

**Summary of the Case (from the Inquiry Brief)
Long Island University: C.W. Post Campus
Health and Physical Education 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.

Authorship and approval of the *Inquiry Brief*:

The *Inquiry Brief* was written by Nana Koch and Steve Hollander.

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 Health and Physical Education, one of the six departments in the School of Education, has five full-time faculty members, a full-time activities instructor, five part-time activity specialists and twenty-one adjunct faculty. The program enrolls about 185 students and has three options – physical education (129 credits), health education (129 credits) and a dual program in both (149 credits).

Claims:

The program faculty members make three broad claims about their students: they are (1) competent (understand their subject matters, pedagogy, technology, can teach learning, know how to learn, can respond to the needs of diverse learners), (2) caring (sensitive to differences in culture, race, gender, learning styles), and (3) qualified (maintain GPA, successfully completed student teaching, and pass the state license examinations). Embedded within these three broad claims the faculty members make 23 subsidiary claims, which were further divided into a set of 40 claims about what their students understand and can do.

Evidence supporting the claims:

The faculty members support their claims with the following lines of evidence from 24 students from the Fall, 2004:

1. GPAs of 3.2/4.0

2. License tests that exceeded the state passing score of 220 (LAST, 236; ATS-W, 233; CST 100% pass rate, but no scores reported in the IB).

3. Portfolio of students best work with regard to the components of overall claims (mean rating .70/1.00)

4. Faculty ratings of cooperating teacher overall evaluations of 4.5/5.0 (subject matter 4.4/5.0, pedagogy 4.1/5.0, learning to learn, 4.5/5.0, caring 4.5/5.0)
5. Job placement rates of 80% in full-time teaching positions.

Internal audit:

The internal audit was conducted by Dr. Steven Hollander and Dr. Nana Koch, who also prepared the final *Inquiry Brief*, assisted by Dr. Frank Brady. They selected six of the 24 students, two from each program option, and found that all six met all program and state requirements. With regard to the other dimensions of the program's quality control system, the faculty simply asserted that it worked.

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 total credits each student is required to take was comparable with credits students in other departments of the institution are required to take, all full-time faculty having to teach 18 credits during the academic year, 50% [minimum] of credits taught being taught by full-time faculty, University procedures on faculty promotions and tenure were followed, the program has adequate indoor and outdoor facilities for classroom teaching, adequate equipment for all classes, and necessary lab equipment being available for all classes, and there was parity between program faculty salaries and others in the SOE (although the SOE salaries are the lowest of the six 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 Physical Education and Health program includes options physical education, health education, and a combination of physical education and health and New York, following to its own policies and regulations, may grant teaching licenses in these areas to the program's graduates.