



## ACCREDITATION ACTION REPORT

*An official record of actions taken by the AAQEP Accreditation Commission*

**Mount St. Mary's University**  
**Initial and Advanced Education Programs**  
**Emmitsburg, MD**  
**March 2023**

### 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 initial and advanced education programs at Mount St. Mary's University:

	<b>ACCREDIT</b> - The Accreditation Commission finds that the provider/program meets all AAQEP standards and is accredited for a full term of seven years.
X	<b>ACCREDIT WITH NOTE</b> - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a full term of seven years with the notations specified below.
	<b>PROBATIONARY ACCREDITATION</b> - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a term of two years, but conditions specified below represent a potential threat to the provider's ability to meet one or more standards.
	<b>DO NOT ACCREDIT</b> - 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 **December 31, 2029**, or until Mount St. Mary's University 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, 2024. In addition, please refer to AAQEP’s [substantive change policy](#) for guidance on program changes that must be reported.

## RATIONALE

The Commission evaluated the program’s evidence for each AAQEP standard and determined that all four standards are met.

Teacher candidates are prepared through a rigorous and well-structured program of study and experiences. Program completers go on to work effectively as professional educators who can adapt to different contexts and continue to grow professionally.

The institution maintains program quality by analyzing evidence of its effectiveness and making revisions to benefit candidates. The AAQEP Accreditation Commission commended the program for its high level of engagement with stakeholders, cultivating authentic and mutually beneficial relationships that inform program adjustments and embody their deep commitment to candidate success.

The Commission also commended the program on its system of continuous support for completers in the field in collaboration with P-12 partners.

## STANDARDS REPORT

Standard	Met	Not Met
<b>1. Candidate/Completer Performance</b> - Program completers perform as professional educators with the capacity to support success for all students.	X	
<b>2. Completer Professional Competence and Growth</b> - Program completers adapt to working in a variety of contexts and grow as professionals.	X	
<b>3. Quality Program Practices</b> - The program has the capacity to ensure that its completers meet Standards 1 and 2.	X	
<b>4. Program Engagement in System Improvement</b> - 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 threaten

to undermine one or more of the standards and may result in a shorter accreditation term or require resolution before accreditation takes effect.

Standard	Notation	Remedy and timeline
	No concerns or conditions	

## OBSERVATIONS, COMMENTS, AND COMMENDATIONS

*Observations* offer a perspective or a suggestion that is nonevaluative. *Comments* call attention to a program strength or success that is noteworthy but not so significant or pervasive to warrant citation as a commendation. *Commendations* are awarded when evidence shows outstanding preparation and performance on one or more aspects of a standard or the standard as a whole.

Standard	Notation
3	<p><b>Commendation:</b> The Commission commends the program for its high level of engagement with stakeholders, including site coordinators, principals, candidates, and mentor teachers. Program personnel cultivate authentic and mutually beneficial relationships with stakeholders that inform program adjustments and embody their deep commitment to candidate success.</p> <p>This commendation pertains to Aspect <b>3c</b>, which seeks evidence of the program’s engagement of multiple stakeholders in data collection, analysis, planning, improvement, and innovation.</p>
4	<p><b>Commendation:</b> The Commission commends the program for its system of continuous support for completers in collaboration with P-12 partners. This work is part of an intentional design to improve the success and retention of new teachers and the broader P-12 education system in the regions where they serve.</p> <p>This commendation pertains to Aspect <b>4c</b>, which seeks evidence of the program’s support for completers’ entry into the profession.</p>

## SCOPE OF ACCREDITATION

This action for the initial and advanced education programs includes the following:

<b>Degree or Certificate</b> granted by the institution or organization	<b>Maryland State Department of Education Certificate/License</b>
<b><i>Programs that lead to initial teaching credentials</i></b>	
Bachelor of Science, Elementary Education	Elementary Education (Grades 1-6)

Bachelor of Science with Dual Certification, Elementary and Special Education	Elementary Education (Grades 1-6) and Special Education (Grades 1-8)
Bachelor of Arts, Art, with P-12 Certification	Art (Grades P-12)
Bachelor of Arts, English, with Secondary Certification	English (Grades 7-12)
Bachelor of Arts, French, with P-12 Certification	French (Grades P-12)
Bachelor of Arts, German, with P-12 Certification	German (Grades P-12)
Bachelor of Science, Mathematics, with Secondary Certification	Mathematics (Grades 7-12)
Bachelor of Science, Secondary Education Social Studies	Social Studies (Grades 7-12)
Bachelor of Arts, Spanish, with P-12 Certification	Spanish (Grades P-12)
Master of Arts in Teaching, Elementary	Elementary Education (Grades 1-6)
Master of Arts in Teaching with Dual Certification, Elementary and Special Education	Elementary Education (Grades 1-6) and Special Education (Grades 1-8)
Master of Arts in Teaching, Art Education	Art (Grades P-12)
Master of Arts in Teaching, Secondary Biology	Biology (Grades 7-12)
Master of Arts in Teaching, Secondary Business	Business (Grades 7-12)
Master of Arts in Teaching, Secondary English	English (Grades 7-12)
Master of Arts in Teaching, World Languages: French	French (Grades P-12)
Master of Arts in Teaching, World Languages: German	German (Grades P-12)
Master of Arts in Teaching, Secondary Mathematics	Mathematics (Grades 7-12)

Master of Arts in Teaching, Music Education	Music (Grades P-12)
Master of Arts in Teaching, Secondary Social Studies	Social Studies (Grades 7-12)
Master of Arts in Teaching, World Languages: Spanish	Spanish (Grades P-12)
<b><i>Programs that lead to additional or advanced credentials</i></b>	
Master of Education, Instructional Leadership	Administrator 1
Postbaccalaureate Certificate, Instructional Leadership	Administrator 1
Master of Education, Reading	Reading Specialist (K-12)
Certificate of Advanced Study, Reading	Reading Specialist (K-12)
Master of Education, Instructional Design and Technology	Instructional Design and Technology (K-12)
Postbaccalaureate Certificate, Instructional Design and Technology	Instructional Design and Technology (K-12)

*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.*