



AAQEP Annual Report for 2024

Provider/Program Name:	Manhattan University (changed from Manhattan College, as of August 2024) Education Leadership Program
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 2030

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

Established in 1853 as Manhattan College (now Manhattan University as of August 21, 2024), the institution was founded upon the tenets of excellence in teaching, respect for individual dignity, and commitment to social justice, inspired by the innovator of modern pedagogy, John Baptist de La Salle. This Lasallian foundation drives the School Building Leadership program to prepare its students to be professional, self-directed, reflective, and scholarly educators, dedicated to the highest standards for themselves and the populations they serve within their respective school communities. The educational leadership programs invite competent and caring professionals to develop and/or enhance skills to lead from the positions they hold, to lead self, to lead others to lead themselves, and to lead with others to transform their organizations.

The program in Educational Leadership is directed toward the professional preparation of teacher leaders, grade and subject coordinators, assistant principals, staff developers, department chairs, heads of schools, superintendents, and other

educational administrators. The educational leadership programs at Manhattan University have four options leading to NYS certification:

School Building Leadership certification options:

- 1. Master of Science in Education degree in School Building Leadership (33 credits)
- 2. Advanced Certificate in School Building Leadership (24 credits)

Advanced Leadership Studies certification options:

- 3. Master of Science in Education in Advanced Leadership Studies (ALS) leading to certification in School District Leadership (SDL) (30 credits)
- 4. Advanced Certificate in Advanced Leadership Studies leading to certification in School District Leadership (SDL) (11 credits)

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://manhattan.edu/academics/schools-and-departments/kakos/education/accreditation.php>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (07/23-06/24)	Number of Completers in most recently completed academic year (07/23- 06/24)

<i>Programs that lead to initial teaching credentials</i>			
N/A			
Total for programs that lead to initial credentials			
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
MS, School Building Leadership (SBL)	NYS Initial and Professional Certification, School Building Leadership (SBL)	2	2
Total for programs that lead to additional/advanced credentials		2	2
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Advanced Certificate (ACT) in Advanced Leadership Studies (ALS): School Building Leadership (SBL)	NYS Initial and Professional Certificate in School Building Leadership (SBL)	43	15
MS, Education in Advanced Leadership Studies (ALS)	Professional Certificate in School District Leadership (SDL)	0	0
Advanced Certificate (ACT) in Advanced Leadership Studies (ALS): School District Leadership (SDL)	Professional Certificate in School District Leadership (SDL)	10	6
Total for programs that lead to additional/advanced credentials		55	23
Total for additional programs		N/A	N/A
Total enrollment and productivity for all programs		55	23
Unduplicated total of all program candidates and completers		55	23
Total for additional programs		45	17
TOTAL enrollment and productivity for all programs		55	23

Unduplicated total of all program candidates and completers	55	23
---	----	----

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

Paused the following programs (and not accepting new students temporarily: MS SBL; ACT SBL; MS ALS; ACT ALS

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
55
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
23
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
23
D. Cohort completion rates for candidates who completed the various programs within their respective program's expected timeframe and in 1.5 times the expected timeframe.
100%

E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

Test Number	Test Name	Total Attempts	Total Passed	Pass Rate
109	SBL Part 1	5	5	100%
103	SDL Part 1	8	7	87.5%
104	SDL Part 2	8	6	<u>75%</u>

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

Evidence available from program completers include the academic transcripts that demonstrate completion of all credit bearing course requirements for the NYSED approved education leadership programs. Thus, a total of 23 students completed an SBL or ALS program. Completers also submit an extensive e-portfolio including such tasks as Personal Learning Plan (PLP), Course Related Leadership Activity (CRLA) and the Internship Initiative Project.

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

In general, employers or those in administrative offices have been site mentors to SBL and SDL participants. In this role, the employers are included in meetings at least two of the three internship site visits.

During consultation with the site mentor during the site visit, the employers/site mentors are asked about each intern:

1. Is the intern mentored ready to hold an administrative position?

2. If your school had an open administrative position, would you hire the intern you mentored?

These mentors/employers also sign off on internship hours and days completed and check the students' Internship initiative proposal and findings. Furthermore, each mentor serves as a guide while the interns complete 400 hours of internship experience, including 150 hours of an impact initiative that requires stakeholder involvement.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

Usually, the information is made available informally in communication with graduates and on-site mentors.

This information was made available by the employer serving as the site mentor or in communication with graduates. 100% of students were employed this year.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Pre-internship Clinical Experience and Reflections	100 hours of administrative clinical practice in an education setting are documented and signed by student and onsite mentor/employer, and university supervisor. Reflections include self-assessment of participation in the education settings.	All students met this expectation.
Descriptions and Self- Reflections of Internship Setting Experiences	Descriptions and reflections include self-assessment of candidate's administrative behaviors in the education setting	All interns met this expectation.

Course Related Leadership Activities (CRLA)	<p>At Manhattan University, the Course Related Leadership Activity (CRLA) is an assignment common to each of the six core courses, that includes steps to Assess, Plan, Implement, Evaluate and Revise. The expectation for students is to attain 80% or a grade of 3.0 or higher on the activity.</p> <p>In one activity example in EDUG 747, students used Marzano (2019) and Danielson's (2009) frameworks to provide informal and formal observations of teachers in the field with feedback. Peer critiques of each others' activities included assessing video clips of meetings they ran, and whether these met the expectations of administrative practice. Students worked together to examine criteria and deliver feedback under the instructors' guidance.</p>	<p>For 2023-2024, in two course examples, EDUG 744 Contemporary Management Functions in School and EDUG 745 Curriculum Development and Adaptation, the highest score for CRLA was 100%, and the minimum was 90%; the average was 95.3% for 20 students.</p> <p>Students have continued to exceed the expectation of 80% in the CRLA. In (2022-2023), the minimum mean score was 84.5% and the maximum mean score was 98.5% across the following courses:</p> <p>EDUG 735: Leadership for Learning, Decision Making and Change (3.94 out of 4); EDUG 738: Evaluating School Effectiveness (3.68 out of 4); EDUG 744: (3.86 out of 4); EDUG 745: (3.53 out of 4); EDUG 747: Supervision for the improvement of Instruction (3.38 out of 4).</p>
Personal Learning Plan (PLP)	<p>A Personal Learning Plan (PLP) is an individual project choice of the student that supports continuous learning beyond the parameters of the coursework. Expectation is for students to attain at minimum an 80% grade.</p>	<p>The average score was significantly higher than the 80% expectation in this area. The highest average was 100% and minimum mean score was 90%; with a course average of 97.2 for 20 students.</p>

<p>Observation Evaluations by the Site Mentor, Candidate, and University supervisor in the SBL and ALS programs</p>	<p>Observation Assessments glean multiple perspectives on site and pre- and post-discussions among the P-12 site mentor, candidate and university supervisor. Tracking of 400 hours of internship activities is done by site mentor with built in site visits and ten seminars. The intern performances are assessed by six criteria with the expectation that students attain a minimum of 3.0 grade:</p> <ol style="list-style-type: none"> 1. Strategic Decision Making 2. Caring Leadership 3. Multicultural Perspective 4. Technology 5. Learning to learn 6. Internship Improvement initiative 	<p>All observation evaluations were completed by mentor, candidate and university supervisor in both SBL and ALS programs. Site mentors also complete the anonymous survey prior to program completion.</p>
<p>Grades on assignments and courses</p>	<p>A minimum of 3.0 Grade Point Average (G.P.A.) is expected on assignments submitted and courses.</p>	<p>Final grades: SBL grades of 17 completers averaged 3.85 G.P.A., with minimum overall grade of 3.43 and maximum of 4.00.</p> <p>ALS grades of 6 completers: averaged 3.8 G.P.A., with a minimum overall grade of 3.03 and a maximum of 4.0.</p>
<p>Internship Improvement Initiative Proposal and Program in SBL and ALS programs</p> <p>Mentor Evaluations</p> <p>University supervisor Evaluations</p>	<p>Students submit a description statement addressing purpose, activities, outcomes and evidence of the project proposal, and address project components. Students include a video file they present for the Observation Visit 2 of the internship. These are included in the E-Portfolio.</p>	<p>Students successfully completed these proposals and programs.</p>

<p>E-Portfolio</p>	<p>Students are expected to submit a comprehensive portfolio which contains the key components of the program assignments. Links are below:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Intern self-evaluation <input type="checkbox"/> Site Mentor evaluation <input type="checkbox"/> University supervisor Checklist 	<p>All candidates completed their E-Portfolio, demonstrating proficiency in knowledge, understanding and skill applications to support the impact of culture and language on student learning.</p>
--------------------	--	--

Checkpoint reviews	<p>There are four checkpoint reviews throughout the program:</p> <ol style="list-style-type: none"> 1. Acceptance into the program meeting the admission requirements set forth by NYSED and Manhattan University. Once the candidate is accepted, the candidate ordinarily has five years to complete the program. If additional time is needed, the candidate can return after a hiatus, or re-enter the program. 2. Yearly review of candidates' G.P.A. for the core courses. While a formal review is completed each year, each term the Program Director and Coordinator reviews and communicates with candidates to determine whether suitable progress is made and to plan for the next semester's registration. 3. Completion of the core courses. Prior to the internship, students must meet the 3.0 required G.P.A., and complete the 100 clinical hours required by NYSED At this point candidates complete an Application for the Internship. 4. End of Internship processes: Students submit required internship documentation of the personal learning plan, course related district level field work and internship improvement plan. 	All completers were cleared for each checkpoint.
--------------------	---	--

	Internship evaluations are included that are signed off by the candidate, district level or school mentor and university supervisor. The Program Completion Form is reviewed and signed by the Program Director and then endorsed by the Certification Officer.	
--	---	--

<p>NYS Certification Exams: Topics of NYSTCE's SBL and ALS certification exams are included in core courses</p>	<p>As part of attaining NYS certification, passing scores on NYSTCE are expected in the following subareas, but not part of the SBL or ALS programs:</p> <p>SBL Tests Fields 107 and 108 subareas:</p> <ol style="list-style-type: none"> 1. Instructional Leadership for Student Success 2. School Culture & Learning Environment to promote Excellence and Equity 3. Developing Human Capital to Improve Teacher and Staff Effectiveness and Student Achievement 4. Family & Community Engagement 5. Operational Systems, Data Systems, and Legal Guidelines to Support Achievement of School Goals <p>ALS Tests Fields 103 and 104 - 4 sub areas:</p> <ol style="list-style-type: none"> 1. Developing, Communicating, & Sustaining & Educational Vision 2. Supervising Districtwide Change & Accountability 3. Leading the District Educational Program 4. Managing District Resources & Compliance 	<p>Please see pass rates above in Table 2, section E.</p> <p>These exams are not part of the program, but are an external standard that students must pass in order to become certified. Some students who work in non public schools opt not to take exams as they do not need NYS certification to be employed.</p>
---	--	---

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
<p>Pre-course Leadership Survey (1, 2, 3, 4)</p> <p>University Supervisor Observations (1, 2)</p> <p>Onsite Mentor Observations (1, 2)</p> <p>Candidate's Self-Evaluation (1, 2)</p> <p>A Personal Learning Plan (PLP) is an individual project choice of the student that supports continuous learning beyond the parameters of the coursework (3, 4)</p> <p>Internship Improvement Initiative Proposal and Program (1, 3, 4)</p> <p>Candidate's E-Portfolio(1 , 2, 3, 4)</p> <p>Grades of course assignments and assessments (3, 4)</p>	<p>Program completers adapt to working as a leader in multiple areas as set out by the four goals of the program:</p> <ol style="list-style-type: none"> 1. They engage in diverse professional practices in varied environments: They lead in various educational settings effectively, including schools, districts, and potentially higher education or community organizations. 2. They demonstrate leadership in diverse contexts: They learn to navigate and lead in diverse cultural communities. 3. They can identify and take action to promote positive impact of culture, language, equity of learning and the ability to create inclusive learning environments. 4. They commit to continuous improvement: They seek opportunities for professional development, engage in constructive, critical self-assessment, and strive to use leadership practices based on new knowledge and experiences, and learning opportunities. 	<p>Graduates met the expectations 2023-2024 year.</p>

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

Educational Leadership Program

Introduction

Manhattan University's Educational Leadership program graduates are prepared to work in diverse environments, have a proven track record of success, and are committed to professional growth. The Educational Leadership program at Manhattan University continued to uphold high standards for students in seminars, courses, and internships during the 2023-2024 academic year.

The institution has gone through transformation during this year. Numbers of programs and faculty were streamlined or reduced, and schools were consolidated within the University to stabilize the institution's current financial situation. These institutional changes in the past 18 months impacted across the University's programs, including the Education Leadership Program, which has paused its programs. The program prioritizes the successful completion of the students' individual coursework. Consequently, the program will continue to teach out its remaining and current cohort of 26 graduate students in the Educational Leadership programs. As program completers, the plan is for students to graduate by the end of the spring or summer term of 2025. If the need arises, the projected final program completion for all current students will be Fall 2025.

Program Highlights

Diverse Learning Environments

New York City is a prime area for our candidates to hone their skills in preparation to lead in diverse communities. According to recent data issued by the NYC Publish School system (DOE Data at a glance, 2024) in 2023-24,

912,064 students[were] in the NYC school system, the largest school district in the United States. Of those students:

- *16.3 percent of students were English Language Learners*
- *21.6 percent were students with disabilities*
- *73.5 percent were economically disadvantaged*

- *Race or ethnicity:*
 - 42.2 percent Hispanic
 - 19.5 percent Black
 - 18.7 percent Asian
 - 16.2 percent White
 - 1.8 percent Multi-Racial
 - 1.2 percent Native American

145,997 students were enrolled in NYC charter schools in 2023-24." data (<https://www.schools.nyc.gov/about-us/reports/doe-data-at-a-glance>)

Diverse Leaders: The students in the Education Leadership program at Manhattan University are diverse. The majority of completers in the program represent the ethnic and racial diversity of their educational constituencies, and work in urban school communities. The program provides its students with the knowledge and skills to navigate diverse learning environments effectively.

Culturally Responsive Leaders: Completers gain knowledge of the impact of culture and language on learning, preparing them to engage effectively in various contexts throughout their careers. Clinical experiences and critical reflections on those experiences prepare students for leadership roles with diverse populations. Evidence of these abilities is documented in on-site evaluations conducted by P-12 partners and mentors during the internship and students' E-portfolio assignments.

Exceeding Expectations: Mentor evaluations consistently indicated that participants exceeded expectations in strategic decision-making, caring leadership, continuous learning, multiculturalism, and most notably, in their improvement initiatives. Notably, mentors unanimously responded "yes" when asked if they would hire these interns for administrative positions, demonstrating graduates' preparedness and successful work in diverse settings.

Exemplary Leadership: Graduates demonstrate exceptional leadership qualities, including strategic decision-making, caring and supportive leadership, commitment to continuous professional learning, successful implementation of improvement initiatives; effective adaptability to different contexts and positive change within school settings.

Leadership Activities: The SBL/SDL programs encourage students to take a leadership role within their current positions. General course assignments included action plans for improvement of a current issue at a school. (For example, the CRLA of

each core course requires participants to identify an area for improvement, utilize the L.E.A.D.E.R model (Jacobs & Remigia (2022) to gather confirmation from colleagues and mentors, design an action plan to implement the improvement, and evaluate the results. Later, this model is used as a guide during the internship when students develop an improvement initiative, collect and analyze data, and measure the initiative's effect on student learning, such as in EDUG 738 - Evaluation of School Effectiveness.

Professional Growth: Participants actively engage in continuous professional development, from opportunities offered to them by instructors in their courses, to PDs in their home districts. Students set their goals for continued learning of course content, and assess and review them. SBL faculty review these goals. According to faculty, students engage in self-assessment, goal setting, and reflection consistently. The program emphasizes authentic application of cases through action-oriented learning experiences, such as those in CRLA and the ALS internship.

Adaptation and Improvement: Students through their CRLAs (SBL program) and field experiences (ALS) program, demonstrate their ability to adapt to various contexts. They collaborate with local schools and districts on smaller-scale build on continuous improvement initiatives within clinical settings, that culminate in a district-wide improvement initiative during the internship. SBL CRLA scores and ALS EDUG 840 Field Logs confirm that participants consistently meet and exceed expectations in these clinical experiences.

Mentorship and Collaboration: Our highly experienced faculty provide strong mentoring and collaborative relationships with university supervisors and school mentors, from public school districts and parochial and private school schools, providing valuable learning opportunities for students.

Data-Informed Leadership: The program prepares students with the knowledge and specific skills to collect and analyze data that will inform decision-making at their schools to promote school improvement.

Plans for Improvement:

State Directives: The programs need to address new state directives. A proposal now is to have an advanced certificate only, rather than specific programs for SBL and SDL candidates.

Overall Planning: The program is committed to providing more formalized planning, review and development of certain assignments, e.g. systematize data collection and analyses and formative and summative assessments for internships, such

as ALS district-wide improvement initiative completed in EDUG 871 - Quantitative Process Control in Education. In addition, the Program director should choose site mentor with consultation of each head of school/school district before internships begin.

Data Collection: More formalized data collections for the SBL and ALS programs are needed. For example, shared reports for all three internship visits need to be available for review by program faculty rather than collecting anecdotal evidence of student progress based on discussions with site mentors. Additionally, reflective chronological journals are needed during the ALS internship to provide evidence of participants' abilities for planning continued professional growth through self-assessment, goal setting, and reflection. Needs are to enhance data collection and analyses of CRLAs, PLP scores, and student learning outcomes, and to utilize data to help refine program curriculum and improve student learning experiences at students' sites.

Global Perspectives: We need to work with members of site school partners to address the ever-evolving challenges and new perspectives emerging within increase of students from other countries in districts and individual schools.

Deepening Culturally Responsive Practices: Integrate a more robust focus on intersectionality, impact and inequities concerning learning outcomes of diverse student population. Enhance culturally responsible practices by setting specific, quantifiable goals for improving completers' proficiency in culturally responsive practices.

References

Danielson, C. (2009). *Implementing the framework for teaching in enhancing professional practice*. Alexandria, A: ASCD.

Jacobs, M. and Kirshner, R. (2022). *From problem to possibility: Action and research for leading up to continuous improvement*. Lanham, MD: Rowman and Littlefield DOI: [10.5771/9781475859768-145](https://doi.org/10.5771/9781475859768-145)

Marzano, R.J. N (2019). *The handbook for the new art and science of teaching*, Bloomington, IN: Solution Tree Press.

NYC DOE *Data at a glance 2024*. <https://www.schools.nyc.gov/about-us/reports/doe-data-at-a-glance>

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

	Standard 1- Major focus
Goals for the 2024-25 year	<p>Standard 1: Evidence</p> <p>Internship</p> <ul style="list-style-type: none">• Principals collaborate with university supervisors and students during the internship. They provide feedback through evaluations and participate in site visits.• Internship evaluations include both yes/no questions and open-ended prompts to assess the intern's readiness for an administrative position.• The program plans to gather more qualitative data by surveying site mentors, faculty colleagues, and other school personnel to gain deeper insights into intern performance. <p>Coursework</p> <ul style="list-style-type: none">• Faculty work with students on CRLAs and internship initiatives, providing guidance and feedback.• Faculty involvement is documented in CRLA reports, internship logs, and impact statements.

- The program will collect actionable data from these qualitative reports, such as coding themes or surveying faculty on the impact of CRLAs.

Standard 1: Evidence

Program design would focus primarily be on the alignment of the goals of SBL and SDL and different levels of rigor in their respective programs which adhere to the ten National professional standards for educational leaders

(https://www.nysed.gov/sites/default/files/professional-standards-for-educational-leaders_2015.pdf) and to NYSED requirements for Programs leading to Certification in Education Leadership (part IV)

Four goals of the program:

1. **Professional Knowledge:** Graduate Educational Leadership participants will acquire knowledge of NYS content requirements for leadership, supervision, curriculum, assessment, management, and education law, qualifying them for educational leadership positions in NYS.
2. **Decision-making Skills** -Participants in the Graduate Educational Leadership program will apply professional knowledge to exhibit decision-making skill to “lead comprehensive, long-range planning, informed by multiple data sources, to determine present state of the school, identify root causes of problems, propose solutions, and validate improvements with regard to all aspects of the school” (Part iv 1. School Building Leader NYSED Content Requirements).
3. **Professional Leadership Dispositions** - Graduate Educational Leadership participants will give evidence that they assist students, staff, and the school community to meet NYS learning standards and collaborate to identify goals and objectives to achieve the educational vision, seeking and valuing diverse perspectives, alternative points of view, and build understanding.
4. **Learning to Learn** - Participants in the Educational Leadership program will give evidence that they learn beyond coursework and maintain a personal plan for self-improvement and continuous learning.

Organized, periodic monitoring processes will be used to advise educational leadership participants to help meet expected progress to enter the program, progress through the program, complete the program, and acquire NYS certification as a school building or school district leader. Monitoring begins with admissions requirements, and moves through program progress checkpoints to determine eligibility to begin the internship and for graduation. Four

	checkpoints monitor participants' processes and give evidence of student support in their course work, with regular progress reviews from admissions to graduation and certification.
Actions	<p>When the program resumes, the educational leadership faculty plan to design a means to acquire data in the future to answer the question, why do some completers not take the certification exam? Further examination will be made of the discrepancy in the number of completers and the number who sit and pass the certification exam. Some reasons to investigate are if completers seek an increment based on number of credits rather than a promotion; some completers from non-public schools do not need certification to take administrative positions; for some, the certification exam is too expensive.</p> <p>Check Point 1 - Admission and monitoring processes give evidence that completers meet requirements and standards required to complete a graduate program in educational leadership. The process of being admitted to the educational leadership program follows a path from applying for admission using the online application. That form must be completed, and all required documentation submitted to Admissions. However, given that the program is paused, during 2024-2025, there will be no new enrollees. Instead, the interim program director and coordinator will check on teach-out status of each of the current students enrolled.</p>
Expected outcomes	<ul style="list-style-type: none"> • Projected outcomes include following of Educational Leadership Measure SBL and ALS Mapped to Course G.P.A.s; NYS Content Requirement; and Course Related Leadership Activity's rubric (CRLA's rubric); and 100 clinical hours; (Section (c) Programs leading to certification in educational leadership). • Completion of internship adhering to the National Educational Leadership Preparation standards (NELP Standard 8) • Correlation with appropriate parts of NYSTCE tests, performance checklist with main Personal Learning Plan (PLP). • 3.0 grade at minimum in each of the six core courses in School Building Leadership • Completion of The SBL internship with <ul style="list-style-type: none"> ○ an internship improvement initiative ○ an internship improvement impact statement ○ mentor's evaluation

<p>Reflections or comments</p>	<p>When the program resumes, enhance student growth through self-assessment and focused peer work in courses.</p> <p>Develop a structured interview protocol for site visits, including questions about the intern's leadership skills, decision-making abilities, interpersonal skills, cultural competency, and ability to address diverse student needs.</p> <p>Organize networking events, establish mentorship programs with Lasallian school leaders, and invite Lasallian educators to guest lecture in courses.</p> <p>Internship:</p> <p>Formalize data collection: While the current internship evaluation provides valuable data, the qualitative discussions around critical "yes/no" questions (e.g., "Is the intern ready for an administrative position? Would you hire this intern?") discussed by the university supervisor and site mentor are not formally recorded. To capture this information, we need to plan for a more systematic approach to collect and analyze data and reflections.</p> <p>Action: Develop a structured interview protocol for site visits, involving site mentors, faculty, supervisors, school personnel in the design of surveys or internship questions for site visits, personnel in the design of questions. This will generate richer, more actionable data to inform program improvements and better support interns.</p> <p>Course Work:</p> <p>Enhance data analysis: While faculty collaboration is valuable, the qualitative nature of current reports limits actionable insights. Develop a system for coding and analyzing faculty feedback and student reflections to identify key themes and areas for improvement.</p> <p>Gather broader perspectives: Conduct surveys of faculty and principals to assess the impact of the CRLA and and PLP on their teaching, student learning, and school</p>
---------------------------------------	---

	<p>effectiveness. Again, engage faculty and administrators in the design and data collection of these surveys.</p> <p>General Program Improvements:</p> <p>Formalize the role of program completers by establishing a mentorship for next cohorts by creating opportunities for completers to share their expertise with current students through workshops, seminars, and guest lectures.</p> <p>Systematically gather feedback from completers on program strengths and areas for improvement. Utilize the collected data to make informed decisions about curriculum development, faculty development, and program improvements.</p> <p>Continuous Improvement: Regularly review and refine procedures for data collection and analyses to ensure ongoing program improvement.</p>
	Standard 2
Goals for the 2024-25 year	The educational leadership program supports participants as they progress through coursework. The expectation is for students to maintain good academic standing with a minimum of a G.P.A. of 3.0 throughout course work.
Actions	Students' G.P.A.s are reviewed at the end of the academic year. Regular faculty meetings are needed to discuss student progress, support for struggling students, and ideas for teaching and learning practices to ensure reaching the required 3.0 expectation of success. Communication will be made to students who are not progressing by program director and coordinator.
Expected outcomes	All students should maintain at least a 3.0 G.P.A.
Reflections or comments	Major focus is on Standards 1 and 3
	Standard 3
Goals for the 2024-25 year	To continue preparation for students in the following areas:

	<ol style="list-style-type: none"> 1. Curricula in the program aligned with state and national standards 2. Coursework that addresses themes for student preparation for certification exams 3. Rich clinical experiences in certification or degree areas, and in P-12 schools 4. Committed student, site and university supervisors who are all involved in learning and assessment process <p>Quality of program components is sustained through well-experienced course instructors, resources, and commitment by institution to ensure that the enrolled students complete the program.</p>
Actions	<ul style="list-style-type: none"> • Monitor coursework and the internship adherence to state and national standards. • Guide course work to support preparation for the NYSTCE exams, through examination of topics and frameworks; incorporate case studies and simulations. • Sign off on SBL or ALS Program Completion forms; document and verify that the candidate successfully completes all requirements for the degree/certificate, and can be endorsed by Manhattan University and sent to NYSED.
Expected outcomes	Continue to teach out enrolled students; completion of program by well-prepared students in the next 15 months.
Reflections or comments	<p>When program resumes, update the Educational Leadership program to address the NYSED's movement to an Advanced certificate rather than individual programs for SBL and SDL.</p> <p>Data Collection & Analysis:</p> <ul style="list-style-type: none"> ○ Systematize specific data collection and analyses for NYSTCE scores, CRLAs, and PLP scores <p>Culturally Responsive Practices:</p> <p>Further strengthen and focus on school initiatives that address intersectionality of race, ethnicity, class, gender, and language acquisition</p>

	<ul style="list-style-type: none"> ○ Ensure completers surpass current expectations in culturally responsive practice in the classroom and clinical settings. <p>ALS Program:</p> <ul style="list-style-type: none"> ○ Provide more formalized planning for the district-wide improvement initiative ○ Improve data collection and analyses for the ALS internship expectations. <p>Global Perspectives: Improve administrative supportive actions to address the increased academic, social and behavioral needs of new, diverse international and existing P-12 student population.</p>
	Standard 4
Goals for the 2024-25 year	<p>Eligibility for internship. The Internship Application requires participants to complete the six core courses in good standing (with a G.P.A. of at least a 3.0).</p> <p>Students must complete at least 100 hours of clinical experience, and submit the internship application.</p>
Actions	Advisement of completion of courses
Expected outcomes	Completion of all coursework within each semester
Reflections or comments	Program is pausing with this cohort of students, so it is imperative that students complete courses successfully by December 2025.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

N/A

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

The program is paused; there is a teach out of students. When the program resumes, plans include a program that reflects a new state directive currently proposed: to have one program for advanced certificate rather than separate School Building and School District Leadership programs. This modified program would be tailored to meeting the needs of challenges in hiring and sustaining teachers and administrators, and overseeing successful programs for an increased diverse student population. Program curricula would be aligned with state and national standards.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

Changes in 2024 include the NYSED proposed individual advanced certificate rather than certification in specific leadership programs. If this change occurs, and when the program resumes, the courses would be modified to address this new directive from NYSED.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Ruth Zealand, Interim Director, School Building Leadership Program; Deborah Pitula, Coordinator	Bridget Chalk, Associate Provost

Date sent to AAQEP:	1/9/25
---------------------	--------

