

STANDARDS FOR THE UNIT – RULE 20 MATRIX
(Revised August 1, 2013 to be consistent with the January 1, 2014
version of Rule 20 - draft dates)

Institution Name: University of Nebraska-Lincoln Date: August 9, 2024

004 Professional Teacher Education Unit Requirements

004.01 General Policy Statements. The institution shall have a written policy stating its philosophy and objectives and which delineates its goals and commitment to the preparation of educators. Not all of the programs for the preparation of school personnel need to be administratively located within the unit; however all professional education programs are organized and coordinated by the unit.

Narrative:

The University of Nebraska at Lincoln is committed to its mission as defined by the Board of Regents and directed by state statute: to teach, research and serve Nebraskans. UNL’s N2025 Strategic Plan is based on the premise that “every person and every interaction matters” and is based on six aims: innovate student experiences, increase research impact, solve critical challenges, broaden engagement, emphasize inclusive excellence, and prioritize professional development.

The College of Education and Human Sciences (CEHS) implemented a living strategic plan in 2022, that aligns with the UNL strategic plan and is centered around the college mission: “to enhance the lives of individuals, families, schools and communities, and strengthen the relationships among them.” CEHS has three grand visions that drive its work: thriving young children, strong communities and comprehensive health and well-being. Three priorities guide CEHS work within the grand visions and include 1) transform the college structure(s) to achieve our grand visions and to thrive beyond the tenure of any leaders; 2) transform our educational practices from an instructional paradigm to a learning paradigm and 3) engage with community partners in two-way, mutually beneficial, culturally sustaining collaborations for learning, scholarships, and real-world experiences.

CEHS coordinates all professional educator preparation programs.

Documentation:

- [UNL Strategic Plan](#)
- [CEHS Strategic Plan](#)
- [CEHS Website](#)
- [Student Teaching Handbook](#)

004.02 Personnel Requirements.

004.02A Unit Administrator. The institution shall designate an individual to administer the professional teacher education program or unit. This individual shall hold, qualify for, or have held an educator certificate.

004.02B Certification Officer. The institution shall designate a faculty or staff member to receive correspondence regarding this chapter and to oversee the submission of certified records,

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transcripts, reports, and/or recommendations to the Department for the purpose of certification and/or endorsement.

004.02C Field Experience Coordinator. The institution shall designate a faculty or staff member to coordinate field experience requirements contained in this chapter.

004.02D Cooperating Educators. The institution shall ensure that cooperating educators employed by school systems or other field-based settings shall have a minimum of three (3) years of education employment experience and hold an appropriate certificate with an endorsement in the area or level they are supervising

Narrative:

004.02A Unit Administrator: The University of Nebraska-Lincoln Executive Vice Chancellor appointed Dr. Nick Pace to serve as interim Dean of the College of Education and Human Sciences (CEHS) on October 9, 2023. Dr. Pace was named Interim Dean on April 19, 2024. Dr. Pace formerly served as the Department Chair for the CEHS Department of Educational Administration and is responsible for leadership of the unit and administration of all programs within the unit, including authority over budget, personnel, resources, and facilities.

004.02B Certification Officer: Dr. Sara Skretta, Senior Director of Accreditation, Placement and Licensure, was appointed as the certification officer at UNL in 2017. Certification responsibilities include processing certification application and verification materials for initial, advanced, and renewal applications for both in and out of state candidates, maintaining documentation related to certification, correspondence and communication with NDE related to endorsement and degree programs leading to licensure, collaborate with school districts and the Nebraska Department of Education, institutional and compliance reporting, and representing UNL in various capacities at the state and national level. She represents UNL on NACTE and NCTE.

004.02C Field Experience Coordinator: Tylee Hanson was hired as the Director of Field Experiences in 2019. The responsibilities of this position include coordinating, placing and supervising practicum and clinical experiences, developing and facilitating training for university supervisors and cooperating educators, supporting faculty with assistance plans, and ensuring alignment of field placements with program approval and accreditation requirements.

Documentation:

[Interim Dean](#) Dr. Nicholas Pace
[Sr. Director of Accreditation, Placement & Licensure](#) Dr. Sara Skretta
[Director of Field Experiences](#) Tylee Hanson
[CEHS Dean’s Website – Dean Pace](#)
[Student Teaching & Certification Website-Certification Officer and Director of Field Experiences](#)
[Student Teacher Handbook p. 15](#)
[Table 004.02-1 – Cooperating Educators for Clinical Practice](#)

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004.03 Professional Teacher Education Program Faculty Requirements.

004.03A Minimum Required Faculty

004.03A1 Undergraduate faculty. There shall be a minimum of three (3) full-time professional education faculty.

004.03A2 Graduate faculty. Each advanced degree program leading to the doctorate has at least three (3) full-time professional education faculty members who have earned the doctorate in the field of specialization for which the degree is offered.

004.03B Faculty Qualifications

004.03B1 All professional education faculty shall hold a master's degree.

004.03B2 The preparation, research, and experience of each faculty member shall be in the field in which he or she teaches.

004.03B3 All professional education faculty, hired after July 1, 1994, shall have two (2) years of PK-12 teaching experience in state approved or accredited elementary or secondary schools or similarly constituted and governed schools in a state where non-public schools are not recognized by the state. Faculty who do not possess two (2) years of PK-12 teaching experience must meet the exceptional expertise requirement defined as documented scholarship, skill, or experience in the priorities of the teacher education program such as content specialization, diversity, assessment or technology.

004.03B4 At least one-third of the full-time undergraduate faculty shall hold a terminal degree.

004.03B5 At least one-half of full-time graduate faculty shall hold a terminal degree.

004.03B6 All faculty in programs which grant the sixth year specialist's certificate or doctorate degree shall hold the doctorate and have two (2) years of teaching or school administration experience.

004.03B7 Adjunct faculty utilized for clinical experience supervision must hold or have held appropriate certification for the area and/or level which they are supervising.

Narrative:

004.03A1: The College of Education and Human Sciences has 114 full-time professional education faculty.

004.03A2: The College of Education and Human Sciences offers doctorate programs in Educational Administration and School Psychology. Educational Administration has five full-time faculty who hold terminal degrees. Educational Psychology has 22 full-time faculty who hold terminal degrees. Other departments have 62 full-time faculty who hold terminal degrees.

004.03B1: As documented in Table 004.03-1, all full-time professional education faculty hold a master's degree or higher. Table 004.03-3 lists adjunct faculty with most holding a master's degree or higher. Those who do not hold the advanced degree serve as field and clinical placement supervisors and have extensive educational practitioner experience. All other adjunct faculty have a master's degree or higher.

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004.03B2: Table 004.03-1 documents each faculty member’s highest degree, research, and experience along with the faculty member’s assignments/roles within CEHS and the EPP. This table provides information on the alignment of degrees, experience, and educator preparation programs for each faculty member.

004.03B3: As outlined in the faculty tables, all faculty have two years of PK-12 teaching experience or exceptional expertise as documented. There are 20 full-time professional education faculty with exceptional expertise.

004.03B4: At least one third of the full-time undergraduate educator preparation faculty hold a terminal degree.

004.03B5: At least one half of the full-time graduate educator preparation faculty hold a terminal degree.

004.03B6: All faculty who teaching the School Psychology Education Specialist and Educational Administration doctorate programs hold terminal degrees. The qualifications of these faculty are listed in Table 004.03-3.

004.03B7: The credentials for clinical supervisors are reviewed by the Director of Field Experiences, Tylee Hanson, to ensure that supervisors meet the supervision requirement for the candidates they are supervising. Clinical supervisors are listed on Table 004.03-5 and are included on the Adjunct Faculty Table 004.03-3 that lists degrees and endorsements held for each supervisor.

Documentation: [004.03-1 – Full-Time Faculty in Education Unit](#)
[004.03-2 – Full-Time Faculty at IHE and Part-Time in Education Unit](#)
[004.03-3 – Adjunct Faculty](#)
[School Psychology Faculty Webpage](#)
[Educational Administration Faculty Webpage](#)

004.03C Faculty Load

004.03C1 For undergraduate faculty, assignments for teaching, supervision of clinical experience, and administration shall not exceed twenty-four (24) credit hours within the same academic year for a full-time equivalent undergraduate faculty member except as provided in Section 004.03C3 of this chapter.

004.03C2 For graduate faculty, assignments for teaching, supervision of clinical experience, and administration shall not exceed eighteen (18) credit hours within the same academic year for a full-time equivalent graduate faculty member with the exception stated in Section 004.03C3 of this chapter.

004.03C3 For faculty teaching a combination of undergraduate and graduate assignments, the load may be a proration of nine (9) and twelve (12) credit hours, with total hours assigned within the same academic year not to exceed twenty-one (21) hours.

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004.03C4 Supervision of clinical experiences shall not exceed a ratio of eighteen (18) full-time equivalent candidates to one (1) full-time equivalent faculty member within one (1) semester.
004.03C5 Advising for advanced program candidates shall be assigned to advanced program faculty.

Narrative:

004.03C1: All undergraduate faculty were at 24 credit hours or less as documented in Table 004.03-4. Some courses are offered as variable credit courses, and are adjusted each semester, so faculty load follows Rule 20. Dr. Sheree Moser’s total load exceeds the limit because of her additional role in the Great Plains IDEA Consortium. This will not occur again as Dr. Moser has retired.

004.03C2: The faculty load table 004.03-4 indicates that all faculty who teach graduate courses were assigned 18 credit hours or less in an academic year. Some courses are offered as variable credit courses, and are adjusted each semester, so faculty load follows Rule 20.

004.03C3: As indicated in the faculty load table 004.03-4, all faculty who teach a combination of undergraduate/graduate courses have variable credit courses that are adjusted each semester to meet Rule 20 load compliance. Dr. Sheree Moser’s load, as referenced above, exceeds the limit because of her additional role in the Great Plains IDEA Consortium. This will not occur again as Dr. Moser has retired.

004.03C4: As indicated in Table 004.03-5, all Clinical Education supervisors were within the Rule 20 candidate to supervisor ratio.

004.03C5: All advanced program candidates are advised by full-time advanced program faculty in their program of study. Advising for graduate programs is documented on individual program websites.

Documentation:

[004.03-4 – Full-Time Faculty Load](#)
[004.03-5 – Clinical Practice Supervisors](#)
[IDEA Consortium Webpage](#)

Advanced Program Advising:
[004.03-1 – Full-Time Faculty in Education Unit](#)
[School Psychology Handbook](#)
[School Psychology Website Information](#)
[Educational Administration Graduate and Program Handbook](#)
[Educational Administration Website Information](#)
[Speech-Language Pathology Master’s Degree Student Handbook](#)
[Special Education Website Information](#)
[Educational Administration Website Advising Information](#)
[Educational Psychology Website Advising Information](#)

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	Family Consumer Science Website Advising Information Special Education Deaf or Hard of Hearing Website Advising Information Special Education Early Childhood Special Education Website Advising Information Special Education Visual Impairments/Orientation & Mobility Website Advising Information Teaching, Learning and Teacher Education Graduate Website Information
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004.04 Minimum Endorsement Offering Requirements. The institution shall offer courses for a minimum of eight (8) approved subject and/or field endorsements contained in 92 NAC 24 and have on file a plan of study which documents that required courses are offered on a schedule to enable candidates access to the coursework in a four (4) year period.

Narrative: The UNL CEHS offers over 50 endorsements, many offered at the initial and advanced level.

UNL prioritizes candidate achievement of a degree within four years. Academic program examples for all educator preparation programs are available in the undergraduate academic catalogs for 2022-23 and 2023-24.

Faculty annually review the plan of study for endorsements, the Rule 24 standards, and submit an updated matrix for each endorsement. These matrices and the Application Approval Form are submitted to NDE for the State Board of Education approval.

Documentation: [NDE Approved Endorsement List 2022-23](#)
[NDE Approved Endorsement List 2023-24](#)
[UNL Undergraduate Catalog](#)
[UNL Graduate Catalog](#)

004.05 Library Requirements. Library holdings, curriculum materials, and related technology resources shall provide adequate scope, breadth, and currency to support education candidates and faculty. The institution shall employ staff to work collaboratively with the unit to acquire relevant and current resources and to provide support services for material utilization.

Narrative: The UNL Libraries provide candidates with academic resources and spaces necessary to support education candidates through journals, books, databases, technology, testing centers and study spaces. The UNL Library system anchored by the main branch, Love Library on city campus, is one of many branches, each housing specialized collections on subjects such as: architecture, music, geology, math, and law. Archives and Special Collections hold the largest collection of Willa Cather related materials in the world. Agricultural materials can be found at the Dinsdale Family Learning Commons on the C.Y. Thompson floor on East Campus.

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The UNL Libraries’ collection includes 1,600,000 books, 87,000 print journal titles, 1,100,000 electronic books, 80,500 electronic journals and over 420 electronic resources including databases, reference tools, and other electronic collections. Love Library on city campus also houses the Adele Coryell Hall Learning Commons which is composed of the Digital Learning Center for exams, general study spaces, and options to reserve individual study and large group rooms, technology and technology support, as well as a Dunkin’ Donuts. On East campus, the Dinsdale Family Learning Commons offers the C.Y. Thompson floor for books and library materials, anatomical models for checkout, general study areas, study rooms to reserve, technology and technology support, and the East Campus Exam commons for exams.

In addition to the UNL Library system, the College of Education and Human Sciences provides students with templates, graphic design, photography, video production and more in the Pixel Lab. The Pixel Lab also provides flexible spaces for individual, group and interactive work. The Pixel Lab is staffed by full-time employees with expertise in a variety of areas to assist with candidate requests and provide access to technology or other services necessary in the instructional technology space for educator preparation programs.

Other lab spaces exist for candidate preparation in specific areas at UNL. Students have access to technology related to specific content area instruction and/or faculty expertise.

Documentation: [UNL City Campus Libraries](#)
[Dinsdale Family Learning Commons – East Campus](#)
[Dr. Elizabeth Lorang, Dean of Libraries](#)
[CEHS Pixel Lab](#)

004.06 Policies for Program Admission, Progression, and Completion

004.06A Disclosure. The institution shall require the prospective candidate to disclose all criminal convictions, except traffic offenses.

004.06B Notice Regarding Convictions. The institution shall inform all persons who apply for admission to its program that persons who have felony convictions, or misdemeanor convictions involving abuse, neglect, or sexual misconduct, as defined in Section 004.06D of this chapter, are automatically rejected by the Department for certification, and may only be considered for certification, or participation in field experiences, with the approval of the Department. A person with a conviction as defined in Section 004.06D of this chapter may request approval by the Department using the procedures set forth in 92 NAC 21 Sections 009.02 through 009.04.

004.06C Criminal Background Check. The institution shall conduct or verify an official criminal background check on candidates prior to admission to an initial teacher education program and again prior to clinical practice.

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Narrative:	<p>004.06A: All candidates are required to complete a background check through the University selected vendor prior to their first practicum experience or admission to the EPP, whichever occurs first. All undergraduate and some graduate candidates must complete a second background check as part of the application process the semester before their clinical placement. Graduate programs that are 24 months (about 2 years) or less in duration require candidates to complete a Criminal Background Self-Report in lieu of a second formal background check.</p> <p>004.06B The EPP admissions process requires candidates to complete the required background check. Candidates complete the Personal and Professional Fitness Form as part of the clinical placement application. A follow up Criminal Background Self-Report is completed as directed by the Director of Field Experiences.</p>
Documentation:	<p>UNL Undergraduate Catalog EPP Admissions Information Biology (example) Student Teacher Handbook p. 6 Background Check Information – EPP Website</p>
<p>004.06E Grade Point Average.</p> <p>004.06E1 Candidates must hold a cumulative GPA of 2.5 on a 4.0 scale or its equivalent for admission to a teacher education program.</p> <p>004.06E2 Candidates for admission to clinical practice must hold a cumulative GPA of at least 2.75 on a 4.0 scale or its equivalent for all completed courses identified by the institution as meeting the requirements of 92 NAC 24.</p> <p>004.06F Basic Skills Test. Prior to admission to a teacher education program, the candidate must have achieved a satisfactory score on an examination as specified in 92 NAC 23.</p>	
Narrative:	<p>004.06E1: UNL EPP candidates must have a 2.75 GPA for formal admission to the educator preparation program.</p> <p>004.06E2: UNL EPP candidates must maintain a 2.75 GPA to complete educator preparation coursework and clinical practice.</p> <p>004.06F: UNL EPP candidates must have met the NDE determined Praxis Core cut scores for formal admission to educator preparation for the 2022-2023 academic year. NDE removed this exam as a formal admission requirement for the 2023-2024 academic year. GPA and Praxis Core information is provided to candidates in the EPP Admissions information and the undergraduate academic catalog. Table 004.06-1 documents the GPA at admission to EPP, GPA at admission to clinical practice, and the Praxis Core.</p>
Documentation:	<p>TABLE: 004.06-1 – GPA and Basic Skills Admission CEHS Teacher Candidate Website Information UNL Undergraduate Catalog - CEHS</p>

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004.06G Application. Candidates for admission to a teacher education program shall complete an application process which includes consideration of components identified in Section 004.06 of this chapter and other institution-determined criteria for selection, such as recommendations from professional educators, interviews, or essays.

Narrative:

Candidates can apply to the education program upon admission. Candidates are eligible for formal admission to the elementary educator preparation program two times per year, once each semester. Candidates are eligible for formal admission to the secondary educator preparation program in the spring semester. Family Consumer Sciences at the secondary level formally admits candidates in the fall. Candidates are monitored by the College of Education and Human Sciences' Office of Academic Advising for formal admission eligibility and are notified when they have met the formal admission requirements: 2.75 Cumulative GPA, passing Praxis Core scores (for 2022-23 only), and completion of TEAC 161 Foundation of Education (Secondary Ed). For elementary education, completion of [TEAC 331](#) School and Society, [TEAC 297A](#) Professional Practicum Experiences II Elementary and [EDPS 250](#) Fundamentals of Child Development for Education or approved transfer courses ([TEAC 331](#) must be taken prior to or be in progress, the semester in which students apply to the EEP), with a 2.5 cumulative average in [TEAC 331](#) and [EDPS 250](#), and no grade lower than C.

Graduate admission to an educator preparation program is program specific throughout the calendar year, with some programs adopting a rolling admission process and others having a fall, spring and summer deadline.

Documentation: [UNL Undergraduate Academic Catalog - CEHS](#)

004.06H Performance Assessments. The institution must identify the performance standards and assessments for successful progression and completion of the education programs offered by the unit.

Narrative:

Undergraduate candidates at the University of Nebraska at Lincoln who wish to become certified to teach must be formally admitted through a two-step application process to the educator preparation program in the College of Education and Human Sciences: initial application and formal admission. The following provides information on the EPP admissions and program progression processes.

Gateway 1: Initial Application

The following academic requirements must be met for an initial application to educator preparation:

- 1) meet the assured admission requirements for admission to the University of Nebraska at Lincoln;
- 2) submit an initial application to the Educator Preparation Program;
- 3) complete a criminal background check
- 4) have a cumulative grade point average of 2.5 or higher for coursework in the University of Nebraska system

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Gateway 2: Formal Admission The following academic requirements must be met for formal admission into educator preparation:

1. A minimum 2.75 cumulative GPA.
2. Earned a minimum of 42 credit hours of college credit.
3. Completion and submission of the Teacher Education Program Application Form.
4. Completion of TEAC 331 School and Society and EDPS 251 Fundamentals of Adolescent Development for Education or an approved transfer course, (must be taken prior to or be in progress, the semester in which candidates applies to the TEP) with a 2.50 cumulative average in the two classes, and no grade lower than C; TEAC 259 Instructional Technology (must be taken prior to or be in progress, the semester in which a candidate applies to the EPP).
5. Faculty recommendations.
6. Completion of a formal criminal history review, for CEHS, by the vendor approved by CEHS (fee required).
7. Specific programs may have additional outcomes that students must address as part of the application process
8. Meet or exceed the minimum score requirements on all sections of the Praxis I-Core Academic Skills for Educators test (Reading- 156, Writing- 162, Mathematics- 150) **Note the Praxis I-Core was not a requirement for 2023-2024 candidates.*
 - a. Since the elimination of the Praxis Core to requirement to meet basic skills, CEHS determined that students meet or exceed the basic skills requirement through successful admission to the University of Nebraska-Lincoln, acceptance through the second admission process to a specific teacher education program, and the demonstration of the Rule 20 required minimum cumulative GPA of 2.75 to qualify for clinical practice.

Candidates who submit an initial application to educator preparation but do not meet formal admission requirements may not continue in the educator prep course sequence until all formal admission requirements have been met.

Gateway 3: Professional Coursework and Practicums

Candidates must maintain a 2.75 GPA or higher to progress through the educator preparation program. A grade of C or higher is required for pre-professional courses and no grade below a C+ is required for all professional education courses. Candidates are provided with assessment feedback during all practicum experiences that provides guidance and expectations at these transition points.

Gateway 4: Clinical Practice Audit

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The clinical practice audit provides an opportunity to review a candidate’s program progression, confirm achievement of a 2.75 minimum GPA, completion of required coursework, review clinical experience requirements, and verify completion of the background check required prior to clinical practice.

Gateway 5: Clinical Practice

Gateway 5 is the last transition point and the point of program completion. Successfully completing the semester-long clinical practice includes meeting the criteria for success for the two key assessments, the Nebraska Clinical Practice Evaluation and a Clinical Experience grade of Pass. The UNL Certification Officer recommends the candidate for the completed endorsement based on meeting the endorsement requirements, including satisfactory completion of clinical practice

Documentation: [Table 004.06-2 Requirements for Program Admission and Progression](#)

005 Initial Program Coursework Requirements.

005.01 General Education Coursework. The institution shall require that all undergraduate candidates meet the institution’s general education course requirements. These courses may also be used to meet endorsement requirements. General education course requirements are established by the institution for all students.

Narrative:

All UNL students must meet the Achievement Centered Education (ACE) general education requirements that meet the institutional objectives of:

- Write better and communicate more clearly in various ways
- Sharpen math abilities
- Think like a scientist, humanist, social scientist, and artist
- Expand horizons in the areas of ethics, diversity, and global awareness
- Integrate what has been learned and apply that knowledge to develop solutions to new problems
- Write better and communicate more clearly in various ways

More than 700 courses are offered to students to meet the 10 ACE requirements in every area. Each semester, teacher candidates meet with their advisors to review general education course requirements to ensure the necessary courses are included in the candidate’s plan of study. A degree audit is also completed regularly, in addition to the semester before clinical practice, to ensure that the general education coursework has been completed

Documentation: [UNL General Education Information](#)
[UNL ACE courses](#)

005.02 Professional Education Coursework. At least one-sixth of the total credit hour requirement established by the institution for the completion of a degree shall be professional education coursework which may include practicum experiences, but shall not include clinical experiences.

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Narrative: Educator preparation program candidates complete a series of professional education courses during the program.

Early Childhood Inclusive and Elementary candidates complete four practicum experiences prior to clinical practice, earning at least 450 field experience hours. Secondary candidates complete a minimum of two practicum experiences prior to clinical practice (over the course of their program), earning a minimum of 180 field experience hours. Each practicum experience is tied to a methods course, and candidates are placed in local and area schools. Practicum placements vary each semester so that candidates have diverse experiences.

Documentation: [TABLE: 005.02-1 – Professional Education Competencies](#)

005.02A Student Development. The candidate understands how students grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Narrative: All Educator Preparation Candidates complete coursework such as EDPS 251 Fundamentals of Adolescent Growth for Education or EDPS 250 Fundamentals of Child Development for Education, a NDE-approved human relations course, and one or more special education courses (e.g., SPED 201 Introduction to SPED) that provides foundational knowledge in Student Development. In addition, practicum experiences and clinical practice include assessments in which Student Development is addressed. Data from the NDE First- and Third-Year Surveys on Student Development is also utilized for program improvement.

All candidates have one or more practicum experiences in a diverse educational setting. During these experiences, students provide different perspectives and address culturally responsive teaching within course assignments, class discussion and interaction with mentor teachers and faculty.

Documentation: [TABLE: 005.02-1 – Professional Education Competencies](#)

005.02B Learning Differences. The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each student to meet high standards.

Narrative: All Educator Preparation Candidates complete coursework such as EDPS 251 Adolescent Growth & Development or EDPS 250, a NDE-approved human relations course, and one or more special education courses (e.g., SPED 201 Introduction to SPED) that provide foundational knowledge in Student Development. In addition, practicum experiences and clinical practice include assessments in which Student Development is addressed. Data from

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the NDE First- and Third-Year Surveys on Student Development is also utilized for program improvement.

All candidates have one or more practicum experiences in a diverse educational setting. During these experiences, students provide different perspectives and address culturally responsive teaching within course assignments, class discussion and interaction with mentor teachers and faculty.

Documentation: [TABLE: 005.02-1 – Professional Education Competencies](#)

005.02C Learning Environments. The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Narrative: Beginning coursework in the educator preparation program such as TEAC 161 Teaching Matters (secondary), TEAC 297A Professional Practicum (elementary) provides a foundation for candidates focused on establishing effective learning environments. Advanced educator preparation coursework and practicums build on beginning coursework and provide opportunities to collaborate with mentor teachers while learning skills in collaborative learning environments. Key assessments for learning environments include the 14 Dimensions, the Nebraska Clinical Evaluation and the NDE First- and Third- Year Surveys.

Documentation: [TABLE: 005.02-1 – Professional Education Competencies](#)
[TEAC 161 Teaching Matters \(Secondary\)](#)
[TEAC 297A Professional Practicum \(Elementary\)](#)
[14 Dimensions Rubric](#)
[NDE First-Year Survey 2022](#)
[NDE Third-Year Survey 2022](#)
[NDE First-Year Survey 2023](#)
[NDE Third-Year Survey 2023](#)

005.02D Content Knowledge. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content including the ability to integrate the Nebraska Content Standards (92 NAC 10 Appendices A-D) into instruction.

Narrative: Candidate content knowledge is initially established by meeting the UNL general education requirements. The UNL general education requirements include selecting a minimum of 30 hours, 3 hours in each of the 10 ACE Student Learning Outcomes are categorized under 4 institutional learning objectives 1) develop intellectual and practical skills; 2) build knowledge of diverse people and cultures; 3) exercise individual and social responsibility; and 4) integrate new abilities and capacities and integrate them into new settings.

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Based on the candidate's endorsement program, content knowledge specific to the endorsement is the central focus of the plan of study. Praxis II assesses content knowledge, as does GPA (when Praxis II is unavailable), the Clinical Practice Assessment, and the NDE First- and Third-Year Surveys.

The CEHS educator preparation program requires coursework specific to each endorsement that meets the needs of Professional Education regarding Content Knowledge (See Rule 24 Folio for each individual endorsement). All teacher candidates must maintain a 2.75 GPA for admittance and a 2.75 or higher GPA before clinical practice.

Graduate students are expected to perform at an 'A' or 'B' standard and are discouraged from performing at a 'C' level. Graduate students in the teacher education program who receive a grade of 'C' meet with their faculty advisor to determine next steps, which may include retaking the course to achieve a higher grade or exiting the program.

All students must pass Praxis II in a specific content area before NDE will provide certification and are encouraged to do so prior to their clinical practice. Formative assessment of content knowledge is completed throughout an educator preparation program through practicum evaluations. The final assessment of a candidate's content knowledge is completed at the clinical practice level through the Nebraska Clinical Practice Evaluation.

Documentation: [TABLE: 005.02-1 – Professional Education Competencies](#)
[UNL General Education Competencies](#)
[14 Dimensions Rubric](#)

005.02E Application of Content. The candidate understands how to connect concepts and use differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Narrative: Candidates begin connecting content to application during the initial practicum. This continues through their sequence of practicums (immediate, advanced, and final) and culminates with clinical practice. Application of Content is assessed through the Nebraska Clinical Practice Assessment and the NDE First- and Third- Year Surveys.

All teacher candidates enroll in methods courses as required by each endorsement. Each methods course requires students to demonstrate application of content through critical thinking, creativity and collaborative problem solving. This is integrated in all methods coursework. Field experience supports candidates' development of this competency, and the final assessment is completed during clinical practice through the Nebraska Clinical Practice Assessment.

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Documentation: [TABLE: 005.02-1 – Professional Education Competencies](#)
[14 Dimensions Rubric](#)

005.02F Assessment. The candidate understands and uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the candidate’s and student’s decision making.

Narrative:

Candidates are briefly introduced to assessment content through the gateway educator preparation courses (TEAC 161 Foundations, EDPS 250 Adolescent Development, etc.) Students can build on and apply assessment knowledge throughout their course sequence. The beginning methods courses at each level require students to apply multiple methods of assessment to engage students, monitor progress, and guide instruction to best meet the needs of individual learners, and possible communication of assessment results to families.

As candidates progress to their advanced/final practicums and clinical practice, there is a focus on assessment and utilizing student data to make instructional decisions. Candidate knowledge of how to use assessment data in their classrooms is evaluated in each practicum using the 14 Dimensions rubric. The Nebraska Clinical Practice Assessment is used to measure candidate proficiency during the clinical placement, and the NDE First- and Third- Year Surveys also provide evaluation data on candidate proficiency with assessment.

EPP candidates demonstrate knowledge and skills to use classroom assessment to support student learning. Based on data collected from candidates between 2021-2024 at mid-point (N=1,111 in 2021-2024), 91.6% of candidates showed ‘proficient’ (76%) or ‘advanced’ (15.5%) levels of understanding and skills.

EPP candidates used formative and summative assessments to guide implementation of differentiated instructional strategies (NDE G). Upon completion of student teaching (N=866 in 2021-2024), 90.5% showed either ‘proficient (63.7%)’ or ‘advanced (26.7%)’ levels of knowledge and skills. EPP candidates also used student performance data and knowledge of students to support and advance learning (NDE H). At completion of student teaching (N=866 in 2021-2024), 89.4% showed either ‘proficient (67.6%)’ or ‘advanced (21.8%)’ levels of knowledge and skills. This indicates effective EPP instruction as reflected in coursework, practicum, and final student teaching evaluations and demonstrates that many students leave the EPP with advanced knowledge and skills.

Candidates in graduate programs must complete the equivalent graduate level course to those described.

Documentation: [TABLE: 005.02-1 – Professional Education Competencies](#)

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[14 Dimensions Rubric](#)
[NDE Clinical Evaluation rubric](#)
[NDE First-Year Survey 2022](#)
[NDE Third-Year Survey 2022](#)
[NDE First-Year Survey 2023](#)
[NDE Third-Year Survey 2023](#)

005.02G Planning for Instruction. The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy, as well as knowledge of the student and the community context.

Narrative:

All intermediate practicums and accompanying seminars strongly focus on planning for instruction. Practicum experiences provide an experiential learning opportunity to apply knowledge and the seminar meetings provide a place to discuss the teacher's professional role related to planning for instruction and other topics. Elementary candidates complete their intermediate practicum through TEAC 297B Professional Practicum Experience II. This is a 3-hour course, including the required seminar. These candidates must demonstrate advanced skills and knowledge related to planning for instruction in the advanced practicum, TEAC 397 Professional Practicum Experience III (3 credit hours).

Secondary candidates complete an intermediate field experience with the 3-credit hour TEAC 397 Professional Practicum Experiences II course. Secondary practicums and seminars are specific to the endorsement area in which candidates are pursuing licensure, including how planning for instruction and other standards are applied. Secondary candidates complete an advanced practicum (TEAC 397 Professional Practicum Experience III, 3 hours) prior to their clinical placement, during which candidates must demonstrate more advanced skills and knowledge of planning for instruction.

During methods coursework, intermediate and final practicums, and clinical practice, candidates continue to develop their skills in planning for instruction. Candidates are assessed during practicums using the 14 Dimensions Rubric and during the clinical placement using the Nebraska Clinical Practice Assessment. The NDE First- and Third- Year Surveys also provide data on candidate proficiency in planning for instruction.

EPP candidates demonstrated knowledge and skills to create lessons and unit plans based on knowledge of the discipline, students, and curricular goals. Based on data collected from candidates between 2021-2024, at mid-point (N=1,111 in 2021-2024), 93.9% of candidates showed 'proficient' (69.3%) or 'advanced' (24.6%) levels of understanding and skills.

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EPP candidates sequence learning experiences linked to the learning objectives, performance tasks and assessment to provide multiple ways for students to demonstrate knowledge and skills (NDE I). Upon completion of student teaching (N=874 in 2021-2024), 93.8% showed either ‘proficient (53.1%)’ or ‘advanced (40.7%)’ levels of knowledge and skills. This indicates effective EPP instruction as reflected in coursework, practicum, and final student teaching evaluations and demonstrates that many students leave the EPP with advanced knowledge and skills.

Documentation: [TABLE: 005.02-1 – Professional Education Competencies](#)
[TEAC 297B Professional Practices II Elementary](#)
[14 Dimensions Rubric](#)
[NDE First-Year Survey 2022](#)
[NDE Third-Year Survey 2022](#)
[NDE First-Year Survey 2023](#)
[NDE Third-Year Survey 2023](#)
[Nebraska Clinical Practice Rubric](#)

005.02H Instructional Strategies. The candidate understands and uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connections, build reading and writing skills, and to apply knowledge in meaningful ways. This includes developing competency for utilizing technology for instruction, assessment, and communication.

Narrative: All elementary candidates must take TEAC 311 Reading Elem School and TEAC 313 Teach Lang Arts with TEAC 397A Professional Practicum Experience. Within these courses and the practicum experience, connections between content and building reading and writing skills are emphasized.

All teacher candidates enrolled at CEHS must enroll in TEAC 259 Instructional Technology (undergraduate–3 hours) or TEAC 880A Teaching with Technology (graduate–3 hours). These courses emphasize the use of technology to engage learners and support teachers’ pedagogy.

Each methods course requires students to prepare effective lesson plans that include all essential elements including student engagement strategies. Candidate lesson plans must meet consistent standards of quality for each plan developed and students are required to build individual, as well as full unit lesson plans within methods courses across the program.

Field experiences support the candidate's development of this competency. Formative assessment of instructional strategies is completed using the 14 Dimensions rubric at the elementary level and either the 14 Dimensions or the Nebraska Clinical Practice Evaluation rubric during intermediate and

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advanced field experiences. Final assessment is completed at the clinical practice level through the Nebraska Clinical Practice Evaluation.

EPP candidates demonstrate knowledge and skills to integrate appropriate technologies for enhancing learning tasks. Based on data collected between 2021-2024 from candidates at mid-point (N=1,111 in 2021-2024), 98.5% of candidates showed 'proficient' (88.5%) or 'advanced' (10.0%) levels of understanding and skills.

EPP candidates Incorporate digital tools into instruction (NDE J). Upon completion of student teaching (N=855 in 2021-2024), 95.2% showed either 'proficient (53.6%)' or 'advanced (41.6%)' levels of knowledge and skills. EPP candidates also use research-based instructional strategies (NDE K). At completion of student teaching (N=859 in 2021-2024), 91.9% showed either 'proficient (67.8%)' or 'advance (24.1%)' levels of knowledge and skills.

Finally, the EPP uses active engagement to enhance student learning (NDE L). Upon completion of student teaching (N=860 in 2021-2024), 92.7% showed either 'proficient (52.1%)' or 'advance (40.6%)' levels of knowledge and skills. This indicates effective EPP instruction as reflected in coursework, practicum, and final student teaching evaluations and demonstrates that many students leave the EPP with advanced knowledge and skills.

Documentation: [TABLE: 005.02-1 – Professional Education Competencies](#)
[TEAC 880A Teaching with Technology](#)
[TEAC 259 Instructional Technology](#)
[TEAC 311 Reading Elem School](#)
[TEAC 313 Teaching Language Arts](#)
[14 Dimensions Rubric](#)
[Nebraska Clinical Practice Assessment](#)

005.02I Professional Learning and Ethical Practice. The candidate engages in ongoing professional learning, models ethical professional practice, and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student.

Narrative: Professional learning and ethical practice are introduced to undergraduate students in TEAC 161 Teaching Matters (secondary) and TEAC 297a Professional Practicum Experience (elementary) and are embedded for the program sequence. There are various endorsement-specific courses that address these elements at the graduate level. Program orientations include introductory information on professional learning and ethical practice for newly admitted students.

Candidates pursuing initial licensure programs continue to learn and understand professional learning and ethical practice during workshops and

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the Certification session at Professional Development Day, by completing the student teaching application section on personal and professional fitness and in methods courses.

Candidates are assessed during practicums, the 14 Dimensions Rubric, the Nebraska Clinical Practice Assessment, and the NDE First- and Third- Year Surveys.

Documentation: [TABLE: 005.02-1 – Professional Education Competencies](#)
[TEAC 161 course description](#)
[Professional Development Day Agendas](#)
[NDE Clinical Practice Assessment](#)
[14 Dimensions Rubric](#)
[NDE First-Year Survey 2022](#)
[NDE Third-Year Survey 2022](#)
[NDE First-Year Survey 2023](#)
[NDE Third-Year Survey 2023](#)

005.02J Leadership and Collaboration. The candidate seeks opportunities to take responsibility for student learning, to collaborate with students, families, colleagues, other school professionals, and community members to ensure student growth, and to advance the profession.

Narrative: Leadership and collaboration are introduced at program orientations and in TEAC 161 Teaching Matters (secondary) and TEAC 297A Professional Practicum Experience (elementary). Leadership and collaboration are emphasized in each course across all programs.

UNL encourages a collaborative approach to clinical practice. The model utilizes instructional coaching and includes co-teaching descriptions. The cooperating teacher and teacher candidate collaborate to meet the needs of students in the classroom while sharing responsibility for planning, instruction, and assessment. As the semester progresses, the cooperating teacher will gradually give the teacher candidate more planning and teaching responsibilities.

Candidates are assessed during practicums by the 14 Dimensions Rubric, during student teaching by the Nebraska Clinical Practice Assessment, and the NDE First- and Third- Year Surveys.

Documentation: [TABLE: 005.02-1 – Professional Education Competencies](#)
[14 Dimensions Rubric](#)
[Nebraska Clinical Practice Assessment](#)
[NDE First-Year Survey 2022](#)
[NDE Third-Year Survey 2022](#)
[NDE First-Year Survey 2023](#)

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[NDE Third-Year Survey 2023](#)

005.02K Human Relations. The institution shall offer training integrated into a required course or combination of required courses which shall be designed to lead to the following skills as enumerated in 79-807(6) R.R.S.:

- 005.02K1** An awareness and understanding of the values, lifestyles, contributions, and history of a pluralistic society;
- 005.02K2** The ability to recognize and deal with dehumanizing biases, including, but not limited to, sexism, racism, prejudice, and discrimination, and an awareness of the impact such biases have on interpersonal relations;
- 005.02K3** The ability to translate knowledge of human relations into attitudes, skills, and techniques which result in favorable experiences for students;
- 005.02K4** The ability to recognize the ways in which dehumanizing biases may be reflected in instructional materials;
- 005.02K5** Respect for human dignity and individual rights; and
- 005.02K6** The ability to relate effectively to other individuals and to groups in a pluralistic society other than the applicant's own.

Narrative:

All educator preparation candidates complete a Nebraska Department of Education approved Human Relations course as part of the program of study. The undergraduate catalog documents these courses as an educator preparation requirement, with course descriptions provided in the documentation. Candidates complete one practicum in a diverse school setting prior to the clinical placement.

UNL and CEHS prioritize inclusive excellence, which can be illustrated by the statement from the UNL N2025 Strategic Plan, “every person and every interaction matters.” Numerous support systems and initiatives at both levels exist so that all students can be successful.

Some CEHS targeted strategies to recruit and support candidates who identify as belonging to an underrepresented group include the Future Teachers of Color, M3 Initiatives, and Project Raices.

Documentation:

- [TABLE: 005.02-1 – Professional Education Competencies](#)
- [UNL Diversity, Excellence and Inclusion](#)
- [CEHS Inclusive Excellence](#)
- [TLTE M3 Initiatives](#)
- [Future Teachers of Color](#)
- [UNL Project Raices Scholars Program](#)

005.02L Special Education. The institution will require one or more courses which provide candidates with systematic and continuing opportunities to develop knowledge, skills, and professional dispositions for teaching students with disabilities including the areas enumerated by 79-807(7) R.R.S.:

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- 005.02L1 Knowledge of the exceptional educational needs of the disabilities defined by section 79-1118.01 R.R.S.;
- 005.02L2 Knowledge of the major characteristics of each disability defined by Section 79-1118.01 R.R.S. in order to recognize its existence in children;
- 005.02L3 Knowledge of various alternatives for providing the least restrictive environment for children with disabilities;
- 005.02L4 Knowledge of methods of teaching children with disabilities in the regular classroom; and
- 005.02L5 Knowledge of prereferral alternatives, referral systems, multidisciplinary team responsibilities, the individualized education plan process, and the placement process.

Narrative: The candidate initially begins to build special education knowledge and skills in SPED 201 Introduction to Special Education (undergraduate)/SPED 801A/B Introduction to Special Education (graduate). Candidates pursuing endorsements such as Inclusive Early Childhood, Early Childhood Education and those wanting to pursue a Speech Language Pathology endorsement, are enrolled in additional special education courses. Candidates pursuing a special education generalist endorsement complete the Rule 24-required hours of special education coursework required.

Documentation: [TABLE: 005.02-1 – Professional Education Competencies](#)
[SPED 201 course description](#)
[SPED 801A/SPED 801B course descriptions](#)

005.03 Field Experience

005.03 Field Experience Coursework. The institution shall require practicum and clinical experiences that provide candidates opportunities to work with students and school partners to develop knowledge, skills, and professional dispositions. When viewed as a whole, field experiences are central to candidate preparation and shall provide opportunities to work with diverse students which may include, but is not limited to, differences based on ethnicity, race, socioeconomic status, gender, exceptionalities, and language.

005.03A Initial Program Field Experience. These experiences shall range from candidate interaction with students to assuming responsibility for instructional planning and implementation, and assessment of student learning.

Narrative: Field experiences place candidates in school settings working with mentor teachers. All practicum and clinical practice are considered field experiences. UNL College of Education and Human Sciences candidates exceed the required 100-hours of practicum experience prior to their clinical practice semester. There are four levels of practicum experiences prior to clinical practice, and each level builds in complexity: Beginning (observation only), Intermediate, Advanced, and Final Practicum.

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Elementary and early childhood candidates participate in beginning practicum while enrolled in TEAC 297A Professional Practicum Experience I, before admittance to the program. Next, they participate in an intermediate practicum while enrolled in TEAC 297B Professional Practicum Experience II (aligned with STEM block). The advanced/final practicum for elementary candidates is TEAC 397A Professional Practicum Experience III.

Secondary candidates participate in beginning practicum while enrolled in EDPS 297 Professional Practicum Experience II. Secondary candidates complete an intermediate practicum of TEAC 397 Professional Practicum (1 credit hour). The advanced/final practicum for secondary candidates is TEAC 397 Professional Practicum (2 credit hours) that are individualized by endorsement area.

Music candidates complete early field experiences at two school sites in MUED 297 Professional Practicum Experiences (1-2credit hours). The intermediate practicum is completed in MUED 397A Professional Practicum Experiences-General Music (1-2 credit hours). The advanced practicum is completed in MUED 397B Professional Practicum Experiences-Instrumental Music (1-2credit hours)

Agricultural Education and Skilled and Technical Sciences students experience early field experiences in ALEC 102 Interpersonal Leadership (3 credit hours), ALEC 135 Introduction to Agricultural Education (3 credit hours) or ALEC 135A Introduction to Skilled and Technical Sciences (3 credit hours). The intermediate practicums are completed in ALEC 234 Planning SAE and FFA Programs (3 credit hours) or ALEC 235 Planning STS Work-Based Learning and Skills USA Programs (3 credit hours). Students complete advanced practicums in ALEC 405 Methods of Instruction (3 credit hours) and ALEC 405L Methods of Instruction Laboratory (1 credit hour).

Each experience is evaluated using a performance assessment aligned with the Nebraska state-wide clinical practice assessment (14 Dimensions). The teacher candidate and mentor teacher are provided a description of the experience, along with candidate expectations, supervision, performance assessments, and other related information. Requirements for field experiences for advanced programs are specific to the program and endorsement.

Documentation: [TABLE: 005.03-1 – Field Experience for Initial Certification](#)
[14 Dimensions Rubric](#)
[Speech-Language Pathology Master’s Degree Student Handbook](#)
[School Psychology Handbook](#)

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005.03A1 Practicum experience consists of a minimum of one hundred (100) clock hours of contact with students. Field-based practicum experiences are completed prior to clinical practice and provide opportunities for candidates to observe, assist, tutor, instruct, or conduct research. Practicum experiences may occur in settings such as school systems, or other settings serving students.

Narrative:

Initial Program Practicum Experience. Practicum experiences begin for elementary candidates immediately when accepted into the college with TEAC 297A Professional Practicum Experience I. This observational field experience is completed prior to full admission to the educator preparation program. Secondary candidates' initial practicum is completed through EDPS 297 Professional Practicum Experience II, an observational experience for 20 hours. Graduate students pursuing initial certification programs also complete these experiences through program-specific structures specific to the endorsement program in which they are enrolled.

Each endorsement program has a sequence of practicum experiences that become more complex, and build in complexity, with each practicum level serving as a prerequisite for the next. The scope and sequence of practicum experiences and the associated performance assessment were designed to align with the Nebraska Clinical Practice Evaluation assessment tool. This tool, the 14 Dimensions, (aligned with INTASC standards) serves as the basis for assessing candidate knowledge, skills, and dispositions from the beginning practicum through clinical practice. School partnerships, and faculty and instructional coach support, are vital to the successful practicum experience.

Intermediate Practicum Elementary teacher candidates complete the intermediate practicum in TEAC 297B Professional Practicum Experience II. This practicum consists of a mix of supporting the mentor teacher as requested and observation. Elementary and early childhood observe in both an elementary and early childhood classroom. Elementary candidates also participate in 297E Practicum: English Language Learners, an intensive practicum in a bilingual classroom in a metropolitan, urban district. An orientation in the specific to these schools helps candidates learn more about the population of the school and its community to better meet the needs of the students for whom English is a second language. UNL practicum supervisors provide support during this practicum and assist in the reflection process.

Secondary candidates complete TEAC 397 Professional Practicum

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Experience III (1 credit hour). This practicum consists of working in a classroom within the local school district and is taken concurrently with TEAC 451 Learning and Teaching Principles and Practices (3 credits) specific to the endorsement area. The practicum includes a building orientation in the placement school to help candidates learn more about the school's population and its community to assist in meeting students' needs. The UNL supervisors support during this practicum level to assist in the reflection process. The performance assessment is completed by faculty, the mentor teacher, and the teacher candidate.

Advanced/Final Practicum TEAC 397A Professional Practicum Experience III is the final practicum for elementary candidates and consists of working in a classroom within the identified, local school district. During this practicum candidates meet expanded expectations and move toward independence in facilitating PK-6 learning. Candidates collaborate with classroom teachers and deliver small and whole group instruction. Expectations to demonstrate content-specific knowledge and pedagogy are added at this level. The performance assessment (14 Dimensions) is completed by course faculty and the mentor teacher and guides the conversation with the teacher candidate. The final practicum experiences vary based on endorsement area and/or level.

Secondary candidates complete their final practicum, TEAC 397 Professional Practicum III (2 credit hours). This experience varies based on endorsement area and is taken concurrently with TEAC 452 Curriculum Principles and Practices for 3 credit hours. During this experience, candidates move toward independence in facilitating 7-12 learning. Candidates collaborate with classroom teachers and deliver small group and whole group instruction. Expectations to demonstrate content-specific knowledge and pedagogy are added at this level. The performance assessment is completed by faculty, the mentor teacher, and the teacher candidate.

Advanced candidates complete practicums based on the specialized endorsement area and grade level within the approved program structure.

Documentation: [UNL website on initial field experiences](#)
[General scope of practicum experiences \(ST page link\)](#)

005.03A2 Clinical Practice. The institution shall require a clinical practice experience for initial teacher certification in which candidates demonstrate knowledge, skills, and professional dispositions by assuming responsibility for whole class instruction in the area of the endorsement and within the grade level for which they are preparing.

Narrative: The field experiences capstone is clinical practice. Each teacher candidate completes a minimum of 14-weeks in their placement

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classroom(s) per NDE Rule. UNL candidates complete 16 weeks (single endorsement) to accommodate for missed days due to on-campus responsibilities, weather related situations and extenuating circumstances during the semester. Dual-endorsed candidates complete a full semester clinical placement.

Candidates register for the appropriate clinical practice course based on their endorsement area and/or level. Graduate student courses are offered at the 800-level.

TEAC 497A/897A: Clinical Practice (elementary)

TEAC 497/897: Clinical Practice (secondary)

SPED 497/897: Clinical Practice

CYAF 497J/897J: Clinical Practice

MUED 497/897: Clinical Practice

ALEC 431/831: Clinical Practice

The collaborative approach extends to the cooperating teacher and teacher candidate who work together to meet the needs of students in the classroom while sharing responsibility for planning, instruction, and assessment. As the semester progresses, the cooperating teacher gradually gives the teacher candidate more planning and teaching responsibilities.

Each semester a Supervisor Workshop is held with university supervisors to discuss collaboration, expectations, performance assessment, and to equip them with the tools necessary to provide support to cooperating teachers. The Supervisor Workshop is an opportunity to discuss the key assessments completed during clinical practice and Clinical Practice Assessment, the resources available for the assessments, and calibrate assessors.

Teacher candidates are formally observed, coached, and given written feedback at least five times by the university supervisor. A professional development seminar occurs once each semester and is implemented by the Director of Field Experiences. Each candidate concurrently enrolls in a seminar course appropriate to their grade level and/or endorsement, to assist in a collaborative approach to clinical practice by

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providing direct access to program faculty in addition to building professionals.

All candidates complete a capstone project, reflection or experience within the seminar at the conclusion of the clinical practice experience. This provides the opportunity to discuss the role of the professional teacher as related to the real use of evidence-based instruction, assessment, and technology. Candidates are assessed with the Nebraska Clinical Practice Evaluation at midterm and at the end of the placement. The final evaluation is completed by the candidate, the cooperating teacher, and university supervisor.

CEHS outlines the clinical practice application procedures and expectations in the Student Teacher Handbook which students receive the semester before the clinical practice. Elements of the handbook are shared and discussed throughout a candidates' course of study to assist with their preparation for the clinical experience semester. All students who successfully apply for clinical practice attend a Student Teacher Orientation Session in late spring or fall, prior to their clinical practice placement. All policies and expectations of the clinical semester are reviewed by the Director of Field Experiences. Students who do not attend this mandatory orientation are not eligible to advance to the clinical experience.

Documentation: [UNL Student Teaching Handbook](#)
[UNL Website on Practicum & Clinical Placement](#)
[TLTE handbook](#)
[Ag handbook](#)

005.03A2a The institution shall have a clear statement of policies and procedures relating to clinical practice which shall be made available, together with the Standards for Professional Practices Criteria in 92 NAC 27, to all persons involved in the clinical practice experience.

Narrative: The UNL College of Education and Human Sciences has established clinical practice policies aligned with the NDE requirements. These policies can be found on the UNL CEHS webpage and in the Student Teaching Handbook.

Documentation: [Clinical practice/Student Teaching Policies](#)
[CEHS policies](#)

005.03A2b All clinical practice shall be conducted in a Nebraska school system, or in an approved, accredited or otherwise legally operated school in another state or an English-

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speaking school in another country where teachers and administrators in the school are required by law or regulation to be certificated by the state or nation’s educational authority.

Narrative: All CEHS educator candidates complete clinical placements in locations that meet NDE Rule 20. Teacher candidates may request up to 3 clinical locations in their student teaching application. The Director of Field Experiences works with district administrators to determine appropriate placements that meet the candidate’s needs and comply with NDE Rule 20.

Documentation: [Table 004.02-1- Cooperating Educators for Clinical Practice Student Teacher Handbook](#)

005.03A2c The institution shall engage with school partners on a regular and ongoing basis to develop and communicate the roles and responsibilities of candidates, college supervisors, cooperating educators, and other school personnel; to provide opportunities for school partners to provide input to the program regarding candidate placements, candidate performance, and program improvement; and to develop opportunities for faculty and school-based educators to work collaboratively to enhance candidate development.

Narrative: CEHS has a Professional Education Committee (PEC) which meets semi-annually, or as needed. The PEC is made up of representatives from placement school district administrators, classroom teachers who have been honored as a Nebraska Teacher of the Year, non-CEHS faculty, CEHS education faculty and staff.

The PEC meets to discuss and gain input on all aspects of the educator preparation program (i.e., evaluations, candidate and program improvement, and ongoing changes in higher education and PK-12 arena). PEC members have provided input on program changes related to the need for additional behavior and classroom management training, process and subsequent timeline recommendations, and validations for effective programs and processes.

Candidate clinical placement is still primarily done through HR departments at larger districts. However, the Director of Field Experiences works directly with building principals in small districts to collaborate on optimal placements. Established field placement practicum sites include Lincoln Public Schools (rotating PK-12 sites), Waverly Public Schools: Hamlow Elementary, Eagle Elementary and Waverly Intermediate School, and Omaha Public Schools: rotating Dual Language Schools. Clinical practice partners are Lincoln Public Schools, Omaha Public Schools, Alief ISD (Houston, TX), and many other districts within and outside of Nebraska. At the graduate level, partnerships continue with Lincoln Public Schools, however graduate students frequently complete field and clinical experiences on the job within a building and/or district in which they hold employment. Due to the

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	specialized nature of each graduate program, new collaborations with districts develop each year.
Documentation:	Clinical practice/Student Teaching Webpage Student Teaching Handbook
005.03A2c1 The institution shall negotiate written agreements delineating the roles and responsibilities of candidates in clinical practice, college supervisors, and the cooperating educators.	
Narrative:	Adjunct university supervisors representing UNL have contractual employment letters through the College of Education and Human Sciences for their services. The Student Teacher Handbook outlines supervision responsibilities for the clinical practice semester.
Documentation:	Student Teacher Handbook
005.03A2d The institution shall require a clinical practice experience equivalent to:	
005.03A2d1 A minimum of one (1) semester (at least fourteen (14) full-day weeks) for one (1) field endorsement; one (1) field endorsement and one (1) subject endorsement which is a content area specified in the field endorsement and is at the same grade level; or up to two (2) subject endorsements at the same grade level;	
005.03A2d2 A minimum of eighteen (18) full-day weeks for two (2) field endorsements; one (1) field endorsement and one (1) subject endorsement which is not a content area specified in the field endorsement; one (1) field endorsement and one (1) subject endorsement which is a content area specified in the field endorsement but is not at the same grade level; or two (2) subject endorsements which are not at the same grade level;	
005.03A2d3 A minimum of an additional nine (9) full-day weeks for each field or subject endorsement added to those described in Section 005.03A2d1 or Section 005.03A2d2 of this chapter.	
Narrative:	CEHS places teacher candidates for a 16-week clinical practice experience for a single field or subject endorsement. This exceeds the 14-week Rule 20 requirement. CEHS requires full semester placements for candidates with two field endorsements or one subject endorsement and one field endorsement, which again exceeds requirements. This practice was adopted by CEHS to provide optimal support and practical experiences in clinical placements.
Documentation:	Student Teacher Handbook
005.03A2e The institution shall ensure that a minimum of five (5) formal observations by faculty shall be conducted during clinical practice for candidates preparing for initial level teaching certification. Three (3) observations must be on site and two (2) of the observations may be conducted utilizing technology which allows for visual contact between the parties.	
Narrative:	All candidates are formally observed on-site at least five times during the semester. Per Commissioner’s guidance, when extenuating circumstances existed, the Director of Field Experiences approved three

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on-site visits and two remote visits. Any request to adjust on-site observations was approved by the Director of Field Experiences. Candidates are formally observed, coached, and provided with written feedback by their university supervisor for each of the five observations.

Documentation: [UNL Student Teaching Handbook](#)
[UNL website on clinical practice/student teaching policies](#)
[Educational Administration Graduate Handbook](#)
[School Psychology Graduate Handbook](#)

005.03B Speech Language Pathology and School Psychologist Preparation Programs at the Initial Teacher Certification Level Field Experience. The institution shall ensure that a minimum of three (3) formal onsite observations by faculty shall be conducted.

Narrative: Speech-Language Pathology candidates complete a semester-long school experience. All university supervisors complete a minimum of three formal on-site observations and have the necessary credentials: 1) Current ASHA certification in Speech-Language Pathology, 2) minimum of three years of experience, and 3) a minimum of two CEU hours in clinical education. School Psychology supervision is in accordance with national standards. All internship sites are approved by the Program Director. Interns are supervised by a fully credentialed or licensed site-based school psychologist.

Both the Speech Language Pathology and School Psychologist Preparation Programs are nationally certified.

Documentation: [TABLE: 005.03-1 – Field Experience for Initial Certification Speech Language Pathology Handbook](#)

006 Advanced Program Field Experience.

006.01 The institution shall have a clear statement of policies and procedures relating to field experiences which shall be made available, together with the Standards for Professional Practices Criteria in 92 NAC 27, to all persons involved in the field experience.

006.02 Institutions shall require field experiences for advanced certification programs.

Narrative: 006.01: Advanced program field experience policies are outlined in graduate handbooks, Canvas program sites, and practicum syllabi. Faculty advisors work with advanced program candidates to clarify any questions regarding field experiences required for each endorsement.

006.02 Table 006.02-1 documents the required field experiences in advanced programs.

Documentation: [TABLE: 006.02-1 – Field Experience by Advanced Program Educational Administration Handbook](#)

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	Special Education Graduate Handbook TLTE Graduate Handbook School Psychology Graduate Handbook
<p>006.03 All clinical practice shall be conducted in a Nebraska school system, or in an approved, accredited or otherwise legally operated school in another state or an English-speaking school in another country where teachers and administrators in the school are required by law or regulation to be certificated by the state or nation’s educational authority.</p>	
Narrative:	At the advanced level, field experiences are completed in Nebraska school systems or those in another accredited state. Sites are monitored by program advisors with some graduate experiences being coordinated by the Director of Field Placement. Graduate program advisors ensure candidates receive information on policies regarding field experience sites.
Documentation:	UNL Student Teacher Handbook Educational Administration Handbook Special Education Graduate Handbook TLTE Graduate Handbook School Psychology Graduate Handbook
<p>006.04 The institution shall engage with school partners on a regular and ongoing basis to develop and communicate the roles and responsibilities of candidates, college supervisors, cooperating educators, and other school personnel; to provide opportunities for school partners to provide input to the program regarding candidate placements, candidate performance, and program improvement; and to develop the skills of faculty and school-based educators to work collaboratively to enhance candidate development.</p>	
Narrative:	<p>Advanced Program faculty and stakeholders regularly communicate through district meetings, department-facilitated meetings and the Professional Education Committee (PEC). The PEC meets once per semester with membership composed of internal CEHS faculty, school district administrators and teachers, other UNL faculty, and CEHS faculty and staff. Advanced program topics are included on the agenda as previously described to give CEHS the opportunity for continuous program improvement.</p> <p>UNL is a member of the Nebraska Association of Professors of School Leaders (NAPSL). NAPSL is an affiliated organization with the Nebraska Council of School Administrators (NCSA). NAPSL members include institutions of higher education across Nebraska. This group meets quarterly and discusses the trends of school leader needs, ongoing research, and curriculum redesign associated with administrator.</p>
Documentation:	Professional Education Committee Agendas NAPSL

007 Program Quality Indicators.

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007 Program Quality Indicators. The institution shall establish a systematic process to address and document program quality indicators.

007.01 Candidate Admission and Completion. The institution utilizes information related to candidate admission, progression, completion, and graduate employment to document the institution’s continuing and purposeful expectations for candidate quality.

Narrative:

The UNL CEHS EPP has a comprehensive systematic process in place that is focused on program improvement for EPP candidates. The processes in place ensure that key assessment data is analyzed at a minimum annually and utilized for program improvement. The CEHS hosts a spring Professional Education Committee that includes P-12 stakeholders. All stakeholders are provided with key assessment data that is analyzed, discussed, and program improvements are recommended. CEHS departments annually review key assessment data and involve stakeholders as appropriate.

Candidate admission updates are provided to Department Chairs each semester. Throughout the year, the CEHS Data Coordinator and the Office of Accreditation, Placement & Licensure provide faculty and the PEC with updates on admission and completion rates for candidates. The Data Coordinator reviews key assessment data throughout the year as it is available such as the NDE Survey data, 14 Dimensions, Clinical Experience, and other EPP data. Members of the EPP can share assessment results with program faculty to ensure timely program improvement discussions.

UNL has an Academic Program Review process conducted by the Academic Planning Council. Each academic program submits an assessment report on a three-year cycle with program assessments, data, and outcomes provided. Feedback is provided by the Academic Planning Council. EPP programs use key assessment data, providing additional opportunities to review and receive program feedback.

Documentation:

- [CEHS Strategic Plan](#)
- [14 Dimensions Rubric](#)
- [NDE Clinical Evaluation rubric](#)
- [UNL Academic Program Review Process Website](#)

007.02 content Knowledge. The institution utilizes candidate performance information from contents tests as set forth in 92 NAC 24, to determine potential areas for improvement in content knowledge preparation of candidates.

Narrative:

While not a requirement for completion of the Educator Preparation Program, the EPP continues to gather data from the Praxis II Content

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	Assessments as an indicator of student learning and application of endorsement specific content. Program faculty and stakeholders review Praxis II Content exam results during annual department data retreats, PEC meetings and through APR timelines, with a focus on program improvement.
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Documentation: [PEC Meeting Agendas](#)

007.03 Graduate follow-up. The institution utilizes a graduate follow-up process to obtain program completer input regarding satisfaction, relevance and effectiveness of their preparation for professional roles and responsibilities.

Narrative:	UNL utilizes the results from the NDE first-and third-year completer surveys to obtain completer follow-up information. The NDE survey results provide input on initial program completers. To encourage participation and increase the survey response rate, NDE provides the list of contacts for survey non-responders and UNL contacts its program graduates to strongly encourage them to provide feedback to be used for program improvement. Individual programs may elect to collect completer data from their candidates.
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Documentation: [NDE First-Year Survey 2022](#)
[NDE Third-Year Survey 2022](#)
[NDE First-Year Survey 2023](#)
[NDE Third-Year Survey 2023](#)

007.04 Employer follow-up. The institution utilizes a process for collecting information from employers regarding satisfaction with the program and program completers.

Narrative:	UNL CEHS utilizes the results from first- and third-year employer surveys to obtain completer follow-up information. The NDE survey results provide input on initial program completers. Individual programs may elect to collect completer data from their candidates.
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Documentation: [NDE First-Year Survey 2022](#)
[NDE Third-Year Survey 2022](#)
[NDE First-Year Survey 2023](#)
[NDE Third-Year Survey 2023](#)

007.05 Graduate Support. The institution makes resources available to support its new to the profession teachers.

Narrative:	There are many ways UNL makes resources available to our program completers. Faculty are available to program completers and serve as a professional resource as completers begin their new role. Information on graduate programs is shared with candidates when they apply for clinical practice for future consideration. CEHS also promotes information through Facebook, Instagram, X and other social media platforms, that provides information on programs, CEHS and
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	<p>professional opportunities. Departments and programs also maintain an active social media presence. This allows alumni an opportunity to stay connected and up to date on their alma mater.</p> <p>Completers can access information on educator certification, alumni events and organizations and other opportunities to remain involved with the EPP through social media platforms and college and department websites.</p>
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Documentation:	<p>UNL CEHS Graduate Programs CEHS Facebook, Instagram & X CEHS Student Organizations</p>
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007.06 Program Improvement. The institution initiates program improvement strategies based on regular analysis of data, current research, and/or as the result of engagement with PK-12 education partners regarding initiatives and challenges of PK-12 education.

Narrative:	<p>Undergraduate Teacher Education Program</p> <p>Undergraduate programs and their home departments strive to initiate program improvement based on data analysis, current research, changes in Rule 24, feedback from PK-12 partners on student evaluation during field experience, PEC feedback, and student input, both formal and informal, in the college.</p> <p>The following initiatives were direct result of our efforts:</p> <ul style="list-style-type: none"> • Collaborating with Central Administration colleagues to elevate the Tableau data management reporting system to ensure data accuracy. The Tableau system is an efficient way to access the information, however the challenge is to keep that information up to date. All information is in one central location, allowing for data to be used for interventions as well as content recommendations. • Teacher Education faculty meet regularly to review and examine student evaluations on all field experience, coursework, and Praxis scores are routinely reviewed. Intervention plans are set up as needed with the student’s advisor(s) and the Director of Field Experiences as appropriate • Program reviews and updates have been completed in areas to comply with Rule 24 changes when they occur.
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Documentation:	<p>Professional Education Committee Agendas CEHS Quality Assurance System</p>
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