

STANDARDS FOR THE UNIT – RULE 20 MATRIX
(Revised August 1, 2013 to be consistent with the January 1, 2014
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Institution Name: Doane University

Date: January 20, 2025

004 Professional Teacher Education Unit Requirements

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

Narrative:

Doane University teacher education programs are organized and coordinated by the Dean of the College of Education and administrative staff. Written policies regarding overall philosophy of the unit are shared in Program Handbooks with more basic information also available on the University website and College of Education website. Contexts, history of the institution and overview are provided in Section 1 of the Rule 20 document. The College of Education Mission and Belief Statements are repeated below.

College of Education Mission

Learn. Challenge. Empower. Transform.

Belief Statements

The College of Education of Doane University is a community that pursues and celebrates excellence.

In this pursuit:

- We foster a vibrant intellectual community that values learning, collaboration, curiosity, inquiry and scholarship.
- We create connections and meaningful relationships.
- We cultivate a culture where all individuals are affirmed, challenged, and empowered.
- We advocate for diversity, equity and service through the support of socially just policies and practices.
- We promote the process of development and honor the journey that is individually and systemically transformative.

Documentation:

[Doane University Website](#)

[Doane College of Education Website](#)

[Doane Teacher Education Program \(DTEP\) Handbook 2024_2025](#)

004.02 Personnel Requirements.

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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

Narrative:

004.02A Unit Administrator – Dr. Tim Frey serves as the Dean for the College of Education and unit administrator. Dr. Frey previously held a Nebraska professional teaching certificate in K-12 special Education, as well as teaching credentials in Indiana and Kansas.

004.02B Certification Officer – Dr. Emily Griesch serves as the Doane University certification officer. She supports certification candidates in their application process, reviews and oversees all institutional verifications, and communicates with NDE. Dr. Griesch also currently serves on the NACTE executive board and attends NDE certification officer meetings.

004.02C Field Experience Coordinator – Laura Sysal, teacher education office coordinator, serves as the field experience coordinator for initial programs. She maintains records of placements and works with the teacher education program directors, assessment coordinator, PK-12 partners, and others to support student placements in field experiences.

004.02D Cooperating Educators – All candidates are placed with cooperating educators that have a minimum of 3 years of teaching experience and hold the appropriate certificate with the endorsement in the area or level they are supervising. Table 004.02-1 documents this information.

Documentation:

[Dr Tim Frey CV](#)

[Dr Emily Griesch CV](#)

[TABLE: 004.02-1 – Cooperating Educators for Clinical Practice](#)

004.03 Professional Teacher Education Program Faculty Requirements.

004.03A Minimum Required Faculty

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

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

004.03B Faculty Qualifications

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

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

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

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

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

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

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

Narrative:

004.03A1 Undergraduate Faculty

During the 2022-23, 2023-24, and 2024-25 academic years, the undergraduate program has been supported by eight full-time faculty.

004.03A2 – Graduate Faculty

Doane has 4 graduate programs that lead to certification including three masters-level programs, and an educational specialist program that leads to the superintendent endorsement. The doctorate of education program at Doane University does not lead to any NDE endorsement. All full-time faculty (graduate and undergraduate) are listed on Table 004.03-1.

004.03B1

All professional education faculty hold at least master's degrees. In 2022-23 and 2023-24, six of the eight full time undergraduate faculty held doctorate degrees, in 2024-25 seven of the eight full time undergraduate faculty hold doctorate degrees. Three of the five Professional education faculty in the graduate programs hold doctorate degrees.

004.03B2

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All professional education faculty teach in areas for which they have the appropriate teaching endorsement and experience.

004.03B3

All professional education faculty have at least 2 years of PK-12 teaching experience in state approved schools.

004.03B4

No less than 75% of the full-time undergraduate faculty have held doctorate degrees in the past 3 years.

004.03B5

No less than 60% of the full-time graduate faculty have held doctorate degrees in the past 3 years.

004.03B6

There is one full-time faculty member in the Educational Specialist Program at Doane, Dr. Cindy Gray. She holds the doctorate degree, and has more than 2 years of experience as a school administrator at the building and district levels as well as classroom teaching experience. (See Cindy Gray CV)

004.03B7

All adjunct faculty in both undergraduate and graduate programs hold or have held certification in the program areas for which they were teaching/supervising. We contract the supervision of student teachers for those candidates that are not supervised by our full-time faculty. The program directors for each area ensure all supervisors meet the requirements of holding or having held appropriate certification for those they are supervising, Table 004.03-3. A priority is given to finding a supervisor with the same certification area as the candidate teacher. If that is not possible, then a supervisor is hired that holds the same level of certification as the candidate teacher.

Documentation:

TABLES: (as applicable)

[004.03-1 – Full-Time Faculty in Education Unit](#)

[004.03-2 – Full-Time Faculty at IHE and Part-Time in Education Unit](#)

[004.03-3 – Adjunct Faculty](#)

[Dr_Cindy_Gray_CV](#)

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.

Narrative:

During the Fall and Spring semesters, most full-time faculty in the College of Education teach either entirely in the undergraduate program or full time in the graduate program. However, a few faculty teach across graduate and undergraduate programs. Faculty loads are coordinated by department chairs and negotiated each academic year. Table 004.03-4 provides a summary for all areas of full-time faculty.

004.03C1

Typical full-time faculty teaching load at Doane is 21 credit hours per academic year for faculty on 9-month contracts. As described above, faculty work with Department Chairs each academic year to ensure the load meets both Doane and Rule 20 requirements.

004.03C2

Graduate faculty are typically on 12-month faculty contracts at Doane. Their Fall/Spring teaching load does not exceed 18 credit hours.

004.03C3

Typical full-time faculty teaching load at Doane is 21 credit hours per academic year for faculty on 9-month contracts. As described above, faculty work with Department Chairs each academic year to ensure the load meets both Doane and Rule 20 requirements. A few faculty teach both undergraduate and graduate courses during an academic year.

004.03C4

Table 004.03-5 lists the clinical practice supervisors from the past 2 years. No supervisors exceeded the maximum numbers of students, and generally supervised 5 or fewer students per semester.

004.03C5

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All graduate faculty serve as the primary advisor for the students in their program. School Counseling – Rachel Catlett; Educational Leadership – Principal – Dr. Teresa Perkins; Educational Specialist – Superintendent – Dr. Cindy Gray; Reading Specialist – Deb Stuto.

Documentation:

TABLES:

[004.03-4 – Full-Time Faculty Load](#)

[004.03-5 – Clinical Practice Supervisors](#)

004.04 Minimum Endorsement Offering Requirements. The institution shall offer courses for a minimum of eight (8) approved subject and/or field endorsements contained in 92 NAC 24 and have on file a plan of study which documents that required courses are offered on a schedule to enable candidates access to the coursework in a four (4) year period.

Narrative:

Doane University offers 24 programs including field, subject, and supplemental endorsements.

Section 1 – 1b provides a list of all programs offered.

The Doane University undergraduate and graduate catalogs include the degree requirements and information regarding all coursework that must be completed for a degree. It also includes the course descriptions and additional information.

Doane also provides a 4-year graduation guarantee for all undergraduate students that meet requirements, this includes all undergraduate teacher education programs. The guarantee language can be found on page 10 of the undergraduate catalog. Courses in undergraduate education are offered at least once per year in order to comply with the 4-year guarantee.

Undergraduate students work with both professional and faculty advisors to plan and register for coursework. Secondary education areas have both an education faculty member and a content area faculty member as an advising team. Students work closely with advisors to monitor degree progress and ensure timely program completion.

Documentation:

[Undergraduate Advising Guides](#)

[Graduate Program Information](#)

[Graduate Program Course Information](#)

[Doane Graduate Catalog 2024](#)

[Doane Undergraduate Catalog 2024](#)

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

Narrative:

The mission of Perkins Library is to provide exceptional academic resources in a creative, inclusive, and collaborative learning environment, where engaged library faculty and staff support intellectual inquiry, information literacy and the ethical use of information

(<https://www.doane.edu/library/about/mission>). We accomplish our mission by making available to students high quality sources of information in both physical and electronic formats; teaching research and information literacy skills that help students become more critical and ethical users of information; and finally by providing space for programming that is enlightening and instructive.

Students and faculty of Doane University—on all campuses and online—are served by one library located on the Crete campus. The library’s collections are divided between physical and electronic/digital formats as shown in the table below. We are moving more and more of our resources to electronic format so our users have more immediate access to information. In fact, the library expended over 99% of the acquisitions budget on electronic-access resources in fiscal year 2023-2024.

	# of Physical Titles	# of Electronic/digital Titles
Books	73,762	491,625
Serials	845	62,498
Audio-visual media	5,259	98,022

Perkins Library also offers more than 95 subscription-based, Internet-accessible databases of periodical articles and reference materials including *Education Source* (EBSCO), *Education Collection* (ProQuest)—which incorporates *ERIC*—and *Educators Reference Collection* (Gale). In addition, the library subscribes to education periodicals in electronic format, such as *Education Week* and *The Reading Teacher*, when they are not readily available within the subscribed databases. With only a very few exceptions—mostly in the sciences—students can gain access to the online resources from anywhere, on or off campus, by logging in with their Doane credentials when prompted from the links on the library’s website.

Within the library’s physical collections are approximately 1,000 volumes of curricular materials for the teacher education program, while we offer over 11,000 electronic books in this area. The library also has a collection of

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children’s and young adult literature of approximately 4,500 titles, which was updated in 2019-2020 with approximately 100-150 titles for diverse audiences and reclassified by reading level in summer 2023 for easier browsing.

Any resources that are not available in the library may be requested through the interlibrary loan service. The library does not charge students and faculty for this service and does not pass on any fees that lending libraries may charge. This is a popular service; in the 2023-2024 academic year, we borrowed 685 items from libraries around the United States and shared 467 items with other libraries.

The library faculty teach research (information literacy) skills in a wide variety of courses throughout the university. We teach everything from general orientation to library resources in the first-year university seminar to advanced database searching for literature reviews in the Ed.D. program, as well as evaluation of information sources and the ethical use of information (i.e., plagiarism and citation style). Last year we taught information literacy skills to 655 students in 22 different courses (57 sessions)—on the Crete and Lincoln campuses.

The library was renovated in 2014 to convert the space into a learning commons, which incorporated a 24/7 computer lab, Service Center (IT), Writing Center, and Rall Art Gallery. In 2023-24, the Academic Support Center expanded its services into the learning commons, appropriating one of the small conference rooms when they lost space in the same building. Additionally, the Service Bureau (printing and mail services) moved into the library’s staff workspace as its space was being remodeled in 2024.

The learning commons serves as a central location for student activities throughout the year, such as first-year student enrollment days in the summer, individual tutoring and mentoring, Psychology class surveys, and a games and crafts night. In addition, the library’s classroom—equipped with a laptop cart—allows the librarians to provide research instruction within the library, while several individual and small-group study rooms provide quiet spaces for students to work on assignments.

Documentation: [Perkins Library Website](#)

004.06 Policies for Program Admission, Progression, and Completion

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

004.06B Notice Regarding Convictions. The institution shall inform all persons who apply for admission to its program that persons who have felony convictions, or misdemeanor convictions

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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.

Narrative:

004.06A

Each semester, any candidate in a field experience is required to disclose criminal convictions by signing our form. That is completed with our placement coordinator. If a candidate is unable to sign the waiver, a meeting is scheduled with their faculty advisor. If necessary, court records or information will be submitted to determine if a candidate is cleared to participate in the field experience and able to continue in the education program. If a candidate is not cleared, they are advised out of the education program.

004.06B

The waiver form that includes information about convictions is signed each year when a candidate is in a field experience or clinical practice. This information is also included in the DTEP Handbook page 11 and Doane Catalog page 91-92 (Undergrad) and 42-43 (Grad).

004.06C

A background check is performed annually for all initial certification program candidates prior to a field experience or clinical practice placement. Background checks are facilitated through one source and monitored by the placement coordinator.

Documentation:

[Personal and Professional Self Disclosure Form](#)

[DTEP Handbook Page 11 - Disclosure](#)

[Undergrad Catalog - Disclosure](#)

[Grad Catalog - Disclosure](#)

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 for all completed courses identified by the institution as meeting the requirements of 92 NAC 24.

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.

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Narrative:

004.06E1

A minimum 2.5 GPA is required for admission to the Teacher Education Program. When a candidate submits an application, the GPA is checked and confirmed. Table 004.06-1 shows the average and range for GPA at time of admittance. A minimum GPA requirement is also in place for a student's first sophomore experience helping to ensure students will be able to meet minimum GPA requirements for admission (typically after 60 credits or more).

For Graduate programs, minimum GPAs are required for admission and obtaining full graduate status.

004.06E2

A minimum 2.75 GPA is required for approval to student teach (clinical practice semester). At the time a candidate submits their application to student teach and again prior to the start of the student teaching semester the GPA is checked and reported to the Teacher Education Committee. Table 004.06-1 shows the average and range for GPA's prior to the clinical II practice semester.

Graduate GPAs for advanced programs are monitored by the College of Education Office and verified each semester.

004.06F Basic Skills Test

The Basic Skills Praxis test is no longer required per Rule 20.

Documentation:

[TABLE: 004.06-1 – GPA and Basic Skills Admission Data](#)

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

Narrative:

Typically undergraduate candidates apply for admission to teacher education during their 2nd sophomore practicum experience (EDU 221). Candidate applications are reviewed by the teacher education committee. The application process includes a review of 1) a candidate's GPA, 2) completion of required coursework, 3) evaluations from early field experiences by cooperating teachers and university supervisors, 4) candidate's teacher identity development ratings, 5) recommendations from faculty, and 6) completion of a positive background check and self-disclosure form.

The Initial Programs at the Advanced Level (IPAL) use very similar criteria but apply as they are admitted to the graduate level program. Candidates are also

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reviewed by the teacher education committee. The application process includes a review of 1) a candidate's undergraduate (or graduate if available) GPA, 2) completion of required prerequisite coursework, 3) recommendations, and 4) completion of a positive background check and self-disclosure form.

Documentation: [IPAL Grad Catalog Ed requirements](#)
[TABLE 004.06-2 – Gateway #2](#)

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

Narrative:

Initial Certification Programs

Table 004.06-2 identifies the required components for each of three required Gateways within the Initial teacher certification programs.

A minimum GPA is required for entrance into the initial undergraduate teacher education program course/field experience, EDU 211. There is no formal process other than a registrar/advisor GPA check prior to enrollment/registration for the course.

Gateway #2 – Admission to Teacher Education

Formal admission to the teacher education programs requires a review by the Teacher Education Committee. The committee is composed of faculty from both inside the education program and content area faculty (e.g. math, music, psychology). The committee reviews information compiled by the department including 1) GPA, 2) success in coursework completion, 3) data from field experience rubrics and teacher identity evaluations from faculty, supervisors, and self-evaluations, 4) completion of background check and self-disclosure forms, and 5) positive recommendations from faculty. The committee then votes individually on admission for each student. For undergraduate students this typically occurs at the end of their sophomore year.

Gateway #3 – Admission to Clinical Practice Experience (Student Teaching)

The next Gateway occurs prior to admission to the clinical practice experience (student teaching). The Teacher Education Committee meets and reviews the following information compiled by the department including 1) GPA, 2) success in coursework completion, 3) data from field experience rubrics and teacher identity evaluations from faculty, supervisors, and self-evaluations, 4) completion of background check and self-disclosure forms, and 5) positive recommendations from faculty. The committee then votes individually on admission for each student. For undergraduate students this typically occurs at the end of their junior year.

Gateway #4 – Graduation/Certification

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The final gateway follows the completion of all requirements including successful clinical practice experience. The Teacher Education Committee meets for a final review of each candidate for certification. The committee reviews information compiled by the department including: 1) GPA, 2) success in coursework completion, and 3) data from clinical practice rubrics and teacher identity evaluations from faculty, supervisors, and self-evaluations. The committee then votes individually on recommending each student for certification. When candidates are approved they are considered completers by the EPP.

Advanced Programs

Advanced Programs Gateways are summarized using tables required for individual program Rule 24 Reviews. In general, advanced programs have admissions Gateway requirements that include an interview and review of any previous academic records (e.g. GPA, transcripts). A 2nd gateway is typically an entrance to an internship (and or practicum). A final gateway is the completion of all requirements and a recommendation for certification that includes a successful completion of all required coursework and internships.

Documentation: [TABLE 004.06-2 – Initial Programs Requirements for program Admission and Progression](#)
[TABLE 004.06-2_SC](#)
[TABLE 004.06-2_EDL](#)
[TABLE 004.06-2_EDS](#)
[TABLE 004.06-2_Reading](#)

005 Initial Program Coursework Requirements.

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

Narrative:

Doane University requires a minimum of 123 credit hours for a Bachelor's Degree. All undergraduate degree programs include a 33-credit minimum required Core studies. This includes 3 credits in each of 7 Foundational Areas of Knowledge (FAK): Community and Identity, Mathematical Reasoning, Rhetorical Communication, Global and Cultural Context, Scientific Perspectives, Human Creativity, and the Search for Meaning and Values. The remainder of the Core studies are liberal arts seminars required each year for students and an experiential learning course.

All undergraduate programs require the general education Doane Core studies described above. Some courses are used to also meet education program requirements (e.g. practicum courses serve as the experiential learning

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component for education majors.) The attachment has the full list and is from the undergraduate catalog pages 50-52.

Documentation: [Undergraduate Foundational Areas](#)

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.

Narrative:

The minimum number of credit hours required for a Bachelor’s Degree at Doane is 123. In order to meet the 005.02 requirement all undergraduate students need a minimum of 21 credit hours of professional education.

All undergraduate teacher education initial certification programs at Doane require 17 credit hours of professional education core including: Edu 211 (3), EDU 221 (3), EDU 321 (2), EDU 341 (3), EDS 207 (3), CMP 201 (3).

Elementary and Special Education programs also require: EDU 311 (3), EDU 312(3), EDU 318(3), with numerous additional methods classes in their respective areas. Elementary totals 38 credit hours and Special Education totals 45 credit hours.

Secondary and K-12 undergraduate students take EDU 325 (3) and EDU 361 (2) in addition to the 17 credits of the professional education core. (Total 22 credit hours of professional education.)

PE and PE/Health Education students complete an additional 24 credit hours of professional education beyond the 17-credit professional education core (total 39 credit hours).

All areas meet or exceed the 1/6th requirement

Documentation: [Doane University Catalog](#)
[Professional Education Requirements -UG](#)
[Professional Education Requirements-Graduate-IPAL](#)

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

Narrative:

All candidates take either EDS 207 Introduction to Special Education or EDS 620 as well as either EDU 211 or EDU 624. These courses provide foundational knowledge related to development and learning differences for diverse groups of students. Methods courses apply that foundational knowledge in planning for inclusive learning environments. Clinical practice and other field

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experiences require candidates to plan and assess with consideration for varying student developmental levels.

Data is collected and reviewed through the Nebraska Clinical Practice Assessment Items for Standard #1.

Documentation: [TABLE 005.02-1 – Professional Education Competencies](#)
[Nebraska Clinical Learning and Learning Environments Data](#)

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

Narrative: All candidates take either EDS 207 Introduction to Special Education or EDS 620 as well as either EDU 211 or EDU 624. These courses provide foundational knowledge related to learning differences for diverse groups of students. Methods courses apply that foundational knowledge in planning for inclusive learning environments. Clinical practice and other field experience require candidates to plan and assess with consideration for learning differences.

Data is collected and reviewed through the Nebraska Clinical Practice Assessment Items for Standard #2.

Documentation: [TABLE: 005.02-1 – Professional Education Competencies](#)
[Nebraska Clinical Learning and Learning Environments Data](#)

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

Narrative: All candidates take either EDS 207 Introduction to Special Education or EDS 620 as well as either EDU 211 or EDU 624. Candidates also complete content related to managing classroom environments (EDU 221 undergraduate, EDU 661 graduate). These courses provide foundational knowledge related to providing supportive learning environments for all students. Methods courses apply that foundational knowledge in planning for inclusive learning environments. Clinical practice and other field experience require candidates to plan and implement supportive and inclusive learning environments.

Data is collected and reviewed through the Nebraska Clinical Practice Assessment Items for Standard #3.

Documentation: [TABLE: 005.02-1 – Professional Education Competencies](#)
[Nebraska Clinical - Learning and Learning Environments Data](#)

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

Narrative:

All candidates complete the liberal arts degree requirements which includes Foundational Areas of Knowledge (FAK) (e.g. writing, communication, quantitative, creative arts, experiential learning). In addition, all candidates complete a core sequence of professional education coursework to ensure foundational knowledge. Candidates complete the appropriate content coursework for their specific endorsement.

The Praxis II content exam was required for all candidates to attempt prior to the start of the clinical practice semester. GPA is reviewed at admission to the program to ensure foundational content knowledge for progression. GPA is reviewed again prior to the start of the clinical practice semester and at graduation.

Data is collected and reviewed through the Nebraska Clinical Practice Assessment Standard #4.

Documentation:

[TABLE: 005.02-1 – Professional Education Competencies](#)
[Nebraska Clinical - Content Knowledge Data](#)

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

Narrative:

All candidates complete the liberal arts degree requirements which includes Foundational Areas of Knowledge (FAK) (e.g. writing, communication, quantitative, creative arts, experiential learning). In addition, all candidates complete a core sequence of professional education coursework to ensure foundational knowledge. Candidates complete the appropriate content coursework for their specific endorsement.

Students learn to apply content in specific methods coursework for their endorsement areas, and through multiple field experiences, where they develop and implement instructional lessons.

Data is collected and reviewed through the Nebraska Clinical Practice Assessment Standard #5.1 and 5.2

Documentation:

[TABLE: 005.02-1 – Professional Education Competencies](#)
[Nebraska Clinical - Content Knowledge Data](#)

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

Narrative:

All undergraduate candidates complete EDU 321 as part of the 4-course sequence of practicum. The course emphasizes instructional design and assessment with intentional field-based experiences that develop and improve the teaching-learning process.

All graduate candidates complete EDU 602 a 3-credit assessment for learning course. The course emphasizes the construction, interpretation, and use of multiple types of authentic assessments for measuring student growth.

Additional assessment coursework is embedded into both graduate and undergraduate programs with specific courses (EDS 621 and EDS 328) in the interpretation and use of standardized tests and measures used to monitor and assess students with exceptional needs.

Data is collected and reviewed through the Nebraska Clinical Practice Assessment Standard #6.1

Documentation:

[TABLE: 005.02-1 – Professional Education Competencies](#)
[Nebraska Clinical – Instructional Practice Data](#)

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

Narrative:

Candidates begin learning to design instruction in their first teacher education coursework at both graduate and undergraduate levels. For undergraduates this begins in EDU 211 and for graduate students in EDU 661 – Foundations of Teaching.

Candidates then build on these foundational concepts in the field experience and methodology courses. Students are required to plan and deliver instructional lessons in all field experiences. Students learn to adapt basic lesson planning templates to their specific program areas in their methods classes.

Data is collected and reviewed through the Nebraska Clinical Practice Assessment Standard #7

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Documentation: [TABLE: 005.02-1 – Professional Education Competencies](#)
[Nebraska Clinical – Instructional Practice Data](#)

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

Narrative: Candidates begin learning to design instruction in their first teacher education coursework at both graduate and undergraduate levels. For undergraduates this begins in EDU 211 and for graduate students in EDU 661 – Foundations of Teaching.

Candidates then build on these foundational concepts in the field experience and methodology courses. Students are required to plan and deliver instructional lessons in all field experiences. Students learn to adapt basic lesson planning templates to their specific program areas in their methods classes.

Specific 3- credit courses EDU 625 (graduate) and CMP 201 (undergraduate) related to understanding and effectively using technology in classrooms are required for program completion. Coursework encourages students to make connections to the methods courses and field experiences as they learn appropriate and effective uses of technology to enhance learning and assessment.

Data is collected and reviewed through the Nebraska Clinical Practice Assessment Standards #8.1 and 8.2

Documentation: [TABLE: 005.02-1 – Professional Education Competencies](#)
[Nebraska Clinical – Instructional Practice Data](#)

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

Narrative: Doane candidates are presented with consistent opportunities to develop ethical practice and evaluate their professional dispositions as educators. Doane developed and utilizes the “teacher identity development rubric” which requires all candidates to self-evaluate professional practices and teacher identity each semester as part of their program. Each candidate also is evaluated on the rubric by faculty and advisors. Candidates then meet to discuss the ongoing development of their teacher identity. The data collected

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is formative as teacher identity growth is expected over the course of the program from all candidates. Teacher identity development data is also used as part of the admission, monitoring, and completion gateways described previously.

Summative data is collected and reviewed through the Nebraska Clinical Practice Assessment Standards #9

Documentation: [TABLE: 005.02-1 – Professional Education Competencies](#)
[Teacher Identity Development Rubric](#)
[Nebraska Clinical – Professional Responsibility Data](#)

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

Narrative: Doane candidates are presented with consistent opportunities to develop and evaluate their leadership and collaboration skills as educators. Doane developed and utilizes the “teacher identity development rubric” which requires all candidates to self-evaluate professional practices and teacher identity each semester as part of their program. Each candidate also is evaluated on the rubric by faculty and advisors. Candidates then meet to discuss the ongoing development of their teacher identity. The data collected is formative as teacher identity growth is expected over the course of the program from all candidates. Teacher identity development data is also used as part of the admission, monitoring, and completion gateways described previously.

Summative data is collected and reviewed through the Nebraska Clinical Practice Assessment Standards #10.1 and 10.2

Documentation: [TABLE: 005.02-1 – Professional Education Competencies](#)
[Teacher Identity Development Rubric](#)
[Nebraska Clinical – Professional Responsibility Data](#)

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

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

005.02K2 The ability to recognize and deal with dehumanizing biases, including, but not limited to, sexism, racism, prejudice, and discrimination, and an awareness of the impact such biases have on interpersonal relations;

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005.02K3 The ability to translate knowledge of human relations into attitudes, skills, and techniques which result in favorable experiences for students;

005.02K4 The ability to recognize the ways in which dehumanizing biases may be reflected in instructional materials;

005.02K5 Respect for human dignity and individual rights; and

005.02K6 The ability to relate effectively to other individuals and to groups in a pluralistic society other than the applicant's own.

Narrative:

All Doane undergraduate students are required to complete both EDU 211 – Practicum 1A and LAR 202 Democracy and Diversity Seminar. EDU 211 is one of several courses recognized by NDE as meeting the Human Relations requirement. As an early field experience with accompanying content, the EDU 211 course provides opportunities for students to reflect on the theory and history of education, including their own biases and educational experiences. The LAR 202 seminar is part of the liberal arts requirements at Doane. All education majors are required to take specific sections with education faculty members with expertise in diverse learners' pluralistic views of society. During the course students complete self-ratings and monitor their growth in areas related to diversity, equity, inclusion, and implicit bias.

For all initial certification candidates at the Advanced Level EDU 624 – Multicultural Education and Practice is a 3-credit hour required course and recognized by NDE as meeting the Human Relations requirement. Students complete the course during their first summer of the program. As part of the course class members analyze their beliefs, attitudes, and behaviors in relationship to multicultural views. Students model appreciation and awareness of multiple perspectives, confront prejudice and social injustice, and teach effectively to a broader range of students.

Documentation:

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

[Syllabus_LAR_202](#)

[Syllabus_EDU_624](#)

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

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

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005.02L5 Knowledge of prereferral alternatives, referral systems, multidisciplinary team responsibilities, the individualized education plan process, and the placement process.

Narrative: All students take either EDS 207 (undergraduate) or EDS 620 (Graduate) – Introduction to Exceptional Children. This course is designed to provide introductory knowledge in identifying and addressing the exceptional educational needs of students with disabilities, as outlined in the Individuals with Disabilities Education Act. Emphasis is placed on designing and adapting instruction and instructional learning environments to meet diverse learning needs of students with exceptionalities. Through coursework, hands-on experiences through service-learning opportunities, students build foundational skills and knowledge to effectively support the diverse needs of students with disabilities.

All methods courses continue to incorporate this knowledge and skills to meet the needs of all students.

Documentation: [TABLE: 005.02-1 – Professional Education Competencies](#)
[Doane University Catalog](#)
[Syllabus EDS 207](#)
[Syllabus EDS 620](#)

005.03 Field Experience

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

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

Narrative: All candidates participate in field experiences throughout the program in a variety of diverse settings. As candidates progress, they assume more responsibilities in their placements moving from assisting with small or large group instruction, tutoring, planning for and leading instruction, and assessment of student learning. We track candidate placements in each experience in our Anthology database to ensure candidates are in a variety of schools, classrooms, and grade levels to work with diverse student populations and different teachers to gain perspectives and skills. All placements are reviewed to ensure diverse settings throughout their program preparation. Examples of how placement diversity reports look in Anthology are provided as attachments.

Documentation: [TABLE: 005.03-1 – Field Experience for Initial Certification](#)
[IPAL_IndividualStudents_PlacementDiversity_2023_24](#)

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[UG Individual Students Placement Diversity 2023 24](#)

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

Narrative: All candidates complete over 100 hours of contact with students prior to their Clinical Practice semester. The experiences begin with the introductory courses and with each experience candidates increase their contributions including assisting, planning, and delivering instruction. Most practicum experiences take place in the immediate school systems near Crete, Lincoln, and Omaha metro areas. Table 005.03-1 lists the field experiences courses and hours for initial programs.

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

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

Narrative: In alignment with the NDE requirements, all initial certification candidates complete a Clinical Practice experience (student teaching). Candidates enroll one of the following clinical practice internships:

- EDU 451 – Elementary Clinical Practice
- EDC 457 – Early Childhood Clinical Practice
- EDU 453 – Secondary Clinical Practice
- EDU 455 – K-12 Clinical Practice
- EDS 456 – Special Education Clinical Practice
- EDU 458 – Middle Grades Clinical Practice
- EDS 655 – Internship for Special Education
- EDU 655 -- Internship

Candidates begin the semester getting to know their students and the curriculum and then progress to assuming responsibility for part of the day and then the entire day for most of the semester. The DTEP Teacher Handbook outlines the responsibilities for the student and cooperating teacher. Candidates are required to demonstrate knowledge, skills, and professional dispositions and are assessed by both cooperating educators and university supervisors using the Nebraska Clinical Practice assessment.

Documentation: [DTEP Handbook Pages 59 to 64 - Responsibilities](#)

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.

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Narrative: The Code of Ethics, 92 NAC 27, is seen by candidates throughout the programs, beginning in the introductory courses (EDU 211 and EDU 661). Policies and procedures are provided to candidates in each practicum course and prior clinical practice (student teaching). Handbooks are provided to both the cooperating teachers and supervisors as well.

Documentation: [DTEP Handbook Pages 35 to 45 - Standards and Professional Practice](#)
[Student Teacher Handbook 2024 2025](#)

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.

Narrative: All candidates are placed in accredited schools. Because most of our undergraduate students also participate in activities or athletics on campus, most choose to student teach in the local area with our partner schools. Program directors and the students work with the Placement Coordinator to ensure the school and placement meet the NDE requirements before placement is made. 004.02-1 includes all schools used for placements. All candidates are placed in the area of their endorsement with a cooperating teacher who is certificated in the endorsed area they are teaching and has a minimum 3 years of experience.

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

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

Narrative: The Doane University teacher education programs use a variety of means to ensure consistent engagement with a variety of PK-12 school partners.

The primary means of direct program input from PK-12 partners is through and continuous advisory group called the Vision Improvement Partners (VIPs). The VIP group is nominated by faculty and alumni. They represent a diverse group of PK-12 teachers, building administrators, and district administrators who are asked to make a two-year commitment to serve as VIPs. The group meets once in the fall and once in the spring and comes together to discuss Doane’s teacher education program data, structures, processes, and issues facing the program and PK-12 partners. School partners work and discuss key issues and data related to programs. Examples from the Fall 2024 meeting are attached.

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Additionally, Doane asks each cooperating teacher and university supervisor to provide feedback on the placement process, Doane’s support, and make suggestions each semester they are engaged in a placement. Feedback from those responses is provided directly to program directors so they can reflect and make any adjustments for future placements/supervision.

The Field Experience Placement Coordinator works directly with local principals, districts and teachers to collaboratively determine placements. Those meetings and calls include information about candidates so principals and districts can help determine a placement that provides the best opportunity for both the candidate and cooperating teacher.

The Student Teacher Handbook, which outlines the roles and responsibilities, is shared with all candidates, cooperating teachers, and supervisors.

- Documentation:** [Doane Student Teaching Handbook 2024 2025](#)
[Doane VIP email reminder for April 11](#)
[VIP 4 11 24 Agenda](#)
[VIP COE School Partner Meeting April 2024](#)
[Reporting Template VIP Spring 2024 Meeting Elementary](#)
[SE Reporting Template VIP Spring 2024 Meeting](#)

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

Narrative: The roles and responsibilities for the candidate, cooperating teacher, and supervisor are outlined in the Student Teacher Handbook (pages 67-68). The institution collects all school agreements and maintains those as appropriate in the Teacher Education office. Most districts do not utilize separate MOUs at this time.

- Documentation:** [DTEP Handbook Page 67 to 68 - MOU of Schools](#)

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.

Narrative: Clinical Practice is required for all initial certification teacher education candidates. Minimum requirements are in alignment with 005.03A2d. The majority of candidates at Doane are completing a single field endorsement program and thus have a full semester (minimum 14 weeks) for their clinical practice. All other completers meet the respective minimum requirements.

Documentation: [DTEP Handbook Page 16 - Number of Weeks](#)

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

Narrative: Each clinical practice candidate is observed formally in their classroom setting by a university supervisor at least 5 times during their placement. Typically all visits are in person, but on occasion for students placed a greater distance from campus no more than 2 of the observations may be conducted via technology (typically an OWL system in the classroom).

Documentation: [DTEP Handbook Page 8 - Number of Observations](#)

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

Narrative: Not Applicable

Documentation:

006 Advanced Program Field Experience.

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

006.02 Institutions shall require field experiences for advanced certification programs.

Narrative: **006.01**
Standards for professional practices are communicated to candidates for internship in their internship syllabi and handbooks. (See attached example from ESD 940.)

006.02
All programs leading to advanced program certification require a field experience. (See graduate catalog.)

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Required field experiences are as follows:
 Educational Leadership (Principal) – EDL 621 Internship Educational Leaders
 Education Specialist (Superintendent) – ESD 920 and ESD 940 Leadership
 Internship 1 and 2
 School Counseling – COE 602 Practicum Lab in Counseling and COE 691
 Internship in Counseling
 Reading Specialist & Reading and Writing Endorsement – EDU 689 Internship
 in Reading Instruction

Documentation: [TABLE:006.02-1 Field Experience by Advanced Program](#) (this includes
 Administrative Certificates and Endorsements)
[Doane Graduate Catalog 2024](#)
[Syllabi for Grad Practicum and Internships](#)

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.

Narrative: All candidates are placed in accredited schools. Because most of our advanced program graduate students currently hold jobs as professional educators in accredited schools, program directors and the candidates work directly with their supervisor to ensure the school and placement meet the NDE requirements before an internship placement is finalized. All candidates complete internships in the area of the endorsement they are seeking with a PK-12 partner/supervisor who is certificated in the endorsed area they are working toward.

 List of placements from the past two years can be found by reviewing Table 004.02-1; advanced program placements and cooperating educators follow the initial program listings.

Documentation: [Table 004.02-1](#)
[EDL Internship School Collaborative Mentor Information](#)
[Practicum Internship Expectations School Counseling](#)

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.

Narrative: Each program director coordinates with candidates and PK-12 school partners to support program internships and provide opportunities for program input.

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	<p>Individual internships are coordinated directly with PK-12 partners in collaboration with candidates and Doane faculty. Agreements vary by program but articulate the responsibilities of candidates and PK-12 partners. (See EDL example.)</p> <p>Each program also utilizes a PK-12 advisory group that meets at least annually. Example advisory meeting notes are included in the attachment.</p>
Documentation:	<p>Example EDL Internship agreement</p> <p>Example School Counseling Internship Agreement</p> <p>Graduate Program Advisory Committee Notes</p>

007 Program Quality Indicators.

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

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

Narrative:

007

The Doane Teacher Education programs at both the initial and advanced levels have in place a systematic Quality Assurance System that allows documentation of program quality and supports a continuous improvement process.

The QAS consists of both a high-quality data management system and processes that enable the EPP to access, analyze, and reflect on data and program practices that lead to opportunities for continuous improvement of programs.

Doane College of Education utilizes that Anthology software to support data collection and analyses. Data is entered directly into the system for key assessments and field experiences (internship, practicum, and clinical practice). All faculty have direct access and can run reports on disaggregated data for any groups within their programs they choose. Staff including the assistants to the dean at the graduate and undergraduate level monitor data, support assessments, and create reports used for NDE approval, CAEP accreditation, and program advisory groups as requested.

Differences between timelines for initial programs and various advanced programs make the flexibility of the Anthology data important, allowing individual program directors and faculty to examine results at appropriate times and as often as they choose. Employer and completer follow-up data is

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housed outside of Anthology but distributed annually to all program directors and faculty.

At minimum all programs are required to use data to support 1) annual reports to the institution on academic programs required by the university assessment and academic affairs division; and 2) conversations with advisory groups that include PK-12 stakeholders at least once per year.

Programs use data to inform conversations about program changes in both curriculum, delivery, and format of all preparation programs.

007.01

Candidate admission, completion, and follow up data are used to support continuous improvement processes and maintain high quality programs. Examples are illustrated by changes discussed 007.06 below. Example data can be seen throughout Section 005 documentation and examples of data sharing and reflection are identified in example advisory committee information [005.03A2c](#) and [006.04](#).

Documentation: [TABLE: 005.02-1 – Professional Education Competencies](#)
[Doane VIP email reminder for April 11](#)
[VIP_4_11_24 Agenda](#)
[VIP COE School Partner Meeting April 2024](#)
[Reporting Template VIP Spring 2024 Meeting Elementary](#)
[SE Reporting Template VIP Spring 2024 Meeting](#)
[Graduate Program Advisory Committee Notes](#)

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

Narrative: Recent Rule change approved by NSBOE is likely to eliminate the requirement that candidates complete a content exam for certification. Consequently, candidates have been anticipating this change with fewer candidates opting to complete content area exams. However, when content data is available it is shared with program directors, who in turn may utilize it as a data point with their advisory groups and faculty as information in support of program changes. Despite high pass rates on all exams, the EPP does not believe that the content tests provide information that is particularly useful for two reasons. 1) The exams tend to be inherently related to candidate test-taking skills rather than a measure of content knowledge and 2) advanced program candidates are unlikely to take the exams immediately following program completion, instead they often wait until they wish to change positions. This makes tracking cohorts of candidates that may reflect changes in program

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difficult and decreases the likelihood that the information is related to any one program change.

Documentation: [Grad Praxis Scores by Program 2022-23 + 2023-24](#)
[Initial Program Praxis Scores](#)

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

Narrative: Initial certification programs utilize the NDE 1st and 3rd year completer survey. Doane encourages completers to participate in the NDE 1st and 3rd year completer follow up surveys. The surveys were developed collaboratively by NDE and NACTE are distributed each year by NDE. Data from the survey is returned to Doane by NDE annually and used as part of the overall program evaluation.

Graduate and advanced programs each utilize their own follow up survey. The surveys are distributed from the College of Education graduate office by the assistant to the Dean. Results are then provided to graduate program directors to share with their advisory groups and faculty.

Documentation: [1st Year Teacher Survey by Teacher_2 Yr Comparison](#)
[3rd Year Teacher Survey by Teacher_2 Yr Comparison](#)
[Advanced Program Completer Surveys](#)

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

Narrative: Initial certification programs utilize two different follow up methods to gather information about employer satisfaction with the preparation program.

Doane encourages employers to complete the NDE 1st and 3rd year employer follow up surveys. The surveys were developed collaboratively by NDE and NACTE are distributed each year by NDE. Data from the survey is returned to Doane by NDE annually and used as part of the overall program evaluation.

Doane also follows up on its teacher warranty program. Each fall employers of initial program completers from the previous academic year are contacted via email with telephone follow ups as needed. Any concerns about 1st year teacher completers are relayed to program directors who make arrangements to provide support per the warranty agreement.

Graduate and advanced programs each utilize their own follow up survey. The surveys are distributed from the College of Education graduate office by the assistant to the Dean. Results are then provided to graduate program directors to share with their advisory groups and faculty.

Documentation: [Doane University Report - NFYTS 2024](#)

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[Doane University Report - NTYTS 2024](#)

[Teacher Warranty](#)

[Advanced Program Employer Surveys](#)

[Advanced Program Employer Survey Results](#)

[1st Year Teacher Survey by Principal_2 Yr Comparison](#)

[3rd Year Teacher Survey by Principal_2 Yr Comparison](#)

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

Narrative:

New teachers that are completers from Doane receive a variety of supports following their initial certification and acceptance of a teaching position.

All completers have the option of enrolling in a graduate course EDU 672– Beginning Teacher Seminar 2 – that provides intentional 1st year teacher support, guidance and a professional learning community. Instructors tailor course content to meet the needs of enrolled students and student projects for the class focus intentionally on goals for areas of continued improvement as they begin their teaching careers.

All completers are invited to 1st year teacher get togethers hosted by Doane faculty, some by geographic area and others by program area. The gatherings give faculty a chance to check in on recent completers to get anecdotal program feedback and provide opportunities for further support if indicated as a need by an individual completer.

Documentation:

[EDU 672 course description](#)

[Followup Email Example](#)

007.06 Program Improvement. The institution initiates program improvement strategies based on regular analysis of data, current research, and/or as the result of engagement with PK-12 education partners regarding initiatives and challenges of PK-12 education.

Narrative:

There have been numerous changes in the educator preparation programs at Doane since the last NDE approval visit. Below are two examples that demonstrate the way Doane uses data and PK-12 feedback to close the feedback loop and make continuous improvement.

During the past 4 academic years, the initial teacher education programs responded to a data-informed need that led to the design, validation, and implementation of a new program assessment. The process began in 2021 when the VIP stakeholder group responded in a collaborative meeting with program faculty that Doane candidates seemed to have difficulty post-pandemic with the area of “professional dispositions.” Both anecdotal evidence and data from student teaching evaluations showed this as an area that could be strengthened in the program. In consultation with the advisory

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group the faculty determined to create a better measure to re-focus the assessment as a formative tool that could be used to help students grow throughout their program. Thus, the “teacher identity development rubric” was created. The new assessment was introduced and validated by the advisory group. The intentional supports now provided through self-reflection, as well as cooperating teacher and faculty feedback has helped Doane candidates realize areas of growth as they develop their teacher identity. This new approach has yielded good results so far and has led to publications and presentations for the faculty.

Documentation: [Ailcate_Journal_2022](#) – Teacher Identity - Page 75
[Teacher Identity Development Rubric](#)
