

ELEMENTARY TEACHER EDUCATION PROGRAM SELECTIVE ADMISSIONS PROCEDURES

Students pursuing a degree and teaching certificate in elementary education must first meet selection requirements for the Elementary Teacher Education Program (ETEP). Selections will be made two times per academic year. Application deadlines are **September 15 and February 1**, or the Monday immediately following these dates if they fall on a weekend. The following requirements must be met **before the student is eligible to apply**. Applications submitted by students who have not met these requirements will **not** be reviewed. When submitting your application for the Elementary Teacher Education Program, **acceptance is for the following semester only**. If a student is accepted to the program, but chooses not to begin course work for any reason the following semester, s/he will be required to reapply at a later date if still interested in elementary certification at UNL.

Requirements Prior to Admittance:

- Students must be formally admitted to the College of Education and Human Sciences (CEHS).
- Completion of a minimum of 30 credit hours with at least a 2.5 (C+) grade point average.
- Completion of (or in progress) TEAC 331 and TEAC 259 (one must be complete, one may be in progress); minimum grade of C+ each.
- Completion of EDPS 250 (or approved equivalent) with a minimum grade of C.
- Completion of TEAC 297a (or approved transfer equivalent) with a minimum grade of C+/pass and an evaluation of field-based performance.
- Completion of one of the following speech courses: Communication Studies 109, 205, 209, 210 or approved transfer equivalent.
- Passing scores on all portions of the PPST as verified on an official score report.

The Application:

The essay is a written representation of the applicant, and selection is based largely on the applicant's ability to communicate through written language in this narrative. Therefore, you are advised to write and edit with extreme care. Consideration of a student's performance in TEAC 297a, or an accepted equivalent, is also evaluated as part of the selection process. Each application is randomly assigned to elementary education faculty who serve as readers/evaluators for selective admissions.

Submission:

- ETEP application form to be completed with advisor.
- Student's written essay (no more than 6 pages, 12 pt essay quality font)

Directions:

1. Students who are applying can enter their essay on the following site:
cehs15.unl.edu/tlte/eval/
2. Log in to the site with your blackboard login (this is the same site you previously completed your practicum evaluations).
3. Once you are on the site on the lower right hand side you will see a box for the "Application Essay"
4. Essays can be copied and paste into the essay prompt, keep in mind essays should be no longer then six pages or approximately 2500 words.
5. *Please remember to work with your advisor to complete and submit the new on-line application.*

Selection:

The scores of evaluators are averaged and ranked from the highest to the lowest score. The number of students admitted in any semester is determined by a cutoff criteria and available departmental resources. Under no circumstances are scores of applicants revealed.

Applicants are reminded of the Academic Dishonesty statement in the code of conduct section of the UNL Undergraduate Bulletin. A student found guilty of any form of academic dishonesty is subject to expulsion from the University. Academic dishonesty includes cheating, fabrication, plagiarism, falsification, and complicity in the academic dishonesty of another student.

Ability Grouping

In most elementary schools today, learners are placed in groups according to their achievement or potential for achievement. This practice is called ability grouping. Ability grouping allows teachers to offer instruction geared specifically toward the needs of a particular set of learners (e.g. struggling readers or gifted math learners).

Considering your experiences in elementary schools as a teacher learner so far, your experiences as a learner in K-12, and your coursework in education, what are the advantages of ability grouping? What are the disadvantages of ability grouping?

Which students might ability grouping help, and which might ability grouping harm? In each case, how so?

In your response, please refer to specific experiences and connect those experiences not only to your beliefs about effective education but also to scholarship (you do not need an extensive set of citations for this essay, but your beliefs should be supported by educational theory and / or research).

November 7, 2013