

**NEBRASKA DEPARTMENT
OF EDUCATION**

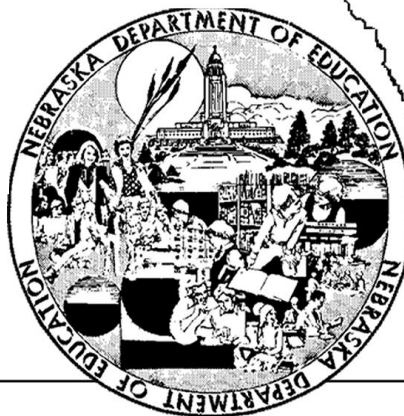
RULE 20

**REGULATIONS FOR THE APPROVAL OF TEACHER EDUCATION
PROGRAMS**

**TITLE 92, NEBRASKA ADMINISTRATIVE CODE,
CHAPTER 20**

**EFFECTIVE DATE
JULY 2, 2014
(REVISED)**

**State of Nebraska
Department of Education
301 Centennial Mall South
Lincoln, Nebraska 68509**



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001 General Information.

001.01 Statutory Authority. This chapter is adopted pursuant to Section 79-318 of the Revised Statutes of Nebraska (R.R.S.).

001.02 Scope and Application. This chapter provides procedures for the approval of teacher education programs conducted in Nebraska postsecondary educational institutions designed for the purpose of certificating teachers and administrators and other professional school personnel requiring certification.

001.03 Related Regulations. Throughout this chapter reference is made to other Department of Education regulations relating to teachers and administrators. Procedures for the issuance of certificates to teach, counsel, or supervise in Nebraska schools are contained in Title 92, Nebraska Administrative Code (NAC), Chapter 21. 92 NAC 23 contains regulations concerning the basic skills competence testing of teachers. 92 NAC 24 contains regulations regarding the issuance of endorsements on teaching, administrative, or special services certificates in Nebraska. 92 NAC 27 contains regulations and standards for professional practices criteria. Copies of these regulations are available from the Department at <http://www.education.ne.gov/LEGAL/index.html>.

001.04 Implementation Date. The implementation date of this chapter will be August 1, 2014, or the effective date of approval, whichever is later. Institutions must meet these requirements after this date. Prior to that implementation date, the provisions of this chapter, as approved with an effective date of January 19, 2008, shall remain in effect.

002 Definition of Terms. As used in this chapter:

002.01 Academic year shall mean the school year which consists of two (2) regular consecutive semesters that occur from fall through spring.

002.02 Advanced program shall mean a program at the postbaccalaureate level for (a) educators who have previously completed initial preparation or (b) the preparation of other school professionals.

002.03 Board shall mean the State Board of Education.

002.04 Candidate shall mean an individual admitted to, or enrolled in, a program for the initial or advanced preparation of educators, or educators continuing their professional development.

002.05 Certificate shall mean a teaching, administrative, or special services certificate issued by the Department pursuant to 92 NAC 21.

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002.06 Clinical practice shall mean culminating supervised experiences which provide candidates with opportunities to demonstrate competence in the professional roles for which they are preparing, which includes student teaching and internships.

002.07 Commissioner shall mean the State Commissioner of Education.

002.08 Content test shall mean a Praxis or School Leadership Series test published by the Educational Testing Service (ETS) of Princeton, NJ.

002.09 Cooperating educator shall mean an educator employed in a setting utilized for a clinical experience who has the appropriate certification and experiences to perform responsibilities for observation, coaching, mentoring, and/or evaluation of a candidate.

002.10 Coursework shall mean experiences required to complete the preparation program and may include class instruction, field experiences, or other required activities.

002.11 Credit hour shall mean the equivalent of fifteen (15) instructional class periods of fifty (50) minutes or more.

002.12 Department shall mean the State Department of Education, which is comprised of the Board and the Commissioner.

002.13 Diversity shall mean differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and/or geographical areas.

002.14 Educator shall mean a holder of a teaching, administrative or special services certificate.

002.15 Educator certificate shall mean a certificate issued pursuant to standards comparable and equivalent to those in 92 NAC 21.

002.16 Endorsement shall mean an area of specialization indicated on a certificate issued pursuant to 92 NAC 21 signifying that the individual has met specific content preparation requirements contained in 92 NAC 24.

002.17 Faculty shall mean all professional education faculty, including adjunct faculty and graduate students, employed by a standard institution of higher education who teach one or more courses in professional education and/or supervise field experiences.

002.18 Field experience shall mean an opportunity for candidates to observe, assist, tutor, instruct, and/or conduct research to develop professional education knowledge, skills, and dispositions. Field experiences include practicum and clinical practice requirements. Field experiences are designed and implemented through collaboration with school partners and faculty and occur in school systems or other settings serving students.

002.19 Initial program shall mean a program at the baccalaureate or postbaccalaureate level that prepares candidates for their first license to teach. They include five-year programs, master's programs, and other postbaccalaureate and alternate route programs that prepare individuals for their first license in teaching.

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002.20 Internship shall mean a clinical practice in which candidates practice and demonstrate the knowledge, skills, and professional dispositions required for advanced programs.

002.21 Practicum shall mean a field experience completed prior to a culminating supervised clinical practice.

002.22 Professional dispositions shall mean candidate attitudes, values, and beliefs demonstrated in interactions with students, families, educators, and communities consistent with ethical performance criteria contained in 92 NAC 27.

002.23 Professional Education coursework shall mean coursework, including field experience, designed to develop educator competencies including, but not limited to, student development, learning differences, learning environments, content knowledge and its application, assessment, planning for instruction, instructional strategies, collaboration, and ethical practice.

002.24 Professional teacher education program or unit shall mean the school, college, department or other administrative body within the institution that is primarily responsible for the preparation of teachers, administrators, and other school personnel.

002.25 Regional accreditation shall mean a voluntary process by which one (1) of several accrediting bodies, each serving one (1) of six (6) defined geographic areas of the country, accredits PK-12 schools, colleges, and universities. Nebraska institutions are served by the Higher Learning Commission.

002.26 School partner shall mean school systems and other education programs that collaborate with the teacher education program in designing, developing, and implementing field experiences, delivery of instruction, and research.

002.27 School system shall mean an institution that is accredited or approved by the Department to provide instruction at any level PK-Grade 12, including an educational service unit accredited by the Department.

002.28 Special authorization shall mean a process by which Department approval can be granted for a standard institution of higher education to offer a pilot endorsement program.

002.29 Standard institution of higher education or Institution shall mean any college or university whose teacher education programs are fully approved by the Board or by a comparable agency in any other state or country.

002.30 Student teaching shall mean a clinical practice in a school system which provides initial preparation candidates with a culminating supervised experience to demonstrate competence in the professional roles for which they are preparing.

002.31 Teacher education program shall mean the system of procedures, coursework and activities in a college, school, or department of an approved standard institution of higher education which result in the initial or advanced preparation of teachers, administrators, and other school professionals.

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002.32 Terminal degree shall mean the highest degree available in a specific field of preparation or recognized by the profession.

003 Requirements for Teacher Education Program Approval

003.01 Original Teacher Education Program Approval

003.01A Letter of Application and Institutional Planning Report. Any Nebraska institution of higher education may apply for approval of its teacher preparation program by submitting a letter of intent to seek approval and an Institutional Planning Report (IPR) signed by the chief academic officer of the institution on behalf of the governing board of the institution. These documents must be received by the Commissioner on or before January 15 of the calendar year in which the institution seeks to begin the approval process.

003.01B Governing Board Approval. The IPR shall include documentation that the governing board of the institution has approved the plans and a time table whereby the institution will meet each of the requirements to become a standard institution of higher education within four (4) years.

003.01C Chapter 20 Compliance. The IPR shall include the procedures and time table for compliance with the requirements in Sections 004 through 007 of this chapter.

003.01D Collaboration and Support of School Systems. The IPR shall contain statements of support from school systems documenting their collaboration and assistance in planning to provide field experiences which meet the requirements of 92 NAC 20 and 92 NAC 24.

003.01E The IPR shall contain documentation that the institution is regionally accredited.

003.02 Initial Provisional Approval

003.02A The Commissioner, after receiving the institution's request to begin the process of becoming a standard institution of higher education, shall appoint a team to visit the institution and report on the institution's ability to comply with the provisions of this chapter.

003.02A1 The team shall schedule a visit to the institution within sixty (60) days after receiving the IPR.

003.02A2 The team shall file a recommendation with the Commissioner within sixty (60) days after the scheduled visit to the institution.

003.02A3 Following a review of the institutional visit report, the Commissioner shall file a recommendation with the Board regarding the application and shall notify the institution of the recommendations. Notification shall be sent by certified mail to the chief academic officer of the institution. The institution shall have thirty (30) days after receipt of the recommendation to request an opportunity for a hearing before the Board as provided in Section 008 of this chapter.

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003.02A4 Following a review of the Commissioner's recommendation, and after giving the institution an opportunity for a hearing, if requested, the Board shall either approve or deny the institution's implementation of the plan under provisional approval. Provisional approval permits the institution to phase in a teacher education program, excluding clinical practice, over a period of time not to exceed three (3) years.

003.03 Continuing Provisional Approval

003.03A Provisional Approval Report. By March 1 of each year during provisional approval the institution shall file the Provisional Approval Report with the Commissioner which includes:

003.03A1 Documentation that written notification has been made to all candidates taking education courses that the institution has provisional approval, but is not yet approved for recommending certification.

003.03A2 Statements of continuing participation by the school systems in which the institution is placing candidates for field experiences.

003.03A3 Documentation of the degree to which the institution is in compliance with all applicable sections of 92 NAC 20, excluding clinical practice; 92 NAC 23; and 92 NAC 24. The Provisional Approval Report shall indicate how, in each succeeding year, the institution is progressing toward total compliance, excluding clinical practice.

003.03B The Commissioner may respond each year with a scheduled visit by a team or staff, to the institution within sixty (60) days after receiving the Provisional Approval Report.

003.03C The team or staff conducting such a visit shall file a recommendation with the Commissioner within thirty (30) days after a scheduled visit.

003.03D Following a review of the report, the Commissioner shall file a recommendation with the Board regarding the application and shall notify the institution of the recommendations. Notification shall be sent by certified mail to the chief academic officer of the institution. The institution shall have thirty (30) days after receipt of the recommendation to request an opportunity for a hearing before the Board as provided in Section 008 of this chapter.

003.03E Following a review of the Commissioner's recommendation, and after giving the institution an opportunity for a hearing, if requested, the Board shall either approve or deny continuation of provisional or recommend temporary approval.

003.04 Temporary Approval to Offer a Teacher Education Program. If the Commissioner recommends and the Board concurs, the institution may be granted a one (1) year temporary approval. Temporary approval allows the institution to place candidates and to recommend graduates of the program to the Department for certification. Temporary approval may be renewed on a yearly basis for a maximum of three (3) years, using the process found in Sections 003.04A through 003.04F of this chapter for each of these years.

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003.04A By March 1 of each year in which the institution is operating with temporary approval, the institution shall file a Temporary Approval Report with the Commissioner. The Temporary Approval Report shall document complete compliance with all applicable sections of 92 NAC 20, 92 NAC 23, and 92 NAC 24.

003.04B The Commissioner may respond with a scheduled visit by a team or staff, to the institution within sixty (60) days after receiving the Temporary Approval Report.

003.04C The team or staff conducting such a visit shall file a recommendation with the Commissioner within thirty (30) days after the scheduled visit.

003.04D Following a review of the report, the Commissioner shall file a recommendation with the Board regarding the application and shall notify the institution of the recommendations. Notification shall be sent by certified mail to the chief academic officer of the institution. The institution shall have thirty (30) days after receipt of the recommendation to request an opportunity for a hearing before the Board as provided in Section 008 of this chapter.

003.04E Following a review of the Commissioner's recommendation, and after giving the institution an opportunity for a hearing, if requested, the Board shall exercise one of the following options: (a) approve the institution as a standard institution of higher education, (b) grant it temporary approval for another year, or (c) deny the institution further status as a teacher education program.

003.04F Once the Board has approved the institution as a standard institution of higher education, the institution is subject to the provisions in Section 003.05 of this chapter.

003.05 Continuing Approval of a Teacher Education Program. Continuing approval shall be for the period of August 1 through July 31 of the next year and shall be conditional upon the institution's compliance with the requirements in Sections 003 through 007 of this chapter. The institution's failure to meet a numbered regulation shall be considered a violation and will be subject to the provisions of Section 003.05C of this chapter.

003.05A Annual Board Approval. The institution shall submit the information requested in Sections 003.05A1 through 003.05A4 of this chapter by May 15 of each year. Recommended forms may be found on the NDE Teacher Education website.

003.05A1 Endorsements Offered. A written list of endorsements to be offered for the period of approval. For each endorsement, the institution must provide the Commissioner with a current list of required courses which also specifies alignment of the courses to the requirements in 92 NAC 24.

003.05A2 Program Outcomes. Information regarding program admission, program completion, graduate follow-up, and program changes made or planned in response to candidate or graduate performance, or changes made or planned in response to the needs of school systems.

003.05A3 Assurance of Compliance. The chief academic officer or designee for the institution shall indicate compliance or noncompliance status with the numbered provisions of 92 NAC 20.

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003.05A4 Correction of Areas of Noncompliance. For any area of noncompliance identified in Section 003.05A3 of this chapter, a plan for correction must be provided. In addition, the annual report shall contain documentation of resolution/status of any areas of noncompliance reported in the previous annual report to the Board.

003.05B State Program Review. At least once every seven (7) years, the Commissioner shall conduct a full review of the teacher education program to determine compliance with all applicable provisions of 92 NAC 20 and 92 NAC 24. The review includes both an offsite and an onsite component.

003.05B1 The state program review shall be conducted by a state team, appointed by the Commissioner, which includes representation from the Nebraska Council on Teacher Education (NCTE), persons with content knowledge in the endorsement areas offered by the teacher education program, and Department staff.

003.05B2 For institutions participating in a national accreditation review of education preparation programs, the state program review shall be conducted to coordinate with the national accreditation process.

003.05B3 Offsite Review

003.05B3a Institutional Report. Qualitative and quantitative information regarding compliance with the requirements of Sections 004 through 007 of this chapter shall be submitted on a schedule established by the Commissioner. Recommended forms may be found on the NDE Teacher Education website.

003.05B3b Endorsement Program Folios. Information regarding each endorsement program offered by the institution shall be submitted on a schedule established by the Commissioner. Recommended forms may be found on the NDE Teacher Education website. Folio information will include:

003.05B3b1 Documentation of compliance with the endorsement requirements in 92 NAC 24.

003.05B3b2 Quantitative and qualitative candidate assessment and performance information.

003.05B3b3 Changes made in response to data regarding candidate or graduate performance and/or in response to the needs of school systems.

003.05B4 Onsite Review. An onsite review shall be conducted to validate information submitted by the institution in response to Section 003.05B3 of this chapter or to acquire additional information to determine compliance with the provisions of 92 NAC 20 and 92 NAC 24.

003.05B5 Results of the state program review shall be reported to the Board during the annual approval meeting.

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003.05C Correction of Areas of Noncompliance. The institution shall have until May 1 of the year following the Board's annual approval decision to correct areas of noncompliance identified in Section 003.05 of this chapter.

003.05C1 Approval on Probation. The Commissioner may recommend to the Board approval on probation for an institution with uncorrected areas of noncompliance on May 1 of the first year following the Board's annual approval decision.

003.05C2 Denial of Approval. The Commissioner may recommend to the Board denial of approval for an institution with uncorrected areas of noncompliance on May 1 of the year following designation of approval on probation.

003.05C3 Notification and Appeal. The Commissioner shall notify the chief academic officer of the institution of a recommendation for probation or denial of approval in writing by certified mail. The institution shall have thirty (30) days after receipt of the recommendation to request an opportunity for a hearing as provided in Section 008 of this chapter.

003.06 Special Endorsement Authorization. A Nebraska standard institution of higher education may apply for approval of a special authorization to offer an endorsement program that is not included in 92 NAC 24.

003.06A Application for Approval. An application must be received by the Commissioner on or before January 15 of the calendar year in which the institution seeks to begin the new endorsement program.

003.06A1 The application must include justification of interest and need for the proposed new endorsement program, educator competencies appropriate for the proposed new endorsement program, a list of the required courses that will address the competencies and accompanying syllabi, and the timetable for candidates' completion of the proposed new endorsement program.

003.06A2 The application shall contain statements of support from school systems documenting their collaboration and assistance in planning to provide field experience placements which meet the requirements of 92 NAC 20 and 92 NAC 24.

003.06A3 Within thirty (30) days from receipt of the application, the Commissioner shall assign a team to assess the information provided in the application, which may include a visit to the institution. The team will include members representing the Nebraska Council on Teacher Education (NCTE) and persons with content knowledge in the proposed endorsement area.

003.06A4 The team shall file a recommendation with the Commissioner for denial of the application or provisional approval.

003.06A5 The Commissioner shall provide written notification by certified mail of the decision to the chief academic officer of the institution by May 1. The institution shall have thirty (30) days after receipt of the notification to request a meeting with the Commissioner if the decision is to deny approval. Following the meeting, the Commissioner shall inform the institution in writing if the decision to deny is upheld.

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003.06B Provisional Approval of a Special Endorsement Authorization.

003.06B1 Following provisional approval by the Commissioner, the institution may phase in the new endorsement program over a period of time not to exceed three (3) years, excluding clinical practice.

003.06B2 By March 1 of each year following provisional approval, the institution shall file a written progress report on the program with the Commissioner which shall include:

003.06B2a Enrollment data and documentation of written notification to the candidates that the institution has provisional approval, including candidate recourse if the program is eliminated;

003.06B2b Statements of continuing participation from school systems for placement of candidates for field experiences; and

003.06B2c Reaffirmation or updated information regarding elements in Sections 003.06A1 and 003.06A2 of this chapter.

003.06B3 The review team identified in Section 003.06A3 of this chapter shall review the progress report which may include an onsite visit, and file a recommendation of denial, continued provisional approval, or temporary approval with the Commissioner within thirty (30) days following the review.

003.06B4 The Commissioner shall provide written notification by certified mail of the decision to the chief academic officer of the institution by May 1. The institution shall have thirty (30) days after receipt of the notification to request a meeting with the Commissioner if the decision is to deny approval. Following the meeting, the Commissioner shall inform the institution in writing if the subsequent decision to deny is upheld.

003.06C Temporary Approval of a Special Endorsement Authorization.

003.06C1 Following temporary approval by the Commissioner, the endorsement program may place candidates and recommend graduates of the program for certification by the Department.

003.06C2 By March 1 of each year following temporary approval, the institution shall file a written progress report on the program with the Commissioner which shall include:

003.06C2a Enrollment data and documentation of written notification to the candidates that the institution has temporary approval, including candidate recourse if the program is eliminated;

003.06C2b Statements of continuing participation from school systems for placement of candidates for field experiences; and

003.06C2c Reaffirmation or updated information regarding elements in Sections 003.06A1 and 003.06A2 of this chapter.

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003.06C3 The review team identified in Section 003.06A3 of this chapter will review the progress report which may include an onsite visit, and file a recommendation with the Commissioner to (a) continue temporary approval until the endorsement is placed in 92 NAC 24, (b) return to provisional status, or (c) deny any further approval.

003.06C4 By May 1, the Commissioner shall consider the team's recommendation and provide written notification by certified mail to the chief academic officer of the institution of the decision to (a) renew temporary approval for a period not to exceed three (3) years, (b) return the endorsement to provisional status, (c) deny further approval and the reasons for the decision, or (d) recommend the special authorization be moved forward for inclusion in 92 NAC 24.

003.06C5 The institution shall have thirty (30) days after receipt of the notification to request a meeting with the Commissioner if the decision is to deny approval. Following the meeting, the Commissioner shall inform the institution in writing if the subsequent decision to deny is upheld.

004 Professional Teacher Education Program 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.

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, 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.

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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.

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.

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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.

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.

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.

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.

004.06 Policies for Program Admission, Progression, and Completion. The institution must have on file, and systematically communicate to all candidates, specific requirements regarding candidate admission, progression, and completion of the teacher education program, including:

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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004.06D Convictions

004.06D1 For purposes of this chapter, a felony conviction means any felony offense under the laws of any jurisdiction, including misdemeanor convictions in other jurisdictions that would constitute a felony if committed in Nebraska.

004.06D2 For purposes of this chapter, a misdemeanor conviction involving abuse, neglect, or sexual misconduct means an offense under the laws of any jurisdiction, which, if committed in Nebraska, would constitute one of the following misdemeanors (with the applicable sections of the Revised Statutes of Nebraska in parentheses):

<u>004.06D2a</u>	Assault (third degree) (28-310)
<u>004.06D2b</u>	Child Enticement (28-311)
<u>004.06D2c</u>	Stalking (28-311.03)
<u>004.06D2d</u>	Hazing (28-311.06)
<u>004.06D2e</u>	Unlawful Intrusion (28-311.08)
<u>004.06D2f</u>	Violating a Harassment Protection Order (28-311.09)
<u>004.06D2g</u>	False Imprisonment (28-315)
<u>004.06D2h</u>	Sexual Assault (third degree) (28-320)
<u>004.06D2i</u>	Domestic Assault (28-323)
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<u>004.06D2p</u>	Debauching a Minor (28-805)
<u>004.06D2q</u>	Public Indecency (28-806)
<u>004.06D2r</u>	Sale of Obscene Material to Minor (28-808)
<u>004.06D2s</u>	Obscene Motion Picture Show, Admitting Minor (28-809)
<u>004.06D2t</u>	Obscene Literature Distribution (28-813)
<u>004.06D2u</u>	Sexually Explicit Conduct (28-813.01)
<u>004.06D2v</u>	Resisting Arrest (28-904(1)(a)), when the conviction involves use or threat of physical force or violence against a police officer
<u>004.06D2w</u>	Indecency with an Animal (28-1010)
<u>004.06D2x</u>	Intimidation by Phone Call (28-1310)
<u>004.06D2y</u>	Violating a Protection Order (42-924(4))

004.06D3 For purposes of this chapter, in addition to the offenses listed above, felony convictions, and misdemeanor convictions involving abuse, neglect, or sexual misconduct shall also include convictions related to such crimes, including: (with the applicable sections of the Revised Statutes of Nebraska in parentheses)

<u>004.06D3a</u>	Attempt to Commit A Crime (28-201)
<u>004.06D3b</u>	Criminal Conspiracy (28-202)
<u>004.06D3c</u>	Accessory to a Felony (28-204)
<u>004.06D3d</u>	Aiding, Abetting, Procuring, or Causing Another to Commit an Offense (28-206)

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004.06D4 Convictions which have been set aside, nullified, expunged, or pardoned shall not be considered convictions for purposes of this chapter, unless the laws of the jurisdiction of the conviction would allow the conviction to be used as the basis for denial of permission to teach or participate in classroom or field experiences, or for denial of a certificate to teach, counsel, supervise, administer, or provide special services in schools. However, such convictions shall be listed by the candidate as required in Section 004.06A of this chapter.

004.06E Grade Point Average.

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.

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.

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.

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.

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.

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.

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.

The institution shall identify required coursework leading to candidate development and competency demonstration in the following areas:

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.

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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.

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.

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.

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.

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.

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.

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.

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.

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.

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 Section 79-807(6) R.R.S.:

005.02K1 An awareness and understanding of the values, lifestyles, contributions, and history of a pluralistic society;

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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.

005.02L Special Education. The institution will require one (1) 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 Section 79-807(7) R.R.S.:

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.

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.

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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.

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.

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.

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-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.

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.

005.03A2c1 The institution shall negotiate written agreements delineating the roles and responsibilities of candidates in clinical practice, college supervisors, and the cooperating educators.

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;

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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.

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 onsite and two (2) of the observations may be conducted utilizing technology which allows for visual contact between the parties.

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.

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.

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.

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.

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.

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

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.

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

007.05 Graduate Support. The institution makes resources available to support its graduates who are new to the teaching profession.

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.

008 Provisions for Notice and Hearing.

008.01 When the Commissioner makes a recommendation to the Board for an institution to be placed on probation or for the denial of continuing approval, notice of the recommendation and of the right to request a hearing within thirty (30) days after receipt shall be given to the institution by certified mail. Copies shall be sent to the certification officer and the chief executive officer, if known. This notice shall specify the basis for the recommendation and the tentative date that the Board will consider the recommendation unless a formal hearing is requested.

008.02 If the institution files a request for a formal hearing within thirty (30) days after receipt of the recommendation, the Board shall schedule a hearing date. If no formal hearing is requested, the recommendation shall be considered by the Board and adopted or modified by order of the Board.

008.03 All hearings arising under this chapter shall be conducted in accordance with the hearing procedures of Chapter 61 of Title 92 of the Nebraska Administrative Code.