Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- **Academic year**
- **IPEDS ID**

**IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

**ADDRESS**

129 Hagedorn Hall

119 Hofstra University

**CITY**

Hempstead

**STATE**

New York

**ZIP**

11549

**SALUTATION**

Ms.

**FIRST NAME**

Stacy

**LAST NAME**

...
**List of Programs**

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. (*§205(a)(C)*)

**Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**

- [Teacher Preparation Program](#)

<table>
<thead>
<tr>
<th>CIP Code</th>
<th>Teacher Preparation Programs</th>
<th>UG, PG, or Both</th>
<th>Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.01</td>
<td>General Education (alternative programs/programs providing pedagogy only)</td>
<td>PG</td>
<td></td>
</tr>
</tbody>
</table>

Total number of teacher preparation programs: 2
Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. \((\text{§205(a)(1)(C)(i)})\)

### Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

### Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

   - Yes
   - No

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. If no, leave the table below blank (or clear responses already entered) then click save at the bottom of the page.

<table>
<thead>
<tr>
<th>Element</th>
<th>Admission</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Fingerprint check</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Background check</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Minimum number of courses/credits/semester hours completed</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Minimum GPA</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Minimum GPA in content area coursework</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Minimum GPA in professional education coursework</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Minimum ACT score</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Minimum SAT score</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Minimum basic skills test score</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Subject area/academic content test or other subject matter verification</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Recommendation(s)</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Essay or personal statement</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>
2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

---

**Postgraduate Requirements**

1. Are there initial teacher certification programs at the postgraduate level?

   - Yes
   - No

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. If no, leave the table below blank (or clear responses already entered) then click save at the bottom of the page.

<table>
<thead>
<tr>
<th>Element</th>
<th>Admission</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Fingerprint check</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Background check</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Minimum number of courses/credits/semester hours completed</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Minimum GPA</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Minimum GPA in content area coursework</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Minimum GPA in professional education coursework</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Minimum ACT score</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Minimum SAT score</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Minimum basic skills test score</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Subject area/academic content test or other subject matter verification</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Recommendation(s)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Essay or personal statement</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

No new candidate was accepted into the program from the 2018-2019 academic year. There was 1 completer for 18-19 AY.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. [§205(a)(1)(C)(iii), §205(a)(1)(C)(iv)]

Are there programs with student teaching models?

- Yes
- No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)

| Number of clock hours of supervised clinical experience required prior to student teaching | 100 |
| Number of clock hours required for student teaching | 100 |

Are there programs in which candidates are the teacher of record?

- Yes
- No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

| Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom | |
| Number of years required for teaching as the teacher of record in a classroom | |
Please provide any additional information about or descriptions of the supervised clinical experiences:

As a transitional C program, candidates are mentored throughout the program while teaching in the schools. The 450+ pertains to each semester for the first two years in the program.

<table>
<thead>
<tr>
<th>All Programs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of full-time equivalent faculty supervising clinical experience</strong></td>
<td>1</td>
</tr>
<tr>
<td>during this academic year (IHE staff)</td>
<td></td>
</tr>
<tr>
<td><strong>Optional tool</strong> for automatically calculating full-time equivalent faculty</td>
<td></td>
</tr>
<tr>
<td>in the system</td>
<td></td>
</tr>
<tr>
<td><strong>Number of adjunct faculty supervising clinical experience during this</strong></td>
<td>0</td>
</tr>
<tr>
<td>academic year (IHE staff)</td>
<td></td>
</tr>
<tr>
<td><strong>Number of cooperating teachers/K-12 staff supervising clinical</strong></td>
<td>1</td>
</tr>
<tr>
<td>experience during this academic year</td>
<td></td>
</tr>
<tr>
<td><strong>Number of students in supervised clinical experience during this</strong></td>
<td>1</td>
</tr>
<tr>
<td>academic year</td>
<td></td>
</tr>
</tbody>
</table>
In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.  
\(205(a)(1)(C)(ii)\)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.
- Enrolled Student
- Program Completer

<table>
<thead>
<tr>
<th>Enrollment and Program Completers</th>
<th>2018-19 Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Individuals Enrolled</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Subset of Program Completers</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total Enrolled</th>
<th>Subset of Program Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Non-Binary/Other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Gender Reported</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Total Enrolled</th>
<th>Subset of Program Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic/Latino of any race</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>Total Enrolled</td>
<td>Subset of Program Completers</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Race/Ethnicity Reported</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2018-19.

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)](https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title20/20cfrJ.0.1.html&title=20&section=205&orig-q=§205(b)(1)(H)&urllast=§205(b)(1)(H)

### What are CIP Codes?

- No teachers prepared in academic year 2018-19

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55)).


<table>
<thead>
<tr>
<th>CIP Code</th>
<th>Subject Area</th>
<th>Number Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.10</td>
<td>Teacher Education - Special Education</td>
<td></td>
</tr>
<tr>
<td>13.1202</td>
<td>Teacher Education - Elementary Education</td>
<td></td>
</tr>
<tr>
<td>CIP Code</td>
<td>Subject Area</td>
<td>Number Prepared</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>13.1203</td>
<td>Teacher Education - Junior High/Intermediate/Middle School Education</td>
<td></td>
</tr>
<tr>
<td>13.1210</td>
<td>Teacher Education - Early Childhood Education</td>
<td></td>
</tr>
<tr>
<td>13.1301</td>
<td>Teacher Education - Agriculture</td>
<td></td>
</tr>
<tr>
<td>13.1302</td>
<td>Teacher Education - Art</td>
<td></td>
</tr>
<tr>
<td>13.1303</td>
<td>Teacher Education - Business</td>
<td></td>
</tr>
<tr>
<td>13.1305</td>
<td>Teacher Education - English/Language Arts</td>
<td></td>
</tr>
<tr>
<td>13.1306</td>
<td>Teacher Education - Foreign Language</td>
<td></td>
</tr>
<tr>
<td>13.1307</td>
<td>Teacher Education - Health</td>
<td></td>
</tr>
<tr>
<td>13.1308</td>
<td>Teacher Education - Family and Consumer Sciences/Home Economics</td>
<td></td>
</tr>
<tr>
<td>13.1309</td>
<td>Teacher Education - Technology Teacher Education/Industrial Arts</td>
<td></td>
</tr>
<tr>
<td>13.1311</td>
<td>Teacher Education - Mathematics</td>
<td></td>
</tr>
<tr>
<td>13.1312</td>
<td>Teacher Education - Music</td>
<td></td>
</tr>
<tr>
<td>13.1314</td>
<td>Teacher Education - Physical Education and Coaching</td>
<td></td>
</tr>
<tr>
<td>13.1315</td>
<td>Teacher Education - Reading</td>
<td></td>
</tr>
<tr>
<td>13.1316</td>
<td>Teacher Education - Science Teacher Education/General Science</td>
<td></td>
</tr>
<tr>
<td>13.1317</td>
<td>Teacher Education - Social Science</td>
<td></td>
</tr>
<tr>
<td>13.1318</td>
<td>Teacher Education - Social Studies</td>
<td></td>
</tr>
<tr>
<td>13.1320</td>
<td>Teacher Education - Trade and Industrial</td>
<td></td>
</tr>
<tr>
<td>13.1321</td>
<td>Teacher Education - Computer Science</td>
<td></td>
</tr>
<tr>
<td>13.1322</td>
<td>Teacher Education - Biology</td>
<td></td>
</tr>
<tr>
<td>13.1323</td>
<td>Teacher Education - Chemistry</td>
<td></td>
</tr>
<tr>
<td>13.1324</td>
<td>Teacher Education - Drama and Dance</td>
<td></td>
</tr>
<tr>
<td>13.1328</td>
<td>Teacher Education - History</td>
<td></td>
</tr>
<tr>
<td>13.1329</td>
<td>Teacher Education - Physics</td>
<td></td>
</tr>
<tr>
<td>13.1331</td>
<td>Teacher Education - Speech</td>
<td></td>
</tr>
</tbody>
</table>
### Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. 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)]

Please note that the list of majors includes several “Teacher Education” majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

**What are CIP Codes?**

Do participants earn a degree upon completion of the program?

- Yes
- No

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or clear responses already entered).

<table>
<thead>
<tr>
<th>CIP Code</th>
<th>Academic Major</th>
<th>Number Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.10</td>
<td>Teacher Education - Special Education</td>
<td></td>
</tr>
<tr>
<td>13.1202</td>
<td>Teacher Education - Elementary Education</td>
<td></td>
</tr>
<tr>
<td>13.1203</td>
<td>Teacher Education - Junior High/Intermediate/Middle School Education</td>
<td></td>
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<tr>
<td>13.1210</td>
<td>Teacher Education - Early Childhood Education</td>
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<td>13.1301</td>
<td>Teacher Education - Agriculture</td>
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<td>13.1302</td>
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<tr>
<td>13.1303</td>
<td>Teacher Education - Business</td>
<td></td>
</tr>
<tr>
<td>13.1305</td>
<td>Teacher Education - English/Language Arts</td>
<td></td>
</tr>
<tr>
<td>13.1306</td>
<td>Teacher Education - Foreign Language</td>
<td></td>
</tr>
<tr>
<td>13.1307</td>
<td>Teacher Education - Health</td>
<td></td>
</tr>
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<td>CIP Code</td>
<td>Academic Major</td>
<td>Number Prepared</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>13.1308</td>
<td>Teacher Education - Family and Consumer Sciences/Home Economics</td>
<td></td>
</tr>
<tr>
<td>13.1309</td>
<td>Teacher Education - Technology Teacher Education/Industrial Arts</td>
<td></td>
</tr>
<tr>
<td>13.1311</td>
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</tr>
<tr>
<td>13.1329</td>
<td>Teacher Education - Physics</td>
<td></td>
</tr>
<tr>
<td>13.1331</td>
<td>Teacher Education - Speech</td>
<td></td>
</tr>
<tr>
<td>13.1337</td>
<td>Teacher Education - Earth Science</td>
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</tr>
<tr>
<td>13.14</td>
<td>Teacher Education - English as a Second Language</td>
<td></td>
</tr>
<tr>
<td>13.99</td>
<td>Education - Other Specify:</td>
<td></td>
</tr>
<tr>
<td>01</td>
<td>Agriculture</td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>Natural Resources and Conservation</td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>Area, Ethnic, Cultural, and Gender Studies</td>
<td></td>
</tr>
<tr>
<td>09</td>
<td>Communication or Journalism</td>
<td></td>
</tr>
<tr>
<td>CIP Code</td>
<td>Academic Major</td>
<td>Number Prepared</td>
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<tr>
<td>----------</td>
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<td>-----------------</td>
</tr>
<tr>
<td>11</td>
<td>Computer and Information Sciences</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Personal and Culinary Services</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Engineering</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Foreign Languages, Literatures, and Linguistics</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Family and Consumer Sciences/Human Sciences</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Technology Education/Industrial Arts</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Legal Professions and Studies</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>English Language/Literature</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Liberal Arts/Humanities</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Library Science</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Biological and Biomedical Sciences</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Mathematics and Statistics</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Multi/Interdisciplinary Studies</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Philosophy and Religious Studies</td>
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<tr>
<td>40</td>
<td>Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Science Technologies/Technicians</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Public Administration and Social Service Professions</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>Social Sciences</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>Construction</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>Mechanic and Repair Technologies</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>Visual and Performing Arts</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>Health Professions and Related Clinical Sciences</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>Business/Management/Marketing</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>History</td>
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</tr>
<tr>
<td>CIP Code</td>
<td>Academic Major</td>
<td>Number Prepared</td>
</tr>
<tr>
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<td>-----------------</td>
</tr>
<tr>
<td>99</td>
<td>Other Specify:</td>
<td></td>
</tr>
</tbody>
</table>
Program Assurances

1. Program 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
   - No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.  
   - Yes
   - No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.  
   - Yes
   - No
   - Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.  
   - Yes
   - No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.  
   - Yes
   - No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.  
   - Yes
   - No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.  
   - Yes
   - No

8. Describe your institution’s most successful strategies in meeting the assurances listed above:

   Clinical placements are tied to coursework that prepares candidates to create culturally relevant learning experiences. Coursework throughout the program emphasizes the connections and interdependence of teaching practice with social, cultural, philosophical and historical influence. Topics include multicultural, inclusion, gender and literacy issues; funding, school choice, charter schools, the middle school philosophy; and the development of curriculum and pedagogies appropriate for inner city, suburban, private and public schools. Ways in which writing, as well as reading and other language processes, can become tools with which adolescents and young adults negotiate socially imposed linguistic borders based on class, race, ethnicity, previous educational attainment and/or expectation, peer regard, gender, country of origin, etc are examined. 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. Coursework provides the general education teacher with current, effective techniques in inclusive education for children and
adolescents within the full range of exceptionalities across all academic levels.
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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

---

Report Progress on Last Year’s Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?
   - Yes
   - No

2. Describe your goal.

3. Did your program meet the goal?
   - Yes
   - No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:
Review Current Year’s Goal (2019-20)

7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.
   - Yes
   - No

8. Describe your goal.

Set Next Year’s Goal (2020-21)

9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.
   - Yes
   - No

10. Describe your goal.
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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

---

Report Progress on Last Year’s Goal (2018-19)

1. Did your program prepare teachers in science in 2018-19?

   If no, leave remaining questions for 2018-19 blank (or clear responses already entered).

   - Yes
   - No

2. Describe your goal.

   

3. Did your program meet the goal?

   - Yes
   - No

4. Description of strategies used to achieve goal, if applicable:

   

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

   

6. Provide any additional comments, exceptions and explanations below:

   

Review Current Year’s Goal (2019-20)

7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.
   - Yes
   - No

8. Describe your goal.

Set Next Year’s Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.
   - Yes
   - No

10. Describe your goal.
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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Report Progress on Last Year’s Goal (2018-19)

1. Did your program prepare teachers in special education in 2018-19?
   If no, leave remaining questions for 2018-19 blank (or clear responses already entered).

   Yes
   No

2. Describe your goal.

3. Did your program meet the goal?

   Yes
   No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:
Review Current Year’s Goal (2019-20)

7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.

[ ] Yes
[ ] No

8. Describe your goal.

Set Next Year’s Goal (2020-21)

9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.

[ ] Yes
[ ] No

10. Describe your goal.
Annual Goals: Instruction of Limited English Proficient Students

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year’s Goal (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?
   
   If no, leave remaining questions for 2018-19 blank (or clear responses already entered).

   - Yes
   - No

2. Describe your goal.

3. Did your program meet the goal?

   - Yes
   - No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:
Review Current Year’s Goal (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

- Yes
- No

8. Describe your goal.

Set Next Year’s Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- Yes
- No

10. Describe your goal.
Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. ($205(a)(1)(B)$)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

<table>
<thead>
<tr>
<th>Assessment code - Assessment name</th>
<th>Number taking tests</th>
<th>Avg. scaled score</th>
<th>Number passing tests</th>
<th>Pass rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>201 - EDUCATING ALL STUDENTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation Systems group of Pearson All program completers, 2018-19</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>003.1 - ENGLISH LANGUAGE ARTS CST.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Evaluation Systems group of Pearson All program completers, 2018-19</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>TP003 - SECONDARY ENGLISH-LANGUAGE ARTS</td>
<td></td>
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</tr>
<tr>
<td>Evaluation Systems group of Pearson All program completers, 2018-19</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION III: PROGRAM PASS RATES

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. \((\S205(a)(1)(B))\)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

### Summary Pass Rates

<table>
<thead>
<tr>
<th>Group</th>
<th>Number taking tests</th>
<th>Number passing tests</th>
<th>Pass rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All program completers, 2018-19</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>All program completers, combined 3 academic years</td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Low-Performing

1. Is your teacher preparation program currently approved or accredited?
   - Yes
   - No

   If yes, please specify the organization(s) that approved or accredited your program:
   - State
   - CAEP
   - AAQEP
   - Other specify:
     Middle States/Accredited by TEAC, now member of AAQEP

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?
   - Yes
   - No
Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Use of Technology

1. 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. (§205(a)(1)(F))

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction
   - Yes
   - No

b. use technology effectively to collect data to improve teaching and learning
   - Yes
   - No

c. use technology effectively to manage data to improve teaching and learning
   - Yes
   - No

d. use technology effectively to analyze data to improve teaching and learning
   - Yes
   - No

2. 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.

Department of Teaching, Learning and Technology (TLT): The TLT 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. Students do demonstration lessons using a variety of technologies. For example, students will learn how to design memes and brief videos advertising political campaigns from the past using a variety of technologies and programs. For presentations they must use a form of technology like PowerPoint to make their presentation to their peers. Faculty use the National Library of Virtual Images to make concepts come alive. 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.
Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

   a. Teach students with disabilities effectively

      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, Response to Intervention (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.

   b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act.

      Our goal is to ensure that all students have effective instruction. Therefore, Response to Intervention (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.

   c. Effectively teach students who are limited English proficient.

      Our program provides for teaching students with limited English leaners through the use of differentiated instruction. Differentiated 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 graduate program devoted to supporting student ELL learners. Additionally, our curriculum is designed to support all students' cultural differences. Our literature is multicultural. The point of view cuts across all subject areas, and addresses the histories and experiences of people who have been left out established (or traditional) curricula. Its purpose is to help us deal equitably with all students, regardless of their cultural and racial backgrounds that reflect the entirety of human experience. This perspective helps us more deeply understand the nature of power relationships and persistent inequalities both within K-12 education and the larger society.

2. Does your program prepare special education teachers?

   Yes
   No

   If yes, provide a description of the activities that prepare special education teachers to:

   a. Teach students with disabilities effectively
c. Effectively teach students who are limited English proficient.
On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

### 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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

(1) The teacher education and educational leadership programs of the School of Education are accredited under the Teacher Education Accreditation Council (TEAC) Quality Principles through the CAEP Accreditation System, for a period of seven years, from October 28, 2014 to October 28, 2021. In spring 2019 the School of Education (SOE) switched accrediting agencies and is now a member of the Association for Advancing Quality in Educator Preparation (AAQEP). Due to this change, the next site visit for the SOE will be in the spring of 2024. Hofstra University is currently pursuing accreditation of its educator preparation programs by AAQEP. Pursuant to §52.21 of the Regulations of the Commissioner of Education, the educator preparation programs offered by Hofstra University will be continuously accredited for purposes of meeting the New York State requirement that all such programs maintain continuous accreditation. (2) November 20, 2014, the Middle States Commission on Higher Education accepted our Periodic Review Report (PRR), reaffirmed Hofstra’s accreditation, and commended the University on the quality of the Periodic Review Report and process. In the Report to the Faculty, Administration, Trustees, Students of Hofstra University, dated 7/29/2014, the PRR review team indicated: “This Periodic Review Report is exceptional, but even more importantly, presents a University that is exemplary in its compliance with the Standards of Excellence. In particular, the reviewers commend Hofstra’s accomplishments in assessment; given that assessment is the most common source of recommendations and follow-up obligations for Universities under review, we suggest that Middle States officially recognize Hofstra’s assessment program as exemplary for the benefit of other institutions seeking to calibrate their assessment activity.” Further, specifically regarding the University’s assessment processes and results: “Hofstra’s assessment operation demonstrates both breadth and depth. It boasts two cooperating offices to manage assessment, an Office of Accreditation and Outcomes Assessment and an Office of Institutional Research and Assessment, but also shows that an assessment sensibility pervades all academic units and administrative functions. Extended examples include an assessment in Oral Communication that started with a curricular map, proceeded to a resolution by faculty to enhance the range of courses exposing students to oral communication, and a validating follow-up assessment. Additional examples in Chemistry, Psychology, Languages, Writing, Information Literacy, and other areas included strong assessment programs in multiple areas that represent frequent challenges, and a variety of methodologies, from curricular maps to the CLA to embedded questions to national disciplinary tests.” The reviewers found both the report and the culture of assessment being reported on to be genuinely exemplary, and we commend Hofstra for its excellence in this challenging area. Given the high percentage of accredited colleges that receive recommendations about assessment, we believe that Middle States should consider identifying colleges that have an assessment program worth modeling. Hofstra's program would be an important selection for such identification.

### Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you’d like them to appear.
Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

**Certification of submission**

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Benjamin Rifkin

TITLE:

Dean

**Certification of review of submission**

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.

NAME OF REVIEWER:

Stacy Zalewski

TITLE:

Senior Associate Dean