Nebraska Department of Education Rule 24 Report

INSTRUCTIONAL TECHNOLOGY LEADERSHIP 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.
INSTRUCTIONAL TECHNOLOGY LEADERSHIP	**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:

- 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

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1d. Program. Completers

Academic Year					Program Completers and Level – Content Area:		Instructional Technology Leadership			
					Number of Endorsement Program Completers					
					Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD
20	22	to	20	23	NA	1	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 Course materials for use in classroom	Projects	Candidates use technology to support and develop effective learning materials through the application of learning and design principles. Emphasis is on skill development revealed through actual production of materials that support candidate's teaching.	TEAC 860-3 cr
2 Knowledge of Learner/Learning Environments Analysis Project	Analysis response	Candidates survey and analyze the application of technology-supported learning analytics, assessment and evaluation. This includes research and literature on the application and role of technology in supporting teaching and learning	TEAC 880M & P-3 cr
3 Knowledge of Effective Use of Instructional Practices Analysis Project	Analysis response	Candidates survey and analyze the application of technology-supported learning analytics, assessment and evaluation. This includes research and literature on the application and role of technology in supporting teaching and learning	TEAC 880M & P-3 cr
4 Professional Responsibility & Overall Proficiency Case Studies & Discussion	Case Studies and Discussion	Candidates learn about the changing roles for those engaged in instructional and curricular leadership. Applying information on staff development, assessment and evaluation and effective schools to a variety of educational settings and issues such as teach empowerment and site-based management are the focus.	TEAC 948 – 3 cr

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Key Assessments – Descriptions and Information

Key Program Assessment #1: Content Knowledge

TEAC 860 Production and Utilization of Instructional Materials focuses on the use of technology and supporting development of efficient and effective learning materials. This course emphasizes skill development for the actual production and utilization of instructional materials in ways that support teaching in the candidate's classroom.

Key Program Assessment #2 Knowledge of Learner and Learning Environments

TEAC 880M Teaching with Technology: Learning Analytics, Assessment and Evaluation and TEAC 880P Teaching with Technology: Special Topics both address the learner and learning environments.   Both courses use analysis of the application of technology to improve and support teaching. Candidates demonstrate this through their analysis projects.

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

TEAC 880M Teaching with Technology: Learning Analytics, Assessment and Evaluation and TEAC 880P Teaching with Technology: Special Topics both address the learner and learning environments.   Both courses use analysis of the application of technology to improve and support teaching. Candidates demonstrate this through their analysis projects.

Key Program Assessment #4 Professional Responsibility and Overall Proficiency

TEAC 948 Instructional Leadership: Emerging Trends and Practices provides candidates space to practice and discuss the role of those engaged in instructional curricular leadership. Applying information on staff development, assessment and evaluation, and effective schools to a variety of educational settings and issues such as teach empowerment and site-based management are the focus. This is done through case studies and discussion.

Artifact 2: Key Assessment Data by Endorsement

Instructional Technology Leadership PK-12 is a mini folio with 1 completer 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

Instructional Technology Leadership
Added Teaching Endorsement

The department of Teaching Learning, and Teacher Education offers the opportunity to take coursework leading to a supplemental endorsement in Instructional Technology Leadership. The program is a great fit for educators who wish to use their technology leadership skills to play critical roles in public and private schools. The endorsement addresses school policy, professional development, and improvement in instruction with technology. The program provides educators with deeper understandings of both critical educational and technology issues.

The curriculum includes five required courses plus at least one elective from the prescribed list for a total of at least 17 credit hours. Courses are shown on the table below.

Courses in Existing Master's Program	Masters Credit # Credit Hours	Certificate Credit # Credit Hours
TEAC 836A	3	3
TEAC 860	3	3
TEAC 880M	3	3
TEAC 880P	3	3
EDAD 948	3	3
Select one of the following courses		
TEAC 859	3	3
TEAC 880A	3	3
TEAC 880B	3	3
TEAC 880E	3	3
TEAC 880J	2 or 3	2 or 3
ALEC 830	3	3
TOTAL	**17-18**	**17-18**

Apply at go.unl.edu/gradapp.

Contacts

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

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