

Nebraska Department of Education Rule 24 Report

COACHING 7-12

(Content Area)

Educator Preparation Content Program Review

Name of institution	University of Nebraska-Lincoln
Date Submitted	August 9, 2024
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Folio type: Regular Mini Advanced Program

Program(s) Covered by this Folio

Endorsement(s)	Type	Grade Level	Program Level
	Subject	PK-12	Baccalaureate
	Field	6-12	Post-Baccalaureate
	Supplemental	7-12	Master's
List Endorsements	Low-Enrollment	Etc.	Etc.
Coaching	Supplemental	7-12	

Is the endorsement offered at more than one site? Yes No

If yes, list additional sites where endorsement is offered:

Institution Accreditation Status: National State

Is this a Nationally Accredited Program? Yes No

If Yes, list Accrediting Organization:

Attach National Letter to Cover Sheet

1a. Institutional Background

The University of Nebraska-Lincoln

The University of Nebraska at Lincoln (UNL) was chartered as a land grant university on February 15, 1869, as part of the Morrill Act, and serves as the comprehensive public university for Nebraska. UNL is part of the University of Nebraska system that includes the University of Nebraska at Omaha, the University of Nebraska at Kearney, and the University of Nebraska Medical Center. The elected state Board of Regents governs the system and has designated UNL the flagship campus.

UNL is a member of the Big 10 Conference, the Big 10 Academic Alliance and the Association of Public and Land Grant Universities (APLU). Nebraska is classified within the Carnegie “R1 Doctoral Universities-Highest Research Activity Category,” accredited by the Higher Learning Commission and consists of eight academic colleges: Arts and Sciences, Business, Education and Human Sciences, Engineering, Fine and Performing Arts, Graduate Studies, Journalism and Mass Communications and Law. The university’s continuous improvement strategic plan, N2025, centers on the premise that every person and every interaction matters.

Enrollment in the Fall of 2023 reflected the national trend of small enrollment declines from UNL’s historical enrollment in 2017. UNL had 18,959 undergraduates and 4,641 graduate/professional students.

The College of Education and Human Sciences

The College of Education and Human Sciences (CEHS) was established in 2003 when the College of Human Resources and Family Studies and the Teachers College were combined. It is home to more than 3,100 students, 220 faculty, and 175 staff members, with 25% of students identifying as first-generation college students. CEHS includes seven academic units: Child, Youth and Family Studies (CYAF), Educational Administration (EDAD), Educational Psychology (EDPS), Nutrition and Health Sciences (NHS), Special Education and Communication Disorders (SECD), Teaching, Learning and Teacher Education (TLTE), and Textiles Merchandising and Fashion Design (TMFD). The college offers bachelor, master, specialist, and doctoral degree programs and certificate and endorsement-only programs.

UNL’s programs that are nationally accredited include Speech Language Pathology Audiology (SLPA), accredited by the Council on Academic Accreditation in Audiology and Speech Language Pathology of the American Speech Language Hearing Association (ASHA) and School Psychology, accredited by the National Association of School Psychologists (NASP). Music education, offered in the College of Fine and Performing Arts, is nationally accredited by the National Association of Schools of Music.

1b. Standards for Admission, Retention, Transition, and Completion

The educator preparation programs at UNL admit new graduate candidates based on the following criteria:

- A minimum undergraduate GPA or 3.0
- A valid teaching certificate or concurrently pursuit of initial certificate
- Applicants are required to have a command of oral and written English. Those who do not hold a baccalaureate or other advanced degree from the United States must meet the minimum language proficiency score requirement to be considered for admission. Some advanced programs allow candidates to concurrently pursue initial licensure.

- Candidates must meet the UNL graduate student admission requirements. Some programs require a secondary application to the specific endorsement program with additional requirements.

Institutional Criteria	Gateway #1	Gateway #2	Gateway #3
	<i>UNL Admission</i>	<i>Program Admission</i>	<i>Completion</i>
GPA 3.0	X		
Teaching Certificate or Pursuing Certificate	X		
Baccalaureate, concurrent pursue of baccalaureate or minimum language proficiency score	x		
Plan of Study		X	
Successful completion of Internship and assessments			x

The coaching endorsement is most frequently completed concurrently with an initial secondary or elementary endorsement program at the undergraduate level, so those admission requirements may apply too.

1d. Program. Completers

Program Completers and Level – Content Area:					Coaching 7-12					
Academic Year					Number of Endorsement Program Completers					
					Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD
20	22	to	20	23	15	0	NA	0	NA	NA
20	23	to	20	24	4	0	NA	0	NA	NA

[Link to Rule 20 Folio Website](#)

1e .See Appendix A for Advising Worksheet

1c. Field Experiences

Describe all field experiences required for the endorsement, including the number of hours for practicum experiences and the number of hours/weeks of clinical experience or internships.

Candidates in the coaching endorsement program complete two practicum experiences. ATHC 494 Practicum in Coaching Youth Sports (1 hr) requires 25 hours of hours coaching or serving on a coaching staff of a youth sports team for athletes who are not yet in high school. ATHC 494 Practicum in Coaching-Interscholastic Sports (2 hrs) must be completed by coaching or serving on coaching staff for a Nebraska high school sports team. This practicum lasts the full sports season and includes attending all practices and competition where feasible.

[Table 006.02-1 Field Experience for Advanced Programs](#)

1d. Program. Completers

Section 2: Endorsement Program Key Assessments and Related Data

Artifact 1- Summary Table of Endorsement Program Key Assessments- Advanced Programs

Name of Assessment used for the following areas:		Type or Form of Assessment	Brief Description of Assessment, including indicated information obtained from Assessment	When Assessment is Administered
1	Content – Knowledge/Coaching	Formative	Students reflect on their initial youth coaching experience in class and by turning a log of their hours.	ATHC 494 – 1 cr
	Reflection and Log Student Coaching Evaluation	Summative	The EPP-created rubric is completed during the student coaching practicum to assess candidate knowledge of leadership, the sport and coaching methodologies, application of knowledge and skills and professionalism.	ATHC 494 – 2 cr
2	Knowledge of Learner/Learning Environments	Summative	The EPP-created rubric is completed during the student coaching practicum to assess candidate knowledge of leadership, the sport and coaching methodologies, application of knowledge and skills and professionalism.	ATHC 494 – 2 cr
	Student Coaching Evaluation			
3	Knowledge of Effective Use of Instructional Practices	Summative	The EPP-created rubric is completed during the student coaching practicum to assess candidate knowledge of leadership, the sport and coaching methodologies, application of knowledge and skills and professionalism.	ATHC 494- 2 cr
	Student Coaching Evaluation			
4	Professional Responsibility & Overall Proficiency	Summative	The EPP-created rubric is completed during the student coaching practicum to assess candidate knowledge of leadership, the sport and coaching methodologies, application of knowledge and skills and professionalism.	ATHC 494 – 2 cre
	Student Coaching Evaluation			

Key Assessments – Descriptions and Information Coaching Endorsement

Key Program Assessment #1: Content Knowledge

ATHC 494 for 1 credit hour provides candidates the opportunity to apply and implement the knowledge and skills of a specific sport for success in a youth sport (PK-grade 8) setting. Students reflect on their initial youth coaching experience in class and by turning a log of their hours.

The Student Coaching Evaluation was developed by UNL faculty and has been utilized for the duration of the program's existence. This evaluation of the internship of ATHC 494 (2 credit hours) assesses candidate content knowledge required to guide their student athletes to succeed in the context of practice and games. This evaluation is completed by a certified high school coach who serves as the candidate mentor.

Key Program Assessment #2 Knowledge of Learner and Learning Environments

The Student Coaching Evaluation was developed by UNL faculty and has been utilized for the duration of the program's existence. This evaluation of the internship of ATHC 494 (2 credit hours) assesses candidate knowledge of Learner and Learning Environments required to guide their student athletes to succeed in the context of practice and games. This evaluation is completed by a certified high school coach who serves as the candidate mentor.

Key Program Assessment #3 Knowledge of Effective Use of Instructional Practices

The Student Coaching Evaluation was developed by UNL faculty and has been utilized for the duration of the program's existence. This evaluation of the internship of ATHC 494 (2 credit hours) assesses candidate knowledge of Learner and Learning Environments required to guide their student athletes to succeed in the context of practice and games. This evaluation is completed by a certified high school coach who serves as the candidate mentor.

Key Program Assessment #4 Professional Responsibility & Overall Proficiency

The Student Coaching Evaluation was developed by UNL faculty and has been utilized for the duration of the program's existence. This evaluation of the internship of ATHC 494 (2 credit hours) assesses candidate knowledge of Learner and Learning Environments required to guide their student athletes to succeed in the context of practice and games. This evaluation is completed by a certified high school coach who serves as the candidate mentor.

Artifact 2: Key Assessment Data by Endorsement

Data was collected from the Student Coaching Practicum final evaluation. Students may complete the final practicum prior to completing the initial licensure program as a completer.

Item		Fall 2022		Spring 2023		Fall 2023		Spring 2024	
		Mean	N=11	Mean	N=11	Mean	N=12	Mean	N=12
1.0	LEADERSHIP								
1.1	Accepts and carries out responsibility	4.48		4.40		4.65		4.5	
1.2	Is industrious and enthusiastic	4.48		4.51		4.71		4.68	
1.3	Maintains emotional control	4.52		4.48		4.65		4.60	
1.4	Demonstrates poise in unfamiliar or unexpected situations	4.26		4.15		4.47		4.45	
1.5	Displays self-confidence; Sets a good example for athletes	4.38		4.40		4.35		4.41	
1.6	Sets a good example for athletes	4.52		4.50		4.65		4.63	
1.7	Takes initiative	4.33		4.28		4.41		4.39	
2.0	COACHING								
2.1	Demonstrates knowledge of the sport in terms of fundamental skills and strategy	4.38		4.40		4.41		4.43	
2.2	Able to communicate knowledge in methods and terms athletes can understand	4.29		4.27		4.35		4.33	
2.3	Knowledge about rules governing the sport	4.20		4.25		4.35		4.31	
2.4	Established proper player/coach relationships	4.43		4.40		4.77		4.78	
2.5	Able to evaluate performance levels of athletes	4.21		4.25		4.47		4.45	
2.6	Accepts differences in individual player personalities	4.35		4.28		4.71		4.68	
2.7	Ability to plan, organize and effectively conduct small group situations	4.44		4.50		4.63		4.60	
3.0	PROFESSIONALISM								
3.1	Is punctual and dependable	4.52		4.50		4.65		4.67	
3.2	Personal appearance and grooming	4.70		4.65		4.82		4.80	
3.3	Relates well with cooperating coach/staff	4.62		4.60		4.71		4.72	
3.4	Accepted and modeled the programs philosophy	4.67		4.60		4.71		4.69	
3.5	Accepts constructive criticism	4.63		4.58		4.65		4.64	
3.6	Has professional goals for future	4.55		4.58		4.63		4.60	

Ratings are on a five point scale: 1-Does not demonstrate competency, 2-Sometimes demonstrates competency, 3-Demonstrates the level of skill expected, 4- Meets the Standard plus demonstrates methods/skills better than most student coaches and 5-Demonstrates exemplary methods/skills beyond the standard.

Artifact 3: Summary of Findings

The Coaching supplemental endorsement has been in place at UNL for more than 42 years and completer numbers remain steady. During the 2017 visit, UNL reported 23 total completers compared to the reported 22 completers for 2024 cycle. The program averages between 18-25 active candidates each year with more than 400 completers since 2003. Candidates completing this endorsement may coach interscholastic athletic teams for students in grades 7-12.

Key Assessment 1: Content Knowledge

Data from the Student Coaching Practicum Evaluation indicates UNL completers are rated at or exceeding Meeting the standard. Item 2.1, Demonstrates knowledge of the sport in terms of fundamental skills and strategy, had a mean range of 4.38-4.43 over the two-year data cycle. Item 2.3, Knowledge about rules governing the sport had a mean range of 4.20—4.35. This indicates that content knowledge is an area of strength for completers.

Key Assessment 2: Knowledge of Learner and Learning Environments

Data from the Student Coaching Practicum Evaluation indicates UNL completers are rated at or exceeding Meeting the standard as evidenced by mean scores for items 1.3 Maintains emotional control, 1.4, Demonstrates poise in unfamiliar or unexpected situations, 1.5, Displays self-confidence: sets a good example for athletes, 1.6, Sets a good example for athletes, 2.2 Able to communicate knowledge in methods and terms athletes can understand and 2.6 Accepts differences in individual player personalities. Over these four items, the low mean was 4.15 and the high mean was 4.71. This indicates that Knowledge of Learner and Learning Environments is an area of strength for completers.

Key Assessment #3 Knowledge of Effective Use of Instructional Practices

Data from the Student Coaching Practicum Evaluation indicates UNL completers are rated at or exceeding Meeting the standard as evidenced by mean scores in Items 2.4- Established proper player/coach relationships, 2.5-Able to evaluate performance levels of athletes and 2.7-Ability to plan, organize and effectively conduct small group situations. The range of mean scores for these items was 4.21-4.78 over the two-year data cycle. This indicates Knowledge of Effective Use of Instructional Practices is an area of strength for completers.

Key Program Assessment #4 Professional Responsibility & Overall Proficiency

Over the two-year data collection cycle, mean scores indicate that more completers were at or above Meeting the Standard in every category. Anecdotal comments from coaches during this time period indicate that coaching fundamentals, skills, demeanor, passion, and communication skills were strengths. Area for improvement were summarized as items that will be gained by additional coaching experience.

Section 3: Use of Related Data and Information for Continuous Program Improvement of Endorsement Program

Continuous program is essential to all educator preparation programs (EPP). The UNL EPP has involved stakeholders in annual reviews of key assessment data since 2019 with PK-12 educators, faculty and other educational stakeholders involved in the discussions. These discussions in combination with program faculty meetings, have resulted in a well-defined program improvement process. The Rule 24 folios include 2022-2023 and 2023-2024 data, which was the key assessment data available at the time of the last Professional Education Committee meeting held in April. Assessment reviews and analysis led to the following changes since the 2017 visit.

A program challenge identified in 2017 was maintaining a quality coaching program through the transition of personnel and program improvement. The current program coordinator holds Lecturer status and has developed and refined a coherent course sequence. She has established and expanded relationships with local youth sports groups and high school coaches to provide students with numerous practicum opportunities with quality supervision, to meet licensure requirements.

A challenge the program identified is the recruitment and retention of qualified adjunct faculty to teach the sport-specific courses. Active coaches often do not have time to serve in this position and locating qualified individuals who are no longer coaching or who are coaching at lower levels is becoming increasingly difficult.

Student assessment mean scores on all items are above a 4, demonstrating that candidates Meet the Standard plus demonstrates methods/skills better than most student coaches. Many areas reflect scores closer to a 5, which indicate candidates are very close to demonstrating “exemplary methods/skills beyond the Standard and the need for first-year supervision will be minimal.” In addition to the quantitative scores, anecdotal feedback from UNL supervising coaches related to candidate performance is positive. Areas for improvement described in anecdotal feedback are related to skills gained through experience in coaching positions.

With additional coaching certification options through NSAA, faculty continue to recruit educator preparation students within UNL programs to ensure those who desire to coach have the opportunity for robust, comprehensive instruction and guided practice. This will give

completers an advantage when employed as a coach in terms of supporting student athlete success.

Department and PEC stakeholders continue to review data on an annual basis to determine modifications and other changes that might be necessary.

Appendix A Advising Sheet

COACHING

Minor or Supplemental Endorsement (15 hours)

This minor is available to all undergraduate students, campus-wide. Teacher education candidates can complete the coaching endorsement program which is a supplemental endorsement for students in teacher education.

CORE COURSES

ATHC 235	First Aid and Care of the Athlete	Fall only- MWF 8:30-9:20	3 hours
ATHC 279	Coaching Effectiveness & Psychological Components of Sports Performance	Fall/Spring- TTH 11:00	3 hours

THEORY OF COACHING

(Minimum 6 hours required)

ATHC 311	Coaching Basketball	Fall only- Wed. evening	2 hours
ATHC 312	Coaching Football	Spring only- Tues. evening	2 hours
ATHC 317	Coaching Track	Spring only- Mon. evening	2 hours
ATHC 318	Coaching Volleyball	Spring only- Wed. evening	2 hours
ATHC 320	Coaching Soccer	Fall only- Tues. evening	2 hours

PRACTICUM IN COACHING

Contact Carol Welker for practicum information and placement. carol.welker@unl.edu

ATHC 494-001	Youth sports	1 hour	
ATHC 494-002	Interscholastic Coaching	2 hours	

COACHING MINOR

Students completing the Coaching Minor

1. Are required to have a background check completed by the approved carrier before the Youth Sports and Interscholastic Sports Practicum experiences. If both experiences are initiated within 18 months of the first background check, then only one review needs to be completed.
2. If interested in pursuing a Special Services certificate to coach high school sports in Nebraska, students must satisfy the Nebraska Department of Education Human Relations Training requirements (TEAC 330 or equivalent), students must satisfy the I

Grading Rules:

Grades of C or above

Practicum courses Pass/No Pass

Key Assessments and Scoring Rubric

University of Nebraska-Lincoln Student Coaching Practicum Assessment

Name: _____ UNL ID#: _____

School: _____ City: _____

Season Dates: _____ to _____ Sport Level (Varsity, JV, etc.) _____

Cooperating Coach: _____ Phone #: _____

University of Nebraska-Lincoln Coordinator: Carol Welker cwelker2@unl.edu

Rating Description

- 1 = Does not demonstrate the competency (unsatisfactory)
- 2 = Sometimes demonstrates the competency (supervision required)
- 3 = Demonstrates the level of skill expected of a first-time student coach (The Standard)
- 4 = Meets the Standard plus demonstrates methods/skills better than most student coaches
- 5 = Demonstrates exemplary method/skills beyond the Standard; the need for first-year supervision will be minimal
- 6 = Competency not observed

1.00 LEADERSHIP	Rating
1.1 Accepts and carries out responsibility	_____
1.2 Is industrious and enthusiastic	_____
1.3 Maintains emotional control	_____
1.4 Demonstrates poise in unfamiliar or unexpected situations	_____
1.5 Displays self confidence	_____
1.6 Sets a good example for athletes	_____
1.7 Takes initiative	_____

2.00 COACHING	Rating
2.1 Demonstrates knowledge of the sport in terms of fundamental skills and strategy	_____
2.2 Able to communicate knowledge in methods and terms athletes can understand	_____
2.3 Knowledge about rules governing the sport	_____
2.4 Established proper player/coach relationships	_____
2.5 Able to evaluate performance levels of athletes	_____
2.6 Accepts differences in individual player personalities	_____
2.7 Ability to plan, organize and effectively conduct small group situations	_____

3.00 PROFESSIONALISM	Rating
3.1 Is punctual and dependable	_____
3.2 Personal appearance and grooming	_____
3.3 Relates well with cooperating coach/staff	_____
3.4 Accepted and modeled the programs philosophy	_____
3.5 Accepts constructive criticism	_____

3.6 Has professional goals for future _____

Respond to the following items which reflect the student coach's strengths, weaknesses and current potential in the coaching profession.

1. What are the practicum coach's strengths?

2. What are a couple of areas in which the practicum coach needs improvement?

3. How do the student athletes respond to the practicum coach?

4. Additional comments

Cooperating Coach Date

UNL Student Coaching Coordinator Date