

Nebraska Department of Education Rule 24 Report

BILINGUAL EDUCATION

(Content Area)

Educator Preparation Content Program Review

Name of institution	University of Nebraska-Lincoln
Date Submitted	August 9, 2024
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Folio type: Regular Mini Advanced Program

Program(s) Covered by this Folio

Endorsement(s)	Type	Grade Level	Program Level
	Subject	PK-12	Baccalaureate
	Field	6-12	Post-Baccalaureate
	Supplemental	7-12	Master's
	Low-Enrollment	Etc.	Etc.
Bilingual Education	Supplemental	PK-6	Post-Baccalaureate

Is the endorsement offered at more than one site? Yes No

If yes, list additional sites where endorsement is offered:

Institution Accreditation Status: National State

Is this a Nationally Accredited Program? Yes No

If Yes, list Accrediting Organization:

Attach National Letter to Cover Sheet

1a. Institutional Background

The University of Nebraska-Lincoln

The University of Nebraska at Lincoln (UNL) was chartered as a land grant university on February 15, 1869, as part of the Morrill Act, and serves as the comprehensive public university for Nebraska. UNL is part of the University of Nebraska system that includes the University of Nebraska at Omaha, the University of Nebraska at Kearney, and the University of Nebraska Medical Center. The elected state Board of Regents governs the system and has designated UNL the flagship campus.

UNL is a member of the Big 10 Conference, the Big 10 Academic Alliance and the Association of Public and Land Grant Universities (APLU). Nebraska is classified within the Carnegie “R1 Doctoral Universities-Highest Research Activity Category,” accredited by the Higher Learning Commission and consists of eight academic colleges: Arts and Sciences, Business, Education and Human Sciences, Engineering, Fine and Performing Arts, Graduate Studies, Journalism and Mass Communications and Law. The university’s continuous improvement strategic plan, N2025, centers on the premise that every person and every interaction matters.

Enrollment in the Fall of 2023 reflected the national trend of small enrollment declines from UNL’s historical enrollment in 2017. UNL had 18,959 undergraduates and 4,641 graduate/professional students.

The College of Education and Human Sciences

The College of Education and Human Sciences (CEHS) was established in 2003 when the College of Human Resources and Family Studies and the Teachers College were combined. It is home to more than 3,100 students, 220 faculty, and 175 staff members, with 25% of students identifying as first-generation college students. CEHS includes seven academic units: Child, Youth and Family Studies (CYAF), Educational Administration (EDAD), Educational Psychology (EDPS), Nutrition and Health Sciences (NHS), Special Education and Communication Disorders (SECD), Teaching, Learning and Teacher Education (TLTE), and Textiles Merchandising and Fashion Design (TMFD). The college offers bachelor, master, specialist, and doctoral degree programs and certificate and endorsement-only programs.

UNL’s programs that are nationally accredited include Speech Language Pathology Audiology (SLPA), accredited by the Council on Academic Accreditation in Audiology and Speech Language Pathology of the American Speech Language Hearing Association (ASHA) and School Psychology, accredited by the National Association of School Psychologists (NASP). Music education, offered in the College of Fine and Performing Arts, is nationally accredited by the National Association of Schools of Music.

1b. Standards for Admission, Retention, Transition, and Completion

The educator preparation programs at UNL admit new graduate candidates based on the following criteria:

- A minimum undergraduate GPA or 3.0
- A valid teaching certificate or concurrently pursuit of initial certificate
- Applicants are required to have a command of oral and written English. Those who do not hold a baccalaureate or other advanced degree from the United States must meet the minimum language proficiency score requirement to be considered for admission. Some advanced programs allow candidates to concurrently pursue initial licensure.
- Candidates must meet the UNL graduate student admission requirements. Some programs require a secondary application to the specific endorsement program with additional requirements.

Institutional Criteria	Gateway #1	Gateway #2	Gateway #3
	<i>UNL Admission</i>	<i>Program Admission</i>	<i>Completion</i>
GPA 3.0	X		
Teaching Certificate or Pursuing Certificate	X		
Baccalaureate, concurrent pursue of baccalaureate or minimum language proficiency score	x		
Plan of Study		X	
Successful completion of Internship and assessments			x

1c. Field Experiences

Describe all field experiences required for the endorsement, including the number of hours for practicum experiences and the number of hours/weeks of clinical experience or internships.

[Table 006.02-1 Field Experience for Advanced Program](#)

1d. Program. Completers

Program Completers and Level – Content Area:					Bilingual Education PK-6					
Academic Year					Number of Endorsement Program Completers					
					Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD
20	22	to	20	23	NA	0	NA	0	NA	NA
20	23	to	20	24	NA	0	NA	0	NA	NA

[Link to Rule 20 Folio Website](#)

1e .See Appendix A for Advising Worksheet

Section 2: Endorsement Program Key Assessments and Related Data

Artifact 1- Summary Table of Endorsement Program Key Assessments- Advanced Programs

Name of Assessment used for the following areas:		Type or Form of Assessment	Brief Description of Assessment, including indicated information obtained from Assessment	When Assessment is Administered
1	Content – Knowledge	Written and Oral Demonstration	Taught in Spanish, this course specifically focuses on candidate proficiency in learner differences, content knowledge, application of content and assessment in an immersive environment. Candidates provide reflections, lesson plans and other evidence, both in written and oral form, to demonstrate proficiency in a bilingual environment.	TEAC 815J-3 cr
	Bilingual lessons & Classroom Participation			
2	Knowledge of Learner/Learning Environments	Reflection	Candidates write reflections and analysis focused on Learning Environments and planning for instruction related to their classroom experience. Lesson planning for bilingual instruction is emphasized	TEAC 815A – 3 cr
	Bilingual lessons			
3	Knowledge of Effective Use of Instructional Practices	Written and Oral Demonstration	Taught in Spanish, this course specifically focuses on candidate proficiency in learner differences, content knowledge, application of content and assessment in an immersive environment. Candidates provide reflections, lesson plans and other evidence, both in written and oral form, to demonstrate proficiency in a bilingual environment.	TEAC 815J – 3 cr
	Bilingual lessons & Classroom Participation			
4	Professional Responsibility & Overall Proficiency	Field Experience	The purpose of this experience in a school and/or agency offering programs for children and youth is for candidates to demonstrate overall proficiency in teaching bilingual students under the guidance of EPP faculty.	TEAC 894C – 3 cr
	Practicum			

Key Assessments – Descriptions and Information

Key Program Assessment #1: Content Knowledge

TEAC 815J Spanish in the Content Area, provides candidates the opportunity to apply and implement knowledge and skills of bilingual instruction in a fully immersive environment with faculty who teaches only in Spanish. Students reflect on their experiences within the classroom and from their own school setting through lesson assessment and oral demonstration of proficiency. Items 2, 4, 5 and 6 from the NDE Clinical Practice Evaluation Rubric are used for assessment.

Key Program Assessment #2 Knowledge of Learner and Learning Environments

Candidates write reflections and analysis focused on learning environments and planning for instruction related to their classroom experience. Lesson planning for bilingual instruction is emphasized in TEAC 815A Foundation of Dual Language Education, an introductory course to bilingual instruction. The NDE Clinical Practice Evaluation items 3 and 7 are used for assessment.

Key Program Assessment #3 Knowledge of Effective Use of Instructional Practices

TEAC 815J Spanish in the Content Area, provides candidates the opportunity to apply and implement knowledge and skills of bilingual instruction in a fully immersive environment with faculty who teaches only in Spanish. Students reflect on their experiences within the classroom and from their own school setting through lesson assessment and oral demonstration of proficiency. Items 2, 4, 5 and 6 from the NDE Clinical Practice Evaluation Rubric are used for assessment.

Key Program Assessment #4 Professional Responsibility and Overall Proficiency

TEAC 894C Practicum, is completed in a classroom taught only in Spanish. The purpose of this experience in a school and/or agency offering programs for children and youth is for candidates to demonstrate overall proficiency in teaching bilingual students under the guidance of EPP faculty. While many items on the NDE Clinical Practice Evaluation Rubric are used, items 1 and 2 are a focus.

Artifact 2: Key Assessment Data by Endorsement

Bilingual Education PK-6 is a mini folio with 0 completers over the data cycle. Data tables are not presented.

Section 3: Use of Related Data and Information for Continuous Program Improvement of Endorsement Program

Continuous program is essential to all educator preparation programs (EPP). The UNL EPP has involved stakeholders in annual reviews of key assessment data since 2019 with PK-12 educators, faculty and other educational stakeholders involved in the discussions. These discussions in combination with program faculty meetings, have resulted in a well-defined program improvement process. The Rule 24 folios include 2022-2023 and 2023-2024 data, which was the key assessment data available at the time of the last Professional Education Committee meeting held in April. Assessment reviews and analysis led to the following changes since the 2017 visit.

Recruitment to the Bilingual Education endorsement program remains a priority and the EPPs biggest challenge. The increasing need for bilingual teachers has not translated into a corresponding elevation of enrollment. The EPP is working with the state's world language community, school districts and its recruiter to increase recruiting efforts to the program.

Department and PEC stakeholders continue to review data on an annual basis to determine modifications and other changes that might be necessary.

Appendix A Advising Worksheet

Bilingual Education (Grades K-12) *Added Teaching Endorsement*

The Department of Teaching Learning, and Teacher Education offers a dual language endorsement for certified teachers who enroll in one of our programs. To qualify for this endorsement, teachers must be certified (in any subject or area), have an ELL endorsement already, and be accepted to one of our programs. The program follows the standards for the bilingual education endorsement) at the Nebraska Department of Education.

Endorsement Title	Dual Language Endorsement
Prerequisite: (Partner) language proficiency	<ul style="list-style-type: none"> • Advanced-mid on OPI oral and written in Spanish (for L1 English speakers) • Minimum English proficiency: Paper TOEFL 550, Internet TOEFL 79, IELTS 6.5 (for L1 Spanish speakers)
Prerequisite for program participation	<ul style="list-style-type: none"> • Hold any Nebraska initial certification • Hold or earn concurrently an ELL endorsement
Practicum requirement	100 hours practicum
Coursework requirement	<ul style="list-style-type: none"> • 18 hours of coursework related to methodology, content literacy and content instruction <ul style="list-style-type: none"> ○ 9 credit hours in "partner language"
Grade level options	K-6, 7-12

Required Courses (15 hours)

Course No.	Course Title	Hours	Standards Met
TEAC 815A	Foundations of Dual Language Education	3	3, 7
*TEAC 815J	Spanish in the Content Areas	3	2, 4, 5, 6
*TEAC 894C	Practicum: Dual language (must be taken at end of all courses)	3	1, 2
TEAC 815E	Emerging Bi-literacy (online)	3	N/A
*SPAN	Choose one from this list: *SPAN 807 History of the Spanish Language *SPAN 891 Special Topics: Spanish in Contact with Other Languages *SPAN 886 Spanish in the United States: Variation and Contact *SPAN 888 Heritage Speaker Pedagogy	3	2

*These courses are taught in Spanish

Elective Courses (3 hours) of Bilingual Education related courses. Note that if one of the Spanish courses was taken as a required course, it cannot be used as an elective.

Course No.	Course Title	Hours	Standards Met
TEAC 840D	Immigrant Families/Schooling and Demographically Transitioning Communities (meets HRT requirement)	3	N/A
TEAC 815b	Schooling and the Multilingual Mind	3	N/A
*SPAN 807	History of the Spanish Language	3	N/A
*SPAN 891	Special Topics: Spanish in Contact with Other Languages	3	N/A
*SPAN 888	Heritage Speaker Pedagogy	3	N/A
*SPAN 886	Spanish in the United States: Variation and Contact	3	N/A
TEAC 861	Education for a Pluralistic Society	3	N/A