

Summary of the Case (from the Inquiry Brief)
Long Island University: C.W. Post Campus
Curriculum and Instruction Program¹
Audit Dates: October 17 - 20, 2005

The Summary of the Case is written by the auditors and approved by program faculty. The Summary reflects the auditors' understanding of the case the faculty are making for accreditation.

Introduction:

Long Island University was chartered by New York State in 1926 in Brooklyn, New York, has grown to become the seventh largest independent university in the continental United States and is accredited by the Middle States Commission on Higher Education. The C. W. Post Campus was established in 1954 in Brookville, New York and is located on the property of cereal heiress, Marjorie Merriweather Post, financier E. F. Hutton and the family of Charles Hickox. The Brooklyn campus houses the central administration of all the branches of Long Island University.

The Department of Curriculum and Instruction, one of the six departments in the School of Education, has 13 full-time faculty members, two visiting faculty members 66 adjunct faculty members. The program graduates about 400 students a year (80% women and about 8% minority students. It places about 200 student teachers a semester in 80 school districts. The program has 53 options leading to certification in five main areas (early childhood, childhood, middle childhood, adolescence, and TESOL) at two principal levels (bachelors, masters, dual, and certification only) and is offered in three locations (C.W. Post, Brentwood, and Rockland).

The program, grounded in the liberal arts and sciences, has adopted a progressive education and constructivist orientation, which is also manifested in small classes and individualized instructional opportunities. The program has 100 hours of required fieldwork and provides hands on educational experiences in diverse settings throughout the program.

Claims:

The program faculty members make three broad claims about their students: they are (1) competent in their subject matters, (2) in pedagogy, and (3) can teach in a caring manner (sensitive to differences in culture, race, gender, learning styles). These three claims, which address TEAC's Quality Principle I, are aligned with the ten INTASC standards and the program's own 23 subsidiary claims.

Evidence supporting the claims:

The faculty members support their claims with the following lines of evidence from 65 students from the Fall, 2004, the first cohort to have completed the newly registered program with New York State:

1. Overall GPA of 3.62/4.0 and specific course grades on the disciplines and methods (90+% above C)
2. Mean license tests that exceeded the state passing score of 220 (LAST, 250; ATS-W, 257; CST, 246).

3. Teaching Portfolio of students best work with regard to the components of overall claims (mean rating 3.6/4.00)
4. Faculty Supervisor, Cooperating teacher, and Self ratings of professional development (1-4) in five areas (1. motivation, learning & development, 2. curriculum, 3. instruction, 4. assessment, and 5. professionalism) were high.
5. Survey of program completers with regard to claims showed high percentages in the top two rating categories.

Internal audit:

The internal audit was conducted by a seven member committee in collaboration with the entire full-time faculty and focused on three interdependent outcomes – the quality of the program, faculty, and student learning. They selected 12 students, two each from early childhood and childhood and eight from adolescence education, and found that all had plans of study, satisfied the program's entrance requirements, met all program and state requirements, their professors (full and adjunct) were all hired properly, and all courses were evaluated by policy. One finding of concern, now being addressed, was that only one-third of the time did the students have a full-time faculty member teaching their education courses. The committee also found that data retrieval was difficult and notes that the university is putting in place a more sophisticated web-based system for data retrieval.

Evidence of commitment and capacity:

With regard to the institution's commitment to the program and the program's capacity for quality, the faculty found that the program has adequate facilities for classroom teaching, adequate equipment for all classes, but there was a lack of parity between program faculty salaries in the SOE and other colleges/schools.

¹ **The program includes options in the following areas and New York, following to its own policies and regulations, may grant teaching licenses in these areas to the program's graduates:**

The Curriculum and Instruction program includes 53 options in early childhood, childhood, middle childhood, adolescence, and TESOL, and New York, following to its own policies and regulations, may grant teaching licenses in these areas to the program's graduates.