



Hofstra University - Main
Traditional Report AY 2018-19
New York



0% COMPLETE
STATUS: IN PROGRESS

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

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Zalewski

PHONE

(516) 463-5745

EMAIL

stacy.l.zalewski@hofstra.edu

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](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
Total number of teacher preparation programs: 0			

Program Requirements

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

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. [\(\\$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.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Portfolio for Fine Arts Education	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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.)

2.75

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.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Portfolio for Fine Arts Education, GRE	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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:

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	<input type="text"/>
Number of clock hours required for student teaching	<input type="text"/>

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	<input type="text"/>
Number of years required for teaching as the teacher of record in a classroom	<input type="text"/>

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

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 and Common Core curriculum standards
- 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 thematic approaches
- provide for student interaction and cooperative learning
- emphasize process and the introduction of "big" ideas and concepts
- utilize small group instruction and adapt to varied student needs
- integrate appropriate technology

Student teachers spend approximately 15 weeks in supervised clinical settings and typically are placed in two settings that address the full range of developmental/grade levels covered by their area of certification. Hofstra University faculty members observe students multiple times in each setting and conduct a weekly seminar with student teachers on campus. The goal is to develop reflective, activist, scholar practitioners who raise questions, look reflectively 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 and provide direct feedback. Student teachers are required to electronically submit all lesson plans in advance of teaching. Students also submit weekly reflections on their teaching practices and submit planning, instructional, and assessment commentaries consistent with edTPA requirements. Faculty review student reflection documents. All program options require the submission of a student teaching portfolio. Videotaping of lessons occurs as part of regular student teaching as well as part of the edTPA 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 lessons four times during each semester. These placements are associated with methods courses in social studies, language arts, mathematics and science. In addition, graduate level early childhood and childhood students have two semester of close clinical supervision prior to student teaching where they are placed in a school setting for 45 hours each over the course of both semesters. The secondary education program also provides for a close clinical supervision experience prior to student teaching. During the semester prior to student teaching, students are placed in a school setting for 10 hours per week for 5 weeks. Students are observed teaching small group lessons two times during each semester in their content area. These placements are associated with methods courses in social studies, English, mathematics, science, and languages other than English. The LOTE/TESOL Dual Program spans two semesters with LOTE being the primary certification area. An eight week ESL placement that includes 4 weeks at the elementary level and 4 weeks at the secondary level follows the full 15 week LOTE student teaching experience. The Physical Education/Health Dual Program involves an additional 5 week health student teaching placement after a full 15 week PE student teaching experience that is half at the elementary and half at the secondary levels.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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](#)

Enrollment and Program Completers

2018-19 Total	
Total Number of Individuals Enrolled	<input type="text"/>
Subset of Program Completers	<input type="text"/>

Gender	Total Enrolled	Subset of Program Completers
Male	<input type="text"/>	<input type="text"/>
Female	<input type="text"/>	<input type="text"/>
Non-Binary/Other	<input type="text"/>	<input type="text"/>
No Gender Reported	<input type="text"/>	<input type="text"/>
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	<input type="text"/>	<input type="text"/>
Asian	<input type="text"/>	<input type="text"/>
Black or African American	<input type="text"/>	<input type="text"/>
Hispanic/Latino of any race	<input type="text"/>	<input type="text"/>
Native Hawaiian or Other Pacific Islander	<input type="text"/>	<input type="text"/>
White	<input type="text"/>	<input type="text"/>

Two or more races	<input type="text"/>	<input type="text"/>
No Race/Ethnicity Reported	<input type="text"/>	<input type="text"/>

Teachers Prepared

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](#)

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by 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\(b\)\(1\)\(H\)](#))

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](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text"/>

13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

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

No teachers prepared in academic year 2018-19

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](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

99

Other Specify:

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

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:

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.

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 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](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

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

1. Did your program prepare teachers in mathematics 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 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.

Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

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:

Goal was met.

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

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

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 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:

Continue to develop new programs to meet the needs in special education. We are currently developing programs in the area of adaptive physical education, a dual certification early childhood-childhood special education as well as a five year programs in general education/special education. We will continue to use the hybrid model throughout our programs.

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

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

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](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

No assessment pass rates have been reported.

****Please note that pass rates will be provided to Westat by the state or the testing company or companies (or entities). You do not need to upload or submit any files for this section.**

You will be notified via email once pass rates have been uploaded. Please be sure to review the pass rates for accuracy once they are uploaded. Westat expects to receive and upload pass rate files for most programs by mid-April.**

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. ([§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](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

No summary pass rates have been reported.

****Please note that pass rates will be provided to Westat by the state or the testing company or companies (or entities). You do not need to upload or submit any files for this section.**

You will be notified via email once pass rates have been uploaded. Please be sure to review the pass rates for accuracy once they are uploaded. Westat expects to receive and upload pass rate files for most programs by mid-April.**

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

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

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.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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.

SPECIAL EDUCATION: All special education programs integrate technology into curricula and instruction. The special education programs include hybrid and/or on-line courses that not only actively engage students but model the strengths of technology in instruction. In addition to the use of Blackboard, Smartboard, Voice thread, Screencast-o-matic and other 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 Technology and Assistive Technology in Special Education, 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 (The course is given in the online format as well as face to face. Students interact and produce lesson planning that integrates high levels of technology. Other courses offered online or face to face include SPED 248, 241, 241, 216, 247.) SPED 245 Curriculum and Methods for Students With Diverse Learning Needs, a curriculum and methods course, requires the use of an UDL lesson plan and instruction with multiple means of representation, engagement, and expression, during a six 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. Student s are required to incorporate interactive, web-based, and hands-on learning resources as well as assistive technology (as needed) into their instruction. 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 IDEIA mandate, Response to Intervention, SPED 242 Psychoeducational Assessment in Special Education (offered in online and face to face format) is expanding to include detailed work in

progress monitoring which will help pre-service teacher assess the effectiveness of their instruction. In SPED 247 Creating Effective Learning Communities: New Directions in Classroom Management 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: The physical education curricula include completely online and hybrid courses, and individual courses make extensive use of the functions of the Blackboard LMS system (such as voice thread, discussion board, assignments, tests) as well as online resources provided with textbooks (online labs, videos, and other learning experiences). Specific examples of integration of technology into instruction in the following courses is listed below: 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. MSPE 270 Electronic Portfolio: Students create an electronic portfolio and present it to a panel of faculty members. PESP 13a Innovative Instructional Strategies for Teaching Physical Education: Students use digital video to analyze fundamental motor skills and present their findings in a PowerPoint presentation. Students use computer software to collect, analyze and present data for class lab experiences. PESP 53: Foundations of Physical Education & MSPE 256 Historical and Sociocultural Perspectives in Physical Activity and Sport: Students complete the following projects related to technology: create a web quest, evaluate websites, retrieve and create teaching resources, create brochures and newsletters, evaluate software. PESP 80 Programming Fitness Activities & MSPE 257 Implementing Health-Related Fitness and Wellness in School Curricula: Students learn to use technology for fitness: computer software, heart rate monitors. PESP 167 Principles of Perceptual Motor Learning: Students create a digital video of a skill demonstration/explanation. Students use computer software to collect, analyze and present data for class lab experiences. MSPE 233 Essentials of Motor Behavior: This is a completely online motor learning course. Student Teaching: Students must demonstrate and document the use of a variety of instructional technology in their teaching. They must also learn how to edit and upload video for the NYSED teacher performance assessment. Uses technology effectively to collect data to improve teaching and learning in the following courses: PESP 108 Assessment in Physical Education & MSPE 256 Historical and Sociocultural Perspectives in Physical Activity and Sport: Students learn how to assess students in all three domains, collect data, and use SPSS and Excel to manage and 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 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 Methods and Materials for Teaching at the Secondary Level, MSPE 260 Planning and Implementing Secondary Physical Education Experiences, MSPE 256 Historical and Sociocultural Perspectives in Physical Activity and Sport: 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/MSPE 242, PESP 103/MSPE 260: 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). Students use video cameras as well as software to edit and compress videos of themselves teaching. Students submit an electronic notebook of work related to their field placement. 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. Students submit an electronic notebook of work related to their field placement. 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. The physical education program requires teacher candidates take a course in adapted physical education that focuses on a wide variety of specific disabilities and curriculum and method applications across the range of disabilities. As part of this course they are required to complete a supervised 20-hour field experience in placements in which they will experience a variety of disabilities and programming. The course also covers legal responsibilities of teachers. As part of this course students also teach sample lessons to accommodate specific disabilities and develop IEPs. The programs include foundation courses which cover the legal responsibilities of teachers and the role of educators in the general education and special education process. 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. For example, in ELED 227 Elementary School Curriculum 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 The Secondary School Teacher and SED 264 General Methods of Teaching students present a motivational activity using different forms of technology to hook the class into the learning of the new content. In ELED 205 Language in the Curriculum, 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 Interdisciplinary Perspectives on Teaching Mathematics and Science in Early Childhood and Elementary Curriculum and ELED 208 Interdisciplinary Perspectives on Teaching Mathematics and Science in Early Childhood and Elementary Curriculum use tools in the garden and chemicals in their classes to demonstrate concepts that they are learning. In special methods classes in SED 290-299 students do demonstration lessons using a variety of technologies. For example, in SED 294 Instructional Patterns for Social Studies students learn how to design memes and brief videos advertising political campaigns from the past using a variety of technologies and programs. 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 Language in the Curriculum, 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 Integrated Teaching of Reading, Writing and Children's Literature: Elementary Education Grades 1-6 /ELED 136 Integrated Teaching of Emergent Reading, Writing, and Children's Literature: Early Childhood Education and ELED 125 Child Development in the School Setting, Home and Community /ELED 135 Interdisciplinary Teaching of Social Studies: Early Childhood, students select and then read biographies in literature circles. Students meet in groups that they select that are appropriate to their interests and needs. In addition, In the B.S. In Education, Dance Education, Program, students take the course Educational Technology in Dance Education, where they learn to use applications that support the deepening of learning in dance. Students learn to shoot and edit video; edit music with voiceovers; use Smartboard technology; and use and apply free applications such as Prezi, Pinterest, Fakebook, Glogster, and iPad apps to engage students. They also make their own blog to document their use of technology in dance education. In their dance methods courses, CT 119 Teaching Dance at the Elementary Level and CT 120 Teaching Dance at the Secondary Level , and in their student teaching, they then use these technologies to enhance their teaching.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

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

- a. Teach students with disabilities effectively

- 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*.

- c. Effectively teach students who are limited English proficient.

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

- 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*.

- c. Effectively teach students who are limited English proficient.

Contextual Information

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.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

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.

Report Card Certification
