



**North Dakota Education Standards and Practices Board
Initial Program Report
Preparation of Health Teachers
(12-22)**

COVER SHEET

1. Institution's Name: [Mayville State University](#)
2. Date Submitted: [December 31, 2025](#)
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5. Name of Institution's program: [Health Education B.S.Ed.](#)
6. Grade levels for which candidates are being prepared: [5th – 12th Grade](#)
7. Degree or award level (select one)
 - a. Initial
 - i. ☒ [Baccalaureate](#)
 - ii. ☐ [Post Baccalaureate](#)
8. Is this program offered at more than one site?
 - a. ☐ Yes
 - b. ☒ No
9. If your answer is yes to the above question, list the sites at which the program is offered:
10. Program report status (check one):
 - a. ☐ Initial Review
 - b. ☒ Continuing Review
 - c. ☐ Focused Visit

All course syllabi and aligned assessments can be found here: [Health Education BSEd](#)



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SECTION I: CONTEXTUAL INFORMATION

1. Candidate Information

Directions: Provide three cycles of data on candidates enrolled* in the program and completing** the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report.

Program: [Health Education B.S.Ed.](#)

| Academic Year | # of Candidates Enrolled in the Program | # of Program Completers |
|---------------------------|---|-------------------------|
| 2022-2023 | 2 | 2 |
| 2023-2024 | 3 | 3 |
| 2024-2025 | 2 | 1 |

* Enrolled candidates are those formally admitted to the program as of the institution's official fall reporting date or as of October 15 of each academic year.

** Program completers are those candidates for whom a degree is conferred within the selected academic year. The academic year begins in the fall and concludes in the spring or summer of the following year depending upon whether candidates are granted degrees in the summer.

2. Curriculum Exhibit (Select 1)

- a. [X](#) **Option 1:** Complete the Curriculum Exhibit Form below. **Include an electronic link to each syllabus for courses listed under the Teaching Specialty and the Professional Education columns.**

Curriculum Exhibit Form SFN 14381. Provides the opportunity for institutions to document the entire program including general studies, teaching specialty, and professional education.

- Curriculum exhibit forms are to be prepared for every basic and advanced program being brought forward for either initial or continuing approval by the Education Standards and Practices Board (ESPB).
- A separate sheet is to be completed for **each** program for which approval is requested. If more than one program is offered within an approval category, a separate sheet must be completed for each of those programs. For example, if both instrumental and vocal/choral music majors are offered, complete a separate sheet for each. Also, for example, a separate sheet must be completed for each of the science and social science majors.



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CURRICULUM EXHIBIT FORM BASIC PROGRAM EDUCATION STANDARDS AND PRACTICES BOARD SFN 14381 (05-17)



| Institution: <u>Mayville State University</u> | Major: <u>Health Education B.S.Ed.</u> | |
|--|---|--|
| Total credits required for degree: <u>112 credits (minor is required to meet 120 credit minimum)</u> | | |
| General Studies | Teaching Specialty | Professional Education |
| Credits Required: 36 credits | Credits Required: 35 credits | Credits Required: 41 credits |
| Communication: 9 credits <ul style="list-style-type: none"> ENGL 110 College Composition I (3) COMM 110 Fund of Public Speaking (3) ENGL 120 College Composition II (3) <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ENGL 125 Business & Tech Writing (3) Computer Information System: 1 credit <ul style="list-style-type: none"> CIS 175 Information Literacy (1) Humanities: 6 credits <ul style="list-style-type: none"> Selected by teacher candidates (6) Social Science: 9 credits <ul style="list-style-type: none"> GEOG 103 Multicultrl Wrld, Gbl Issues (3) PSYC 111 Intro to Psychology (3) SOC 110 Intro to Sociology Mathematics: 3 credits <ul style="list-style-type: none"> MATH 103 College Algebra (3) <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> MATH 104 Finite Math (3) Science: 8 credits <ul style="list-style-type: none"> BIOL 111/111L or BIOL 150/150L (4) BIOL 220/BIOL 220L (4) | <ul style="list-style-type: none"> BIOL 221 Anatomy & Physiology II (3) BIOL 221L Anatomy & Physiology II Lab (1) HPER 100 Concepts of Fit and Wellness (2) HPER 200 Technology in HPER (1) HPER 210 First Aid and CPR (1) HPER 217 Personal & Community Health (3) HPER 222 Nutrition (3) HPER 310 Found-Hist Health/PE/Sports (2) HPER 332 Comprehen Health Ed K-12 (3) HPER 340 Modern Issu & Mat in Health (3) HPER 368 Principles of Conditioning (3) HPER 402 Exercise Physiology (3) HPER 476S-A Comp Review/Exam-Health (1) PSYC 450 Health Psychology (3) <p>Choose one course from (3 credits):</p> <ul style="list-style-type: none"> AH 341 Epidemiology in Exercise & Health (3) SOC 335 Marriage And The Family (3) SOC 355 Drugs and Society (3) | <ul style="list-style-type: none"> EDUC 250 Introduction To Education (3) EDUC 272 Educational Technology (2) EDUC 290 Theories of Learning & Mgmt (2) EDUC 380 Teach English Lang Learners (2) EDUC 381 Human Relations/Cult Diversity (2) EDUC 390 Special Needs in Inclusive Env (3) EDUC 400 Student Teaching (10) EDUC 401 Elctrnc Portfolio/Assess/Semin (2) EDUC 401S Pre-Student Teach Seminars (1) EDUC 422 Educational Assessment (2) EDUC 426 Reading in the Content Area (2) EDUC 480 General Methods Sec Educators (3) EDUC 480L General Methods Field Exp (1) EDUC 482 Secondary Methods Health/PE (3) PSYC 255 Child & Adolescent Psychology (3) |
| Total: 36 credits | Total: 35 credits | Total: 41 credits |

ESPB does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age or disability as required by various state and federal laws.



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- 3. Descriptive Information about the Program:** Provide a one to two paragraph description to help reviewers understand your program (include information that describes how a student typically moves through the program from entry to exit).

Mayville State University's Teacher Education Program is built on the Reflective Experiential Teacher Model, which emphasizes the integration of theory and practice through critical reflection and experiential learning. Accredited by the Council for the Accreditation of Educator Preparation (CAEP) and aligned with InTASC standards, the Health Education BSEd program prepares candidates to demonstrate professional knowledge, skills, and dispositions necessary to positively impact PK–12 learners. Health Education BSEd candidates typically begin the admission process during EDUC 250: Introduction to Education or upon transfer to Mayville State University. Admission requirements include successful completion of foundational coursework (as outlined in the Teacher Education handbook, with minimum grades of "C" or higher), a minimum cumulative GPA of 2.75, competency in basic skills through the Praxis Core Exam, ACT scores, course grades as outlined on the competency menu (currently in pilot phase) or a combination of all three. A course grade of "B" or higher in EDUC 250 is required to be admitted into the Teacher Education program. Health Education BSEd candidates also complete an admission interview, disposition evaluations, submit student liability insurance, and a clear background check to ensure readiness for clinical experiences that occur through the remainder of the program.

Once admitted, Health Education BSEd candidates progress through a sequence of professional education and methods courses that embed clinical field experiences in diverse settings. These experiences are designed to help candidates apply research-based instructional strategies, develop cultural competence, and integrate technology into teaching. Throughout the program, candidates develop an electronic capstone portfolio aligned to program Student Learning Outcomes (SLOs) and InTASC standards to demonstrate their growth in areas such as learner development, content, instructional practice, and professional responsibility. Professional development seminars and reflective exercises are infused across coursework to support continuous improvement and adaptability in evolving classroom settings.

Admission to the Mayville State Teacher Education Program does not guarantee continuance. Health Education BSEd candidates must maintain a 2.75 GPA, uphold professional dispositions, and receive satisfactory evaluations from faculty and field supervisors throughout their time in the program. They must also earn grades of "C" or higher in all methods and professional education courses. If concerns arise, the Teacher Education Committee may implement a Student Success Plan, probation, or other interventions to support and guide candidates. These measures ensure accountability while supporting candidates' growth within the framework of the Reflective Experiential Teacher Model.



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The Health Education BSEd program culminates with the completion of EDUC 400: Student Teaching, a 15-week full-time clinical experience in an accredited school, paired with EDUC 401: Electronic Portfolio and Seminar. In these courses, candidates demonstrate mastery of program outcomes through lesson planning, classroom management, and reflective practice under the guidance of cooperating teachers and university supervisors. Successful completion of student teaching, portfolio presentation, and required Praxis Subject Area and Principles of Learning and Teaching exams ensures candidates are prepared for licensure and entry into the teaching profession. This progression from foundational coursework to integrated clinical practice reflects Mayville State's mission to prepare educators who are reflective, competent, and committed to lifelong learning.

4. Changes in the Program since the Last Review: Please describe any changes since the last review and include rationale for those changes.

The following changes have occurred in the program since the last comprehensive review in 2018. A rationale for each decision is provided:

- Pre Requisites were added to the core to make the total amount of credits more transparent to candidates.
- Candidates can now take MATH 103 College Algebra or MATH 104 Finite Math to meet Essential Study math requirements. This supports flexibility in offering choices for students to select a math course that is most applicable to their future career.
- HPER 100 Concepts of Fitness and Wellness, HPER 200 Technology in HPER, HPER 210 First Aid and CPR were moved from the prerequisites to the core to make total amount of credits more transparent to candidates.
- The HPER 200 Technology in HPER course was added to improve understanding of emerging technology in Health and Physical Education and how to apply best practices with students.
- EDUC 482 Secondary Methods Health/PE and EDUC 298 Pre-Professional Experience were combined to better facilitate the process of field experience and the secondary methods course. Early field experiences were also shifted to virtual after partners asked us to limit number of candidates in their school buildings during and after COVID.
- AH 341 Epidemiology was added to the electives section to increase research, understanding of diseases and to give students more course choices.
- HPER 217 Personal and Community Health was changed from a 2-credit course to a 3-credit course to increase content in the realm of mental health and other current issues.



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- HPER 402 Exercise Physiology was changed from a 4-credit course to a 3-credit course. The content required was evaluated by a new instructor and deemed three credits were more appropriate.

5. Field & Clinical Experiences: Briefly describe the required field & clinical experiences that are specific to your program including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

Several professional education courses provide Health Education BSEd candidates with school-based practicum experiences under the dual supervision of the responsible University Mentor and selected competent and qualified Field Mentors in 5-12 schools. Clinical Experiences and Student Teaching Experiences are an integral part of the professional education program as they are designed to help our candidates understand the relationship between classroom theory and application to practice. The Director of Student Placement monitors experiences, making sure Health Education BSEd candidates are assigned to multiple settings, which increases the amount and types of diverse 5-12th grade students with which candidates interact. Information on experiences is managed through the Field Placement database to assist in making informed decisions about where to place candidates. It is not likely candidates will be placed in schools in which they have attended to ensure diverse perspectives. Selection for experiences are made balancing factors such as diversity of school, recommendations from district administrators, travel time and distance, school schedule, course schedule, and personal considerations (e.g., disability, socioeconomic status, transportation, family). The table below indicates the early and final clinical experiences our Health Education BSEd candidates participate in and the total number of hours:

| Program | Early Field Experiences Observation = (O) Practicum = (P) | Final Clinical Experience (Student Teaching) | Total Hours |
|------------------|--|--|----------------|
| Secondary Health | EDUC 250 – 25 virtual hours (O) EDUC 480L – 30 hours (P) EDUC 482 – 30 hours (P) | EDUC 400 – 15 weeks full time student teaching in grades 5-12; 600 hours | 685 |



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SECTION II: RESPONSE TO STANDARDS

- 1. Areas of Weakness from Prior Review:** How has the program addressed and resolved the weaknesses targeted in the previous program review and not previously resolved? Describe actions taken to address the weakness and provide evidence that the weakness has been resolved.

During the previous review in 2018, content expert reviewers indicated the Health Education program met the following standard with weakness: *18015.9-The program requires the study of development, implementation, administration, and evaluation of health education programs in conjunction with voluntary, community, and other health agencies.* The ESPB Program Approval Standards for Health Education were revised in 2022, and therefore, this standard is no longer applicable. However, the EPP did provide a detailed response in this program review to describe how current coursework in the Health Education program aligns to standard 18015.5 Professionalism which is mostly closely aligned with the former standard that was met with weakness.

- 2. Course/Assessment Matrix:**

- Complete the matrix below.
 - List courses that address each of the ESPB standards for your program. (All courses listed should be linked to an electronic syllabus.)
 - List the assessments that most clearly align with each standard. (Choose from among those listed in Section IV: Evidence of Meeting the Standard.)
- Provide a short narrative describing how the program addresses the standard (For example, identify course objectives, activities and related experiences.)

All course syllabi and aligned assessments can be found here: [Health Education BSEd](#)



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SECTION III: ADDRESSING THE STANDARDS

| State Standard | Course Prefix and Title | Assessment |
|---|--|---|
| <p>18015.1 Content Knowledge – The program requires health education candidates demonstrate an understanding of health education content, health literacy skills, digital literacy skills, theoretical foundations of behavior change and learning, and applicable preK-12 health education standards for the purpose of instilling healthy behaviors in all learners.</p> <p>Components – Candidates Will:</p> <p>Component 1.a*: Candidates demonstrate knowledge acquisition in multiple health content areas.</p> <p>Component 1.b: Candidates describe the theoretical foundations of human development, learning and health behavior.</p> <p>Component 1.c: Candidates analyze local and/or state standards, as well as the National Health Education Standards, to determine how the standards contribute to healthy behaviors in learners.</p> <p>Component 1.d*: Candidates demonstrate proficiency in health literacy skills and digital literacy skills.</p> | <p>BIOL 221 Anatomy & Physiology II BIOL 221L Anatomy & Physiology II Lab HPER 217 Personal & Community Health HPER 222 Nutrition HPER 310 Found-Hist Health/PE/Sports HPER 332 Comprehen Health Ed K-12 HPER 340 Modern Issu & Mat in Health HPER 368 Principles of Conditioning HPER 402 Exercise Physiology PSYC 450 Health Psychology HPER 476S-A Comp Review/Exam-Health SOC 335 Marriage and the Family SOC 355 Drugs and Society EDUC 272 Educational Technology EDUC 482 Secondary Methods Health/PE PSYC 255 Child & Adolescent Psychology</p> | <ul style="list-style-type: none"> • GPA • Praxis Content Knowledge Exam • HPER 476S-A: Comprehensive Review/Exit Exam • EDUC 482: Health Education Methods Unit Plan |

Narrative: Our Health Education program develops candidates' knowledge and skills through a carefully sequenced curriculum that addresses all components of Standard 18015.1. The program's framework integrates content knowledge acquisition, theoretical foundations understanding, standards analysis, and literacy skill development through the following aligned coursework: BIOL 221 and BIOL 221L (Anatomy & Physiology II with Lab) provide foundational knowledge of human body systems including nervous, endocrine, digestive, urinary, and reproductive systems, along with genetics and development. This scientific foundation is crucial for candidates to understand the physiological basis of health behaviors and conditions they will address as educators. The program builds upon this



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foundation with core health content knowledge through courses such as HPER 217 (Personal & Community Health), which explores dimensions of health, wellness optimization, and evidence-based disease prevention; HPER 222 (Nutrition), covering nutritional principles and their application across the lifespan; and HPER 332 (Comprehensive Health Education for K-12), which addresses contemporary health problems relevant to K-12 students while emphasizing physical, social, emotional, intellectual, and environmental health factors. In HPER 217, content knowledge is assessed through exams that cover the health content.

Component 1.a: Our program ensures candidates demonstrate knowledge collection across multiple health content areas through a diverse course sequence: HPER 340 (Modern Issues and Materials in Health) specifically focuses on contemporary health topics including diseases, drug abuse, environmental problems, sexuality, tobacco use, and consumer products. This course requires candidates to collect data on disease prevention, AIDS control, accident risk reduction, and health-enhancing dietary practices. Candidates develop specialized knowledge in physical conditioning and exercise physiology through HPER 368 (Principles of Conditioning), which emphasizes program design for diverse populations, and HPER 402 (Exercise Physiology), which examines exercise effects on human physiology, adaptations of body systems, and assessment of aerobic/anaerobic capacity, strength, body composition, and dietary factors. The curriculum addresses family health and substance abuse through SOC 335 (Marriage and the Family), exploring contemporary changes and challenges in family structures, and SOC 355 (Drugs and Society), examining social definitions, identification, causes, controls, and consequences of legal and illegal drug use.

Component 1.b: Our program ensures candidates can describe theoretical foundations through targeted coursework: PSYC 450 (Health Psychology) introduces candidates to the theoretical underpinnings of how biological, social, and psychological factors interact to affect health and illness. This course addresses health-enhancing behaviors and strategies for modifying health-endangering behaviors, while covering topics such as stress and coping, healthcare service utilization, and management of pain and chronic health conditions. PSYC 255 (Child and Adolescent Psychology) specifically addresses cognitive, physiological, social, and emotional aspects of human development from conception to early adulthood, with special emphasis on diverse student populations. This foundation in developmental psychology prepares candidates to understand the theoretical bases for age-appropriate health education interventions.

Component 1.c: HPER 476S-A (Comprehensive Review/Exam - Health Education) ensures candidates can analyze and apply professional standards through comprehensive review and examination. This summative assessment requires candidates to demonstrate their ability to synthesize and apply knowledge of health education standards. HPER 332 (Comprehensive Health Education for K-12) specifically prepares candidates to understand and implement health education standards through study of various teaching methods for elementary and secondary schools. EDUC 482 (Secondary Methods for Health and Physical Education) requires candidates to study discipline structures, key concepts, methodology, and professional standards for secondary education. Candidates design and implement lessons supporting college and career readiness while creating content-specific instructional units that demonstrate knowledge of standards-based health education.



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Component 1.d: Our program develops candidates' health literacy and digital literacy skills through several key courses: HPER 217 (Personal & Community Health) specifically addresses candidates' ability to access and evaluate evidenced-based methods to control risk factors in populations, developing critical health information literacy skills. EDUC 272 (Educational Technology) develops candidates' digital literacy skills by providing background knowledge and training in educational technologies. The course focuses on instructional methods using technologies to support student learning and achievement, guided by International Society for Technology in Education Standards (ISTE) and InTASC principles. HPER 310 (Foundations and History of Health, Physical Education, and Sports) introduces candidates to the professional dimensions of health education, physical education, fitness and wellness, which includes developing the professional literacy skills needed to access and communicate health information effectively.

The Health Education program content culminates with HPER 476S-A (Comprehensive Review/Exam - Health Education), which serves as a summative assessment of candidates' mastery of health education content knowledge. This course provides a comprehensive review and examination that candidates must satisfactorily pass as a graduation requirement. Additionally, candidates demonstrate their comprehensive understanding through the development of content-specific instructional units and a philosophy paper in EDUC 482, which assesses their ability to integrate content knowledge, theoretical foundations, standards alignment, and literacy skills in practical applications. Through this carefully designed sequence of coursework and assessments, our Health Education program ensures candidates develop comprehensive content knowledge, theoretical understanding, standards familiarity, and literacy skills required by Standard 18015.1, preparing them to instill healthy behaviors in all PreK-12 learners.

Multiple measures are used to evaluate candidates' comprehensive content knowledge throughout the Health Education program. The Praxis Content Knowledge Exam assesses candidates' standards-relevant knowledge and skills in health education, ensuring they possess the foundational expertise necessary for competent professional practice. Candidates also complete the HPER 476S-A Comprehensive Review/Exit Exam, a thorough evaluation of health education content mastery through three comprehensive sections covering twelve specific health education topics, including mental health, social competency skills, family life education, disease prevention, chemical health education, personal and consumer health, community and environment, nutrition, safety and first aid, and physical health. This summative assessment ensures candidates have integrated knowledge across multiple health content areas acquired throughout their degree program. Through the EDUC 482 Unit Plan, candidates directly demonstrate their ability to apply content knowledge by designing cohesive, long-term instruction that aligns with curriculum standards and showcases their understanding of health literacy skills, theoretical foundations, and applicable PreK-12 health education standards in practical instructional contexts.



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| <p>18015.2 Planning - The program requires health education candidates plan relevant and meaningful school health education instruction and programs that are sequential and aligned with appropriate preK-12 health education standards. Plans include the use of instructional technology, resources, and accommodations that support the needs of all learners regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability, and physical ability.</p> <p>Components – Candidates Will:</p> <p>Component 2.a: Candidates collect and analyze needs-assessment data to plan relevant school health instruction and programs that meet the diverse needs of all learners and the community.</p> <p>Component 2.b*: Candidates design a logical scope and sequence of meaningful, comprehensive and challenging learning experiences that meet the diverse needs of all learners.</p> <p>Component 2.c*: Candidates construct measurable, developmentally appropriate, performance-based objectives that are aligned with local and/or state standards, as</p> | <p> HPER 332 Comprehensive Health Ed K-12 HPER 340 Modern Issu & Mat in Health HPER 476S-A Comp Review/Exam-Health SOC 335 Marriage And The Family SOC 355 Drugs and Society EDUC 272 Educational Technology EDUC 400 Student Teaching EDUC 401 Electronic Portfolio/Assess/Semin EDUC 482 Secondary Methods Health/PE </p> | <ul style="list-style-type: none"> • GPA • Praxis Principles of Learning and Teaching Exam • EDUC 400 Student Teaching-STOT (InTASC) Evaluation • EDUC 480L General Methods Field Experience-STOT (InTASC) Evaluation • EDUC 482 Secondary Methods of Health and Physical Education-STOT (InTASC) Evaluation • EDUC 482: Health Education Methods Unit Plan |
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| <p>well as the National Health Education Standards.</p> <p>Component 2.d*: Candidates plan instruction that facilitates skill development and application of functional health knowledge for all learners, adding accommodations and/or modifications specific to individual learners.</p> <p>Component 2.e: Candidates design health education instruction and programs that integrate components of the Whole School, Whole Community, Whole Child (WSCC) model.</p> <p>Component 2.f: Candidates plan instruction that incorporates technology, media and other appropriate resources in order to enhance students' digital literacy and to engage all learners.</p> | | |
|---|--|--|

Narrative: Our Health Education program prepares candidates to plan relevant and meaningful school health education instruction and programs through coursework that addresses each component of Standard 18015.2. The curriculum provides candidates with opportunities to develop skills in needs assessment, instructional design, standards-aligned objective creation, differentiated instruction planning, Whole School, Whole Community, Whole Child (WSCC) model integration, and technology incorporation. The following analysis demonstrates how our courses align with each component of this standard:

Component 2.a: Preparation for collecting and analyzing needs assessment data occurs in HPER 332 Comprehensive Health Education For K-12, where candidates focus on contemporary health problems affecting K-12 students and learn to consider multiple factors influencing health including physical, social, emotional, intellectual, and environmental dimensions. This comprehensive approach ensures candidates can identify student needs across multiple health dimensions. Further development of needs assessment abilities is embedded in HPER 340 Modern Issues and Materials In Health, requiring data collection on disease prevention, AIDS control, accident risk reduction, and promotion of health-enhancing dietary practices. Current health trends identification and relevant



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materials gathering to address identified needs are emphasized throughout this course. Authentic application opportunities for needs assessment skills are provided during EDUC 400 Student Teaching, as candidates analyze data on student learning and engagement. This field-based practical experience ensures candidates can effectively utilize data to inform their instructional decisions.

Component 2.b: The design of logical scope and sequence is directly addressed through EDUC 482 Secondary Methods for Health and Physical Education, with its focus on discipline structures, key concepts, methodology and professional standards examination. Within this course, candidates must implement lessons supporting college and career readiness using research-based practices and create comprehensive instructional units, ensuring their ability to plan sequential, meaningful learning experiences. Supporting candidates' understanding of developmentally appropriate instruction across grade levels is a key focus in HPER 332 Comprehensive Health Education For K-12, which provides knowledge of various health teaching methods for elementary and secondary settings while addressing contemporary health issues. This developmental perspective is essential for creating age-appropriate sequential learning experiences.

Component 2.c: Explicit alignment of instructional planning with professional standards is required in EDUC 482 Secondary Methods for Health and Physical Education, where candidates must develop measurable objectives aligned with appropriate standards while creating content-specific instructional units. This direct application ensures candidates can craft objectives that appropriately measure student progress toward standards. Mastery verification of standards-aligned objective construction occurs through the HPER 476S-A Comprehensive Review/Exam - Health Education, which requires satisfactory performance on an examination demonstrating knowledge of standards-based planning. This summative assessment confirms candidates' ability to develop appropriate learning objectives.

Component 2.d: Strategies to address diverse student needs are emphasized in HPER 332 Comprehensive Health Education For K-12. This occurs through stress-related health problem prevention approaches and consideration of varied health influence factors. This foundation ensures candidates can plan instruction addressing the full spectrum of student needs and abilities. Research-based best practices that support learning for all students must be incorporated into lesson designs within EDUC 482 Secondary Methods for Health and Physical Education, further strengthening candidates' differentiation abilities. This practical application requires candidates to demonstrate inclusive planning approaches. Documentation of diversity work and differentiated instruction must be provided in candidates' electronic portfolios as part of EDUC 401 Electronic Portfolio, Assessment, and Seminar. This evidence collection reinforces the importance of accommodation and modification planning throughout the program.

Component 2.e: A comprehensive approach aligning with the WSCC model's integrated perspective is emphasized in HPER 332 Comprehensive Health Education For K-12 through examination of multiple health influence factors including physical, social, emotional, intellectual, and environmental dimensions. This holistic view prepares candidates to address health education within the broader school health framework. Holistic health addressing occurs throughout HPER 340 Modern Issues and Materials In Health, which covers a wide range of health topics from diseases and substance abuse to environmental problems and prevention



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strategies. This extensive topical coverage ensures candidates understand comprehensive health education planning. Specialized knowledge in key WSCC component areas is provided through SOC 335 Marriage And The Family and SOC 355 Drugs and Society. Family life education, contemporary family challenges, substance abuse prevention, and understanding of drug use consequences enable candidates to integrate these critical WSCC components into comprehensive planning.

Component 2.f: Guided by ISTE standards, EDUC 272 Educational Technology directly builds candidates' capacity to incorporate technology into instruction by developing background knowledge of educational technologies. The focus on technology-supported instructional methods and creation of interactive teaching activities ensures alignment with current digital literacy expectations. Practical application of technological planning skills is reinforced through EDUC 401 Electronic Portfolio, Assessment, and Seminar, which requires documentation of technology use in electronic portfolios. This application ensures candidates can effectively incorporate digital resources into their instructional planning. Integration of technology planning within content-specific contexts occurs as candidates design and implement lessons and create instructional units in EDUC 482 Secondary Methods for Health and Physical Education. This embedded approach ensures technology is appropriately utilized to enhance health education specifically.

Multiple assessment points verify candidates' achievement of Standard 18015.2 throughout the program. Summative assessment of planning abilities occurs through supervised teaching experiences and portfolio documentation in EDUC 400 Student Teaching and EDUC 401 Electronic Portfolio, Assessment, and Seminar. During field experiences, candidates apply planning skills in authentic contexts with support from qualified cooperating teachers and university supervisors. Serving as a capstone requirement, the electronic portfolio documents progress toward proficiency in state and national standards while HPER 476S- A Comprehensive Review/Exam provides additional verification through comprehensive examination of planning knowledge and skills. Direct assessment of planning competencies is accomplished through instructional unit creation and philosophy paper development in EDUC 482 Secondary Methods for Health and Physical Education, demonstrating the knowledge and skills necessary for effective secondary Health and Physical Education teaching. Through this integrated sequence of coursework and assessments, our Health Education program ensures candidates develop the comprehensive planning skills required by Standard 18015.2, preparing them to design and implement effective health education instruction and programs for all PreK-12 learners. The Praxis Principles of Learning and Teaching Exam evaluates candidates' understanding of human development, learning processes, instructional processes, and diverse learners, essential knowledge foundations for planning relevant and meaningful health education instruction. Throughout their program, candidates complete STOT (InTASC) Evaluations at three critical points: EDUC 480L General Methods Field Experience (beginning of program), EDUC 482 Secondary Methods for Health and Physical Education (near the end of program), and EDUC 400 Student Teaching (final semester). These performance-based evaluations, completed collaboratively by candidates, mentor teachers or cooperating teachers, university supervisors, and course instructors, track developing core teaching skills as candidates plan instruction in authentic classroom contexts. The EDUC 482 Unit Plan serves as a direct measure of planning competencies, requiring candidates to design cohesive, long-term instruction that aligns with curriculum standards, demonstrates logical scope and sequence, includes measurable performance-



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based objectives, incorporates differentiation strategies, integrates the WSCC model, and utilizes technology to engage all learners, demonstrating their readiness to plan effective health education programs.



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| <p>18015.3 Implementation – The program requires health education candidates implement a range of school health education instructional strategies, while incorporating technology, to support student learning regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability, or physical ability. The program requires candidates to demonstrate communication skills and feedback equitably and use reflective practice strategies to meet the diverse needs of all learners.</p> <p>Components – Candidates Will: Component 3.a*: Candidates use a variety of instructional strategies to facilitate students’ development of health-related skills and their application of functional health knowledge, in order to meet the students’ diverse needs.</p> <p>Component 3.b: Candidates implement instructional strategies that incorporate technology, media and other appropriate resources to enhance student learning and engage all learners.</p> <p>Component 3.c*: Candidates implement instructional strategies that support all learners regardless of race, ethnic origin,</p> | <p>HPER 217 Personal & Community Health HPER 332 Comprehensive Health Ed K-12 HPER 340 Modern Issu & Mat in Health HPER 476S-A Comp Review/Exam-Health SOC 335 Marriage And The Family SOC 355 Drugs and Society EDUC 272 Educational Technology EDUC 381 Human Relations/Cult Diversity EDUC 390 Special Needs in Inclusive Env EDUC 400 Student Teaching EDUC 401 Electronic Portfolio/Assess/Semin EDUC 482 Secondary Methods Health/PE</p> | <ul style="list-style-type: none"> • Praxis Principles of Learning and Teaching Exam • HPER 476S-A: Comprehensive Review/Exit Exam • EDUC 400 Student Teaching-STOT (InTASC) Evaluation • EDUC 480L General Methods Field Experience-STOT (InTASC) Evaluation • EDUC 482 Secondary Methods of Health and Physical Education-STOT (InTASC) Evaluation • EDUC 482: Health Education Methods Unit Plan |
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| <p>gender, gender identity, sexual orientation, religion, cognitive ability or physical ability, in order to create and sustain a productive, inclusive and supportive learning environment.</p> <p>Component 3.d: Candidates apply communication skills, feedback and classroom management strategies equitably to promote a safe, inclusive and supportive learning environment that meets the diverse needs of all learners.</p> <p>Component 3.e: Candidates reflect on student learning outcomes and instructional practices and adjust lessons to meet the diverse needs of all learners.</p> | | |
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Narrative: Our Health Education program prepares candidates to implement a range of instructional strategies while incorporating technology to support all students regardless of their backgrounds or abilities. Through a carefully sequenced curriculum, candidates develop comprehensive implementation competencies that address all components of Standard 18015.3.

Component 3.a: HPER 332 (Comprehensive Health Education For K-12) provides the foundation for implementation preparation, where candidates study various teaching methods for elementary and secondary settings while addressing physical, social, emotional, intellectual, and environmental health factors. HPER 217 (Personal & Community Health) builds on this foundation by examining dimensions of health and behavior strategies, including evidence-based methods to control risk factors in populations. HPER 340 (Modern Issues and Materials In Health) strengthens implementation abilities through focus on contemporary health topics including diseases, substance abuse, environmental problems, and sexuality, preparing candidates to implement relevant, current instruction.

Component 3.b: EDUC 272 (Educational Technology) develops technological competence by providing training in educational technologies focused on supporting student learning and achievement. Candidates demonstrate proficiency in creating interactive teaching and learning activities using technology, guided by ISTE standards and InTASC principles. HPER 217 (Personal and Community Health) reinforces technology implementation through video content, diet tracking



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applications, and media demonstrations of content knowledge, including discussions of medical technologies used to treat cardiovascular disease, cancer, diabetes, and infectious conditions. EDUC 401 (Electronic Portfolio, Assessment, and Seminar) requires candidates to document their technology use, demonstrating meaningful integration of technology into health education instruction. EDUC 482 (Secondary Methods for Health and Physical Education) provides opportunities for candidates to implement technology-enhanced health instruction using research-based practices in content-specific contexts.

Component 3.c: EDUC 381 (Human Relations and Cultural Diversity) prepares candidates to implement instruction that supports all learners by analyzing socio-cultural dimensions that influence the educational process for diverse individuals across ethnicities, races, socioeconomic backgrounds, gender identities, religions, sexual orientations, and geographical areas, with special attention to Native American tribes of North Dakota. EDUC 390 (Special Needs in an Inclusive Environment) strengthens inclusive health education implementation by teaching candidates to identify and support students with special needs, examine personal attitudes toward diverse abilities, and implement inclusion strategies including teaming approaches and universal design techniques. HPER 332 (Comprehensive Health Education For K-12) reinforces inclusive implementation by emphasizing diverse teaching methods that address contemporary health problems facing all K-12 students across physical, social, emotional, intellectual, and environmental dimensions.

Component 3.d: EDUC 482 (Secondary Methods for Health and Physical Education) develops communication and classroom management skills through practical application as candidates design and implement lessons that create safe, supportive learning environments based on research-based practices. EDUC 400 (Student Teaching) extends this experience by providing authentic application of communication, feedback, and classroom management strategies under the guidance of qualified cooperating teachers and university supervisors. EDUC 390 (Special Needs in an Inclusive Environment) enhances candidates' ability to provide equitable feedback by teaching strategies for working with students with diverse abilities, including appropriate instruction modification based on individual needs.

Component 3.e: EDUC 401 (Electronic Portfolio, Assessment, and Seminar) develops reflective practitioners through documentation of progress toward proficiency in teaching standards and participation in professional development seminars that promote collegial sharing and discussion. EDUC 400 (Student Teaching) provides practical applications as candidates collect and analyze data on student learning and engagement, adjusting instruction based on reflection and analysis. EDUC 482 (Secondary Methods for Health and Physical Education) synthesizes reflection with health education through creation of content-specific instructional units and a philosophy paper that articulate candidates' approach to adjusting instruction for diverse learner needs.

SOC 335 (Marriage And The Family) addresses family life education through examination of contemporary changes and challenges in family structures. SOC 355 (Drugs and Society) covers substance abuse prevention by examining social aspects of drug use. HPER 340 (Modern Issues and Materials In Health) develops candidates' ability to implement instruction on diseases, drug abuse, environmental problems, sexuality, tobacco use, and consumer products while gathering current resources.



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EDUC 400 (Student Teaching) serves as the culminating experience where candidates demonstrate implementation competencies in real classroom settings, evaluated by cooperating teachers and university supervisors. EDUC 401 (Electronic Portfolio, Assessment, and Seminar) provides summative assessment through portfolio evidence demonstrating proficiency in diversity, differentiated instruction, technology use, and reflective practice. HPER 476S-A (Comprehensive Review/Exam - Health Education) verifies content knowledge mastery through comprehensive examination.

The Health Education program uses a variety of measures to verify that candidates can effectively implement diverse instructional strategies in real classroom settings. Foundational knowledge is assessed through the Praxis Principles of Learning and Teaching Exam, which evaluates candidates' understanding of instructional processes and diverse learners, critical elements for effective implementation of health education instruction. The HPER 476S-A Comprehensive Review/Exit Exam verifies candidates' mastery of health education content across twelve specific topic areas, ensuring they possess the comprehensive knowledge necessary to implement instruction in multiple health domains. As candidates progress through field experiences, the STOT (InTASC) Evaluations administered during EDUC 480L General Methods Field Experience (beginning of program), EDUC 482 Secondary Methods for Health and Physical Education (middle of program), and EDUC 400 Student Teaching (final semester) measure their core teaching skills in real classroom settings. These performance-based evaluations assess candidates' use of varied instructional strategies, technology integration, inclusive practices, communication skills, classroom management, and reflective practice, directly measuring their ability to create productive, supportive learning environments for all students. Additionally, the EDUC 482 Unit Plan demonstrates candidates' capacity to design implementation-ready instruction that incorporates diverse strategies, accommodations, and technology to facilitate skill development and functional health knowledge application for all learners.

Through this integrated sequence of coursework and assessments, our Health Education program ensures candidates develop the comprehensive implementation competencies required by Standard 18015.3, preparing them to effectively implement health education for all PreK-12 learners.



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| <p>18015.4 Assessment – The program requires health education candidates use multiple methods of assessment to plan instruction, engage all learners, monitor learner progress, provide meaningful feedback, and reflect on and adjust units and lessons to enhance the acquisition of functional health knowledge and health-related skill proficiency for all learners.</p> <p>Components – Candidates Will: Component 4.a: Candidates analyze and select assessment strategies, tools and technologies to determine their appropriateness for enhancing learning among all students. Component 4.b*: Candidates implement a variety of formative and summative assessments that measure and monitor student progress, and that accommodate the diverse needs of all learners. Component 4.c*: Candidates use assessment data to plan instruction, analyze student learning, reflect on implementation practices, provide meaningful feedback and adjust units and lessons so they meet the diverse learning needs of all students.</p> | <p> HPER 332 Comprehensive Health Ed K-12 HPER 476S-A Comp Review/Exam-Health AH 341 Epidemiology in Exercise & Health SOC 335 Marriage And The Family SOC 355 Drugs and Society EDUC 400 Student Teaching EDUC 422 Educational Assessment EDUC 482 Secondary Methods Health/PE </p> | <ul style="list-style-type: none"> • HPER 476S-A: Comprehensive Review/Exit Exam • EDUC 400 Student Teaching-STOT (InTASC) Evaluation • EDUC 482 Secondary Methods of Health and Physical Education-STOT (InTASC) Evaluation • EDUC 482: Health Education Methods Unit Plan |
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Narrative: Our Health Education program prepares candidates to use multiple assessment methods that enhance learning, engage students, monitor progress, provide feedback, and guide instructional adjustments. Our curriculum develops assessment competencies addressing all components of Standard 18015.4.



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Component 4.a: Foundational assessment knowledge is established in EDUC 422 (Educational Assessment), where candidates learn to identify diverse student needs, critique assessment tools, and select, design, and adapt evaluation tools. The course emphasizes technology-supported assessment practices for enhanced learning. Health-specific assessment approaches are developed in HPER 332 (Comprehensive Health Education For K-12), which addresses assessment strategies for both elementary and secondary settings. Candidates learn to consider physical, social, emotional, intellectual, and environmental health factors when selecting assessments. Analytical skills are strengthened in AH 341 (Epidemiology in Exercise and Health), which focuses on surveillance methods for physical activity, exercise, and health. This epidemiological perspective enhances candidates' ability to select appropriate health assessment strategies.

Component 4.b: Implementation of diverse assessment approaches is central to EDUC 422 (Educational Assessment), where candidates master formative and summative assessment techniques. The course prepares candidates to accommodate diverse student needs through appropriate assessment selection and implementation. Practical application continues in EDUC 482 (Secondary Methods for Health and Physical Education), where candidates design and implement lessons with research-based assessment practices. Candidates create instructional units incorporating assessments appropriate for diverse learners. Authentic assessment implementation occurs during EDUC 400 (Student Teaching), where candidates collect and analyze student learning data in classroom settings. This experience ensures candidates can implement assessments accommodating diverse learner needs under professional guidance.

Component 4.c: Data-driven decision making is emphasized in EDUC 422 (Educational Assessment), where candidates learn to use assessment results to improve teaching and learning. The course prepares candidates to communicate standards-based results and use assessments for instructional improvement. Application of assessment data occurs in EDUC 482 (Secondary Methods for Health and Physical Education), where candidates create instructional units incorporating assessment-informed planning. This process ensures candidates can reflect on practices and adjust lessons to meet diverse needs. Real-world experience using assessment data is provided in EDUC 400 (Student Teaching), where candidates collect and analyze learning data to inform teaching. This application allows candidates to make assessment-informed adjustments in diverse classroom settings. Mastery of assessment concepts is verified through HPER 476S-A (Comprehensive Review/Exam - Health Education), which reinforces candidates' ability to use assessment data appropriately in health education contexts.

Our program ensures candidates apply assessment principles across diverse health content areas. Content knowledge for assessing sensitive health topics is developed in SOC 335 (Marriage And The Family) and SOC 355 (Drugs and Society), preparing candidates to implement appropriate assessments in family life and substance use education. Assessment of contemporary health issues is addressed in HPER 332 (Comprehensive Health Education For K-12), where candidates learn to evaluate understanding of various health factors and problems. Health status and behavior assessment skills are developed in AH 341 (Epidemiology in Exercise and Health), providing candidates with relevant data collection and analysis methods. In addition, multiple assessment points verify candidates' achievement of Standard 18015.4 including: 1) EDUC 400 (Student Teaching) serves as a culminating experience demonstrating assessment competencies in authentic settings, evaluated by cooperating teachers and university supervisors, 2) EDUC 482 (Secondary Methods for Health and Physical



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Education) directly assesses candidates' ability to create appropriate health education assessments through instructional unit development, and 3) HPER 476S-A (Comprehensive Review/Exam - Health Education) ensures mastery of assessment concepts through comprehensive examination.

Candidates demonstrate their competencies in using assessment to enhance learning through several key measures. The HPER 476S-A Comprehensive Review/Exit Exam verifies candidates' understanding of appropriate assessment strategies across multiple health content areas, ensuring they possess the knowledge necessary to select and implement effective assessments in diverse health education contexts. During their field experiences, the STOT (InTASC) Evaluations administered in EDUC 482 Secondary Methods for Health and Physical Education (middle of program), and EDUC 400 Student Teaching (final semester) track candidates' developing ability to implement formative and summative assessments, monitor student progress, provide meaningful feedback, and use assessment data to adjust instruction in authentic classroom settings. These performance-based evaluations, completed by candidates, mentor teachers or cooperating teachers, university supervisors, and course instructors, directly measure candidates' use of multiple assessment methods to guide instructional decisions and meet diverse learner needs. The EDUC 482 Unit Plan provides comprehensive evidence of assessment design competencies by requiring candidates to incorporate varied assessment strategies that measure functional health knowledge and skill proficiency, accommodate diverse learners, and demonstrate alignment between learning objectives and assessment approaches, ensuring candidates can effectively use assessment to plan instruction, monitor progress, and enhance learning for all students. Through this integrated curriculum, our Health Education program ensures candidates develop the assessment competencies required by Standard 18015.4, preparing them to effectively enhance health education for all PreK-12 learners.



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| <p>18015.5 Professionalism – The program requires health education candidates work collaboratively with all stakeholders, demonstrate ethical behavior, and engage in and reflect on professional learning opportunities in order to meet the diverse needs of all learners. The program requires health education candidates communicate with stakeholders and advocate for school health education as an integral component of the school experience.</p> <p>Components – Candidates Will:</p> <p>Component 5.a*: Candidates work collaboratively with a variety of stakeholders to meet the diverse needs of all learners and to enhance school health programs.</p> <p>Component 5.b*: Candidates demonstrate ethical behavior, as defined by health education and/or education codes of ethics.</p> <p>Component 5.c: Candidates participate in ongoing, meaningful learning opportunities that are aligned with their professional needs, and they remain current with evolving technologies in order to meet the diverse needs of all learners, as well as the needs of the school and the community.</p> | <p>HPER 332 Comprehensive Health Ed K-12 HPER 476S-A Comp Review/Exam-Health SOC 335 Marriage And The Family SOC 355 Drugs and Society EDUC 250 Introduction To Education EDUC 390 Special Needs in Inclusive Env EDUC 400 Student Teaching EDUC 401 Electronic Portfolio/Assess/Semin EDUC 401S Pre-Student Teach Seminars EDUC 480 General Methods Sec Educators EDUC 480L General Methods Field Exp EDUC 482 Secondary Methods Health/PE PSYC 255 Child & Adolescent Psychology</p> | <ul style="list-style-type: none"> • Praxis Principles of Learning and Teaching Exam • EDUC 400 Student Teaching-STOT (InTASC) Evaluation • EDUC 482 Secondary Methods of Health and Physical Education-STOT (InTASC) Evaluation • EDUC 482: Health Education Methods Unit Plan |
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| <p>Component 5.d*: Candidates reflect on their roles as teacher, professional and resource, and they identify strategies for adapting practice to meet the diverse needs of all learners.</p> <p>Component 5.e: Candidates demonstrate applicable communication strategies and use of instructional learning technologies within the school and community.</p> <p>Component 5.f: Candidates advocate for health education as an essential component of the school community that supports the diverse needs of all learners and contributes to the school's mission.</p> | | |
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Narrative: Our Health Education program develops candidates who work collaboratively with stakeholders, demonstrate ethical behavior, engage in professional learning, and advocate for school health education. Our curriculum builds professional competencies addressing all components of Standard 18015.5.

Component 5.a: Collaborative foundations are established in EDUC 250 (Introduction To Education), where candidates explore educational systems and participate in field experiences with diverse stakeholders as well as EDUC 390 (Special Needs in an Inclusive Environment) which strengthens collaborative skills by focusing on teaming approaches with special education professionals and guardians through referral processes. Practical collaboration occurs during EDUC 400 (Student Teaching), where candidates work with cooperating teachers, supervisors, and HPER 332 (Comprehensive Health Education For K-12) extends collaboration into health contexts by addressing comprehensive approaches to contemporary health problems and stakeholder involvement.

Component 5.b: Ethical foundations begin for Health Education BSEd candidates in EDUC 250 (Introduction To Education), introducing them to teaching professionalism and ethical considerations. During EDUC 401S (Pre-Student Teaching Seminars) the Model Code of Ethics for Educators is specifically addressed, preparing candidates for ethical professional behavior. Ethical practice is demonstrated during EDUC 400 (Student Teaching), where candidates apply ethical principles in authentic educational settings under supervision. SOC 335 (Marriage And The Family) and SOC 355 (Drugs and Society) develop understanding of ethical considerations in sensitive health contexts requiring ethical teaching approaches.



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Component 5.c: Professional learning commitment starts in EDUC 250 (Introduction To Education), exploring educational foundations and instilling appreciation for evolving knowledge. At the end of the program in EDUC 401 (Electronic Portfolio, Assessment, and Seminar) teacher candidates are provided with ongoing professional development seminars and collegial sharing opportunities throughout student teaching. Content flow is maintained through HPER 332 (Comprehensive Health Education For K-12), which addresses health education trends, and PSYC 255 (Child and Adolescent Psychology), providing current developmental knowledge. Technological competence develops through EDUC 401 (Electronic Portfolio, Assessment, and Seminar), where candidates document technology use and professional growth.

Component 5.d: Reflective practice occurs in EDUC 480L (General Methods Field Experience), where candidates observe teaching, examine professional practice, and maintain reflective journals. EDUC 482 (Secondary Methods for Health and Physical Education) deepens reflection through philosophy paper development, prompting analysis of professional roles. EDUC 401 (Electronic Portfolio, Assessment, and Seminar) facilitates reflective practitioner development through documentation of professional growth and standards proficiency. During EDUC 400 (Student Teaching), candidates apply reflection by analyzing student learning data and identifying practice adaptation strategies for diverse learner needs.

Component 5.e: Communication skills develop in EDUC 250 (Introduction To Education) field experiences, where candidates observe and participate in teaching-learning processes. EDUC 480 (General Methods For Secondary Educators) enhances these skills through instruction on high-quality lesson design requiring effective communication. Practical communication application occurs during EDUC 400 (Student Teaching), where candidates demonstrate effective communication with students, teachers, and supervisors. Technology use is documented in EDUC 401 (Electronic Portfolio, Assessment, and Seminar), providing evidence of instructional technology integration in teaching practice.

Component 5.f: Health education advocacy foundation develops in HPER 332 (Comprehensive Health Education For K-12), where candidates study health teaching methods and contemporary health problems. SOC 335 (Marriage And The Family) and SOC 355 (Drugs and Society) enhance understanding of critical health topics, preparing candidates to advocate for comprehensive health programs. Advocacy skills develop in EDUC 482 (Secondary Methods for Health and Physical Education) through articulation of health education philosophy and professional identity. Professional identity as health educators is reinforced through HPER 476S-A (Comprehensive Review/Exam - Health Education), ensuring mastery of knowledge necessary for effective advocacy.

Professional competencies are confirmed through multiple assessment points throughout the program culminating in EDUC 400 (Student Teaching) where candidates demonstrate professionalism in authentic settings, evaluated by cooperating teachers and university supervisors. EDUC 401 (Electronic Portfolio, Assessment, and Seminar) also documents professional growth of teacher candidates through comprehensive portfolio evidence. Prior to student teaching, candidates take EDUC 401S (Pre-Student Teaching Seminars) to ensure they understand professional expectations before student teaching placement. HPER 476S-A (Comprehensive Review/Exam - Health Education) verifies mastery of professional knowledge through comprehensive examination.



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Professional growth, collaborative skills, and advocacy abilities are tracked throughout candidates' progression through the program using performance-based measures. The Praxis Principles of Learning and Teaching Exam provides a baseline assessment of candidates' understanding of professional issues foundational to collaborative practice and ongoing professional development. As candidates advance through their program, STOT (InTASC) Evaluations administered during EDUC 482 Secondary Methods for Health and Physical Education (middle of program) and EDUC 400 Student Teaching (final semester) measure developing professional competencies as they work with diverse stakeholders, demonstrate ethical behavior, and apply effective communication strategies in authentic educational settings. These evaluations, completed collaboratively by candidates, mentor teachers or cooperating teachers, university supervisors, and course instructors, provide multiple perspectives on candidates' professional growth and readiness for collaborative leadership roles. Finally, the EDUC 482 Unit Plan demonstrates candidates' professional competencies by requiring them to articulate their health education philosophy, design instruction that meets diverse learner needs, and advocate for comprehensive health education as an essential component of the school community, directly measuring their ability to reflect on their professional roles and communicate effectively with stakeholders about health education's integral contribution to student success and school mission. Through this integrated curriculum and assessment system, our Health Education program ensures candidates develop the professional competencies required by Standard 18015.5, preparing them as ethical, collaborative advocates for health education who meet diverse learner needs.



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SECTION IV: EVIDENCE OF MEETING THE STANDARDS

It is expected that your program makes use of multiple assessments to ensure that all standards are met. If the program is offered in more than one site or in more than one method (e.g. online as well as face-to-face) provide aggregated (program level) AND disaggregated (site or method specific) data. Complete required tables in 1.A and provide information requested related to the two-four additional assessments you selected in 2.

1. Required Assessments:

1. A Cumulative GPA at the point of completion: Complete Table 1.

| Cumulative GPA at Completion | | | |
|------------------------------|-----------------------------|---------------------|--------------|
| Year | N (number of candidates) | Overall Average GPA | Range of GPA |
| 2022 – 2023 | 2 | 3.47 | 3.42 - 3.52 |
| 2023 – 2024 | 2 | 3.51 | 3.32 - 3.86 |
| 2024 – 2025 | 1 | 3.82 | NA |

1. B An assessment documenting candidate achievement of content knowledge.

| Praxis Subject Assessment: Health Education Content Exam | | | | | |
|--|-----------------------------------|------------------|------------------------|---------------|-----------------|
| Year | Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
| 2022 – 2023 | 5551 | 154 | 2 | 177 | 100% |
| 2023 – 2024 | 5551 | 154 | 3 | 164 | 67% |
| 2024 – 2025 | 5551 | 154 | 1 | 157 | 100% |

| Praxis II: Principles of Learning & Teaching | | | | | |
|--|-----------------------------------|------------------|------------------------|---------------|-----------------|
| Year | Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
| 2022 – 2023 | 5624 | 157 | 2 | 169 | 100% |
| 2023 – 2024 | 5624 | 157 | 2 | 162 | 100% |
| | 5625 | 157 | 1 | 165 | 100% |
| 2024 – 2025 | 5624 | 157 | 1 | 165 | 100% |



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1. C Student Teaching Performance (Clinical Experience) Evaluation

EDUC 400 – InTASC/STOT Evaluation (SLO 2)

Description: The purpose of the Skills of Teaching Observation Tool (STOT)/InTASC evaluation is to measure the core skills teachers should be able to do in today's learning context to ensure students reach their learning goals. The evaluation is used to monitor skill development and growth from the time of admission through completion. This particular iteration was administered during the final semester of the teacher candidates' program, student teaching. The STOT evaluation is completed by the candidate, their student teaching university supervisor, and their cooperating teacher.

Proficiency Scale: Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)

Target: 3.0 or higher

| Year | N = # of candidates | Evaluator | Average Score | Target Score |
|-----------|---------------------|-----------------------|---------------|--------------|
| 2022-2023 | 2 | Cooperating Teacher | 3.11 | 3.00 |
| | | University Supervisor | 3.50 | 3.00 |
| | | Self | 3.11 | 3.00 |
| 2023-2024 | 3 | Cooperating Teacher | 3.40 | 3.00 |
| | | University Supervisor | 3.00 | 3.00 |
| | | Self | 2.86 | 3.00 |
| 2024-2025 | 1 | Cooperating Teacher | 3.29 | 3.00 |
| | | University Supervisor | 3.21 | 3.00 |
| | | Self | 2.64 | 3.00 |



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2. Additional Assessments

| 2a. Pre-student Teaching Practicum Evaluations | | | | |
|---|-----------------------------|--------------|------------------|-----------------|
| <u>EDUC 480L General Methods Field Experience: STOT (InTASC) Evaluation</u> | | | | |
| <p>Description: The purpose of the Skills of Teaching Observation Tool (STOT)/InTASC evaluation is to measure the core skills teachers should be able to do in today's learning context to ensure students reach their learning goals. The evaluation is used to monitor skill development and growth from the time of admission through completion. This particular iteration was administered at the beginning of the teacher candidates' program. The STOT evaluation is completed by the candidate, their mentor teacher, and their course instructor.</p> <p>Proficiency Scale: Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)</p> <p>Target: 2.5 or higher</p> | | | | |
| Year | N (number of candidates) | Evaluator | Average Score | Target Score |
| 2022 – 2023 | 1 | Instructor | 2.5 | 2.5 |
| | 1 | Field Mentor | 3.0 | 2.5 |
| | 2 | Self | 2.75 | 2.5 |
| 2023 – 2024 | 2 | Instructor | 2.25 | 2.5 |
| | 2 | Field Mentor | 3.0 | 2.5 |
| | 3 | Self | 2.33 | 2.5 |
| 2024 – 2025 | 1 | Instructor | 3.31 | 2.5 |
| | | Field Mentor | 4.00 | 2.5 |
| | | Self | 3.63 | 2.5 |

| 2b. Pre-student Teaching Practicum Evaluations | | | | |
|--|-----------------------------|--------------|------------------|-----------------|
| <u>EDUC 482 Secondary Methods of Health and Physical Education: STOT (InTASC) Evaluation</u> | | | | |
| <p>Description: The purpose of the Skills of Teaching Observation Tool (STOT)/InTASC evaluation is to measure the core skills teachers should be able to do in today's learning context to ensure students reach their learning goals. The evaluation is used to monitor skill development and growth from the time of admission through completion. This particular iteration was administered during the middle of the teacher candidates' program. The STOT evaluation is completed by the candidate, their mentor teacher, and their course instructor.</p> <p>Proficiency Scale: Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)</p> <p>Target: 2.5 or higher</p> | | | | |
| Year | N (number of candidates) | Evaluator | Average Score | Target Score |
| 2022 – 2023 | 4 | Instructor | 3.21 | 3.0 |
| | | Field Mentor | 3.42 | 3.0 |
| | | Self | 2.79 | 3.0 |
| 2023 – 2024 | 2 | Instructor | 3.0 | 3.0 |
| | | Field Mentor | 3.0 | 3.0 |
| | | Self | 2.67 | 3.0 |
| 2024 – 2025 | 1 | Instructor | 3.33 | 3.0 |
| | | Field Mentor | 3.0 | 3.0 |
| | | Self | 2.67 | 3.0 |



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2c. Key Performance Task

HPER 476S-A: Comprehensive Review/Exit Exam

Description: The comprehensive Health Education Exam is made up of three overall sections. Each section has four individual exams on specific topics of Health education. The overall goal of the exam is to provide a comprehensive review of material covered throughout a student's career in Health education at Mayville State. The sections are as follows: Section 1: Mental health / Self Concept, Social Competency Skills/Decision Making, Family Life Education, Section 2: Disease Prevention, Chemical health education, personal & Consumer health, Community & Environment, and Section 3: Nutrition, Safety & First Aid, Physical Health.

Proficiency Scale: Pass = 60% or higher, Fail = <60%

Target: 60% or higher

| Year | N (number of candidates) | Final Grades | Target Grade |
|-------------|-----------------------------|--------------|---------------|
| 2022 – 2023 | 3 | S=3 U=0 | 60% or higher |
| 2023 – 2024 | 3 | S=3 U=0 | 60% or higher |
| 2024 – 2025 | 0 | N/A | 60% or higher |

2d. Capstone Project

EDUC 401 – Capstone Portfolio: Checkpoint 3 (SLO 2)

Description: The purpose of the Capstone Portfolio is for teacher candidates to demonstrate their ability to meet the knowledge, skills, and dispositions identified in the four program SLOs, as aligned to InTASC Standards (1: Learner and Learning, 2: Content, 3: Instructional Practices, and 4: Professionalism). Teacher candidates integrate technology and experiences with diversity through artifact selection, written rationale, and professional presentation. The portfolio development and presentation support teacher candidates' understanding and application of the Educator Preparation Program's (EPP) conceptual framework, the Reflective Experiential Model. As a requirement for graduation, teacher candidates will create this professional portfolio throughout their teacher education program within their TaskStream account. The final capstone portfolio presentation occurs during the semester teacher candidates are enrolled in EDUC 401-Electronic Portfolio Assessment and Seminar.

Proficiency Scale: Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)

Target: 3.0 or higher

| Year | N (number of candidates) | Evaluator | Scores | Target Score |
|-------------|-----------------------------|------------|--------|--------------|
| 2022 – 2023 | 2 | Reconciled | 2.75 | 3.0 |
| 2023 – 2024 | 3 | Reconciled | 3.46 | 3.0 |
| | | Self | 3.08 | |
| 2024 – 2025 | 1 | Reconciled | 3.00 | 3.0 |
| | | Self | 3.25 | |



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2e. Employer survey results related to content knowledge

Supervisor Survey

Description: The Supervisor Survey asks those who supervise first-year teachers, their employers, to assess the novices' readiness for the teaching profession. The survey asks supervisors to assess the quality of completers' instructional practices, abilities to work with diverse learners, abilities to establish positive classroom environments, and levels of professionalism. The survey is administered to direct supervisors of teacher education graduates employed in schools as teachers approximately one year after the completers completed their preparation programs.

Proficiency Scale: Strongly Agree (4), Agree (3), Tend to Disagree (2), Disagree (1)

Target: 3.0 or higher

| Year | Supervisor Survey Item (Content) | N = # number of candidates | Average Max= 4 points |
|----------------------|--|----------------------------------|-----------------------------|
| 2022 – 2023 | Effectively teach the subject matter in my licensure area. | 1 | 4 |
| 2023 – 2024 | | N/A | N/A |
| 2024 – 2025 | | 1 | 4 |
| 2022 – 2023 | Design activities where students engage with subject matter from a variety of perspectives. | 1 | 4 |
| 2023 – 2024 | | N/A | N/A |
| 2024 – 2025 | | 1 | 4 |
| 2022 – 2023 | Help students develop critical thinking processes. | 1 | 4 |
| 2023 – 2024 | | N/A | N/A |
| 2024 – 2025 | | Question removed | |
| 2022 – 2023 | Help students develop skills to solve complex problems. | 1 | 4 |
| 2023 – 2024 | | N/A | N/A |
| 2024 – 2025 | | 1 | 4 |
| 2022 – 2023 | Make interdisciplinary connections among core subjects. | 1 | 3.5 |
| 2023 – 2024 | | N/A | N/A |
| 2024 – 2025 | | Question removed | |
| 2022 – 2023 | Know where and how to access resources to build global awareness and understanding. | 1 | 4 |
| 2023 – 2024 | | N/A | N/A |
| 2024 – 2025 | | 1 | 4 |
| 2022 – 2023 | Effectively teach students from culturally and ethnically diverse backgrounds and communities. | 1 | 4 |
| 2023 – 2024 | | N/A | N/A |
| 2024 – 2025 | | 1 | 4 |
| 2022 – 2023 | Connect core content to students' real-life experiences. | 1 | 4 |
| 2023 – 2024 | | N/A | N/A |
| 2024 – 2025 | | 1 | 4 |
| Overall Item Average | | | 3.96 |



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2f. Graduate survey results related to content knowledge

Transition to Teaching Survey

Description: The Transition to Teaching Survey captures the experiences and perspectives of early-career educators as they navigate their initial years in the profession, providing valuable data on the effectiveness of their preparation programs. This instrument measures new teachers' self-assessment of their preparedness across various teaching competencies, identifying both strengths and gaps in their preparation related to instructional practices, ability to work with diverse learners, ability to establish positive classroom environments, and levels of professionalism.

Proficiency Scale: Strongly Agree (4), Agree (3), Tend to Disagree (2), Disagree (1)

Target: 3.0 or higher

| Year | Transition to Teaching Survey Item (Content) | N = # number of candidates | Average Max= 4 points |
|----------------------|--|----------------------------------|-----------------------------|
| 2022 – 2023 | Effectively teach the subject matter in my licensure area. | 1 | 3 |
| 2023 – 2024 | | N/A | N/A |
| 2024 – 2025 | | 2 | 4 |
| 2022 – 2023 | Design activities where students engage with subject matter from a variety of perspectives. | 11 | 3 |
| 2023 – 2024 | | N/A | N/A |
| 2024 – 2025 | | 2 | 3.5 |
| 2022 – 2023 | Help students develop critical thinking processes. | 1 | 3 |
| 2023 – 2024 | | N/A | N/A |
| 2024 – 2025 | | Question removed | |
| 2022 – 2023 | Help students develop skills to solve complex problems. | 1 | 3 |
| 2023 – 2024 | | N/A | N/A |
| 2024 – 2025 | | 2 | 4 |
| 2022 – 2023 | Make interdisciplinary connections among core subjects. | 1 | 3 |
| 2023 – 2024 | | N/A | N/A |
| 2024 – 2025 | | Question removed | |
| 2022 – 2023 | Know where and how to access resources to build global awareness and understanding. | 1 | 3 |
| 2023 – 2024 | | N/A | N/A |
| 2024 – 2025 | | 2 | 3.5 |
| 2022 – 2023 | Effectively teach students from culturally and ethnically diverse backgrounds and communities. | 1 | 3 |
| 2023 – 2024 | | N/A | N/A |
| 2024 – 2025 | | 2 | 3 |
| 2022 – 2023 | Connect core content to students' real-life experiences. | 1 | 3 |
| 2023 – 2024 | | N/A | N/A |
| 2024 – 2025 | | 2 | 2 |
| Overall Item Average | | | 3.14 |



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| 2g. Additional assessment of choice | | | |
|--|-----------------------------|------------------|-----------------|
| <u>EDUC 482: Health Education Methods Unit Plan</u> | | | |
| Description: For this assignment, the student will develop a unit plan for a specific topic, of the students choosing, related to Health Education. | | | |
| Proficiency Scale: Excellent 100-80, Average 79-60, Unsatisfactory 59 and below | | | |
| Target: 80% or higher | | | |
| Year | N (number of candidates) | Average Score | Target Score |
| 2022 – 2023 | 1 | 100 | 80% |
| 2023 – 2024 | 3 | 81% | 80% |
| 2024 – 2025 | 7 | 84% | 80% |

3. Respond to the following questions:

- a. **Analysis of findings: Describe how the data provided above demonstrate that candidates in the program meet the standards.**

The data collected across three academic years provide strong evidence that Health Education candidates meet the program standards. Multiple assessments, including GPA, Praxis exams, clinical evaluations, performance tasks, and stakeholder surveys, offer a comprehensive view of candidate performance from admission through completion. Overall, these measures demonstrate that candidates acquire essential content knowledge, apply planning and instructional strategies effectively, and exhibit professionalism in diverse educational settings.

First, candidates consistently demonstrate mastery of health education content and theoretical foundations, aligning with Standard 18015.1. Cumulative GPA averages remain high and show an upward trend, while Praxis Health Education and PLT exams confirm licensure readiness, with pass rates rebounding to 100% in the most recent cycle. Additionally, the comprehensive exit exam verifies proficiency across all major health content areas, and employer surveys report strong agreement that graduates effectively teach subject matter and design engaging activities. These findings confirm that our Health Education candidates possess the knowledge and skills necessary to instill healthy behaviors in their learners.

Second, evidence from unit plan assignments and practicum evaluations supports Standards 18015.2 and 18015.3, which focus on planning and implementation. Unit plan scores consistently exceed the target, demonstrating candidates' ability to design sequential, standards-aligned instruction that meets diverse learner needs. Clinical evaluations during student teaching show cooperating teachers and university supervisors rate candidates at or above the 3.0 proficiency target, indicating successful



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application of instructional strategies and classroom management within the college and high school setting. While self-evaluations trend slightly lower, this reflects developing reflective practice rather than a lack of competence, and external ratings confirm candidates' effectiveness in real-world settings.

Finally, assessments such as the capstone portfolio and stakeholder surveys highlight candidates' professionalism and commitment to continuous improvement, addressing Standards 18015.4 and 18015.5. Portfolio scores meet or exceed targets in recent years, showcasing Health Education candidates' ability to integrate technology, reflect on practice, and advocate for health education. Employer and graduate surveys further validate candidates' readiness to enter the field, with supervisors consistently rating completers highly on collaboration and cultural responsiveness. Although some early practicum scores and graduate survey items suggest areas for growth (such as connecting content to real-life experiences) the overall pattern of achievement demonstrates that Health Education candidates meet program standards and are well-prepared for professional practice.

b. Response to findings: What changes have you made in your program as a result of data analysis? Provide a rationale for your decision.

Based on the analysis of program data presented above, several targeted changes have been implemented to strengthen Health Education candidate preparation and address identified areas for growth. First, to improve early-field performance and ensure consistency in expectations, the program clarified proficiency targets for practicum evaluations and incorporated additional progress monitoring measurements prior to EDUC 480L. There are several tools (disposition evaluation, Starfish Early Alert System, and Progress Monitoring system) that have been recently created by the EPP to monitor candidate progress through the program, but especially near the beginning when counseling out is more beneficial for students. This decision was driven by data showing lower instructor and self-evaluation scores in the initial practicum phase compared to later stages.

Additionally, to support continuous improvement in licensure exam performance and reflective practice, program faculty share Praxis preparation resources and complete practice Praxis test questions as class assignments. Praxis pass rates dipped in 2023–2024 but rebounded, validating the effectiveness of this additional exposure. In 2023–2024, a subset of candidates completed PLT 5625 (K–12) due to testing availability/advising; most candidates completed PLT 5624 (Grades 7–12). The program's preferred PLT going forward is 5625 (K-12) to maintain consistency in reporting, and candidates who pass 5624 during transition cycles are documented within program records and can still obtain licensure with passing scores.



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Finally, recognizing graduate survey feedback on connecting content to real-life experiences, faculty places more of an emphasis on authentic, community-based applications of health education throughout assignments and course discussions. These adjustments ensure that Health Education candidates not only meet program approval standards but also develop practical skills that will allow them to confront the responsibilities they face in their future classrooms.