



AAQEP Annual Report for 2025

Provider/Program Name:	Le Moyne College/Teacher Education
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	Spring 2029

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

Institutional Origins:

Le Moyne College was established in Syracuse, New York in 1946, one of 27 Jesuit institutions of higher education in the United States. Initially serving the post-World War II educational needs of local business and industry with programs in accounting and industrial relations and guided by the Jesuit mission of *cura personalis* -- care of the whole person -- Le Moyne first evolved as a small liberal arts college and, with subsequent changes to its charter, became a comprehensive institution that includes professional graduate programs. Le Moyne offers undergraduate and graduate academic programs in three schools, the College of Arts and Sciences, the Madden College of Business and Economics, and the Purcell School of Professional Studies. The programs of the Department of Education reside within two divisions. The *Master's of Science for Teachers* and the *Master's of Science in Education* degree programs are in the Purcell School of Professional Studies.

As of Fall 2025, the majority of undergraduate students are majors in Inclusive Childhood (1-6) and Inclusive Adolescent (7-12) with All Grades Special Education within the Purcell School of Professional Studies. Some students remain as majors in the Carroll College of Arts and Sciences and have an Education advisor to assist with certification.

As of December 2025 there are now nine approved undergraduate Inclusive Childhood majors (with concentrations in English, History, Political Science, World Languages, General Science, Sociology, Criminology, Economics, and Mathematics) and five Inclusive Adolescent Education majors (with concentrations in English, Biology, Chemistry, Physics, and Spanish) that are advised in the Education Department.

Department Origins:

With the college's traditional emphasis on the liberal arts, secondary teacher certification has been an optional concentration program within related subject matter disciplines since the 1960s. In the early 1990s Dr. Mary L. Collins provided the foundation for the Le Moyne Program. Dr. Collins was a strong teacher educator who was recognized at local, state and national levels as an innovator who transformed these programs. Le Moyne College earned a strong local reputation for educators who were prepared beyond basic certification requirements. Dr. Collins also recognized the needs of the field and area schools, and developed additional undergraduate programs for both elementary and special education. Responding to the positive reputation of these programs, a re-chartered Le Moyne College offered its first graduate programs in 1995 with degrees in the *Master's of Science for Teachers* and *Master's of Science in Education* providing a variety of certification options for entering (MST) or continuing (MSED) a career in teaching at either the elementary or secondary levels. Additionally, a non-certification MSED in Professional Education program was created and has shown to be a useful alternative for candidates who wish to specialize in the study of education without the intention of K-12 teaching.

Culture of Teacher Education:

While no single factor is responsible for the strong reputation of Le Moyne teachers in area school districts, a word needs to be said about the enduring norms and expectations established by Dr. Collins that continue to guide the Education Department and faculty today:

- **Early emphasis on clinically rich field experiences:** Prior to becoming a New York State certification requirement in 2004, Le Moyne students have always been expected to fulfill 100 hours of practicum experiences in area schools. During the semester prior to student teaching, teacher candidates complete practicum in each of their two student teaching sites. This provides an intentional developmental experience that facilitates professional communication with the host teachers, more realistic expectations of students and a more substantive understanding of the school and curriculum during student teaching.
- **Intensive Supervision of Student Teaching:** Among area teachers and administrators, Le Moyne has long been favorably acknowledged for having its supervisors provide consistent weekly observational visits. Retired professional educators seem to love to commit their accumulated knowledge and expertise to Le Moyne's education program. Securing professional

educators who themselves are recognized as excellent teachers ensures Le Moyne's student teachers both a rigorous and supportive professional launching into their professional careers. The supervisors' frequent observational visits provide more opportunities for healthy three-way conversations in clarifying expectations and performances, or for identifying and resolving potential issues at the earliest possible time.

- **Collaboration with Current Practitioners:** Since the inception of teacher education at Le Moyne, pre-service teachers learn their instructional methodologies from currently practicing field practitioners. Selected for their reputation as superior teachers, this ongoing collaborative adjunct practice ensures that our student teachers meld the strong theoretical background provided by full-time faculty with the most currently validated methodologies, techniques and expectations of area educators.
- **Emphasis on Professional Expectations:** The core of our reputation and to what characterizes a "Le Moyne student teacher" is a high standard of professional appearance, behavior and performance. Students learn early and are reminded often that these are minimal expectations, not goals "to be developed." Professional dress, timely attendance, thorough preparation, respectful interactions and positive dispositions are central rather than peripheral concerns. Closely monitored and evaluated in each of their practicum experiences and education classes, students who signal even the least possible concern are quickly brought in to meet with the Chair. If necessary, an "action plan" is created and mutually agreed upon to bring about a satisfactory resolution, enabling the student to continue or, in some cases, opt out of the program.

Degrees offered by the Teacher Education Programs:

Undergraduate

Le Moyne College has a number of programs registered with the New York State Education Department that lead to initial teacher certification in the following areas:

- Inclusive Childhood (1-6)/Students with Disabilities (1-6)
- Inclusive Childhood (1-6)/Students with Disabilities (All Grades)
- Inclusive Adolescent (7-12)/Students with Disabilities (7-12)
- Teaching English to Speakers of Other Languages (PreK-12)
- Adolescent Education (7-12)

Master's of Science for Teachers (MST)

The programs listed below lead to initial teacher certification. These programs were revised, developed and registered during the 2018-2019 academic year. The institutional recommendation is also made for both initial certification and professional certification at the time of degree completion. However, students must meet additional requirements (such as three years classroom teaching experience) to earn that professional certification. The graduate degree is only one component.

- Inclusive Childhood (1-6)/Students with Disabilities (1-6)
- Inclusive Adolescent (7-12)/Students with Disabilities (7-12)

- Teaching English to Speakers of Other Languages

Master's of Science in Education (MS Ed)

Each program is a 30 credit program.

MS Ed I

These programs are designed for students who already hold initial certification in New York State. The programs provide the required 12 credits in the original area of certification, and additional courses to extend their knowledge and skills.

MS Ed II

These programs are designed for students who already hold initial certification in New York State and wish to add initial certification in at least one other area. The programs provide the required 12 credits in the original area of certification, and additional courses to meet the requirements for initial certification in the additional area(s). The graduate degree leads to recommendation for professional certification in the original area, and initial and professional certification in the new certification area(s), although the degree is only one component.

- Dual Childhood/Students with Disabilities 1-6 (designed for teachers who are certified in another area such as Adolescent 7-12, Art PreK-12, etc.)
- Dual Adolescent/Students with Disabilities 7-12 (designed for teachers who are certified in another area such as Childhood 1-6 but have the required content coursework)
- Teaching English to Speakers of Other Languages, PreK-12
- Teaching Literacy (Birth-Grade 6)
- Teaching Literacy (Grades 5-12)

Student-Centered, Faculty-Driven

Since 2001, we have made multiple and significant changes that reflect new NYSED mandates and issues faced by K-12 schools. Guiding all department and faculty activities, the theme of “student-centered, faculty-driven” grew from a number of factors over the past few years. By 2017-18, the decline of student enrollments signaled for the consolidation of course offerings. With fewer courses and adjuncts, full-time faculty took on a larger presence for the students in our programs, both groups sharing important insights into the changing nature of teaching and teacher preparation. Consequently, work responsibilities changed. With a necessary reduction of office staff, the faculty embraced full responsibility and involvement in creating and maintaining (a) program admission and standards; (b) advisement of all students; (c) active participation in all practicum/student teaching experiences. Full-time faculty now direct and lead all activities relating to each of these three areas, positions that place them in frequent contact with students and equally as important, with our school and district partners. Faculty members have worked diligently to develop quality systems for registering, tracking and analyzing the progress of students through each program, responsibilities that will be further enhanced and informed through our accreditation process.

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):

lemoyne.edu/AAQEP

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Certificate granted by institution	State Certification, License	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/25)	Number of Completers in most recently completed academic year (12 months ending 08/25)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Arts	Mathematics, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	2	0
	History, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	2	0
	Sociology, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	0	1
Bachelor of Science	Psychology, Certification- Childhood Education and Students with Disabilities (Grades 1-6)	26	10
	Inclusive Childhood Education Grades 1-6, Concentration: English	45	1
	Inclusive Childhood Education Grades 1-6, Concentration: History	12	0

	Inclusive Childhood Education Grades 1-6, Concentration: Political Science	0	0
	Inclusive Childhood Education Grades 1-6, Concentration: World Languages	3	0
	Inclusive Childhood Education Grades 1-6, Concentration: General Science	0	0
	Inclusive Childhood Education Grades 1-6, Concentration: Sociology	0	0
	Inclusive Childhood Education Grades 1-6, Concentration: Criminology	0	0
	Inclusive Childhood Education Grades 1-6, Concentration: Economics	0	0
	Inclusive Childhood Education Grades 1-6, Concentration: Mathematics	0	0
Bachelor of Arts	Economics, Certification- Adolescent Social Studies (Grades 7-12)	0	0
	Spanish, Certification- Adolescent Education (Grades 7-12)	0	0
	Math, Certification- Adolescent Education (Grades 7-12)	2	0
	Chemistry and General Science, Certification- Adolescent Education (Grades 7-12)	2	0
	History, Certification- Adolescent Education (Grades 7-12)	1	0
Bachelor of Science	Math, Certification- Adolescent Education (Grades 7-12)	0	0
Bachelor of Arts	Inclusive Adolescent Education: Biology, Grades 7-12	2	1
	Inclusive Adolescent Education: Math, Grades 7-12	6	0
	Inclusive Adolescent Education: Spanish, Grades 7-12	0	0
	Inclusive Adolescent Education: English, Grades 7-12	10	0
	Inclusive Adolescent Education: Social Studies, Grades 7-12	14	1

Bachelor of Science	Inclusive Adolescent Education: Social Studies, Grades 7-12	0	0
Bachelor of Arts	Teaching English to Speakers of Other Languages	4	0
Bachelor of Science	Teaching English to Speakers of Other Languages	0	0
4+1 Bachelor of Arts & Master's of Teaching	English, Certification- Adolescent Education, Grades 7-12	0	0
	History, Certification- Adolescent Education, Grades 7-12	0	0
	Spanish, Certification- Adolescent Education, Grades 7-12	0	0
	Inclusive Adolescent Education: English, Grades 7-12	0	0
Master's of Science in Teaching (MST)	Inclusive Childhood Education, Grades 1-6	19	13
	Dual Adolescent Special Education Grades 7-12	15	5
	Teaching English to Speakers of Other Languages	1	0
Total for programs that lead to initial credentials		166	32
Master's of Science in Education I (MSEd I)	Professional Certification: Childhood Education	1	1
	Professional Certification: Dual Childhood/Special Education	5	1
	Professional Certification: Adolescent Education (American Sign Language, Cantonese, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Mandarin, Russian, Spanish, Urdu, English, Chemistry, Earth Science, Physics, Mathematics, Social Studies)	4	1
	Professional Certification: Dual Adolescent/Special Education (American Sign Language, Cantonese, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Mandarin, Russian, Spanish, Urdu, English, Chemistry, Earth Science, Physics, Mathematics, Social Studies)	0	0

Master's of Science in Education II (MSEd II)	Professional in Original Certification Area and Initial Certification in: Childhood Education with Students with Disabilities (Grades 1-6)	2	1
	Professional in Original Certification Area and Initial Certification in: Adolescent Education (Grades 7-12) (American Sign Language, Cantonese, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Mandarin, Russian, Spanish, Urdu, English, Chemistry, Earth Science, Physics, Mathematics, Social Studies)	0	0
	Professional in Original Certification Area and Initial Certification in: Adolescent Education with Students with Disabilities (Grades 7-12) (American Sign Language, Cantonese, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Mandarin, Russian, Spanish, Urdu, English, Chemistry, Earth Science, Physics, Mathematics, Social Studies)	2	0
	Professional in Original Certification Area and Initial Certification in: Literacy Education (Birth-Grade 6)	3	3
	Professional in Original Certification Area and Initial Certification in: Literacy Education (Grades 5-12)	0	0
	Professional in Original Certification Area and Initial Certification in: Teaching English to Speakers of Other Languages (Pre-K-Grade 12)	0	1
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Total for programs that lead to additional/advanced credentials		17	8
TOTAL enrollment and productivity for all programs		183	40
Unduplicated total of all program candidates and completers		183	40

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.)

Programs that were approved by New York State and added:

Bachelor of Science- Inclusive Childhood: General Science. Certifications associated are for Childhood, Grades 1-6, Students with Disabilities, All Grades. This was approved by New York State Education Department as of March 4, 2025.

Bachelor of Science- Inclusive Childhood: Sociology. Certifications associated are for Childhood, Grades 1-6, Students with Disabilities, All Grades. This was approved by New York State Education Department as of April 9, 2025.

Bachelor of Science- Inclusive Childhood: Criminology. Certifications associated are for Childhood, Grades 1-6, Students with Disabilities, All Grades. This was approved by New York State Education Department as of April 9, 2025.

Bachelor of Science- Inclusive Childhood: Economics. Certifications associated are for Childhood, Grades 1-6, Students with Disabilities, All Grades. This was approved by New York State Education Department as of April 9, 2025.

Bachelor of Science- Inclusive Childhood: Mathematics. Certifications associated are for Childhood, Grades 1-6, Students with Disabilities, All Grades. This was approved by New York State Education Department as of June 2, 2025.

Bachelor of Science- Inclusive Adolescent: English. Certifications associated are for English, Grades 7-12, Students with Disabilities, All Grades. This was approved by New York State Education Department as of September 18, 2025.

Bachelor of Science- Inclusive Adolescent: Chemistry. Certifications associated are for English, Grades 7-12, Students with Disabilities, All Grades. This was approved by New York State Education Department as of November 3, 2025.

Bachelor of Science- Inclusive Adolescent: Biology. Certifications associated are for English, Grades 7-12, Students with Disabilities, All Grades. This was approved by New York State Education Department as of November 3, 2025.

Bachelor of Science- Inclusive Adolescent: Physics. Certifications associated are for English, Grades 7-12, Students with Disabilities, All Grades. This was approved by New York State Education Department as of November 3, 2025.

Within Le Moyne College the following programs were removed from internal systems. These programs had no enrolled students and for many of them had been many years without an enrolled student or they have been replaced by new programs listed above (or previously noted in another annual report).

Due to a change in New York State Education Department (NYSED) regulations, which ends certification in all grade bands (e.g., grades 1-6, grades 7-12) for special education and shifts to requiring certification in “All Grades” for this certification, many of these programs no longer meet NYSED requirements. The newly added programs noted above were designed to meet the new special education requirements by content area as well as to provide dual certification in both a content area and special education to meet the needs of the ever- changing K-12 population. The newly approved and registered degree programs above (or noted in a previous annual report) are replacing the following degree programs:

BA Biology, Certification- Childhood Education and Students with Disabilities (Grades 1-6)
BA General Science, Certification- Childhood Education and Students with Disabilities (Grades 1-6)
BA French, Certification- Childhood Education and Students with Disabilities (Grades 1-6)
BA Spanish, Certification- Childhood Education and Students with Disabilities (Grades 1-6)
BA English, Certification- Childhood Education and Students with Disabilities (Grades 1-6)
BA Philosophy, Certification- Childhood Education and Students with Disabilities (Grades 1-6)
BA Religious Studies, Certification- Childhood Education and Students with Disabilities (Grades 1-6)
BA Economics, Certification- Childhood Education and Students with Disabilities (Grades 1-6)
BA Political Science, Certification- Childhood Education and Students with Disabilities (Grades 1-6)

BS Biology, Certification- Childhood Education and Students with Disabilities (Grades 1-6)
BS Physics, Certification- Childhood Education and Students with Disabilities (Grades 1-6)
BS Chemistry, Certification- Childhood Education and Students with Disabilities (Grades 1-6)

BA Biology and General Science, Certification- Adolescent Education (Grades 7-12)
BA French, Certification- Adolescent Education (Grades 7-12)
BA English, Certification- Adolescent Education (Grades 7-12)
BA Physics and General Science, Certification- Adolescent Education (Grades 7-12)

BS Biology and General Science, Certification- Adolescent Education (Grades 7-12)
BS French, Certification- Adolescent Education (Grades 7-12)
BS Spanish, Certification- Adolescent Education (Grades 7-12)
BS English, Certification- Adolescent Education (Grades 7-12)
BS Physics and General Science, Certification- Adolescent Education (Grades 7-12)
BS Chemistry and General Science, Certification- Adolescent Education (Grades 7-12)
BS History, Certification- Adolescent Education (Grades 7-12)
BS Inclusive Adolescent Education: French, Grades 7-12

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

<p>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.</p>
183
<p>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.</p>
40
<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>
81
<p>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.</p>
<p>Undergraduates- 100% MSTs- 100% MSEds- Not applicable. Students are not in a cohort model and take their own pacing for completion of their program. No students in 2024-2025 needed an extension on NYSED's requirement of completing a Master's within 5 years of their graduation from a Bachelors program.</p>
<p>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%.</p>
<p>NYSTCE- Students with Disabilities Exam- Undergraduate Cohort 2025- 80% (low N, one non-passing score impacted results) Graduate MST Cohort 2025- 100%</p> <p>NYSTCE- Educating All Students Exam- Undergraduate Cohort 2025- 100% Graduate MST Cohort 2025- 100%</p> <p>NYSTCE- Multisubject Exam Grades 1-6- Combined Pass Rates for English Language Arts, Math, and Arts and Sciences</p>

Undergraduate Cohort 2025- 73% (Low N, attempts by several students to pass the math exam led to lower scores, 100% on ELA and 100% on Arts and Sciences)
Graduate MST Cohort 2025- 95%

NYSTCE- Multisubject Exam Grades 7-12- Combined Pass Rates for English Language Arts, Math, and Arts and Sciences
Undergraduate Cohort 2025- 100%
Graduate MST Cohort 2025- 100%

NYSTCE- Content Specialty Tests- Content Areas Grades 7-12
Undergraduate Cohort 2025- 100%
Graduate MST Cohort 2025-100%

NYSTCE- Content Specialty Tests – English as a Second Language
Graduate MEd 2025- 100%

NYSTCE- Content Specialty Tests –Literacy
Graduate MEd 2025- 100%

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

Graduates are surveyed twice. Once in the final student teaching seminar in May. Then in December after their graduation date.

In May completers shared the following positives about the Le Moyne Education Programs:

- Thorough
- Supportive professors
- SWD [Students with Disabilities] courses. Credibility of the program.
- The mix of full time and adjunct professors that have classroom experiences.
- Small class sizes, relationships with professors.
- Correct information for certificate requirements/up to date.
- Small class sizes and focus on peer collaboration. Professors are helpful and responsive.
- The supervisors for student teaching.

In May completers shared some points for improvement:

- Better time management of placements being shared. [Due to required Memorandum of Understandings needing to be signed with each school district, student teaching placements were extremely delayed for Fall practicum hours before

Spring placement in student teaching sites. This was a fair critique and we've attempted to share placements 4-6 weeks earlier than last academic year].

- More practical experiences with special education (giving each other mock tests, differentiating a scripted curriculum lesson, etc.)
- Better communication between the college and the mentor teachers. For so many things it has been said that things have been communicated with the host teacher and that was false. Half the forms and things that they needed I had to send to them myself. I think just more streamlined communication between every factor in the program would be great!

In December respondents shared:

- 100% of respondents were confident (rating of 4 or 5 on a 5-point scale) that they would remain in Education
- Several shared concerns with the job search process, with few position openings and lengthy delays from submitting applications (in May) and interviews (in August).

They also shared the following best aspects of Le Moyne's program:

- The observations each semester leading up to student teaching.
- Establishing connections and allowing me to gain certification extensions.
- I think the amount of work and expectations in the student teaching really helped me. Being observed more than 2 times like other programs I think was super helpful and build confidence in what I was doing. I felt prepared day one to be an effective teacher.

They shared these points to improve how we could prepare them for their current teaching position:

- More parent contact prep.
- More classes on assessment for special education. We didn't look at or practice any of the assessments I use now- WJ, WIAT, KTEAS.
- Doing more IEPs and testing

In March 2025, we unfortunately had an occasion for a celebration of life for a Professor in the Education Department who passed away a few weeks earlier. At that celebration of life, Dr. Andrea Tochelli-Ward sat with several 2024 Masters of Science in Teaching completers of the program. We chatted about their positions as they were nearly finished with their first year of teaching.

A few comments students made were:

- Having students gain experiences in many types of special education settings and understanding the expectations of these types of positions. Several had jobs in special education and they felt unfamiliar with the expectations having not observed in a similar classroom.
- One mentioned feeling unprepared to teach writing to elementary students. Knowing how conscientious and diligent this student was in the program, the student's comment led to a change in textbook/assignment for Spring 2026.

- A student shared how excited he was that he was able to teach a contemporary children’s novel used in their literacy class with his students.

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

At this time our department does not have a method for collecting direct feedback from employers of program completers. Several of the respondents to our December survey provided names/contact information for their principals, so the department is exploring how to best gather data from these principals on the effectiveness of our teachers in the field.

When asked our completers shared the following regarding how they are perceived by their principal and peers:

- 100% of the respondents rated their effectiveness as a teacher as “proficient” (four options, unsatisfactory, basic, proficient, distinguished). They noted their reasoning for this as “classroom observation, observational evidence.” “I was recently observed by my principal and she said I was proficient based off Danielson.” “Evaluations. But also the use of data from the beginning of the year to now. How the interventions have shown improvement in performance of certain tasks.”
- 80% of the respondents felt their principal would rate them as “proficient” with 20% noting their principal would rate them as “distinguished.”
- Similarly, 80% felt other teachers in their school would rate them as “proficient” with 20% noting their peers would rate them as “distinguished.” Comments indicated that they were “asked to be observed during my long-term substitute position”. And “the amount of students meeting the goals and outcomes that are being looked for. I think that being prepared and the relationships with staff and students how I have become part of the school community in my short time here.

H. 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.

Undergraduates- 85% of undergraduates provided information on their employment or graduate studies plans. The other completers did not share their employment status or graduate school plans when asked.

Of those who shared, 18% are pursuing their studies either full or part time. 82% have a full-time teaching position for the 2025-2026 academic year.

MST Graduate Students- 72% of graduate students provided information on their employment status. 92% had full time teaching positions and 8% had a building substitute position for the academic year. Information was unavailable from 28% of completers on their job status.

MSEd Graduate Students- 79% of graduate students provided information on their employment status. All have full time teaching positions for the 2025-2026 academic year.

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

The Provost and Dean Offices continuously assess staffing capacity with Department Chairs across all disciplines and programs at Le Moyne College. Resources are maintained, reallocated, and/or increased to align and support program needs. Leveraging resources arising from retirements and resignations as well as from new revenue streams, new hire requests are examined through a lens that reviews past, current, and project enrollment trends for a discipline and the potential for further program growth and development as supported by future market projections, demand, and employment needs locally, regionally, and state-wide.

In the 2023-2024 academic year, the Department completed a successful search for an Assistant Professor in Special Education. The new hire began at the beginning of the 2025-2026 academic year. The position served to replace a retirement from a few years prior. It is expected that in 2026-2027, the newly hired assistant professor will begin academic advising of undergraduate students and likely take on the role of a first-year advisor for our incoming class of 2030 for majors in the Inclusive Adolescent Education program.

Two full-time faculty members entered a three-year phased retirement plan in 2023-2024. The phased retirement program supports faculty who apply for a reduced teaching load during the last three-years of employment before entering full retirement. The combined result of the duo-phased retirement since the academic year 2023-2024 has provided the equivalent of 1.2 full-time faculty positions during this time period. Sadly, one of the faculty members passed away during the spring 2025 semester. He was scheduled to retire with the other faculty member at the end of the 2025-2026 academic year. In light of the upcoming retirement and program growth, a proposal is under review by the Provost's Office for hiring a Professor of Practice. This position will be important given the growing numbers of majors in Undergraduate Education.

Le Moyne College committed to the proposed position of a Manager of Education Student Success to replace the former Director of Graduate Programs. This redesigned position was advertised in Summer 2025 and the individual hired began in late October 2025. The position is focused on engaging with students to help with retention and promoting student success with both undergraduate and graduate students. As the previous position was focused exclusively on graduate students, this position highlights our newer undergraduate education majors and the support these students may need across their four years at Le Moyne College.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) 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 (name and description)	Criteria for success	Level or extent of success in meeting the expectation																				
<p>Undergraduate and Graduate (MST) Programs- Students with Disabilities- This exam is required for any student pursuing a Special Education certification.</p> <p>Standardized tests required for initial certification by the New York State Education Department. According to NYSTCE (New York State Teacher Certification Examinations™ Test Validation Process and Reliability of Test Results Test Validation Pro), “One hundred percent of each test is content validated for New York State,” and “Estimates of reliability (Total Test Decision Consistency) for the NYSTCE tests required of all candidates for certification are typically in the range of 0.95 to 0.98.” Based on these large-scale, objective measurement indicators, both tests are trustworthy and fair measures for all teacher candidates in New York State.</p>	<p>Score can range from 400-600. A passing score (performance expectation) is above 520.</p>	<p>Undergraduates</p> <table><tr><th>Number of Students</th><th>Number of Attempts</th><th>Mean Score</th><th>Standard Deviation</th><th>Pass Rate</th></tr><tr><td>5</td><td>6</td><td>536</td><td>19.16</td><td>67%*</td></tr></table> <p>MSTs</p> <table><tr><th>Number of Students</th><th>Number of Attempts</th><th>Mean Score</th><th>Standard Deviation</th><th>Pass Rate</th></tr><tr><td>16</td><td>16</td><td>556</td><td>10.01</td><td>100%</td></tr></table> <p>*Low N. Lower scores of a few students impacted the overall pass rate.</p> <p>As of December 1, 2025: 12 completers (Undergraduate and MST) prepared for this area of certification have not attempted to take this test.</p>	Number of Students	Number of Attempts	Mean Score	Standard Deviation	Pass Rate	5	6	536	19.16	67%*	Number of Students	Number of Attempts	Mean Score	Standard Deviation	Pass Rate	16	16	556	10.01	100%
Number of Students	Number of Attempts	Mean Score	Standard Deviation	Pass Rate																		
5	6	536	19.16	67%*																		
Number of Students	Number of Attempts	Mean Score	Standard Deviation	Pass Rate																		
16	16	556	10.01	100%																		

<p>Undergraduate and Graduate (MST) Programs- Content Specialty Tests- This exam is required for all students for certification in New York State. The content covers the area of certification.</p> <p>Standardized tests required for initial certification by the New York State Education Department. According to NYSTCE (New York State Teacher Certification Examinations™ Test Validation Process and Reliability of Test Results Test Validation Pro), “One hundred percent of each test is content validated for New York State,” and “Estimates of reliability (Total Test Decision Consistency) for the NYSTCE tests required of all candidates for certification are typically in the range of 0.95 to 0.98.” Based on these large-scale, objective measurement indicators, both tests are trustworthy and fair measures for all teacher candidates in New York State.</p>	<p>Score can range from 400-600. A passing score (performance expectation) is above 520.</p>	<p>Undergraduates*#</p> <table><tr><th>Number of Students</th><th>Number of Attempts</th><th>Mean Score</th><th>Standard Deviation</th><th>Pass Rate</th></tr><tr><td>9</td><td>31</td><td>540</td><td>24.94</td><td>77%</td></tr></table> <p>MSTs *#</p> <table><tr><th>Number of Students</th><th>Number of Attempts</th><th>Mean Score</th><th>Standard Deviation</th><th>Pass Rate</th></tr><tr><td>16</td><td>49</td><td>554</td><td>20.41</td><td>96%</td></tr></table> <p>*In the case of Childhood certification, the test required involves a multi-subject exam with three separate parts. These individual tests attempts have all been included by anyone who took at least one part.</p> <p>#Students pursuing Students with Disabilities certification at the Adolescent level are also required to take a multi-subject exam (three separate parts). These individual tests attempts have been included by anyone who took at least one part.</p> <p>As of December 1, 2025: 8 completers (Undergraduate and MST) prepared for this area of certification have not attempted to take any of these tests.</p>	Number of Students	Number of Attempts	Mean Score	Standard Deviation	Pass Rate	9	31	540	24.94	77%	Number of Students	Number of Attempts	Mean Score	Standard Deviation	Pass Rate	16	49	554	20.41	96%															
Number of Students	Number of Attempts	Mean Score	Standard Deviation	Pass Rate																																	
9	31	540	24.94	77%																																	
Number of Students	Number of Attempts	Mean Score	Standard Deviation	Pass Rate																																	
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<p>CPAST Candidate Preservice Assessment of Student Teaching from the Ohio State University (OSU).</p>	<p>Individual Category scores above 2, Mean above 2.5</p> <p>Overall Score on CPAST 107, Mean above 110</p>	<p>Undergraduate</p> <table><tr><th>AAQEP Standard</th><th>N</th><th>Met Standard</th><th>Mean Score</th><th>Standard Deviation</th></tr><tr><td>1a</td><td>14</td><td>100%</td><td>2.64</td><td>0.48</td></tr><tr><td>1b</td><td>14</td><td>100%</td><td>2.64</td><td>0.48</td></tr><tr><td>1c*</td><td></td><td></td><td></td><td></td></tr><tr><td>1d</td><td>14</td><td>100%</td><td>2.74</td><td>0.45</td></tr><tr><td>1e</td><td>14</td><td>100%</td><td>2.71</td><td>0.45</td></tr><tr><td>1f</td><td>14</td><td>100%</td><td>2.92</td><td>0.26</td></tr></table>	AAQEP Standard	N	Met Standard	Mean Score	Standard Deviation	1a	14	100%	2.64	0.48	1b	14	100%	2.64	0.48	1c*					1d	14	100%	2.74	0.45	1e	14	100%	2.71	0.45	1f	14	100%	2.92	0.26
AAQEP Standard	N	Met Standard	Mean Score	Standard Deviation																																	
1a	14	100%	2.64	0.48																																	
1b	14	100%	2.64	0.48																																	
1c*																																					
1d	14	100%	2.74	0.45																																	
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1f	14	100%	2.92	0.26																																	

<p>Content Validity Ratio (provided by OSU)- average of all items, 0.94. All items (except Row D in Pedagogy and Row G in Dispositions) reached 1.0 for a content validity ratio.</p> <p>Construct validity (provided by OSU)- Root mean-square error of approximation (0.048), Tucker-Lewis index (0.978). Pedagogy and Disposition scales are highly correlated (r=.873, p<.001).</p> <p>Interrater Reliability- Adjacent agreement- 98%, Kappa-n- 0.97.</p> <p>Internal Consistency Reliability- Cronbach's Alpha coefficient- 0.907 for Pedagogy subscale, 0.831 for Dispositions subscale, and 0.929 for total scale. Shows good internal consistency.</p>		<table><tr><td>Overall Score</td><td>14</td><td>71%</td><td>111.71</td><td>11.63</td></tr></table>	Overall Score	14	71%	111.71	11.63															
		Overall Score	14	71%	111.71	11.63																
		MST																				
		AAQEP Standard	N	Met Standard	Mean Score	Standard Deviation																
		1a	18	100%	2.67	0.47																
		1b	18	94%	2.27	0.56																
		1c*																				
		1d	18	94%	2.28	0.56																
		1e	18	100%	2.89	0.31																
		1f	18	100%	3.0	0.0																
Overall Score	18	89%	111.77	8.09																		
Items: 1a- Focus for Learning: Standards and Objectives/Targets 1b- Connection to Research and Theory 1d- Assessment of P-12 Learning 1e- Safe and Respectful Learning Environment 1f- Responds Positively to Feedback and Constructive Criticism																						
*No direct CPAST item linked to this standard																						
Grade Point Average-	GPA above 3.0 Mean score above 3.0 Individual cumulative GPAs above 3.0.	<table><tr><td>Group</td><td>N</td><td>Met Standard</td><td>Mean Score</td><td>Standard Deviation</td></tr><tr><td>UG</td><td>14</td><td>93%</td><td>3.5</td><td>0.33</td></tr><tr><td>MSTs</td><td>18</td><td>100%</td><td>3.88</td><td>0.13</td></tr><tr><td>MSEds</td><td>8</td><td>100%</td><td>3.725</td><td>0.24</td></tr></table>	Group	N	Met Standard	Mean Score	Standard Deviation	UG	14	93%	3.5	0.33	MSTs	18	100%	3.88	0.13	MSEds	8	100%	3.725	0.24
		Group	N	Met Standard	Mean Score	Standard Deviation																
		UG	14	93%	3.5	0.33																
		MSTs	18	100%	3.88	0.13																
		MSEds	8	100%	3.725	0.24																

Le Moyne College's Education program requires all candidates to earn a B or better in their content major as well as in pedagogical concentration coursework. In the case of Master's students, students should earn a B or better in each course. Student GPA is checked each semester by staff in the department and grades are reviewed in each course.																																					
<p>MSEd Portfolio- Portfolio is generally completed in the last semester of their course of study. They complete this as independent work with the supervision of one full-time faculty member.</p> <p>Assignment description notes-</p> <p>Collect artifacts to submit to 10 of these categories with prompts responses. Select from both tables (some from AAQEP Standard 1 and some from AAQEP Standard 2).</p> <p>Your artifacts should come from your elective Coursework, NOT EDG 695, 610, or 650/676/675.</p>	<p>Score of 2 or better</p> <p>Mean score above 2.25</p>	<table><tr><th>AAQEP Standard</th><th>N</th><th>Met Standard</th><th>Mean Score</th><th>Standard Deviation</th></tr><tr><td>1a</td><td>20</td><td>100%</td><td>2.95</td><td>0.22</td></tr><tr><td>1b</td><td>15</td><td>100%</td><td>2.93</td><td>0.25</td></tr><tr><td>1c</td><td>14</td><td>100%</td><td>2.79</td><td>0.41</td></tr><tr><td>1d</td><td>14</td><td>100%</td><td>2.71</td><td>0.45</td></tr><tr><td>1e</td><td>17</td><td>100%</td><td>2.88</td><td>0.32</td></tr><tr><td>1f</td><td>13</td><td>100%</td><td>2.85</td><td>0.36</td></tr></table> <p>N scores differ in each standard because students were able to identify assignments to submit for the portfolio but are not required to submit for each AAQEP standard. Their mini studies are identified by faculty by which standards they fit so some studies will fit several standards while others will only meet a few.</p>	AAQEP Standard	N	Met Standard	Mean Score	Standard Deviation	1a	20	100%	2.95	0.22	1b	15	100%	2.93	0.25	1c	14	100%	2.79	0.41	1d	14	100%	2.71	0.45	1e	17	100%	2.88	0.32	1f	13	100%	2.85	0.36
AAQEP Standard	N	Met Standard	Mean Score	Standard Deviation																																	
1a	20	100%	2.95	0.22																																	
1b	15	100%	2.93	0.25																																	
1c	14	100%	2.79	0.41																																	
1d	14	100%	2.71	0.45																																	
1e	17	100%	2.88	0.32																																	
1f	13	100%	2.85	0.36																																	

Show two mini-studies that you engaged in the research process (asked a question about a topic of interest, did background information research on topic (literature review), collected data from practice (or empirical data), analyzed data, and changed practice, made recommendations, or reconsidered how you approach teaching throughout your MEd program. Reflect using the prompt: “What did you learn about the research process? How will this impact your future teaching career?”																																					
MSEd Coursework Data from Candidates enrolled in EDG 650, EDG 610, and EDG 611 in Fall 2024 and Spring 2025 NOTE: Not all candidates enrolled in the same courses so N sizes may be different. 1a- EDG 611- Universal Design a Unit 1b- EDG 611- Annotated Bibliography Social Emotional Well Being & Academic Achievement	1a- Mean Score above 13, Individual scores above 13 1b- Mean Score above 13, Individual scores above 13 1c- Mean score above 17, Individual scores above 17 1d- Mean score above	<table><tr><th>AAQEP Standard</th><th>N</th><th>Met Standard</th><th>Mean Score</th><th>Standard Deviation</th></tr><tr><td>1a</td><td>6</td><td>100%</td><td>14.58</td><td>0.61</td></tr><tr><td>1b</td><td>6</td><td>67%</td><td>13.16</td><td>1.31</td></tr><tr><td>1c</td><td>7</td><td>86%</td><td>18.86</td><td>1.73</td></tr><tr><td>1d*</td><td>5</td><td>100%</td><td>19.3</td><td>0.68</td></tr><tr><td>1e*</td><td>5</td><td>100%</td><td>24.8</td><td>0.4</td></tr><tr><td>1f</td><td>7</td><td>71%</td><td>26.86</td><td>1.73</td></tr></table> <p>* One student’s scores were not included because he/she did not complete any assignments in the course though remained enrolled through the end of the semester.</p>	AAQEP Standard	N	Met Standard	Mean Score	Standard Deviation	1a	6	100%	14.58	0.61	1b	6	67%	13.16	1.31	1c	7	86%	18.86	1.73	1d*	5	100%	19.3	0.68	1e*	5	100%	24.8	0.4	1f	7	71%	26.86	1.73
AAQEP Standard	N	Met Standard	Mean Score	Standard Deviation																																	
1a	6	100%	14.58	0.61																																	
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1d*	5	100%	19.3	0.68																																	
1e*	5	100%	24.8	0.4																																	
1f	7	71%	26.86	1.73																																	

1c- EDG 610- Culturally Responsive-Sustaining Teaching Project	1e- Mean Score above 21.5, Individual scores above 21.5	
1d- EDG 650- Data Literacy	1f- Mean Score above 26, Individual scores above 26	
1e- EDG 650- Innovative Classroom Grant Proposal		
1f- EDG 610- Educator as Advocate		

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

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation																				
Undergraduate and Graduate (MST) Programs- Educating All Students Exam- This exam is required for all students for certification in New York State. The content covers Diverse Students, English Language Learners, Students with Disabilities, Teacher Responsibilities, and Student-Home Relationships. Each sub section has multiple choice questions and the first three categories also requires an answer to a constructed response.	Score can range from 400-600. A passing score (performance expectation) is above 500.	<div>Undergraduates<table><tr><th>Number of Students</th><th>Number of Attempts</th><th>Mean Score</th><th>Standard Deviation</th><th>Pass Rate</th></tr><tr><td>10</td><td>10</td><td>541</td><td>8.83</td><td>100%</td></tr></table></div> <div>MSTs<table><tr><th>Number of Students</th><th>Number of Attempts</th><th>Mean Score</th><th>Standard Deviation</th><th>Pass Rate</th></tr><tr><td>12</td><td>12</td><td>540</td><td>13.14</td><td>100%</td></tr></table></div> <div>As of December 1, 2025: 11 completers (Undergraduates and MSTs) have not attempted to take this exam.</div>	Number of Students	Number of Attempts	Mean Score	Standard Deviation	Pass Rate	10	10	541	8.83	100%	Number of Students	Number of Attempts	Mean Score	Standard Deviation	Pass Rate	12	12	540	13.14	100%
Number of Students	Number of Attempts	Mean Score	Standard Deviation	Pass Rate																		
10	10	541	8.83	100%																		
Number of Students	Number of Attempts	Mean Score	Standard Deviation	Pass Rate																		
12	12	540	13.14	100%																		

<p>Standardized tests required for initial certification by the New York State Education Department. According to NYSTCE (New York State Teacher Certification Examinations™ Test Validation Process and Reliability of Test Results Test Validation Pro), “One hundred percent of each test is content validated for New York State,” and “Estimates of reliability (Total Test Decision Consistency) for the NYSTCE tests required of all candidates for certification are typically in the range of 0.95 to 0.98.” Based on these large-scale, objective measurement indicators, both tests are trustworthy and fair measures for all teacher candidates in New York State.</p>																																															
<p>CPAST Candidate Preservice Assessment of Student Teaching from the Ohio State University (OSU).</p> <p>Content Validity Ratio (provided by OSU)- average of all items, 0.94. All items (except Row D in Pedagogy and Row G in Dispositions) reached 1.0 for a content validity ratio.</p> <p>Construct validity (provided by OSU)- Root mean-square error of approximation (0.048), Tucker-Lewis index (0.978). Pedagogy and Disposition scales are highly correlated (r=.873, p<.001).</p>	<p>Individual Category scores above 2, Mean above 2.5</p> <p>Overall Score on CPAST 107, Mean above 110</p>	<p>Undergraduate</p> <table><tr><th>AAQEP Standard</th><th>N</th><th>Met Standard</th><th>Mean Score</th><th>Standard Deviation</th></tr><tr><td>2a</td><td>14</td><td>100%</td><td>2.42</td><td>0.49</td></tr><tr><td>2b*</td><td></td><td></td><td></td><td></td></tr><tr><td>2c</td><td>14</td><td>100%</td><td>2.64</td><td>0.45</td></tr><tr><td>2d*</td><td></td><td>100%</td><td></td><td></td></tr><tr><td>2e</td><td>14</td><td>100%</td><td>2.71</td><td>0.45</td></tr><tr><td>2f</td><td>14</td><td>100%</td><td>2.75</td><td>0.41</td></tr><tr><td>Overall Score</td><td>14</td><td>71%</td><td>111.71</td><td>11.63</td></tr></table> <p>MST</p> <table><tr><th>AAQEP Standard</th><th>N</th><th>Met Standard</th><th>Mean Score</th><th>Standard Deviation</th></tr></table>	AAQEP Standard	N	Met Standard	Mean Score	Standard Deviation	2a	14	100%	2.42	0.49	2b*					2c	14	100%	2.64	0.45	2d*		100%			2e	14	100%	2.71	0.45	2f	14	100%	2.75	0.41	Overall Score	14	71%	111.71	11.63	AAQEP Standard	N	Met Standard	Mean Score	Standard Deviation
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<p>Interrater Reliability- Adjacent agreement- 98%, Kappa-n- 0.97.</p> <p>Internal Consistency Reliability- Cronbach's Alpha coefficient- 0.907 for Pedagogy subscale, 0.831 for Dispositions subscale, and 0.929 for total scale. Shows good internal consistency.</p>		<table><tr><td>2a</td><td>18</td><td>89%</td><td>2.17</td><td>0.6</td></tr><tr><td>2b*</td><td></td><td></td><td></td><td></td></tr><tr><td>2c</td><td>18</td><td>100%</td><td>2.44</td><td>0.5</td></tr><tr><td>2d*</td><td></td><td></td><td></td><td></td></tr><tr><td>2e</td><td>18</td><td>100%</td><td>2.67</td><td>0.47</td></tr><tr><td>2f</td><td>18</td><td>100%</td><td>3.0</td><td>0.0</td></tr><tr><td>Overall Score</td><td>18</td><td>89%</td><td>111.77</td><td>8.09</td></tr></table> <p>Items: 2a- Demonstrate Effective Communication with Parents or Legal Guardians 2c- Differentiated Methods 2e- Advocacy to Meet the Needs of Learners or for the Teaching Profession 2f- Collaboration</p> <p>*No direct CCAST item linked to this standard</p>	2a	18	89%	2.17	0.6	2b*					2c	18	100%	2.44	0.5	2d*					2e	18	100%	2.67	0.47	2f	18	100%	3.0	0.0	Overall Score	18	89%	111.77	8.09
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<p>MSEd Portfolio- Portfolio is generally completed in the last semester of their course of study. Independent work with the supervision of one full-time faculty member.</p> <p>Assignment description notes- Collect artifacts to submit to 10 of these categories with prompts responses. Select from both tables (some from AAQEP Standard 1 and some from AAQEP Standard 2).</p>	<p>Score of 2 or better</p> <p>Mean score above 2.25</p>	<table><tr><th>AAQEP Standard</th><th>N</th><th>Met Standard</th><th>Mean Score</th><th>Standard Deviation</th></tr><tr><td>2a</td><td>6</td><td>100%</td><td>2.83</td><td>0.37</td></tr><tr><td>2b</td><td>7</td><td>100%</td><td>2.85</td><td>0.35</td></tr><tr><td>2c</td><td>13</td><td>100%</td><td>2.92</td><td>0.27</td></tr><tr><td>2d</td><td>6</td><td>100%</td><td>3.0</td><td>0.0</td></tr><tr><td>2e</td><td>12</td><td>100%</td><td>2.83</td><td>0.37</td></tr><tr><td>2f</td><td>11</td><td>100%</td><td>2.91</td><td>0.29</td></tr></table> <p>N scores differ in each standard because students were able to identify assignments to submit for the portfolio but are not required to submit for each AAQEP standard. Their mini studies are identified by faculty by which standards they fit so some studies will fit several standards while others will only meet a few.</p>	AAQEP Standard	N	Met Standard	Mean Score	Standard Deviation	2a	6	100%	2.83	0.37	2b	7	100%	2.85	0.35	2c	13	100%	2.92	0.27	2d	6	100%	3.0	0.0	2e	12	100%	2.83	0.37	2f	11	100%	2.91	0.29
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<p>Your artifacts should come from your elective Coursework, NOT EDG 695, 610, or 650/676/675.</p> <p>Show two mini-studies that you engaged in the research process (asked a question about a topic of interest, did background information research on topic (literature review), collected data from practice (or empirical data), analyzed data, and changed practice, made recommendations, or reconsidered how you approach teaching throughout your MEd program. Reflect using the prompt: “What did you learn about the research process? How will this impact your future teaching career?”</p>																																					
<p>MEd Coursework Data from Candidates enrolled in EDG 650, EDG 610, and EDG 611 in Fall 2024 and Spring 2025</p> <p>NOTE: Not all candidates enrolled in the same courses so N sizes may be different.</p>	<p>2a- Mean score above 13, Individual scores above 13</p> <p>2b- Mean score above 13, Individual scores above 13</p> <p>2c- Mean score above 21.5,</p>	<table><tr><th>AAQEP Standard</th><th>N</th><th>Met Standard</th><th>Mean Score</th><th>Standard Deviation</th></tr><tr><td>2a</td><td>7</td><td>86%</td><td>13.64</td><td>1.71</td></tr><tr><td>2b</td><td>7</td><td>100%</td><td>14.5</td><td>0.46</td></tr><tr><td>2c</td><td>7</td><td>86%</td><td>23.42</td><td>3.46</td></tr><tr><td>2d</td><td>7</td><td>86%</td><td>4.82</td><td>0.35</td></tr><tr><td>2e</td><td>7</td><td>86%</td><td>4.61</td><td>0.52</td></tr><tr><td>2f</td><td>6</td><td>83%</td><td>21.75</td><td>1.57</td></tr></table>	AAQEP Standard	N	Met Standard	Mean Score	Standard Deviation	2a	7	86%	13.64	1.71	2b	7	100%	14.5	0.46	2c	7	86%	23.42	3.46	2d	7	86%	4.82	0.35	2e	7	86%	4.61	0.52	2f	6	83%	21.75	1.57
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2f	6	83%	21.75	1.57																																	

2a- EDG 611- Present a Curriculum Controversy	Individual scores above 21.5	
2b- EDG 610-Community Learning Experience Project	2d- Mean Score above 4.25, Individual scores above 4.25	
2c- EDG 611- Develop a Transfer Unit using ACT Model	2e- Mean Score above 4.25, Individual scores above 4.25	
2d- EDG 610- Globally Competent Educator- Self Assessment	2f- Mean Score above 21.5, Individual Scores above 21.5	
2e- EDG 610- Goal Reflection & Action Plan Video		
2f- EDG 611- Online Learning Activities & Engagement with Peers		

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.

The 2024-2025 academic year allowed the faculty to focus on several key initiatives throughout the year in the following areas:

Curriculum and Program Development:

- Proposals were submitted and approved by the Le Moyne College Curriculum Committee and Faculty Senate for a Bachelor of Science, Inclusive Childhood Grades 1-6 with Concentration in General Science, Economics, Criminology, Sociology, and Mathematics. The proposals were reviewed and approved by NYSED.

- Proposals were submitted and approved by the Le Moyne College Curriculum Committee and Faculty Senate for a Bachelor of Science, Inclusive Adolescent Grades 7-12 with Concentrations in English, Spanish, Physics, Chemistry, and Biology. The proposals were reviewed and approved by NYSED. Two further proposals (Concentration in French and Social Studies) are still under review with NYSED.
- Implemented a community sharing of Student Teacher Classroom Inquiry projects to faculty, adjunct faculty, student teaching supervisors and cooperating teachers in addition to peers in the seminar course. All students participated and we included about 15 guests (faculty, adjunct faculty, supervisors, and cooperating teachers) in the celebration.
- Graduated the first major for Inclusive Childhood Education: Concentration English in Spring 2025.

Admissions, Academic Advising, & Retention

- The faculty continued our focus on admissions through regular engagement in Graduate Admissions processes in 2024-2025. The individual entry meetings conducted by the Director of Graduate Education and then The Department Chair assisted in setting expectations and answered questions about the program before it began. These meetings seek to clarify expectations particularly in relationship to student teaching and practicum for Masters of Science in Teaching candidates.
- Faculty engaged with students in all Undergraduate Admissions events in 2024-2025, including all open houses, Accepted Students days, and Scholarship receptions.
- Faculty engaged with students through June Advising Meetings, July/August Heading to the Heights events, and First Year Orientation in August.
- Admitted our second full cohort of Inclusive Childhood Education Majors with a concentrations in English, History, and World Languages that began Fall 2024. Our first engagement with students was with monthly advising sessions as well as advising meetings that occurred in Fall 2024 and Spring 2025.
- There has been a departmental focus on academic advising processes, particularly for undergraduates. Before becoming a major, advisement for undergraduates normally happened in small or large group sessions. As major advisors, the department has been focused on learning the Core curriculum and the content coursework required for each program to advise students to their best coursework progression to complete within 4 years and on time to student teach in the expected timeframe.
- Revised the Director of Graduate Education position to a Manager for Education Student Success. This position was advertised in Summer 2025 for a Fall 2025 start date.

P-12 Partnerships & Recruitment

- Faculty had regular engagement with undeclared undergraduate students along with students changing majors to Education programs throughout the year.
- Completed Memorandum of Understandings (MOUs) with 23 local school districts.

- In 2025-2026, an additional 2 MOUs were completed. One of these being with a district who has traditionally never worked with us for practicum/student teaching.
- The Former Director of Graduate Programs and Graduate Admissions hosted several events to try to recruit current Le Moyne students to our graduate programs along with coffee opportunities to speak to Teaching Assistants who may want to become teachers.
- Worked with representatives of Onondaga Community College to assist in advising students who are interested in transferring to Le Moyne after completing their program at the community college.