



## ACCREDITATION ACTION REPORT

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

**Maryville University**  
**Teacher Preparation and School Leadership Programs**  
**St. Louis, MO**  
**February 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 teacher and school leader preparation programs at Maryville University:

X	<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.
	<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 Maryville 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 evidence for Maryville University's programs preparing teachers and school leaders and determined that all four AAQEP standards are met.

Program candidates are prepared to work effectively as professional educators through Maryville's Active Learning Ecosystem, robust Equity Lab work for school leader candidates, and dozens of field placement sites, afterschool clubs, and other formal and informal opportunities to develop their abilities. Program completers maintain a strong affinity and enduring identity with their Maryville cohort as they adapt to different contexts and continue to grow professionally.

The School of Education maintains program quality by analyzing evidence of its programs' effectiveness, integrating lessons from stakeholders and partners, and making revisions to benefit candidates. It engages with a broad spectrum of partners, from local schools to the state Department of Elementary and Secondary Education to national improvement initiatives, for simultaneous renewal and strengthening of the P-20 education system across the St. Louis region and beyond.

## 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	

## SCOPE OF ACCREDITATION

This action for the Teacher Preparation and School Leadership Programs includes the following:

Degree or Certificate granted by the institution or organization	Certification Endorsements granted by the Missouri Department of Elementary and Secondary Education
Bachelor of Arts, Elementary/Early Childhood Education (double major)	Dual Initial Certification: Early Childhood (Birth-Grade 3) and Elementary Education (Grades 1-6)
Bachelor of Arts, Elementary Education	Initial Certification: Elementary Education (Grades 1-6)
Bachelor of Arts, Middle-Level English/Language Arts Education (Grades 5-9) with double major in English	Initial Certification: English/Language Arts (Grades 5-9)
Bachelor of Arts, Middle-Level Mathematics Education (Grades 5-9)	Initial Certification: Mathematics (Grades 5-9)
Bachelor of Arts, Middle-Level Science Education (Grades 5-9)	Initial Certification: Science (Grades 5-9)
Bachelor of Arts, Middle-Level Social Science Education (Grades 5-9)	Initial Certification: Social Science (Grades 5-9)
Bachelor of Arts, Biology Education (Grades 9-12)	Initial Certification: Biology (Grades 9-12)
Bachelor of Arts, Chemistry Education (Grades 9-12)	Initial Certification: Chemistry (Grades 9-12)
Bachelor of Arts, English Education (Grades 9-12) with double major in English	Initial Certification: English (Grades 9-12)

Bachelor of Arts, Mathematics Education (Grades 9-12) with double major in Mathematics	Initial Certification: Mathematics (Grades 9-12)
Bachelor of Arts, Social Science Education (Grades 9-12)	Initial Certification: Social Science (Grades 9-12)
Master of Arts in Education, Alternative Certification (Grades 5-9 or Grades 9-12)	Initial Certification: <ul style="list-style-type: none"> <li>• Biology (Grades 9-12)</li> <li>• Chemistry (Grades 9-12)</li> <li>• English (Grades 5-9 or Grades 9-12)</li> <li>• Mathematics (Grades 5-9 or Grades 9-12)</li> <li>• Science (Grades 5-9)</li> <li>• Social Science (Grades 5-9 or Grades 9-12)</li> </ul>
Master of Arts in Education, Early Childhood Education (also available as “bridge” program for undergraduates)	Add-On Certification: Early Childhood Education (Birth-Grade 3)
Master of Arts in Education, General Education Studies	None
Master of Arts in Education, Reading & Literacy (also available as “bridge” program for undergraduates)	Add-On Certification: Reading Specialist (Grades K-12)
Master of Arts in Education, Educational Leadership	Initial Certification: Principal (Grades K-12)
Principal Bridge to the Doctorate in Educational Leadership	Dual Principal and Superintendent (Grades K-12)
Doctor of Education, Educational Leadership	Initial Certification: Superintendent (Grades 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.*