

ND

Mayville State University
Traditional Report AY 2022-23
North Dakota

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

P2002261

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

Mayville

STATE

North Dakota

ZIP

58257

SALUTATION

Dr.

FIRST NAME

Brittany

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. [\(\\$205\(a\)\(C\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year’s IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1	Special Education	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1316	Teacher Education - General Science	UG	
13.1307	Teacher Education - Health	UG	
13.1311	Teacher Education - Mathematics	UG	
13.99	Teacher Education - Other	PG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1317	Teacher Education - Social Sciences	UG	

Total number of teacher preparation programs:

10

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

- ☒ Yes
☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	☒ Yes ☐ No	☒ Yes ☐ No
Fingerprint check	☒ Yes ☐ No	☒ Yes ☐ No
Background check	☒ Yes ☐ No	☒ Yes ☐ No
Minimum number of courses/credits/semester hours completed	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in content area coursework	☐ Yes ☒ No	☒ Yes ☐ No
Minimum GPA in professional education coursework	☐ Yes ☒ No	☒ Yes ☐ No
Minimum ACT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum SAT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum basic skills test score	☐ Yes ☒ No	☐ Yes ☒ No
Subject area/academic content test or other subject matter verification	☐ Yes ☒ No	☒ Yes ☐ No
Recommendation(s)	☐ Yes ☒ No	☒ Yes ☐ No

Element	Admission	Completion
Essay or personal statement	☐ Yes ☒ No	☐ Yes ☒ No
Interview	☒ Yes ☐ No	☐ Yes ☒ No
Other Specify: Portfolio	☐ Yes ☒ No	☒ Yes ☐ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

4. Please provide any additional information about the information provided above:

The state of North Dakota requires a 2.5 for teacher licensure. Our teacher education program requires a 2.75 to be admitted and graduate from our program because a 3.0 cohort average is required for accreditation. In April 2023, The North Dakota Association of Colleges for Teacher Education (NDACTE) voted in favor of piloting an alternative method of assessing basic competencies in reading, writing and math. The North Dakota Education Standards and Practices Board (ESPB) was also in favor of this change. Therefore, the Division of Education and Teacher Education Committee at Mayville State University approved the use of the menu for assessing basic competencies. This menu allows EPPs in the state to assess teacher candidates using a variety of methods rather than one Praxis CORE exam.

Postgraduate Requirements

Note: This section is preloaded from the prior year’s IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

☒ Yes
 ☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	☒ Yes ☐ No	☒ Yes ☐ No
Fingerprint check	☒ Yes ☐ No	☒ Yes ☐ No
Background check	☒ Yes ☐ No	☒ Yes ☐ No
Minimum number of courses/credits/semester hours completed	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in content area coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in professional education coursework	☐ Yes ☒ No	☒ Yes ☐ No
Minimum ACT score	☐ Yes ☒ No	☐ Yes ☒ No

Element	Admission	Completion
Minimum SAT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum basic skills test score	☐ Yes ☒ No	☐ Yes ☒ No
Subject area/academic content test or other subject matter verification	☐ Yes ☒ No	☒ Yes ☐ No
Recommendation(s)	☒ Yes ☐ No	☒ Yes ☐ No
Essay or personal statement	☐ Yes ☒ No	☐ Yes ☒ No
Interview	☒ Yes ☐ No	☐ Yes ☒ No
Other Specify: Portfolio	☐ Yes ☒ No	☒ Yes ☐ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

In April 2023, The North Dakota Association of Colleges for Teacher Education (NDACTE) voted in favor of piloting an alternative method of assessing basic competencies in reading, writing and math. The North Dakota Education Standards and Practices Board (ESPB) was also in favor of this change. Therefore, the Division of Education and Teacher Education Committee at Mayville State University approved the use of the menu for assessing basic competencies. This menu allows EPPs in the state to assess teacher candidates using a variety of methods rather than one Praxis CORE exam.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2022-23. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

☒ Yes

☐ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	113
Number of clock hours required for student teaching	600

Are there programs in which candidates are the teacher of record?

☐

Yes

☒

No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Years required of teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	4.31
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	7
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	125
Number of students in supervised clinical experience during this academic year	85

Please provide any additional information about or descriptions of the supervised clinical experiences:

With increased virtual observation capabilities, we have recently been able to assign our student teachers to part- and full-time education faculty members as university supervisors, which has decreased the number of adjunct faculty needed. The number of adjunct faculty supervising clinical experience during this academic year is 7, part-time faculty is 3, and full-time faculty is 7. The number of students a university supervisor mentors ranged from 1 to 10 during the 22-23 academic year. One full time student is equal to .50 credits where one part time student is equal to .25 credits. When calculated we totaled 51.75 credits and divide that by a full time 12 credit load and you get 4.31.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

[\(§205\(a\)\(1\)\(C\)\(ii\)\)](#)

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2022-23 Total	
Total Number of Individuals Enrolled	211
Subset of Program Completers	83

Gender	Total Enrolled	Subset of Program Completers
Male	40	12
Female	170	70
Non-Binary/Other	1	1
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	4	2
Asian	1	1
Black or African American	1	1
Hispanic/Latino of any race	1	1
Native Hawaiian or Other Pacific Islander	0	0
White	193	75

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	8	3
No Race/Ethnicity Reported	3	0

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

THIS PAGE INCLUDES:

>>

[Teachers Prepared by Subject Area](#)

>>

[Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2022-23.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

What are CIP Codes?

☐

No teachers prepared in academic year 2022-23

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	7

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	47
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	17
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	3
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	2
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	2
13.1317	Teacher Education - Social Science	1
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: 	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. [\(§205\(b\)\(1\)\(H\)\)](#)

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

- ☒ Yes
- ☐ No

☐ No teachers prepared in academic year 2022-23

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	7
13.1202	Teacher Education - Elementary Education	47
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	17
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	3
13.1306	Teacher Education - Foreign Language	

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	2
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	2
13.1317	Teacher Education - Social Science	1
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: 	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	

CIP Code	Academic Major	Number Prepared
54	History	
99	Other Specify: 	

Program Assurances

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. [\(§205\(a\)\(1\)\(A\)\(iii\); §206\(b\)\)](#)

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- ☒ Yes
- ☐ No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- ☒ Yes
- ☐ No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- ☒ Yes
- ☐ No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- ☒ Yes
- ☐ No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- ☒ Yes
- ☐ No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- ☒ Yes
- ☐ No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

Through our continuous improvement efforts and dedication to serving the needs of P-12 learners, Mayville State University's teacher preparation program is responsive to the identified needs of the local and educational agencies. The licensing board for North Dakota teachers, Educational Standards and Practices Board (NDESPB), identifies and makes a statement each academic year regarding critical shortage areas. Mayville State works hard to prepare teachers in the critical shortage areas of early childhood, elementary education, secondary education, and special education. Additionally, Mayville State offers a Master of Arts in Teaching (MAT) program to provide an option for candidates who hold previous bachelor's degrees. MAT candidates are often individuals who are employed in non-education fields and enroll in the MAT program to obtain a professional teaching degree in secondary education and subsequent licensure. MSU has also begun offering Special Education as a fast-track stand-alone degree

as well as a master's in special education. Our first completers graduated in the summer of 2023. Through this variety of on campus, online, traditional and fast track programs, MSU's Teacher Education program prepares general and special education teacher candidates to provide instruction to students with disabilities, limited English proficient students, and students from low-income families. This is done through intentional curriculum design with courses dedicated to these topics for general and special education majors as well as field experiences dedicated to applying these topics.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2022-23\)](#)
- >> [Review Current Year’s Goal \(2023-24\)](#)
- >> [Set Next Year’s Goal \(2024-25\)](#)

Report Progress on Last Year’s Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Graduate 8 math teachers

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

4. Description of strategies used to achieve goal, if applicable:

N/A

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

There were 4 undergraduate and 2 graduate Math Education completers this academic year. Currently, there are 15 Math Education majors enrolled in our program (4 at the graduate level and 11 at the undergraduate level). With proper support and guidance, these enrolled students should become completers within the next two academic years. Offering our math education degree online makes the program accessible to prospective teachers across the state and nation and in the past, this has attributed to increased enrollment and completers of the math program. However, due to budgetary restraints over the last academic year, marketing money was not used to ensure that our university’s name rises to the top of a Google search when an

individual is interested in “online math education”. The online program is targeted to reach teacher candidates across and outside of our state and we have visited with the marketing committee about the importance of reinstating this effective strategy. Another strategy we’ve used to improve our performance of meeting our goal of educating more math teachers, is surveying students who are in their first semester or two at Mayville State and asked them why they selected our university. We quickly learned that most students were referred to Mayville State University by a friend or family member who recommended Mayville State as a top university in the state for educating teachers. We have disaggregated the data by age, gender, and major and have worked to ensure these recruitment efforts are geared at increasing enrollment in all education programs, specifically Math, as there is a documented shortage in this area across the state. Another strategy we have used to meet our goal is to have our math education faculty members meet with prospective students who are interested in obtaining a Math Education degree. During the 2022-2023 academic year, faculty and advisors met with 7 prospective students interested in Math Education. As shortage of interest in Math education majors reflects a common theme across the state and nation but 7 prospective visits is more than triple what we had the year before so we are hopeful those visits will turn into enrolled Comets!

6. Provide any additional comments, exceptions and explanations below:

Growth in the number of teachers prepared in Math Education will likely be attributed to online availability of the program and specific marketing to target a broader audience across the state and nation. There are currently 15 Math Education majors enrolled and admitted in our program which will add to our complete pool in future semesters.

Review Current Year’s Goal (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

Graduate 2 math teachers.

Set Next Year’s Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

Graduate 4 math teachers.

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2022-23\)](#)
- >> [Review Current Year’s Goal \(2023-24\)](#)
- >> [Set Next Year’s Goal \(2024-25\)](#)

Report Progress on Last Year’s Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Graduate 4 candidates (most anticipated from the MAT program)

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

4. Description of strategies used to achieve goal, if applicable:

N/A

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

The two Science Education graduates this academic year were at the graduate level. Offering some of our science (specifically biology) education courses online makes the program accessible to prospective teachers across the state and nation. The Teacher Education Program has met, formally and informally, with the marketing committee about the importance of doing some specific and targeted marketing to recruit more prospective science teachers. With budgetary restraints in recent years, targeted marketing is not cost effective. However, we wanted to learn more about how to ensure our marketing budget was spent on strategies that were effective for reaching our intended clientele. Another strategy we have used to meet our goal of

educating more science teachers, is surveying students who are in their first semester or two at Mayville State and asked them why they selected our university. We quickly learned that most students were referred to Mayville State University by a friend or family member who recommended Mayville State as a top university in the state for educating teachers. We have disaggregated the data by age, gender, and major and have worked to ensure these recruitment efforts are geared at increasing enrollment in all education programs, specifically Science, as there is a documented shortage in this area across the state. Another strategy we have used to meet our goal is to have our Science education faculty members meet with prospective students who are interested in obtaining a Science Education degree. During the 2022-2023 academic year, faculty and advisors met with 3 prospective students interested in Science education which is a relatively low number to add to the major pipeline, even if all chose to pursue their Science Education degree at Mayville State. There are currently 6 undergraduate students and 1 graduate student who are interested in Science Education majors enrolled at our institution. With support and guidance, these students will likely become Science Education completers.

6. Provide any additional comments, exceptions and explanations below:

The two Science Ed graduates completed the MAT program. No BSEd students completed during the 22-23 academic year.

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

Graduate 2 candidates.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

Graduate 2 candidates.

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2022-23\)](#)
- >> [Review Current Year’s Goal \(2023-24\)](#)
- >> [Set Next Year’s Goal \(2024-25\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year’s Goal (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Graduate 4 candidates

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

All Special Education courses are offered online so students on campus and at a distance can pursue a degree in Special Education. We have also began offering a fast-track, stand-alone Special Education degree where a teacher candidate can finish a bachelor’s degree, that leads to licensure, in 2.5 years. Previously, we only offered a double major for Special Education but with changes in state licensure laws, we have been able to recruit and retain an increased number of Special Education teachers. Our faculty members also have strong partnerships with Local Education Agencies who are providing funding for paras who want to go back to school to become Special Education teachers. Mayville State educated 7 Special Education teachers during the 22-23 academic year. Stakeholders and local special education agencies have requested that we create a fast track for special education teachers, and we will have our first graduates during the 2022-2023 academic year. We learned that it is important to be responsive to the needs of the P-12 students in our state and the voices of your stakeholders. With the shortage of Special Education teachers across the state and nation, the 2.5-year degree completion timeline, and the stand-alone program (rather than a double major requirement as was previously the case) we anticipate increased enrollment of Special Education candidates in the next few years. Data from a campus enrollment report for Fall 2023 indicates Mayville State has 17 stand-alone Special Education majors and 13 double majors which will lead to a plethora of future completers!

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

N/A

6. Provide any additional comments, exceptions and explanations below:

We continue to work with local education agencies (LEA) to build partnerships with potential paraprofessionals who want to become Special Education teachers. Our state is currently providing grants that we were awarded to help these paraprofessional finish their degrees. This will likely lead to an increase in Special Education graduates in the next several years.

Review Current Year’s Goal (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- ☒ Yes
- ☐ No

8. Describe your goal.

Graduate 3 candidates

Set Next Year’s Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- ☒ Yes
- ☐ No

10. Describe your goal.

Graduate 4 candidates

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- ☐ Yes
- ☒ No

2. Describe your goal.

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year’s Goal (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- ☐ Yes
- ☒ No

8. Describe your goal.

Set Next Year’s Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- ☐ Yes
- ☒ No

10. Describe your goal.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(\\$205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	2			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2021-22	18	171	18	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2020-21	53	164	52	98
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	4			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2022-23	5			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2021-22	22	170	22	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2020-21	65	175	65	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	3			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2022-23	5			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2021-22	20	169	20	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2020-21	62	165	60	97
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) Other enrolled students	92	169	82	89
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2022-23	68	176	68	100
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2021-22	40	174	40	100
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2020-21	27	165	27	100
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) Other enrolled students	90	172	83	92
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2022-23	67	176	67	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2021-22	35	173	35	100
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2020-21	15	172	15	100
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students	91	160	73	80
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2022-23	67	165	67	100
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2021-22	38	165	36	95
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2020-21	18	166	18	100
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	4			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	19	169	17	89
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2021-22	13	168	13	100
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2020-21	10	172	10	100
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	6			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2022-23	47	169	43	91
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2021-22	29	165	27	93
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2020-21	52	166	47	90
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5436 -GENERAL SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	8			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	3			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	15	178	15	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	21	177	21	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21	25	175	23	92
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	3			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2022-23	19	165	17	89
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2021-22	13	165	12	92
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2020-21	10	167	10	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	5			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23	47	176	45	96
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	29	170	28	97
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	52	172	51	98
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2022-23	5			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5383 -SE TEACH STUDENTS W LEARNING DISAB Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5383 -SE TEACH STUDENTS W LEARNING DISAB Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5383 -SE TEACH STUDENTS W LEARNING DISAB Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5692 -SE: EARLY CHILDHOOD EARLY INTERVENTION Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5691 -SE: PRESCHOOL EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5372 -SE: TEACH STUDENTS W BEH DIS EMOTION DIST Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	3			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(\\$205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	82	75	91
All program completers, 2021-22	64	58	91
All program completers, 2020-21	85	75	88

Provide the following information about the approval or accreditation of your teacher preparation program. [\(§205\(a\)\(1\)\(D\), §205\(a\)\(1\)\(E\)\)](#)

Note: This section is preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- ☒ Yes
- ☐ No

If yes, please specify the organization(s) that approved or accredited your program:

- ☒ State
- ☒ CAEP
- ☐ AAQEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ☐ Yes
- ☒ No

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(\\$205\(a\)\(1\)\(F\)\)](#)

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

☒ Yes

☐ No

b. use technology effectively to collect data to improve teaching and learning

☒ Yes

☐ No

c. use technology effectively to manage data to improve teaching and learning

☒ Yes

☐ No

d. use technology effectively to analyze data to improve teaching and learning

☒ Yes

☐ No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

At the beginning of the teacher education program, teacher candidates engage in assignments within their EDUC 272: Educational Technology class. These assignments equip them with the skills to seamlessly integrate technology into instruction, thereby enhancing student learning and engagement. Throughout methods courses, instructors outline and model how technology can be effectively utilized in major projects and teaching demonstrations. Student competencies related to technology integration, data collection, management, and analysis are thoroughly documented in the TaskStream Evaluation System. This assessment process involves input from cooperating teachers, course instructors, and self-evaluations during clinical placements and lesson plan evaluations. Furthermore, these efforts align with the ISTE Standards for Educators. As part of their preparation, teacher candidates also gain familiarity with technology for instruction and assessment by completing a capstone portfolio project. This project showcases evidence of their adept and innovative use of technology. In their lesson plans written during courses and field experiences, teacher candidates explicitly indicate how technology is employed—whether for student interaction, alignment with instructional goals, differentiation, enhancing lessons, or collecting assessment data. Proficiency in technology use is determined when candidates effectively align technology with learning plan objectives and content. This evaluation occurs through common lesson plan scales during preparation and student teaching, with data collected in TaskStream at the beginning, middle, and end of the teacher education program. Evidence of teacher preparation in effective technology use for data collection, management, and analysis is apparent through assignment rubrics in the Early Childhood/Elementary Block 2 and Secondary General Education clinical experiences. During these experiences, candidates engage in collecting and analyzing student learning data, both with and without the use of technology. Additionally, all candidates analyze their own performance data within their capstone portfolio through a self-assessment rubric. To systematically ensure that all

candidates across programs are well-prepared in technology use for data, planning activities across the program have been established. End of the program assessments include an assignment in EDUC 422: Educational Assessment and practical experience during student teaching. In EDUC 422, candidates practice creating standards-based pre- and post-test diagnostic and summative assessments and analyze data using technology. Furthermore, evidence of teacher candidates' readiness to implement universal design principles is found in the assignments and evaluation of EDUC 390: Special Needs in an Inclusive Environment. In this course, candidates must achieve a grade of C or better on the key assessment. EDUC 390 focuses on response to intervention (RTI) and emphasizes the teacher's role in providing effective instruction at Tier 1 and Tier 2 levels for diverse learners. Results are disaggregated by program area and annually analyzed by faculty during data retreats. Additional evidence of skills related to universal design is obtained through InTASC teaching skill evaluations. These evaluations are completed by cooperating teachers, instructors, and students during clinical placements and specifically measure application of technology skills.

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

To prepare general education teachers to provide instruction to children with disabilities, MSU requires all teacher candidates to pass the course EDUC 390: Special Needs in an Inclusive Environment with a grade of C or higher. Evidence is found in course grades and outcomes on key assessments which are annually reviewed by faculty. The course includes interactive lessons within the class setting about laws and expectations of the general education teacher and classroom discussion about being a part of an IEP team. This course includes a five-step problem solving key assessment where teacher candidates are evaluated on their ability to scaffold their thinking, skills, and attitudes with the goal of recognizing assets and needs of learners. The five-step problem solving process is developed to support the learner’s inability: plan and problem solve, use short- and long-term memory skills, organization, focusing attention, or impulse control and self-monitoring. The teacher candidates learn about and select strategies that will be implemented to support their learners in achieving academic and social success in the classroom. Additionally, anytime general education teacher candidates complete lesson plans during their teacher preparation program, they plan differentiated activities and appropriate accommodations to meet the special needs of the students with whom the work in a documented section. This is documented on the lesson planning template. This is displayed in the candidate’s capstone e-portfolio as lesson plans are selected as artifacts to showcase knowledge and skills. Additionally, the elementary education program includes a built-in minor in special education, with the option for an additional specialization to ensure teacher candidates are proficient in effectively teaching students with disabilities.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

To prepare general and special education teachers to provide instruction to children with disabilities, dual certification programs in Early Childhood Special Education, Elementary Special Education and Secondary Special Education and stand-alone Special Education programs are offered at Mayville State University. The goal of the special education program is to prepare teacher candidates for entry into special education professional practice with the knowledge and skills to practice safely, ethically and effectively with a multi-categorical population of students with special needs. These programs are designed so that teacher candidates master appropriate core academic subject matter as well as be prepared for the complex challenges of teaching individuals with exceptional learning needs. To effectively train future special education teachers, the program is backwards designed from the Council for Exceptional Children (CEC) Initial Level Special Educator Preparation Standards. This includes the knowledge and skill indicators of the General and Independence Curriculum Combined. Teacher candidates must prove proficient in knowledge and skills on multiple course-based assessments, disposition evaluations, clinical placement evaluations, standardized Praxis exams, and 5 key summative performance assessments. Training to lead IEP teams is included in disability-specific courses for Special majors, specializations, and minors (SPED 382: Intellectual Disabilities, SPED 384: Emotional Disturbance, and SPED 386: Learning Disabilities) to address CEC Standard 7: Collaboration. Skills in leading IEP teams are evaluated during student teaching observation and cooperating teacher evaluation.

c. Effectively teach students who are limited English proficient.

To prepare general education teachers to provide instruction to EL students, teacher candidates must successfully complete EDUC 380: Teaching English Language Learners. This course includes a lesson plan key assessment where teacher candidates are evaluated on their ability to use language development tools in planning and instruction, including strategies for making content accessible to ELLs and for evaluating and supporting the EL students’ development of English proficiency. The 2-credit EDUC 380 course can transfer to an EL endorsement program at other institutions which is recommended by professional academic advisors for teacher candidates interested in the ELL endorsement. Teacher candidates can also elect to complete a Title I reading endorsement in which case studies and teaching simulations about ELL students are included. The teacher preparation curriculum also integrates effective teaching methods for ELs into Early Childhood and Elementary courses for methods and language

arts, the Secondary Content Area Reading course, and the course Human Relations/Cultural Diversity that is required of all candidates. Finally, MSU also tracks data on students' demographic information from teacher-completed forms completed during field experiences to ensure candidates in MSU programs interact with a variety of diverse students.

2. Does your program prepare special education teachers?

- ☒ Yes
☐ No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

The goal of the special education program is to prepare teacher candidates for entry to special education professional practice with the knowledge and skills to practice safely, ethically, and effectively with a multi-categorical population of students with special needs. The program consists of a double major in early childhood, elementary, and secondary as well as a stand-alone major in special education. Candidates must master appropriate core academic subject matter and be prepared for the complex challenges of teaching individuals with exceptional learning needs. The special education program seeks to prepare students to: apply specialized pedagogical knowledge and skills, master appropriate core academic subject matter content, demonstrate instructional strategies and assessments that are developmentally appropriate for diverse learners, observe, document, and analyze characteristics, behaviors and learning environments of populations with special needs, apply effective verbal and non-verbal communication, multi-media, computers, and current technology skills in specialized settings, and demonstrate professional dispositions and ethical practice through collaborative interactions with students, colleagues, and stakeholders.? The CEC Initial Special Educator Preparation Standards for Individualized General Curriculum (IGC) and Individualized Independence Curriculum (IIC) are aligned to the InTASC standards and reflect the integrated and inclusive approach to teacher preparation for early childhood, elementary, and secondary special educators. Special Education syllabi, course objectives, and course assignments are aligned to CEC and InTASC standards.? Students completing a double major will be certified as an entry-level special educator (strategist). They must complete the essential studies requirements for the baccalaureate degree and professional education core requirements as established for early childhood education, elementary education, and secondary education degrees. Secondary education requires additional study in the content area of choice. Stand-alone special education majors need to complete the essential studies requirements for the baccalaureate degree and professional education core requirements. Special education double majors must complete at least 5-semester hours of student teaching in special education in addition to the 10-semester hour core requirement.? Stand-alone special education majors must complete at least 10 semester hours of student teaching in the special education classroom. The special education major is offered entirely online and the ability to take select courses on campus. There is a mix of 8 and 16-week courses. This major can be added to existing baccalaureate degrees with a minimum of 30 unduplicated additional credits.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Mayville State University requires all special education teacher candidates to pass the course EDUC 390: Special Needs in an Inclusive Environment with a C or better. Evidence is found in course grades and outcomes on key assessments. The course includes interactive lessons within the class setting about laws and expectations of the general education and special education teacher and classroom discussion about being a part of an IEP team. Another effective strategy is the integration of differentiated instruction and effective methods based on universal design for learning across all methods courses. This is displayed in the candidate's capstone e-portfolio. Special Education majors are participating in IEP team meetings preparing and collaborating with service providers, parents, students, and administration to meet the needs of the individual student. This is required as part of their experience during student teaching.

c. Effectively teach students who are limited English proficient.

To prepare special education teachers to provide instruction to EL students, candidates must successfully complete EDUC 380: Teaching English Language Learners. The teacher preparation curriculum also integrates effective teaching methods for ELs into Early Childhood and Elementary courses for methods and language arts, the Secondary Content Area Reading course, and the course Human Relations/Cultural Diversity that is required of all candidates. Special education teacher candidates can also elect to complete a Title I reading endorsement in which case studies and teaching simulations about EL students are included. Because of the nature of special education intervention strategies addressing the needs of individuals with language learning needs, many strategies learned in the special education program assist teacher candidates in working with ELs.

Contextual Information

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Mayville State University is a fully accredited four-year public institution, with graduate and undergraduate teaching programs, located in the rural community of Mayville, North Dakota (population 2,500). The university was established as a normal school in 1889 by the state constitution to prepare teachers and is a part of the North Dakota University System (NDUS), a unified system of higher education governed by the State Board of Higher Education (SBHE). As a small, public institution, Mayville State is strategically positioned between the state’s two large research institutions. Mayville State is dedicated to excellence in teaching, service, and scholarship in dynamic, inclusive, and supportive learning environments that are individually focused. We offer quality undergraduate and graduate programs enriched with practical experiences to prepare all learners for a global economy. The purpose of Mayville State is: (1) To provide academic programs and services that address contemporary career and workforce opportunities; (2) To maintain collaborative relationships with schools, employers, and communities which contribute to the economic growth and social vitality of North Dakota; (3) To deliver flexible programs, instruction, and student services to meet the needs of the individual; and (4) To cultivate an environment that supports creativity, intellectual curiosity, lifelong learning, service, and an appreciation of diversity. Mayville State University is currently working on updating the strategic plan with a focus on optimizing financial health, designing innovative and flexible programing, increasing engagement and support for student success, and pursuing an optimal learning, living, and working environment. Some distinguishing features of the Mayville State Teacher Education program are its rural location that provides both support and challenges, strong support from area schools evidenced by partnerships in candidate experiences and initiatives, the ability to provide responsive personal service (a noted feature of the university), affordability, value, and an unrivalled level of personal service from faculty and staff. Extended community support for the teacher education program is evidenced in member participation in campus events. Also, certificate, AA, BA, BSEd, and MAT distance and online programs are well-established at Mayville State and support the needs and interests of rural ND residents. Mayville State University is a member of the North Dakota University System (NDUS), a unified system of higher education governed by the ND SBHE led by the chancellor. The president is the chief administrative officer of Mayville State and leads a cabinet to oversee academic, business, athletic, student support services, research, assessment, foundations, and marketing. Mayville State functions through student-faculty-staff committees that review and recommend policy to the Faculty Association. Mayville State has six academic divisions including: Division of Business, Division of Education, Division of Liberal Arts, Division of Health, Physical Education, & Recreation, Division of Science & Math, and Division of Nursing. The EPP/Division of Education is led by the Dean and Chair who reports to the Vice President for Academic Affairs. The Accreditation Coordinator, Student Placement and Data Management Coordinator and Program Teams (Early Childhood, Elementary and Special Education), along with the Teacher Education Committee, work collaboratively on program planning, policy, curriculum and program improvement, admission and retention, and partnerships with area schools to support EPP programs and clinical experiences. Mayville State University hosted a Council for the Accreditation of Educator Preparation (CAEP) visit in the spring of 2020 and received notification of continued accreditation of our teacher education programs through 2027. The final report showed a clear accreditation with no stipulations or areas for improvement. Through the CAEP process, our teacher education program provides an annual update of four measures related to accountability. Public information regarding annual reporting measures is available on the following website: <https://mayvillestate.edu/academics/teacher-education/eppaccreditation/> Attached are the 2024 CAEP Annual Report, Program Approval from the North Dakota Education Standards and Practices Board (ND ESPB), and current teacher education handbook.

Supporting Files

CAEP Annual Report (2024)	
NDESPB Annual Report Form (2024)	
Mayville State Teacher Education Handbook (2024)	

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you’d like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Brittany Hagen

TITLE:

CAEP Accreditation Coordinator and Associate Professor of Education

Certification of review of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Kayla Smith

TITLE:

Placement & Data Management Coordinator