



ACCREDITATION ACTION REPORT

An official record of actions taken by the AAQEP Accreditation Commission

Russell Sage College
Educational Leadership and Professional Education Programs
Troy, NY
June 2021

ACTION

Based on examination of the case record, including the Quality Assurance Report and the Quality Review Team Report, the AAQEP Accreditation Commission makes the following determination regarding the professional education and educational leadership programs of Russell Sage College:

X	ACCREDIT - The Accreditation Commission finds that the provider/program meets all AAQEP standards and is accredited for a full term of seven years.
	ACCREDIT WITH NOTE - The Accreditation Commission finds that the AAQEP standards are met to accredit with the concerns and/or conditions specified below.
	PROBATIONARY ACCREDITATION - The Accreditation Commission finds that the AAQEP standards are met but that, for reasons specified below, risk failing to be met.
	DO NOT ACCREDIT - The Accreditation Commission finds that the provider/program does not meet AAQEP standards and does not qualify for accreditation for reasons specified below.

TERM

The accreditation term takes effect immediately and lasts through **June 30, 2028**, or until Russell Sage College ceases to be a member in good standing of AAQEP, whichever is earlier. Annual Reports are due by December 31 of each year, with the first report being due December 31, 2022. In addition, please refer to AAQEP's [substantive change policy](#) for guidance on program changes that must be reported.

RATIONALE

The Commission evaluated the programs' evidence for each AAQEP standard and determined that all four standards are met. The programs' completers are prepared to work effectively as professional educators and are able to adapt to different contexts and to grow professionally. The programs have the capacity to analyze and provide evidence for sustained actions and revisions on behalf of candidates, and they engage with stakeholders and partners to strengthen the P-20 education system.

The strong relationships among the programs' leaders, faculty, candidates, and external partners and stakeholders forge a widely shared sense of identity and purpose. These intentional connections undergird a culture of commitment to the success of all candidates and serve as a model for program graduates, who go on to teach and to provide diverse leadership to P-12 school systems in the Capital Region and across the State of New York.

STANDARDS REPORT

Standard	Met	Not Met
1. Candidate/Completer Performance - Program completers perform as professional educators with the capacity to support success for all students.	X	
2. Completer Professional Competence and Growth - Program completers adapt to working in a variety of contexts and grow as professionals.	X	
3. Quality Program Practices - The program has the capacity to ensure that its completers meet Standards 1 and 2.	X	
4. Program Engagement in System Improvement - Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.	X	

CONCERNS AND CONDITIONS

Concerns are minor problems or shortcomings related to one or more aspects of a standard and must be addressed in the provider's next annual report(s). *Conditions* are more significant problems that undermine one or more of the standards and may result in a shorter accreditation term or require resolution before accreditation takes effect.

Standard	Concern or condition	Remedy and timeline
	None	

SCOPE OF ACCREDITATION

This action for the educational leadership and professional education programs includes the following:

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential
Bachelor of Science, Physical Education	New York State Initial Certification: Physical Education (all grades)
Bachelor of Science, Childhood Education	New York State Initial Certification: Childhood Education (Grades 1-6)
Master of Science in Education, Literacy Education	New York State Initial and Professional Certification: Literacy Education (Birth-Grade 6 or Grades 5-12)
Master of Science in Education, Special Education	New York State Initial and Professional Certification: Students with Disabilities (Grades 1-6)
Master of Science, Literacy and Special Education	Dual New York State Initial and Professional Certification: Literacy Education (Birth-Grade 5 or Grades 6-12) and Students with Disabilities (Grades 1-6)
Master of Science, Childhood and Special Education	Dual New York State Initial and Professional Certification: Childhood Education (Grades 1-6) and Students with Disabilities (Grades 1-6)
Master of Science, Childhood and Literacy Education	Dual New York State Initial and Professional Certification: Childhood Education (Grades 1-6) and Literacy Education (Birth-Grade 5 or Grades 6-12)
Master of Science, School Health Education	New York State Initial and Professional Certification: School Health Education (Grades P-12)
Master of Science, Professional School Counseling	New York State Professional Certification: Professional School Counseling (Grades P-12)
Advanced Certification, Professional School Counseling (nondegree program)	New York State Professional Certification: Professional School Counseling (Grades P-12)

Doctor of Education, Educational Leadership	New York State Professional Certification: School District Leadership (Grades P-12)
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NOTE: Accreditation actions are based on examination of the case record, including the provider's Quality Assurance Report (self-study) and the Quality Review Team Report. Decisions are the sole responsibility of the AAQEP Accreditation Commission and may not be modified by staff or quality assurance reviewers.