subject area candidates)
- Completed application materials for admission to the Student Teaching Program (online) that includes a placement form indicating preferences for student teaching
- Obtained recommendation forms from three full-time faculty (*one of which must be from outside the Education Department*)
- Attained a cumulative GPA of at least 2.75 and have a minimum cumulative 3.0 in professional coursework; secondary or K-12 majors have a minimum cumulative 2.5 content GPA
- Earned grades no lower than a “C” in any professional education course
- Earned *Teacher Disposition* evaluations in the acceptable range
- Received an acceptable report from Dean of Student Life
- Received approval from the Council on Teacher Education

Other requirements that must be completed prior to certification

- Successful completion/passing of appropriate content area exam
- Successful completion of fingerprint clearance
- Successful completion of program certification portfolio and presentation

All Early Field Experience courses must be completed a semester in advance of student teaching. The application for the student teaching program can be completed 1-2 semesters in advance of the student teaching semester.

Please read carefully the following procedures for applying for Admission to Teacher Education and Student Teaching.

1. Complete the Application for Admission to Student Teaching online in MyCulver after eligibility notification email
2. Submit placement form via Google Forms
3. Wait for notification of acceptance after the monthly Council on Teacher Education meeting
 - The Council on Teacher Education reserves the right to meet with individual students to discuss concerns regarding student admission or continuance in the program.

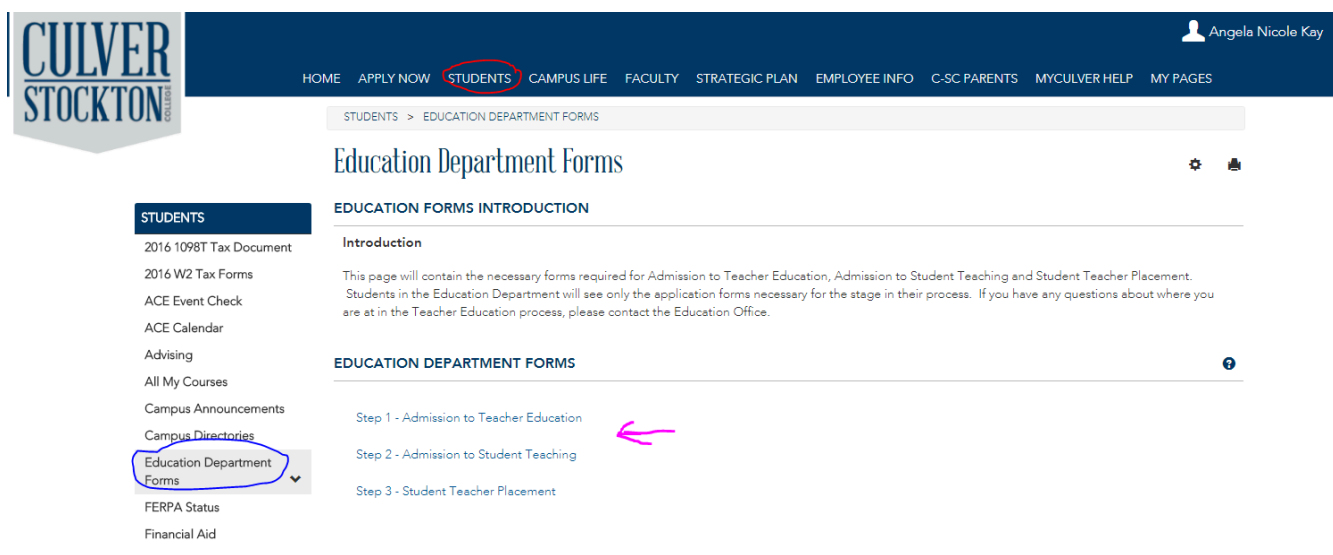
Transfers and students only seeking certification must first successfully complete six hours in the major area on campus before student teaching can be approved. The application should be filed with the Council on Teacher Education (CTE) and will be used as a basis for final approval of the applicant.

Note: Applicants must not attempt to secure student teaching placements independently. All placements must be discussed with the Director of Student Teaching and must be formally requested by a representative of the Culver-Stockton Department of Education.

Steps for Applying to the Student Teaching Program Online

To access the application follow the steps below. Use the image for additional details.

1. Sign in to MyCulver
2. go to the **Students** tab
3. Go to **"Education Department Forms"**
4. Select **"Step 2: Admission to Student Teaching"**
5. Select **"Step 3: Student Teacher Placement"**



DESE Educator Certification

Creating a DESE Online Profile

All students who are recommended for certification in Missouri must begin the certification process by establishing a "profile" on the Department of Elementary and Secondary Education (DESE) website during their student teaching semester.

Have you created a profile before?

If yes, login accordingly, using this link: <https://apps.dese.mo.gov/deseapplicationssignin>

If no, use this link: <https://apps.dese.mo.gov/deseapplicationssignin/Account/Registration>

Profile Creation Steps:

1. Fill the information out accordingly (first name, last name, birth date, etc.)
2. Once you choose a User Name & Password, write them down!! Without your user name and password, you will not be able to access this system in the future!!
3. Once you are finished, click **"Create User"**
4. Click **"Continue"**

5. Enter User Name & Password, Click “*Login*”
6. The third option under “User Applications” is called “*Office of Educator Quality*”, click the subcategory: “*Educator Certification System*”
7. Click “*Submit*”
8. Click “*Close*”
9. Again, click the subcategory of “*Office of Educator Quality*”: “*Licensure*”
10. Enter your SSN & Date of Birth, Click “*Submit*”
11. ***Finally, you can create your profile***

Profile:

- Fill in all Personal Information & Contact Information
- Click “*Save Profile*” once complete
- Since you have a new profile, the Fingerprint Information, Content Area exams, & Application Status *should* fill in automatically within 72 hours

Education:

- Click “Add”
- Fill in all institutions you've attended. If you can't remember exact attendance dates, use the 15th of the month you started and stopped attending. If you are graduating from C-SC this semester, use today's date in place of your graduation date (the program will not process future dates).

Please note: If you have completed the Content Area exam or have an FBI Background check on file, those items will not immediately show up once you have created your profile. The DESE online system will link your profile to your Content Area and background check overnight, so it may be 24 hours before those items appear.

If you have completed both items but they do not appear within 48 hours of establishing your profile, it's still likely that they have them but their system was not able to match your records automatically. DESE recommends you wait until Culver-Stockton recommends you for certification. At that time, they will attempt to manually locate your Content Area score report and your FBI background check and transfer them into their system. If they can't, they will then contact you with instructions.

All student teachers will be required to register with the Missouri Department of Elementary and Secondary Education (MoDESE).

Initial/Substitute Certificate Application Procedure

In order to apply for a Missouri Initial/Substitute Certificate, you must complete each of the following steps. .

1. ONLINE INITIAL/SUBSTITUTE CERTIFICATE APPLICATION

- You will first need to create a profile in our certification system. Please follow the instructions outlined in the “Creating a DESE Online Profile” section.

- 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 “Initial Professional” or “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 or submitted electronically 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 (or you may print your profile from DESE’s website and mail it with your transcripts). Transcripts become the property of the department and cannot be returned. Please note that for Initial Professional certification, your transcripts will be automatically sent by the Registrar’s office upon the completion of your degree and certification requirements.

3. FINGERPRINT/BACKGROUND CHECK

- All individuals must pre-register online for fingerprinting through the State Highway Patrol's Missouri Automated Criminal History Site at www.machs.mo.gov. A **criminal fingerprint/background clearance** must be obtained before a certificate can be issued

Applying for a Provisional Teaching Certificate

- 1) Access your Profile page on the [DESE Educator site](#) by logging in with your username and password;
- 2) On the left side of the screen, under new applications, choose Provisional Certificate;
- 3) Review your profile information; edit if changes need to be made – if not, go to the next step;
- 4) Skip the Education section;
- 5) Answer all 4 of the Professional Conduct questions. If you answer “yes” to any of the questions, you will be required to type comments in the box below that question;
- 6) Under Purpose of Application, you **MUST** select “Provisional Certificate with an Academic Contract between District, Institution and Educator”. You will then select your school district (the district that has hired you) **AND** your institution(Culver-Stockton College) from the drop-down boxes;
- 7) Once you choose Culver-Stockton as your institution, you will get another drop-down box to indicate your subject area/grade level. Select the program that you are pursuing for certification;
- 8) Read the sworn statement, release of educational information, and click the “I accept” box;
- 9) Click “Submit and Pay.” You will then be required to pay the \$50 fee.
- 10) Your application will be sent electronically to the school district work log. The school district will complete their section and submit it electronically;
- 11) You **MUST** contact your school district and ask them to submit their part of your application;
- 12) After the school district submits, Culver-Stockton will receive notification of your pending application;

- 13) The Registrar will verify that you have completed all requirements for the teaching certificate except for what is deficient;
- 14) The Registrar will email you a verification letter that you can share with your school district that the provisional certificate has been processed, and that you are awaiting approval.

Applying for an Additional Area(s) of Certification

1. Access your Profile page on the [DESE Educator site](#) by logging in with your username and password
2. Click **Additional** under **Applications** in the menu on the left side of your Profile page.
3. Complete the application
 - a. Answer the Professional Conduct questions on the application truthfully
 - b. Under type of application, select "I am applying for an additional Missouri certificate utilizing designated assessment results," and then select the additional Subject Area/Grade Level you are applying for
 - c. Review the Sworn Statement before electronically signing by selecting "I Accept." This agreement provides DESE with permission to verify your professional conduct statements.
4. Click **Submit to DESE**
5. Mail supporting documents as indicated on application checklist**, if applicable

Note: Your internet browser must allow "pop-ups" in order to view the application checklist.

Fingerprint Procedures



Paul Katnik • Assistant Commissioner

205 Jefferson Street, P.O. Box 480 • Jefferson City, MO 65102-0480 • dese.mo.gov

FBI/Highway Patrol Background Check Procedures

Registration Process and Procedures - Missouri Residents

All applicants must pre-register at the Missouri Automated Criminal History Site (MACHS) www.machs.mo.gov for a fingerprint-based background check. The background check is performed by both the Missouri State Highway Patrol (MSHP) and the Federal Bureau of Investigation (FBI). After pre-registration, all Missouri-based applicants must visit one of the IdentoGo® office locations for fingerprinting (see the "Search for Fingerprint Locations Near You" link at www.machs.mo.gov).

A four-digit registration code is required to ensure that the results of the background check are

returned to the correct organization for processing. Please see the following charts for the appropriate registration codes.

If You are Already Employed by a Missouri School District or If You Know Which District Will Be Employing You	
Your Occupation	Use this Registration Code
Administrator, Principal, Teacher, Substitute Teacher, Paraprofessional	Contact your Employing School District for the appropriate registration code.
School Counselor, School Psychological Examiner, School Psychologist, Speech Language Pathologist	
Secretary, School Nurse, Custodian, Lunch Room Worker, Volunteer, etc.	
School Bus Driver	

If you are employed (substitute teacher) by more than one school district, you can choose to follow the [Advanced Procedures for Substitute Teachers seeking to work in Multiple School Districts](#) to initiate your fingerprint-based background check.

If You are Not Already Employed by a Missouri School District or Do Not Know which Missouri School District will Employ You	
Your Occupation	Use this Registration Code*
Administrator, Principal, Teacher	2300
Substitute Teacher	2301
School Counselor, School Psychological Examiner, School Psychologist, Speech Language Pathologist	2300
<i>*The information generated by these codes cannot be accessed by school districts. An additional background check may be required for employment purposes.</i>	

[Applicant's Privacy Rights](#)

Registration Process and Procedures - Non-Missouri Residents

Applicants located outside the state of Missouri are also required to pre-register (see above) at the MACHS website (www.machs.mo.gov) to initiate their fingerprint-based background checks. After pre-registration, these applicants must mail their completed fingerprint cards to Identogo® for processing. For detailed directions, please access the Identogo® website at: https://www.identogo.com/uploads/general/UEP-MO-card-scaninstructions_2025_March.pdf

If you have any questions about the registration process or fingerprinting procedures outside of Missouri, please contact Identogo® customer service at 844-543-9712 or the Missouri State Highway Patrol's Criminal Justice Information Services Division (CJIS) at 573-526-6312.

Internet Access and Fingerprinting Site Locations

Applicants who do not have internet access may contact IdentoGo® at 844-543-9712 to initiate and complete the registration process. Please note: a four-digit registration code (see codes above) is required to initiate and complete the online registration process. All Missouri IdentoGo® fingerprint locations are listed at the MACHS website's "Search for Fingerprint Locations Near You" link (www.machs.mo.gov).

Processing Fees

The processing fee for both Missouri and Non-Missouri residents is \$43.50. Missouri residents will complete payments on site during the fingerprinting process. Non-Missouri residents will complete payments online during the pre-registration process. For additional information about fees, please visit [MACHS Fingerprint Portal FAQ](#)

Fingerprint/Background Check Results

Fingerprint-based background check clearance information will be recorded on the educator's [DESE Profile](#) page.

Fingerprint-based background check reports will also be made available on the MACHS website for the designated school district, based upon the registration code provided during the pre-registration process.

Fingerprint-based background check results for non-certified staff members and bus drivers will not be available on the DESE *Educator Certification System* website and cannot be used for certification purposes. These results will only be available to the designated school district, based upon the registration code provided during the pre registration process.

Missouri Standards for the Preparation of Educators (MoSPE)

Student Portfolios

This portfolio will be used for assessment in demonstrating knowledge, growth in skill development, and reflective teaching abilities throughout the college experience.

C-SC ePortfolio

Each student will be responsible for gathering evidence and documentation of knowledge, skills, and abilities relevant to the standards listed below. Acceptable documentation should include, but not be limited to: artifacts such as compositions, writing samples, assessment/test papers, lesson plans, unit plans, photographs, videos, field experience journals, checklists, and summaries. Additional information will also be required, including school district and classroom demographic information, professional communication and development logs, and other documentation as requested by the Director of Student Teaching.

Portfolios will be kept online and revision will be an ongoing process throughout the student teaching semester. Presentations of portfolios will be made online and in person as scheduled by the Education Department. Portfolios will be reviewed by designated faculty and grades will be factored into the final grade for student teaching. In order to receive a passing grade in the student teaching course, students must accept feedback from the faculty and edit and update their portfolios as requested

MEES Standards

Standard 1: Content knowledge aligned with appropriate instruction. The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Standard 2: Student Learning, Growth and Development. The teacher candidate understands how students learn, develop and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Standard 3: Curriculum Implementation. The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district and state standards.

Standard 4: Critical Thinking. The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

Standard 5: Positive Classroom Environment. The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Standard 6: Effective Communication. The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Student Assessment and Data Analysis. The teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction.

Standard 8: Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.

Standard 9: Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members.

Missouri Assessments

Missouri Content Assessment: Praxis

This content exam must be passed by students for all areas of certification.. These computer-based assessments are aligned with state and national standards. Students typically take these assessments toward the end of the third year in the program. Praxis assessments are not administered by Culver-Stockton College faculty or staff. Scheduling is the responsibility of the student. The test may be taken remotely or at a testing site.

Missouri Content Assessments			
When	Name of the Assessment	Cost	Date Available
Prior to or during Student Teaching, but is required for certification	Praxis; test name and number depends on subject area. See this link for specific test information.	Ranges depending on the test from approximately \$116-\$212	This link provides a table with broad test offering dates; individual tests must be scheduled through the ets website - sign in to schedule a test

Education Majors and Add-Ons

Approved Areas of Certification

The Teacher Education Program of Culver-Stockton College is authorized by the Missouri State Board of Education to offer programs leading to the certification of teachers in the following areas:

Early Childhood: Birth – Grade 3

Early Childhood Special Education: Birth-Grade 3

Elementary Education: Grades 1-6

Middle School Education

- Language Arts 5-9
- Science 5-9
- Mathematics 5-9
- Social Science 5-9

Secondary Education

- Biology 9-12
- Chemistry 9-12
- Business 9-12
- English 9–12

- Mathematics 9–12
- Social Science 9–12
- Speech and Theatre 9–12 (recommended to complete certification in another area)

K-12 Education

- Art K–12
- Music K–12
- Physical Education K–12
- Health K–12 (must complete PE certification)
- Special Education K-12

Students seeking teaching certification must complete, with a qualifying score, the content area tests specified by the Department of Elementary & Secondary Education.