

NEBRASKA DEPARTMENT  
OF EDUCATION

# RULE 20

REGULATIONS FOR THE APPROVAL OF EDUCATOR PREPARATION  
TEACHER EDUCATION PROGRAMS

TITLE 92, NEBRASKA ADMINISTRATIVE CODE,  
CHAPTER 20

HEARING DRAFT  
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State of Nebraska  
Department of Education  
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001 General Information.

001.01 Statutory Authority. This chapter is adopted pursuant to Neb. Rev. Stat. § 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 educator preparation ~~teacher education~~ programs conducted in Nebraska standard institutions of higher education ~~colleges and universities~~ and designed for the purpose of certifying 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. Electronic access to Copies ~~of~~ these regulations is ~~are~~ available from the Department at <https://www.education.ne.gov/legal/current-nde-rules-regulations/> ~~https://www.education.ne.gov/LEGAL/~~.

001.04 Implementation Date. The implementation date of this chapter will be August 1, 2014 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 ~~means shall mean~~ a school year which consists of two (2) regular consecutive semesters that occur from fall through spring.

002.02 Accreditation ~~means shall mean~~ the status of public recognition that an accrediting agency grants to an educational institution and is recognized by the United States Department of Education.

002.03 ~~002.02~~ Advanced program ~~means 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.

002.04 ~~002.03~~ Board ~~means shall mean~~ the State Board of Education.

002.05 ~~002.04~~ Candidate ~~means shall mean~~ an individual admitted to, or enrolled in, a program for the initial or advanced preparation or the continuing professional development of educators.

002.06 ~~002.05~~ Certificate ~~means shall mean~~ a teaching, administrative, or special services certificate issued by the Department pursuant to 92 NAC 21.

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~~002.07~~ ~~002.06~~ Clinical practice ~~means shall mean~~ a culminating, supervised experience that provides a candidate with opportunities to demonstrate competence in the professional role for which the candidate is preparing and that includes student teaching or an internship.

~~002.08~~ ~~002.07~~ Commissioner ~~means 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 ~~means shall mean~~ an educator employed in a setting utilized for a clinical practice who has the appropriate certification and experience to perform observation, coaching, mentoring, and/or evaluation of a candidate.

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

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

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

~~002.13~~ Diversity ~~means 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 ~~means shall mean~~ a holder of a teaching, administrative or special services certificate.

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

~~002.16~~ Educator preparation program ~~means the system of procedures, coursework, and activities in a college, school, or department of an approved standard institution of higher education that result in the initial or advanced preparation of teachers, administrators, and other school professionals.~~

~~002.17~~ ~~002.16~~ Endorsement ~~means 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.

~~002.18~~ Exceptional expertise requirement ~~means documented scholarship, skill, or experience in the priorities set by the educator preparation program, such as content specialization, diversity, assessment, or technology.~~

~~002.19~~ ~~002.17~~ Faculty ~~means 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.

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002.20 ~~002.18~~ Field experience ~~means 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.

002.21 Human relations requirement has the same meaning as human relations training in Neb. Rev. Stat. § 79-807 and as required by Neb. Rev. Stat. § 79-808.

002.22 ~~002.19~~ Initial program ~~means shall mean~~ a program at the baccalaureate or postbaccalaureate level that prepares candidates for their first license-to-teach certificate. They include five-year programs, master's programs, and other postbaccalaureate and alternate route programs that prepare individuals for their first license-in-teacher certificate.

002.23 ~~002.20~~ Internship ~~means shall mean~~ a clinical practice in which candidates practice and demonstrate the knowledge, skills, and professional dispositions required for advanced programs.

002.24 ~~002.21~~ Practicum ~~means shall mean~~ a field experience completed prior to a culminating supervised candidate's clinical practice.

002.25 ~~002.22~~ Professional dispositions ~~means 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.

002.26 ~~002.23~~ Professional education coursework ~~means 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 educator preparation 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.~~

002.27 ~~002.26~~ School partner ~~means shall mean~~ school systems and other education programs that collaborate with the educator preparation teacher education program in designing, developing, and implementing field experiences, delivery of instruction, and research.

002.28 ~~002.27~~ School system ~~means 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.

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~~002.29~~ ~~002.28~~ Special authorization means shall mean a process by which the Department ~~approval can be granted may grant approval~~ for a standard institution of higher education to offer a pilot endorsement program.

002.30 Special education requirement has the same meaning as special education training in Neb. Rev. Stat. § 79-807 and as required by Neb. Rev. Stat. § 79-809.

~~002.31~~ ~~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, has the same meaning as in Neb. Rev. Stat. § 79-807.

~~002.32~~ ~~002.30~~ Student teaching means shall mean a clinical practice in a school system which provides an initial preparation candidate with ~~a culminating supervised an experience~~ to demonstrate competence in the professional role for which the candidate is 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.

~~002.33~~ ~~002.32~~ Terminal degree means shall mean the highest degree available in a specific field of preparation or recognized by the profession.

003 Requirements for Educator Preparation Teacher Education Program Approval

003.01 Original Educator Preparation 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 ~~educator 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 ~~must 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 ~~must 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 ~~must shall~~ contain statements of support from school systems documenting their collaboration and assistance in planning to provide field experiences which meet the requirements of ~~this chapter 92 NAC 20~~ and 92 NAC 24.



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003.01E The IPR must 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, must 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 must shall schedule a visit to the institution within sixty (60) days after receiving the IPR.

003.02A2 The team must 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 must shall file a recommendation with the Board regarding the application and shall notify the institution of the recommendations. Notification must shall be sent by certified mail to the chief academic officer of the institution. The institution will 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.

003.02A4 Following a review of the Commissioner's recommendation, and after giving the institution an opportunity for a hearing, if requested, the Board must shall either approve or deny the institution's implementation of the plan under provisional approval. Provisional approval permits the institution to phase in an educator preparation 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 must shall file the Provisional Approval Report with the Commissioner which includes:

003.03A1 Documentation of that written notification 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; and

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

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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 must 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 must shall file a recommendation with the Board regarding the application and ~~shall~~ notify the institution of the recommendations. Notification must shall be sent by certified mail to the chief academic officer of the institution. The institution will 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 must shall either approve or deny continuation of provisional or recommend temporary approval.

003.04 Temporary Approval to Offer an Educator Preparation 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.

003.04A By March 1 of each year in which the institution is operating with temporary approval, the institution must shall file a Temporary Approval Report with the Commissioner. The Temporary Approval Report must shall document complete compliance with all applicable sections of this chapter 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 must 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 must shall file a recommendation with the Board regarding the application and ~~shall~~ notify the institution of the recommendations. Notification must shall be sent by certified mail to the chief academic officer of the institution. The institution will 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 must shall exercise one of the following options: (a) approve the institution as a standard institution of higher

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education, (b) grant it temporary approval for another year, or (c) deny the institution further status as an educator preparation ~~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 an Educator Preparation ~~a Teacher Education~~ Program. Continuing approval ~~will shall~~ be for the period of August 1 through July 31 of the next year and ~~will shall~~ be conditional upon the institution's compliance with the requirements in Sections 003 through 007 of this chapter. ~~The An~~ institution's failure to meet a numbered regulation ~~will 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 ~~must shall~~ submit ~~the information a list of endorsements offered, program outcomes, assurance of compliance, and correction of areas of non-compliance, if applicable, 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 Educator Preparation 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.~~

~~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 ~~must shall~~ conduct a full review of the educator preparation ~~teacher education~~ program ~~to determine compliance, including both an offsite and an onsite component,~~ to determine compliance with all applicable provisions of this chapter 92-NAC-20 and 92 NAC 24. ~~The review includes both an offsite and an onsite component.~~

003.05B1 The state program review ~~must 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 educator preparation ~~teacher education~~ program, and Department staff.

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003.05B2 For institutions participating in a national accreditation review of educator education-preparation programs, the state program review must 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 must shall be submitted on a schedule established by the Commissioner. Recommended forms may be found on the NDE Educator Preparation ~~Teacher Education~~ website.

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

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

003.05B3b2 Quantitative and qualitative candidate assessment and performance information; and

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 must 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 this chapter 92 NAC 20 and 92 NAC 24.

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

003.05C Correction of Areas of Noncompliance. The institution will 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 as of 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 as of May 1 of the year following designation of approval on probation.

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003.05C3 Notification and Appeal. The Commissioner ~~must 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 ~~will 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 ~~must shall~~ contain statements of support from school systems documenting the school systems' collaboration and assistance in planning to provide field experience placements which meet the requirements of ~~this chapter 92 NAC 20~~ and 92 NAC 24.

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

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

003.06A5 The Commissioner ~~must shall~~ provide written notification by certified mail of the decision to the chief academic officer of the institution by May 1. The institution ~~will 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 ~~must shall~~ inform the institution in writing if the decision to deny is upheld.

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, excluding clinical practice, over a period of time not to exceed three (3) years, ~~excluding clinical practice~~.

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

003.06B2a Enrollment data and documentation of written notification to the candidates stating that the institution has provisional approval, ~~including candidate recourse if the program is eliminated~~ and describing 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 must 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 must shall provide written notification by certified mail of the decision to the chief academic officer of the institution by May 1. The institution will 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 must 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 completers graduates of the program for certification by the Department.

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

003.06C2a Enrollment data and documentation of written notification to the candidates stating that that the institution has temporary approval and describing 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.

003.06C3 The review team identified in Section 003.06A3 of this chapter must will review the progress report, which may include an onsite visit, and file a

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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 ~~must~~ ~~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 ~~will~~ ~~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 ~~must~~ ~~shall~~ inform the institution in writing if the ~~subsequent~~ decision to deny is upheld.

004 Educator Preparation Professional Teacher Education Program Requirements.

004.01 General Policy Statements. The institution ~~must~~ ~~shall~~ have a written policy stating its ~~philosophy and~~ objectives 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 educator preparation program unit; however all professional education programs ~~must be~~ ~~are~~ organized and coordinated by the educator preparation program unit.

004.02 Personnel Requirements.

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

004.02B Certification Officer. The institution ~~must~~ ~~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 ~~must~~ ~~shall~~ designate a faculty or staff member to coordinate field experience requirements contained in this chapter.

004.02D Cooperating Educators. The institution ~~must~~ ~~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.

004.03 ~~Educator Preparation Professional Teacher Education~~ Program Faculty Requirements.

004.03A Minimum Required Faculty

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

004.03A2 Graduate faculty. Each advanced degree program leading to the doctorate must have 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 ~~must~~ ~~shall~~ hold a ~~master's graduate degree~~ or a professional degree from a college or university accredited by an accrediting organization recognized by the United States Department of Education.

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

004.03B3 All professional education faculty, hired after July 1, 1994, ~~must~~ ~~shall~~ have two (2) years of PK-12 teaching experience in ~~state approved or accredited~~ elementary or secondary schools approved or accredited by a state or in 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 ~~must~~ ~~shall~~ hold a terminal degree.

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

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

004.03B7 Faculty who do not possess a terminal degree must meet the exceptional expertise requirement.

004.03B8 ~~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 ~~must~~ ~~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 must 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) undergraduate and twelve (12) graduate credit hours, with total hours assigned within the same academic year not to exceed twenty-one (21) hours.

004.03C4 Supervision of clinical experiences must 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 must 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 documentsing 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 must shall provide adequate scope, breadth, and currency to support education candidates and faculty. The institution must shall employ staff to work collaboratively with the educator preparation program 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 educator preparation teacher education program, including:

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

004.06B Notice Regarding Convictions. The institution must 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.~~ outlined in 92 NAC 21, Section 003.12, may only be considered for certification, or participation in field experiences, with the approval of the Department. A person with a felony conviction ~~as defined in Section 004.06D of this chapter may request approval~~ or a misdemeanor conviction involving abuse, neglect, or sexual misconduct may request the approval of the Department using the procedures set forth in 92 NAC 21, Sections 009.02 through 009.04.

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

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):~~

- ~~004.06D2a — Assault (third degree) (28-310)~~
- ~~004.06D2b — Child Enticement (28-311)~~
- ~~004.06D2c — Stalking (28-311.03)~~
- ~~004.06D2d — Hazing (28-311.06)~~
- ~~004.06D2e — Unlawful Intrusion (28-311.08)~~
- ~~004.06D2f — Violating a Harassment Protection Order (28-311.09)~~
- ~~004.06D2g — False Imprisonment (28-315)~~
- ~~004.06D2h — Sexual Assault (third degree) (28-320)~~
- ~~004.06D2i — Domestic Assault (28-323)~~
- ~~004.06D2j — Child/Vulnerable Adult Contact with Methamphetamine (28-457)~~
- ~~004.06D2k — Abandonment of Spouse or Child (28-705)~~
- ~~004.06D2l — Child Abuse (28-707)~~
- ~~004.06D2m — Contributing to the Delinquency of a Child (28-709)~~
- ~~004.06D2n — Prostitution (28-801)~~
- ~~004.06D2o — Keeping a Place of Prostitution (28-804)~~
- ~~004.06D2p — Debauching a Minor (28-805)~~
- ~~004.06D2q — Public Indecency (28-806)~~
- ~~004.06D2r — Sale of Obscene Material to Minor (28-808)~~
- ~~004.06D2s — Obscene Motion Picture Show, Admitting Minor (28-809)~~
- ~~004.06D2t — Obscene Literature Distribution (28-813)~~
- ~~004.06D2u — Sexually Explicit Conduct (28-813.01)~~
- ~~004.06D2v — Resisting Arrest (28-904(1)(a)), when the conviction involves use or threat of physical force or violence against a police officer~~
- ~~004.06D2w — Indecency with an Animal (28-1010)~~
- ~~004.06D2x — Intimidation by Phone Call (28-1310)~~
- ~~004.06D2y — 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)~~

- ~~004.06D3a — Attempt to Commit A Crime (28-201)~~
- ~~004.06D3b — Criminal Conspiracy (28-202)~~

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~~004.06D3c Accessory to a Felony (28-204)~~

~~004.06D3d Aiding, Abetting, Procuring, or Causing Another to Commit an  
Offense (28-206)~~

~~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.~~

004.06D 004.06E Grade Point Average.

~~004.06D1 004.06E1 Candidates must hold a cumulative GPA, as measured by the institution, of 2.5 on a 4.0 scale or its equivalent for admission to an educator preparation a teacher education program.~~

~~004.06D2 004.06E2 Candidates for admission to clinical practice must hold a cumulative GPA, as measured by the institution, 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.~~

~~004.06E 004.06G Application. Candidates for admission to an educator preparation a teacher education program must 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.~~

~~004.06F 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 educator preparation program unit.~~

005 Teacher Initial Preparation Academic Program Coursework Requirements.

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

~~005.02 Professional Education Requirements 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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The educator preparation program must ~~The institution shall~~ identify required coursework and/or competency leading to candidate ~~development and competency~~ demonstration of the following:

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~~;~~

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 supporting that support individual and collaborative learning, and encouraging 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 supporting 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 through the application of the science of reading, 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~~;~~

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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 candidate has met the human relations requirement; and offer training integrated into a required course or combination of required courses which shall be designed to lead to the following skills~~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.~~

005.02L Special Education. ~~The candidate has met the special education requirement. 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.~~

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005.03 Field Experience. ~~Coursework.~~ The educator preparation program institution must 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 field~~ experiences are central to candidate preparation and must 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. These experiences range from candidate interaction with students to assuming responsibility for instructional planning and implementation, and assessment of student learning.

~~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.~~

005.03A 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.

005.03B 005.03A2 Clinical Practice. The educator preparation program institution must 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.

005.03B1 005.03A2a The educator preparation program must 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.

005.03B2 005.03A2b All clinical practice must 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.

005.03B3 005.03A2c The educator preparation program must 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.

005.03B3a 005.03A2c1 The educator preparation program must institution shall negotiate written agreements delineating the roles and responsibilities of candidates in clinical practice, college supervisors, and the cooperating educators.

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005.03B4 005.03A2d The educator preparation program must ~~institution shall~~ require a clinical practice experience equivalent to:

005.03B4a 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;

005.03B4b 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; and

005.03B4c 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 005.03B4a or Section 005.03A2d2 005.03B4b of this chapter.

005.03B5 005.03A2e The educator preparation program must ~~institution shall~~ ensure that a minimum of five (5) formal observations by faculty ~~shall be~~ are conducted during clinical practice for candidates preparing for initial level teaching certification. Two (2) Three (3) observations must be onsite and three (3) two (2) of the observations may be conducted utilizing technology which allows for visual contact between the parties.

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

006 Administrator Program Academic Requirements.

006.01 Education Preparation Administrative Academic Program Requirements. The educator preparation program must identify required coursework and/or competency leading to candidate demonstration of the following:

006.01A Mission, Vision and Core Values. The candidate develops, advocates, and enacts the shared mission, vision, and core values of high-quality education, academic success, and the well-being of each student.

006.01B Ethics and Professional Norms. The candidate acts ethically and according to professional norms to promote each student's academic success and well-being.

006.01C Equity and Cultural Responsiveness. The candidate strives for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

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006.01D Curriculum, Instruction, and Assessment. The candidate develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

006.01E Community of Care and Support for Students. The candidate develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

006.01F Professional Capacity of School Personnel. The candidate develops the professional capacity and practice of school personnel to promote each student's academic success and well-being.

006.01G Professional Community for Teachers and Staff. The candidate fosters a professional community of teachers and other professional staff to promote each student's academic success and well-being.

006.01H Meaningful Engagement of Family and Community. The candidate engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

006.01I Operations and Management. The candidate manages school operations and resources to promote each student's academic success and well-being.

006.01J School Improvement. The candidate acts as an agent of continuous improvement to promote each student's academic success and well-being.

006.02 ~~006~~-Advanced Program Field Experience.

006.02A ~~006.01~~ The educator preparation program must ~~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.

006.02B ~~006.02~~ The educator preparation program must ~~Institutions shall~~ require field experiences for advanced certification programs.

006.02C ~~006.03~~ All clinical practice ~~must 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.

006.02D ~~006.04~~ The educator preparation program must ~~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.



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007 Program Quality Indicators. The educator preparation program must institution shall establish a systematic process to address and document the following program quality indicators:-

007.01 Candidate Admission and Completion. The educator preparation program 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 educator preparation program 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 Program Completer Follow-up. Graduate follow-up. The educator preparation program 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:-

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

007.05 Program Completer Graduate Support. The educator preparation program institution makes resources available to support its completers graduates who are within new to the education teaching profession; and.

007.06 Continuous Program Improvement. The educator preparation program institution initiates continuous 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 must shall be given to the institution by certified mail. Copies must shall be sent to the certification officer and the chief executive officer, if known. This notice must 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 must shall schedule a hearing date. If no formal hearing is requested, the recommendation must shall be considered by the Board and adopted or modified by order of the Board.

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

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009 Pilot Programs and Processes. An educator preparation program may submit a request to the Board for a pilot program or process to provide flexibility related to one or more regulations found in Sections 004.01 to 004.05, 004.06D to 004.06F, 005, and 006 of this chapter.

009.01 The rationale for a request for a pilot program or process may be to:

009.01A Better meet local goals;

009.01B Create an innovative solution to an unmet need; or

009.01C Respond to extenuating circumstances that cause the educator preparation program to be unable to meet one or more requirement of any section of this chapter.

009.02 The request for a pilot program or process must include at least the following:

009.02A An explanation of the circumstances leading to the request;

009.02B A description of how the pilot program or process will substitute for one or more existing regulations;

009.02C An explanation of how the program or process will provide equivalent or improved opportunities for candidates;

009.02D If appropriate, how resources will be reallocated or used differently to provide programs or services;

009.02E The length of time, not to exceed three (3) years, requested for the pilot program or process; and

009.02F Procedures for providing an annual progress report to the Board.

009.03 The Board may approve the requested pilot program or process for up three (3) years if the plan demonstrates a high likelihood that the requested flexibility related to applicable regulations of this Chapter will promote quality learning, equity, and/or accountability. The Board must reject the pilot program or process if the plan does not demonstrate a high likelihood that the requested flexibility will not promote quality learning, equity, and/or accountability.

009.04 At the end of the approved time period for the pilot program or process, the educator preparation program may request, and be granted, Board approval to continue the pilot program for a period of up to three (3) additional years if the educator preparation program demonstrates that the pilot program or process is meeting the objectives for which flexibility related to applicable regulations of this Chapter was granted.