

Title II

Higher Education Act

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Hofstra University - Main
 Traditional Program
 2011-12

Print Report Card

Institution Information

Name of Institution: Hofstra University - Main
Institution/Program Type: Traditional
Academic Year: 2011-12
State: New York

Address: 129 Hagedorn Hall
 119 Hofstra University
 Hempstead, NY, 11549

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>

No

If yes, provide the following:

- Award year:**
- Grantee name:**
- Project name:**
- Grant number:**

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at

<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Adv Cert Fine Arts and Music Education	No
Adv Cert Secondary Education	No
Adv Cert Speech-Language Disabilities	No
BA Early Childhood and Childhood Education	No
BA Early Childhood Education	No
BA Elementary Education	No
BA English Education	No
BA Foreign Language Education-French	No
BA Foreign Language Education-German	No
BA Foreign Language Education-Italian	No
BA Foreign Language Education-Russian	No
BA Foreign Language Education-Spanish	No
BA Mathematics Education	No
BA Science Education-Biology	No
BA Science Education-Chemistry	No
BA Science Education-Earth Science	No
BA Science Education-Physics	No
BA Social Studies Education	No
BA/MA Elementary Education:STEM (5 year dual degree program)	No
BA/MSEd Psychology/Secondary SPED Generalist (5 year dual degree program)	No
BBA Business Education	No
BBA/MSEd Management & Business Education (5 year dual degree program)	No
BS Health Education	No

BS/MS Health and Physical Education (5 year dual degree program)	No
BSEd Dance Education	No
BSEd Fine Arts Education	No
BSEd in Physical Education	No
BSEd Music Education	No
MA Speech-Language Pathology	No
MS Health Education	No
MS Physical Education	No
MSEd Business Education	No
MSEd Early Childhood and Childhood	No
MSEd Early Childhood Education	No
MSEd Elementary Education	No
MSEd English Education	No
MSEd Family and Consumer Science	No
MSEd Fine Arts Education	No
MSEd Foreign Language Education: French	No
MSEd Foreign Language Education: German	No
MSEd Foreign Language Education: Russian	No
MSEd Foreign Language Education: Spanish	No
MSEd Inclusive Early Childhood Special Education	No
MSEd Inclusive Elementary Special Education	No
MSEd Inclusive Secondary Special Education	No
MSEd Languages Other Than English & TESOL	No
MSEd Mathematics Education	No
MSEd Music Education	No
MSEd Science Education: Biology	No
MSEd Science Education: Chemistry	No
MSEd Science Education: Earth Science	No
MSEd Science Education: Physics	No
MSEd Secondary Special Education Generalist	No
MSEd Social Studies Education	No
MSEd Students with Disabilities 7-12 generalist w/extension in secondary ed	No
MSEd Teaching of English as a Second Language	No
Total number of teacher preparation programs: 56	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Other see below

Does your initial teacher certification program conditionally admit students?

Yes

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.hofstra.edu/Admission/index.html>

Please provide any additional about or exceptions to the admissions information provided above:

On the undergraduate level, our students in K-12 programs are accepted as freshmen; Undergraduate students preparing to teach at the early childhood, elementary or secondary level need to apply to the Department of Teaching, Literacy, and Leadership the beginning of the sophomore year. In order to graduate, all undergraduate programs, with the exception on Health, require a minimum GPA of 2.75; Health requires minimum of 2.5.

Applicants to our graduate initial certification programs must have a minimum of a bachelor's degree. GPA admissions requirements for graduate programs offered by the Teaching Literacy and Leadership Department and Department of Health Studies and Kinesiology require a minimum 2.75. Graduate programs offered by the Department of Special Education require a minimum of 3.0

Admissions to Hofstra's 5-year dual degree Health/Physical ed program must have a combined SAT score of 1220 (or an ACT score of 27) and an overall high school GPA of 3.5 (or be in the top 15 percent of their high school graduating class) in order to be considered for admission. Students admitted directly to the dual-degree program as incoming freshmen will be admitted automatically to the M.S. program at the end of their junior year provided they a cumulative GPA of 3.0 or above and at least 90 S.H. of coursework towards the B.S.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes

Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Other Portfolio for Fine Arts Education	Yes	Yes

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.87

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2011-12

3.47

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes

Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Other Portfolio for Fine Arts Education	Yes	Yes

What is the minimum GPA required for admission into the program?

2.87

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.29

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2011-12

3.88

Section I.c Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2011-12:	1276
Unduplicated number of males enrolled in 2011-12:	315
Unduplicated number of females enrolled in 2011-12:	961

2011-12	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	89
<i>Race</i>	
American Indian or Alaska Native:	3
Asian:	41
Black or African American:	93
Native Hawaiian or Other Pacific Islander:	2

White:	944
Two or more races:	6

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	450
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	9
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	47
Number of students in supervised clinical experience during this academic year	592

Please provide any additional information about or descriptions of the supervised clinical experiences:

Students within all program options leading to NYS teaching certification are placed in clinical settings representing the full range of grade levels and developmental levels covered in their area of certification. We seek placements in districts and schools that meet the following criteria:

1. Good school climate; Hofstra students are welcome.
2. Cooperating Teachers genuinely enjoy children, teaching, and mentoring and have at least three years of teaching experience within the area of certification.
3. Cooperating Teachers are comfortable having the Hofstra student introduce new materials and methods in the classroom.
4. Placement is generally congruent with Hofstra's program objectives. It is our goal for Hofstra students to have opportunities to observe and plan lessons that:
 - integrate the language arts
 - actively engage learners in hands-on, inquiry based activities
 - value student voice and student decision-making
 - provide opportunities for students to make meaning from their experiences
 - respect students' diverse backgrounds
 - reflect positive classroom management
 - integrate curriculum and reflect a thematic approach
 - provide for student interaction and cooperative learning
 - emphasize process, "big" ideas and concepts
 - utilize small group instruction and adapt to students' needs
 - integrate appropriate technology

Student teachers spend approximately 15 weeks in the supervised clinical setting and typically are placed in

two settings that cover the full range of developmental/grade levels covered by their area of certification. Hofstra University faculty observes students multiple times in each setting and conduct a weekly seminar with student teachers on campus. Our goal is to develop reflective, activist, scholar practitioners who raise questions, look critically at their work, and make decisions about children, materials and curriculum that are informed by research. Both cooperating teachers and clinical supervisors evaluate student teachers under close clinical supervision. Student teachers are required to submit electronically all lesson plans in advance of teaching. Both cooperating teachers and faculty provide feedback. Students also submit weekly reflections on their teaching practices. Faculty review student reflections. All program options require the submission of a student teaching portfolio.

One program option provides close clinical supervision prior to student teaching. Undergraduate early childhood and childhood students have two semesters of close clinical supervision prior to student teaching. During these two semesters, students are placed in a school setting for 9 hours a week for 10 weeks. We observe students teaching small group lesson four times during each semester. These placements are associated with methods courses in social studies, language arts, mathematics and science.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	400
Teacher Education - Special Education	54
Teacher Education - Early Childhood Education	72
Teacher Education - Elementary Education	85
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	97
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	11
Teacher Education - Business	9
Teacher Education - English/Language Arts	14
Teacher Education - Foreign Language	2
Teacher Education - Health	35
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	7
Teacher Education - Music	26
Teacher Education - Physical Education and Coaching	39
Teacher Education - Reading	25

Teacher Education - Science Teacher Education/General Science	12
Teacher Education - Social Science	
Teacher Education - Social Studies	26
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	7
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	5
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	2
Teacher Education - Spanish	2
Teacher Education - Speech	37
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	17
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: FLES Spanish 1-6 Ext.	1

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	2
Teacher Education - Special Education	10
Teacher Education - Early Childhood Education	8
Teacher Education - Elementary Education	22
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	

Teacher Education - Art	1
Teacher Education - Business	
Teacher Education - English/Language Arts	9
Teacher Education - Foreign Language	
Teacher Education - Health	3
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	4
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	23
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	4
Teacher Education - Technical Education	1
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	4
Teacher Education - Speech	27
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	10
Psychology	25
Social Sciences	1

Anthropology	
Economics	1
Geography and Cartography	
Political Science and Government	7
Sociology	6
Visual and Performing Arts	16
History	17
Foreign Languages	7
Family and Consumer Sciences/Human Sciences	4
English Language/Literature	16
Philosophy and Religious Studies	2
Agriculture	
Communication or Journalism	7
Engineering	1
Biology	5
Mathematics and Statistics	4
Physical Sciences	1
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	31
Computer and Information Sciences	3
Other Specify: lab tech/international studies/occupational therapy	3

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2011-12: 400

2010-11: 525

2009-10: 508

Section II. Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or

alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

37

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

The following measures were taken to increase enrollment:

- Attend and advise at nearly all Graduate and Undergraduate Open Houses.
- Make multiple presentations of program descriptions and question/answer sessions at Graduate and Undergraduate Open Houses
- Speak regularly at regional, national, and international conferences concerning mathematics education, IT, and unique mathematics topics and activities associated with Hofstra's programs.
- I spend numerous hours evaluating college transcripts of potential students interested in entering our programs. I provide a thorough evaluation of the specific courses and how many credits students will need to complete our program and obtain teacher certification. This is one of my most successful recruiting activities. Students are highly appreciative.
- Conduct PD for surrounding school districts in IT and constructivist pedagogy in STEM subjects.
- Maintain close contact with Hofstra's Mathematics Department and collaborate in student advisement and scheduling of shared students. I also teach at least one math course per year for the Mathematics Department. They have been very cooperative in directing students to speak with me about the opportunities and possibilities of double majoring in math and math education.
- Create and conduct study-abroad programs that unify mathematics, education, history, culture, and IT. This method has been successful in recruiting several students to Hofstra's programs in mathematics education.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

- I served on the Board of Directors of the Nassau County Association of Mathematics Teachers for three consecutive years and created regional conferences on mathematics pedagogical issues.

-Annually, I continue to personally supervise six or more student teachers each year. This is one of the best ways to create and maintain professional linkages with the local school districts. It has resulted in the improvement of our programs in meeting the needs of the local school districts, the development of academic partnerships, and the recruitment of undergraduate students to mathematics education programs, as well as teachers to the doctoral program in Learning and Teaching.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

20

Provide any additional comments, exceptions and explanations below:

-I plan to continue doing all of the above and extensive PD in local school districts.

-I will be writing a uniquely interactive textbook for secondary/middle-grade mathematics education using smart phones and tablets.

Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers does your program plan to add in mathematics in 2013-14?

25

Provide any additional comments, exceptions and explanations below:

I will assess the success of the plans implemented during 2012-13.

Section II. Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

0

Did your program meet the goal for prospective teachers set in science in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

The science education program uses the following recruitment and retention strategies, but most importantly, the science education program offers course roots in the inclusive pedagogy of constructivism that exemplifies UDL principled. Monthly advertisements of Hofstra programs on the Nassau/Suffolk County science list-serve and the Nassau/Suffolk County Asst Superintendent list-serve. In addition, timely response to phone inquiries, open office hours each week, personal appointments with students who cannot attend regular office hours, video on Hofstra website, mass distribution of newly revised hard copy program descriptions from IDEAS mailing list, new PD offerings each year and advertised IDEAS mailing list, independent study credits geared to pre-service teacher needs, networks with local schools for research on student thinking and behavior as it relates to curriculum.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

We established a teaching/learning laboratory on campus, called STEM Studio, that offers programming to local classrooms and enhances methods classes. This setting allows Hofstra pre-service teachers to see exemplary constructivist pedagogy in action. The STEM studio also serves as a cooperating teacher recruitment devise to establish a partnership with in-service teachers who can serve as exemplary role models.

Provide any additional comments, exceptions and explanations below:

For the 2011-2012 year, the cohort was between 10-12. Due to engagement in other initiatives, the science department was not looking to increase that number. Due to the recent reports indicating the science teacher shortage, particularly earth science teachers, we will be looking to increase the number of students in our cohort in the following years to meet these demands

Academic year 2012-13**Is your program preparing teachers in science in 2012-13?**

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

4

Provide any additional comments, exceptions and explanations below:

Grant writing to update clinical practice and provide scholarships

Academic year 2013-14**Will your program prepare teachers in science in 2013-14?**

Yes

How many prospective teachers does your program plan to add in science in 2013-14?

4

Provide any additional comments, exceptions and explanations below:

Grant writing to update clinical practice and provide scholarships. PR among Hofstra UGs

Section II. Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

80

Did your program meet the goal for prospective teachers set in special education in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

Newsletters, Open schools, literature at conferences

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Improve website, update brochures, link graduate programs with advanced certificates, 5 year programs with psychology and general education

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

75

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers does your program plan to add in special education in 2013-14?

80

Provide any additional comments, exceptions and explanations below:

We have increased our efforts to recruit teacher candidates with events such as film festivals, on-line videos from students, alumni and faculty. In process of establishing partnerships with high needs schools to provide students with experiences that will increase their interest in working in a range of settings

Section II. Annual Goals - LEP

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

6

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

The new MS LOTE/TESOL program was created to recruit greater numbers of international students, specially those who are proficient in Chinese and Modern Standard Arabic.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

The analysis of TESOL teacher learners performance has uncovered several problematic areas. First, students have difficulty in differentiating between content and academic language objectives. Second, students struggle setting somewhat more significant academic language objective . Last, students often fail to account for rich academic-language oriented literacy events in their lesson planning. In order to address these problem areas several significant course revisions have been made. For one thing, the rubrics used in the methodology classes have been adjusted so they would explicitly mention both academic language objectives and the need to incorporate information texts in all the lessons developed by teacher learners. Second, faculty are going to provide models of effective practice that have been specially selected because they are effective in scaffolding the desired competencies. Third, more classroom time will be spent discussing the need for developing the academic language oral and written proficiency of ELLs.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

6

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?

6

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please certify that your institution is in compliance with the following assurances.

(§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

All prospective teachers are provided with a variety of clinical settings during the course of their pre-practicum and student teaching experiences. These clinical settings expose prospective teachers to multi-cultural settings and varied populations of students. Clinical placements are tied to coursework that prepares candidates to create culturally relevant learning experiences. Our expectation is that candidates will demonstrate the ability to differentiate instruction for all learners including limited English proficient learners, students from low income families and students with disabilities. All prospective general education teachers are required to complete coursework and clinical placements in a special education setting as well as fulfill a clinical placement in a setting designated "high needs" by New York State. Although situated in a suburban setting, Hofstra University's close proximity to New York City provides opportunities for urban experiences for prospective teachers. Hofstra University participates in the New York City Department of Education Teacher Learning Collaborative program. The richness of these clinical experiences provides an effective tool for training prospective teachers in the stipulated areas.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
024 -BEA - SPANISH Evaluation Systems group of Pearson All program completers, 2011-12	1			
024 -BEA - SPANISH Evaluation Systems group of Pearson All program completers, 2010-11	1			
024 -BEA - SPANISH Evaluation Systems group of Pearson All program completers, 2009-10	2			
006 -BIOLOGY CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2			
006 -BIOLOGY CST Evaluation Systems group of Pearson	7			

All program completers, 2011-12				
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2010-11	9			
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2009-10	12	255	12	100
069 -BUSINESS AND MARKETING CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	7			
069 -BUSINESS AND MARKETING CST Evaluation Systems group of Pearson All program completers, 2011-12	9			
069 -BUSINESS AND MARKETING CST Evaluation Systems group of Pearson All program completers, 2010-11	8			
069 -BUSINESS AND MARKETING CST Evaluation Systems group of Pearson All program completers, 2009-10	17	236	16	94
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2011-12	2			
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2009-10	1			
070 -DANCE CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
070 -DANCE CST Evaluation Systems group of Pearson All program completers, 2011-12	5			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2011-12	1			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2010-11	4			
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2009-10	1			
090 -ELEMENTARY ATS- W Evaluation Systems group of Pearson	194	260	193	99

All enrolled students who have completed all nonclinical courses				
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2011-12	240	263	240	100
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2010-11	321	264	321	100
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2009-10	313	262	313	100
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	8			
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2011-12	15	243	14	93
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2010-11	29	246	29	100
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2009-10	23	241	21	91
022 -ESOL CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	9			
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2011-12	16	251	16	100
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2010-11	19	249	19	100
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2009-10	24	248	24	100
013 -GERMAN CST Evaluation Systems group of Pearson All program completers, 2009-10	1			
073 -HEALTH EDUCATION CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	16	248	15	94
073 -HEALTH EDUCATION CST Evaluation Systems group of Pearson All program completers, 2011-12	31	252	28	90
073 -HEALTH EDUCATION CST Evaluation Systems group of Pearson	28	255	28	100

All program completers, 2010-11				
073 -HEALTH EDUCATION CST Evaluation Systems group of Pearson All program completers, 2009-10	31	251	30	97
016 -ITALIAN CST Evaluation Systems group of Pearson All program completers, 2010-11	1			
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	342	257	337	99
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2011-12	357	260	354	99
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2010-11	460	260	459	100
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2009-10	461	259	459	100
065 -LITERACY CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	9			
065 -LITERACY CST Evaluation Systems group of Pearson All program completers, 2011-12	19	258	19	100
065 -LITERACY CST Evaluation Systems group of Pearson All program completers, 2010-11	35	262	35	100
065 -LITERACY CST Evaluation Systems group of Pearson All program completers, 2009-10	35	254	35	100
004 -MATHEMATICS CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	15	268	14	93
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2011-12	20	276	20	100
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2010-11	23	273	23	100
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2009-10	26	273	26	100
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson	68	243	62	91

All enrolled students who have completed all nonclinical courses				
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2011-12	110	250	103	94
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2010-11	161	251	157	98
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2009-10	154	250	152	99
075 -MUSIC CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2			
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2011-12	25	250	25	100
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2010-11	30	253	30	100
075 -MUSIC CST Evaluation Systems group of Pearson All program completers, 2009-10	22	247	22	100
076 -PHYSICAL EDUCATION CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	18	229	14	78
076 -PHYSICAL EDUCATION CST Evaluation Systems group of Pearson All program completers, 2011-12	32	238	29	91
076 -PHYSICAL EDUCATION CST Evaluation Systems group of Pearson All program completers, 2010-11	64	239	64	100
076 -PHYSICAL EDUCATION CST Evaluation Systems group of Pearson All program completers, 2009-10	52	234	49	94
009 -PHYSICS CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2011-12	2			
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2010-11	2			
009 -PHYSICS CST	1			

Evaluation Systems group of Pearson All program completers, 2009-10				
091 - SECONDARY ATS-W Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	82	258	80	98
091 - SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2011-12	126	260	125	99
091 - SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2010-11	145	261	145	100
091 - SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2009-10	157	260	155	99
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	11	237	10	91
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2011-12	27	238	23	85
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2010-11	40	241	34	85
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2009-10	34	241	32	94
020 -SPANISH CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2			
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2011-12	4			
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2010-11	2			
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2009-10	3			
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	40	235	33	83
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2011-12	54	244	51	94
060 -STUDENTS WITH DISABILITIES CST	78	245	75	96

Evaluation Systems group of Pearson All program completers, 2010-11				
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2009-10	53	246	52	98
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	10	252	10	100
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2011-12	10	241	10	100
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2010-11	16	240	15	94
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2009-10	17	237	15	88

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	386	362	94
All program completers, 2010-11	513	497	97
All program completers, 2009-10	499	484	97

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

TEAC

Other (specify: Middle States)

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

SPECIAL EDUCATION:

All special education programs integrate technology into curricula and instruction. In addition to the use of Blackboard and the Smartboard with all the applications, faculty has been trained in the use of Universal Design for Learning (UDL) through CAST. Pre-service teachers are required to take Sped 277, a course dedicated to the use of assistive technology in education and life skills, and the introduction of Universal Design for Learning and its application in curriculum and instruction. A second course, Sped 245, a curriculum and methods course, requires the use of an UDL lesson plan and instruction with multiple means of representation, engagement, and expression, during an eight week tutorial that pre-service teacher participate in. At that time all students work one on one with students employing UDL as the foundation of their teaching.

Assessment courses provide pre-service teachers with the knowledge of using technology to collect, manage, and analyze data in order to look at student achievement. Now with the IDEA mandate, Response to Intervention, Sped 242 is expanding to include detailed work in progress monitoring which will help pre-service teacher assess the effectiveness of their instruction. In Sped 247 students work extensively with functional behavioral analysis and application of that knowledge and skill in authentic case studies course focused on student assessment and developing a student profile to be used for instruction and the development of an individual education plan.

PHYSICAL EDUCATION**Technology:**

Integrates technology effectively into curricula and instruction in the following courses:

PESP 50, MSPE 266 – Introduction to Technology in Physical Education. Course learning experiences include: information retrieval, using the Internet for teaching, data management basics, desktop publishing basics, use of digital cameras.

PESP 13a: Students use digital video to analyze fundamental motor skills and present their findings in a PowerPoint presentation.

PESP 80, MSPE 257: Students learn to use technology for fitness: computer software, heart rate monitors.

PESP 167: Students create a digital video of a skill demonstration/explanation.

Student Teaching: Students must demonstrate and document the use of a variety of instructional technology in their teaching.

Uses technology effectively to collect data to improve teaching and learning in the following courses:

PESP 108: Students learn how to assess students in all three domains, collect data, and use SPSS to analyze data.

PESP 80, MSPE 257: Students use the Physical Best fitness software to analyze and present data.

BIO 106: Students learn to use technology to collect data related to exercise: blood pressure, heart rate, etc.

Uses technology effectively to manage data to improve teaching and learning:

PESP 50: Students learn to manage typical class data using an excel spreadsheet

PESP 80, MSPE 257: Students use the Physical Best fitness software to analyze and present data

Uses technology effectively to analyze data to improve teaching and learning:

PESP 104: Students use the SOFIT system to systematically observe teaching and collect and analyze data.

Universal Design for Learning:

The physical education program also incorporates the use of Universal Design Principles in many of its courses.

PESP 13a & 167 – Motor Development and Motor Learning: The theoretical basis for the approach taken in these classes – Dynamic Systems Approach – emphasizes that motor skill development, learning, and performance are a result of the interactions between the individual, task and environment. The goal in teaching then becomes identification and manipulation of key constraints to guide learners in their search for the optimal movement solution to achieve the task goal. Inherent in this approach is the attention to the individual. In these classes students learn principles for arranging the learning environment to meet the needs of the learner.

In PESP 13a attention is focused on individual, task, and environmental constraints affecting the development and performance of fundamental motor skills across the lifespan.

In PESP 167 students focus on how physical skills are produced, controlled, and learned and about the effects of individual, task and environmental constraints those processes with a view toward maximizing the learning experience for each individual learner. The importance of providing multiple, flexible methods of presentation and expression is emphasized.

Throughout the major physical education classes in the curriculum, students have a variety of assignments such as designing web quests, making and using visual aids (posters, graphic organizers, etc.), creating and using Powerpoint presentations and digital videos, as well as giving effective demonstrations and explanations.

PESP 80: Programming Fitness Activities: Students learn to implement developmentally appropriate fitness programs, including consideration of assessment, content, and influence of gender, multicultural issues and socioeconomic factors on fitness.

PESP 154, 103, 104: Elementary Content, Methods, and Secondary Methods classes emphasize the more practical aspects of creating learning experiences that meet individual needs. The use of differentiated instruction and creating, supervising, and managing safe, developmentally appropriate progressive practice activities is emphasized and assessed in practice teaching episodes both in class and in field experiences.

Methods for promoting learning in the affective area (personal and social responsibility) is also emphasized. Special emphasis is given to the variety of experiences available through the use of adventure education (PESP 119).

PESP 108: Assessment in Physical Education: Students learn to use a variety of assessment strategies and instruments to enhance and provide accountability for the teaching-learning process in physical education. Emphasis is on the selection and use of developmentally appropriate assessment strategies and instruments, including computers and other technology congruent with physical activity learning goals.

PESP 170/170A: Adapted Physical Education and Field Experience: This class is specifically focused on helping students to learn to provide effective movement learning experiences and fitness activities for people with disabilities.

Student Teaching: In this capstone experience, students are expected to demonstrate competency in each of the UDL Principles. Evidenced for this is provided in the Student Teaching Handbook assignment and assessment descriptions as well as in the student teaching rubric.

Department of Teaching, Literacy and Leadership (TLL):

The TLL department prepares teachers to integrate technology effectively into curricula and instruction in a variety of ways. Faculty model the use of various types of technology in the classroom during different courses including the use of such methods as Smart Board or Podcasting. Students then have the opportunity to use the technology in activities and presentations in the classroom. For example in ELED 227, students select a theorist and then present the background and educational impact of the theorist. For their presentation they must use a form of technology like Power Point to make their presentation to their peers. In SED 151 and SED 264 students present a motivational activity using different forms of technology to hook the class into the learning of the new content. Or, in ELED 205, students go to interactive websites to add activities to their thematic units to help build the background knowledge of the students they will teach. Along with this, faculty present to students different methods of gathering data on the students they will be teaching by using technology. This might take the form of demonstrating what websites are good resources for building and developing rubrics or how to create a survey that will provide information about students' interests. Along with this, faculty use the National Library of Virtual Images to make concepts come alive. This also helps build background knowledge for the diverse needs of the students. It should also be noted that teachers in our science classes like ELED 128 and 208 use tools in the garden and chemicals in their classes to demonstrate concepts that they are learning. Students then use this information in the classrooms that they are participating in their field experience.

The principles of universal design are included in all of our classes. Our child development courses focus on the development of the child as an individual and the need to interact with and create the appropriate environment for the student as an individual. In method courses faculty have students create lessons that include differentiated instruction. The goal for these lessons is to meet the needs of the individual learner. These lessons will have a variety of tasks that students can choose from that will demonstrate what they have learned. Along with creating a classroom environment that suits the learning styles of students, teachers include choice as an important aspect of their lesson design. For example in ELED 205, students participate in literature circles and select the books they will read. This is done to differentiate by abilities and interests. A similar activity occurs in a joint project between literacy and social studies. In their classes of ELED 127 /136 and ELED 125/135, students select and then read biographies in literature circles. Students meet in groups that they select that are appropriate to their interests and needs.

Section VI. Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**

Yes

- **participate as a member of individualized education program teams**

Yes

- **teach students who are limited English proficient effectively**

Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The primary goal of our program is to provide a comprehensive educational program for all students. This requires careful consideration because we want to design effective curriculum that helps to avoid classifying a child. Our goal is to ensure that all students have effective instruction. Therefore, RTI is examined in our instructional program

This model moves from remediation to intervention. We want our students to understand how a child is responding to strategies and instruction and when intervention is needed. Our program helps teachers recognize what techniques can be used to support the struggling learner. The goal is always assessment to provide appropriate instruction.

In addition, our program provides for teaching students with disabilities and limited English learners through the use of differentiated instruction. Differentiation instruction in our program refers to differentiating the content, process, and / or product. This is achieved by assessment of students and the use of flexible grouping which reflects students' readiness, interest and learning profile. In addition, centers are used to further facilitate differentiated activities for all students.

We have a whole graduate program devoted to supporting students ELL learners. Additionally, our curriculum is designed to support all students' cultural differences. Our literature is multicultural. This point of view cuts across all subject areas, and addresses the histories and experiences of people who have been left out of the curriculum. Its purpose is to help us deal equitably with all the cultural and racial differences that you find in the human family. It is also a perspective that allows us to get at explanations for why things are the way they are in terms of power relationships, in terms of equality issues.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**

Yes

- **participate as a member of individualized education program teams**

Yes

- **teach students who are limited English proficient effectively**

Yes

Provide a description of the evidence your program uses to show that it prepares special

education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The Special Education Programs (Masters in Special Education, Masters in Early Childhood Special Education, Masters in Inclusive Elementary Special Education, Masters in Inclusive Secondary Education, Masters in Inclusive Early Childhood Education, Master in Special Education and Literacy, Masters in Secondary Special Education Generalist, Masters in Students with Disabilities 7-12 Generalist, w/extension in secondary education, CAS in Early Childhood Special Education, CAS in Teaching Students with Severe and Multiple Disabilities) all include coursework that specifically addresses teaching students with disabilities effectively, participating as a member of individualized education program teams, and teaching students who have limited English proficiency. All courses include field experiences that require pre-service teachers to work with students, applying coursework to practice.

Pre-service teachers at the childhood and secondary levels take courses on specific disabilities and curriculum and method applications across the range of disabilities. Pre-service teachers at the early childhood level take courses across the developmental domains, and in curriculum and methods. All programs include foundation courses which cover the legal responsibilities of teachers and the role of educators in the general education and special education process. This knowledge is further developed in curriculum and methods courses and issue courses in which students develop IEPs from case studies, and discuss the specific roles and responsibilities of all members of the team.

Cultural competency and culturally responsive instruction as well as the needs of English language learners are part of all courses and discussed in particular detail in the required course concerning building relationships with parents of children with disabilities. During the summer of 2009 this course was revised to reflect more in-depth instruction of working with English language learners. Faculty have been trained in Universal Design for Learning which is being used in courses both as a teaching model and a pedagogical approach. In employing UDL for instruction students focus on making curriculum accessible to as many students as possible by removing barriers. At times those barriers include the English language and therefore require that students consider strategies and representation, engagement, and expression which will enable English Language Learners to access curriculum with the appropriate instruction. It is a knowledge base that we are in the process of developing in all courses.

Currently the special education program is revising and developing programs to meet new certification requirements including the generalist, early childhood/childhood dual program, CAS in special education, and BCBA in autism.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

(1) April 19-22, 2009, the Middle States Commission on Higher Education Evaluation Team visited the campus. Middle States Association of Colleges and Schools accredits degree-granting colleges and universities in the Middle States region, which includes Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and several locations internationally. The Commission is a voluntary, non-governmental, membership association that defines, maintains, and promotes educational excellence across institutions with diverse missions, student populations, and resources. It examines each institution as a whole, rather than specific programs within institutions. (2) The

School of Education has received accreditation by the Teacher Education Accreditation Council (TEAC) for its Teacher Education and Educational Leadership Programs. The TEAC accreditation is effective between September 11, 2009 and September 11, 2014.

[Supporting Files](#)

Hofstra University - Main
Traditional Program
2011-12

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