Nebraska Department of Education Rule 24 Report

INFORMATION TECHNOLOGY PK-12

(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   **X** Mini   **X** 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
List Endorsements	Low-Enrollment	Etc.	Etc.
INFORMATION TECHNOLOGY	**SUPPLEMENTAL**	**7-12**	POST-BACCALAUREATE

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

If yes, list additional sites where endorsement is offered:

Institution Accreditation Status: **X** National   **X** State

Is this a Nationally Accredited Program?   **X** Yes   No

If Yes, list Accrediting Organization: CAEP   Attach National Letter to Cover Sheet

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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:

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- 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
	UNL Admission	*Program Admission*	*Completion*
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

Academic Year					Program Completers and Level – Content Area:			Information Technology		
					Number of Endorsement Program Completers					
					Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD
20	22	to	20	23	NA	2	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

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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 Reflection	Narratives and discussion	Candidates reflect on how they teach computer science in schools through written papers and classroom discussion in this workshop seminar. This course is designed with a focus on application of methods for practicing teachers with a priority of relevancy to current practice.	TEAC 890-3 cr
2	Knowledge of Learner/Learning Environments Reflection	Narratives and discussion	Candidates reflect on how they teach computer science in schools through written papers and classroom discussion in this workshop seminar. This course is designed with a focus on application of methods for practicing teachers with a priority of relevancy to current practice.	TEAC 890-3 cr
3	Knowledge of Effective Use of Instructional Practices Reflection	Narratives and discussion	Candidates reflect on how they teach computer science in schools through written papers and classroom discussion in this workshop seminar. This course is designed with a focus on application of methods for practicing teachers with a priority of relevancy to current practice.	TEAC 890-3 cr
4	Professional Responsibility & Overall Proficiency Practicum	Field Experience	The purpose of this experience is to provide candidates the opportunity to demonstrate fluency with advanced technology and the application of instructional design with supervision	TEAC 882 – 3 cr

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Key Assessments – Descriptions and Information

Key Program Assessment #1: Content Knowledge

TEAC 890 is a Workshop Seminar Course focused on the application of methods for practicing teachers and information technology instruction. This course is structured to provide opportunities for candidates to apply knowledge and methods within their current classroom followed by reflections (both in discussion and in written form) of the outcome.

Key Program Assessment #2 Knowledge of Learner and Learning Environments

TEAC 890 is a Workshop Seminar Course focused on the application of methods for practicing teachers and information technology instruction. This course is structured to provide opportunities for candidates to apply knowledge and methods within their current classroom followed by reflections (both in discussion and in written form) of the outcome.

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

TEAC 890 is a Workshop Seminar Course focused on the application of methods for practicing teachers and information technology instruction. This course is structured to provide opportunities for candidates to apply knowledge and methods within their current classroom followed by reflections (both in discussion and in written form) of the outcome.

Key Program Assessment #4 Professional Responsibility and Overall Proficiency

TEAC 882 Practicum provides candidates the opportunity to demonstrate fluency with advanced technology and the application of instructional design in their classroom with faculty supervision.

Artifact 2: Key Assessment Data by Endorsement

Information Technology PK-12 is a mini folio with 2 completers over the data cycle. Data tables are not presented.

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

Continuous program improvement 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 EPP endorsement programs remains a priority and the EPPs biggest challenge. The increasing need for well-prepared teachers has not translated into a corresponding elevation of enrollment. The EPP is working with the state's educational 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.

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Appendix A

Endorsement Program Advising Sheet

**Information Technology
Emphasizing Computer Science Education (K-12)**
Added Teaching Endorsement

Teaching Computer Science is an important addition to school curricula. It is an exciting field to teach that allows teacher and student collaboration creativity and innovative problem solving. Computer science opens more doors for 21st century learners than any other discipline. Laying the foundations for CSE will help students in any future career. According to Code.org 71% of all current US jobs require digital skills. High-skilled computing occupations are the fastest-growing, best-paying, and now the largest sector of all new wages in the US.

In Nebraska, we need high quality Computer Science teachers available to students in EVERY school. Just as they learn how to write an essay or how electricity works, it's important for every 21st century student to have a chance to learn how the internet works or design an app.

We don't need to hire new teachers. We just need you to add this endorsement independently or as part of a University of Nebraska–Lincoln Graduate Program. The endorsement includes courses in Computer Science and in the department of Teaching Learning, and Teacher Education.

The University of Nebraska–Lincoln is a regional partner with Code.org and you can take advantage of this partnership by making code.org training part of your pathway to the endorsement.

You do not need a computer science background to get started. The College of Education and Human Sciences at the University of Nebraska–Lincoln is ready to help you learn computer science, information technology basics and how to teach them.

To start: Register as a non-degree seeking or a master's student at UNL at:

https://www.unl.edu/gradstudies/prospective/steps

Must complete all of the following:

Course No.	Course Title	Hours
TEAC 890	Workshop in Computer Science Methods in Education	3
TEAC 882	Instructional Applications of Technology	3
CSCE 805	Computer Science for Teachers I	3
TEAC 882B or CSCE 806	Instructional Applications of Technology: Database and Web Applications Computer Science for Teachers II	3
Choose one of the following		
TEAC 859	Designing Learning Experiences	3
TEAC 860	Production of Instructional Materials	3

Teaching, Learning and Teacher Education, College of Education and Human Sciences   **cehs.unl.edu/tltegrad**

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