

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

The *Inquiry Brief Proposal* was written by James Vacca, Joseph Sanacore.

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 Special Education and the Literacy Program at the C.W. Post Campus of Long Island University leads to degrees at the undergraduate and graduate levels in special education, literacy (birth-grade 6), childhood education (special education or literacy), and a graduate concentration in autism. The program enrolls about 470 graduate students and is taught by 19 full-time faculty members and 70 adjunct faculty members. The program offers personal attention, small classes, and field experiences throughout the program.

Program's claims:

The program faculty members claim that their students satisfy the New York Learning Standards and nine of the 10 INTASC Principles. The faculty specifically make six claims – that their students have: (1) a strong liberal arts background, which includes knowledge of their subject matters, (2) pedagogical knowledge of how students learn, (3) teaching skill knowledge of instructional techniques and learning styles, (4) technology understanding and ability to integrate technology into the instructional process, (5) multicultural perspectives and sensitivity to learners from different cultures, and (6) lifelong learning practices.

Evidence supporting the claims and results:

Evidence for the six claims came from the graduates from 2003 and 2004 in five ways.

1. A survey of 14 or 17 questions linked to each claim by one to six questions, which showed that the majority of responders *somewhat* or *strongly agreed* that they had what the item claimed they had acquired in the way of subject matter knowledge, pedagogical knowledge, teaching skill, etc.

2. The results of the Liberal Arts and Sciences Test (LAST) and Assessment of Teaching Skills - Written Test (ATSW), which showed pass rates of 94-97%.

3. The New York State Content Specialty Tests in Literacy and Special Education and the New York State Content Test in Multiple Subjects for 2004/2005, which showed pass rates between 62% and 91%.

4. Faculty review of course materials for evidence linked to each of the six claims (plus two more) and a transcript analysis of student records for completeness, which showed relatively high grade point averages of 3.89/4.00 with about 90% of the students earning A or A- grades. The faculty in their review of course materials (term papers, tests, projects, key assignments) in 22 required program courses found narrative evidence in support of the claims and reported no instances where a claim was not supported in some fashion.

5. Faculty review of the students' portfolios for evidence that supports each of the 14-17 survey items, but no evidence was presented in the IB on this point.

Internal audit:

The program faculty members examined the following areas in their internal audit:

- a review of their literacy and special education graduates' reaction to their work in their Master's Program;
- results from mandated tests taken by their graduates for New York State Permanent Certification;
- a review of each of the courses taken by graduate students including an evaluation of their purposes, goals, objectives and outcomes;
- an examination of faculty members' credentials including their resumés, on-going semester contributions to the college, and their publications; and
- an examination of the quality of the adjunct faculty, including their resumes, student evaluations and courses taught each semester.

But apart from the evidence in the IB itself, they reported no results from their internal audit with regard to the elements in Figure 2 of the IB.

Evidence of commitment and capacity:

The faculty members' description of the curriculum, faculty qualifications, facilities, resources, student support services, and so forth, led them to the conclusion that they have the capacity for offering a quality program and that the institution is committed to the program.

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 Special Education and Literacy program includes graduate options in special education, literacy (birth-grade 6), childhood education/special education, autism, and childhood education/literacy, and New York, following to its

own policies and regulations, may grant teaching licenses in these areas to the program's graduates.