

ND

Mayville State University
Traditional Report AY 2023-24
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

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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

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. The pilot study using the competency menu was approved through the 2024 – 2025 school year. An extension has been requested for the 2025 – 2026 school year through ESPB.

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

Element	Admission	Completion
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
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. The pilot study using the competency menu was approved through the 2024 – 2025 school year. An extension has been requested for the 2025 – 2026 school year through ESPB.

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 2023-24. ([§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

Programs with student teaching models (most traditional programs)

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)

3.42

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

4

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

106

Number of students in supervised clinical experience during this academic year

73

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 4, part-time faculty is 4, and full-time faculty is 9. The number of students a university supervisor mentors ranged from 1 to 10 during the 23-24 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 41 credits and divide that by a full time 12 credit load and you get 3.42.

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

2023-24 Total	
Total Number of Individuals Enrolled	183
Subset of Program Completers	73

Gender	Total Enrolled	Subset of Program Completers
Male	41	14
Female	141	59
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	8	0
Asian	2	0
Black or African American	1	0
Hispanic/Latino of any race	1	1
Native Hawaiian or Other Pacific Islander	0	0
White	162	68
Two or more races	4	4

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	5	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 2023-24.

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 2023-24

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	3
13.1202	Teacher Education - Elementary Education	31

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	15
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	6
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	3
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	11
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	2
13.1317	Teacher Education - Social Science	5
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify: 	0

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2023-24. 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 2023-24

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	3
13.1202	Teacher Education - Elementary Education	31
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	15
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	6
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	3

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	11
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	2
13.1317	Teacher Education - Social Science	5
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify: 	0
01	Agriculture	0
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0
09	Communication or Journalism	0

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	0
12	Personal and Culinary Services	0
14	Engineering	0
16	Foreign Languages, Literatures, and Linguistics	0
19	Family and Consumer Sciences/Human Sciences	0
21	Technology Education/Industrial Arts	0
22	Legal Professions and Studies	0
23	English Language/Literature	0
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	0
27	Mathematics and Statistics	0
30	Multi/Interdisciplinary Studies	0
38	Philosophy and Religious Studies	0
40	Physical Sciences	0
41	Science Technologies/Technicians	0
42	Psychology	0
44	Public Administration and Social Service Professions	0
45	Social Sciences	0
46	Construction	0
47	Mechanic and Repair Technologies	0
50	Visual and Performing Arts	0
51	Health Professions and Related Clinical Sciences	0
52	Business/Management/Marketing	0
54	History	0

CIP Code	Academic Major	Number Prepared
99	Other Specify: 	0

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:

Mayville State University's teacher preparation program is strategically aligned with the identified needs of local and state education agencies, as demonstrated by our focused response to critical shortage areas. By analyzing past hiring and recruitment trends documented in the North Dakota Education Standards and Practices teacher licensing board's annual statements, nearby states' shortage areas, and shortage areas identified at the national level, Mayville State University has developed and maintained rigorous programs in Early Childhood, Elementary Education, Secondary Education, and Special Education, areas where our completers are most likely to be employed and serve in identified shortage areas. Our program curriculum is designed with the practical needs of local, state, and national schools needs and the day-to-day instructional decisions new teachers encounter in their classrooms. This relevance is achieved through purposeful coursework and targeted field experiences that bridge theory with

classroom application. For prospective Special Education teachers, our fast-track standalone degree and Master's program ensure thorough preparation in core academic subjects, equipping graduates to provide effective content instruction across disciplines to students with special needs. Mayville State prepares all prospective general education teachers to provide meaningful instruction to students with special needs through dedicated coursework that addresses differentiation strategies, accommodations, and inclusive classroom practices. Similarly, our teacher candidates develop specific competencies for instructing limited English proficient students, with coursework and key assessments that emphasize language acquisition strategies and culturally responsive teaching methods. Our program also places emphasis on preparing general education teachers to promote academic success regardless of socioeconomic background through evidence-based approaches. Through our diverse program delivery options—including on-campus, online, traditional, and accelerated pathways—Mayville State University ensures our teacher candidates gain practical experience in varied settings, including urban, suburban, and rural schools, preparing them for the specific challenges and opportunities these environments present. Finally, the Master of Arts in Teaching (MAT) program specifically addresses workforce demands by creating pathways for career-changers with bachelor's degrees, particularly those transitioning from non-education fields into Secondary Education classrooms. Mayville State University continues to expand its capacity to meet the evolving needs of educational agencies throughout our service area.

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 \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in mathematics in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Graduate 2 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 was 1 undergraduate and 0 graduate Math Education completers this academic year. Currently, there are 13 Math Education majors enrolled in our program (8 at the undergraduate level and 5 at the graduate 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. During this academic year, marketing money has been set aside to ensure Mayville State University rises near 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 and nationally. 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 2023-2024 academic year, faculty and advisors met with 5 prospective students interested in Math Education. We are hopeful those visits will turn into enrolled Comets in Math Education!

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 13 Math Education majors enrolled and admitted in our program which will add to our complete pool in future semesters.

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in mathematics in 2024-25? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

Graduate 4 math teachers.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in mathematics in 2025-26? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

Graduate 3 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 \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in science in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Graduate 2 candidates.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

There was 1 undergraduate and 1 graduate Science Education completers this academic year. Currently, there are 6 Science Education majors enrolled in our program (6 at the undergraduate level and 0 at the graduate level). Offering all of our science content and 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. We are happy to report that the marketing committee has set aside funds to pay for Google ads to ensure our Science Education program rises near the top when someone Googles “online science education”. 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 and nation. 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 2023-2024 academic year, faculty and advisors met with 5 prospective students interested in Science education

which will hopefully select Mayville State to pursue their degrees. There are currently 6 undergraduate students and 0 graduate students who are interested in Science Education majors enrolled at our institution. With support and guidance, these students will likely become Science Education completers in the next year or two.

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:

One of the Science Ed graduates completed the MAT graduate program while the other completed the BSED undergraduate program.

Review Current Year’s Goal (2024-25)

7. Is your program preparing teachers in science in 2024-25? If no, leave the next question blank.

- ☒ Yes
- ☐ No

8. Describe your goal.

Graduate 2 candidates.

Set Next Year’s Goal (2025-26)

9. Will your program prepare teachers in science in 2025-26? 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 \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

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 (2023-24)

1. Did your program prepare teachers in special education in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Graduate 3 candidates

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

Yes, we graduated 3 students (2 stand alone, 1 double with elementary)! 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. We are also partnering with ND Department of Public Instruction to support paraprofessionals seeking a Special Education degree through both the Para-to-Teacher scholarships and the RAP-T Apprenticeship program. Mayville State educated 3 Special Education teachers during the 23-24 academic year. Stakeholders and local special education agencies have requested that we create a fast track for special education teachers, and we had 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, partnerships with ND DPI, 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 2024 indicates

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 (Para-to-Teacher and RAP-T) that we were awarded to help these paraprofessionals finish their degrees. This will likely lead to an increase in Special Education graduates in the next several years.

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in special education in 2024-25? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

Graduate 4 candidates

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in special education in 2025-26? 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 \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in instruction of limited English proficient students in 2023-24?

If no, leave remaining questions for 2023-24 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 (2024-25)

7. Is your program preparing teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- ☐ Yes
- ☒ No

8. Describe your goal.

Set Next Year’s Goal (2025-26)

9. Will your program prepare teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- ☐ Yes
- ☒ No

10. Describe your goal.

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.

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](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2023-24	1			
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
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2022-23	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2021-22	22	170	22	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2023-24	1			
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
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) Other enrolled students	45	166	37	82
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2023-24	59	169	53	90
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
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) Other enrolled students	47	168	39	83
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2023-24	57	169	51	89
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2022-23	67	176	67	100
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2021-22	35	173	35	100
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students	40	160	30	75
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2023-24	58	160	47	81
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2022-23	67	165	67	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2021-22	38	165	36	95
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	2			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2023-24	15	168	14	93
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
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	4			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2023-24	30	162	26	87
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
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2023-24	6			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2021-22	1			
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			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5436 -GENERAL SCIENCE Educational Testing Service (ETS) Other enrolled students	1			
ETS5436 -GENERAL SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2023-24	3			
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			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	3			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	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			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	11	153	11	100
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	4			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2023-24	22	171	19	86
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	15	178	15	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	21	177	21	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	1			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2023-24	15	166	14	93
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
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	3			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2023-24	28	171	27	96
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
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) Other enrolled students	1			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2023-24	5			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	1			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2023-24	2			
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			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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			
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			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	5			
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			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	1			

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.

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](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2023-24	73	56	77
All program completers, 2022-23	82	75	91
All program completers, 2021-22	64	58	91

Low-Performing

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.

Mayville State's Teacher Education Program systematically prepares candidates to integrate technology effectively throughout their teacher training. Beginning with EDUC 272: Educational Technology, candidates develop foundational skills for seamless technology integration. Methods courses in all programs build upon this foundation, with instructors modeling effective technology use in major projects and teaching demonstrations. All instructional and assessment efforts align with ISTE Standards for Educators. Throughout the program, candidates demonstrate technological integration in lesson plans during coursework and field experiences. These plans explicitly document how technology supports student interaction, instructional goals, differentiation strategies, and assessment methods. Candidates' proficiency is evaluated through common lesson plan scales, with data collected in TaskStream at program entry, midpoint, and completion. The culminating Capstone Portfolio project, completed at the end of student teaching, demonstrates candidates' proficiency in technology integration across various educational contexts. Our program prepares candidates to implement universal design principles primarily through EDUC 390: Special Needs in an Inclusive Environment. This course emphasizes response to intervention (RTI) and effective instruction at Tier 1 and Tier 2 levels for diverse learners. Candidates must achieve 80% or better on the Five Step Problem Solving key assessment as a benchmark for proficiency. Additional evidence comes from InTASC Skills of Teaching Observation Tool evaluations completed during clinical placements by cooperating teachers, instructors, and candidates themselves. Candidates' abilities to use technology for data purposes develop through multiple channels: clinical experiences where they collect and analyze student learning data; EDUC 422: Educational Assessment course; authentic application during student teaching; and self-assessment within their capstone portfolio. The TaskStream Evaluation system comprehensively documents these competencies, incorporating triangulated feedback from multiple sources. Mayville State's Teacher Education

Program employs a comprehensive approach to preparing technology-proficient educators through strategically sequenced coursework, authentic field experiences, and rigorous assessment practices. From foundational technology skills to advanced data analysis applications, candidates develop and demonstrate competencies aligned with national ISTE standards. Our emphasis on universal design principles ensures graduates can effectively serve diverse learners. Through continuous data collection, analysis, and program improvement, we maintain a teacher preparation program that equips candidates with the technological knowledge and skills essential for enhancing student achievement in today's educational environments.

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

Mayville State prepares general education teachers to effectively instruct children with disabilities through multiple strategic approaches. All teacher candidates must pass EDUC 390: Special Needs in an Inclusive Environment with a grade of C or higher. This course features interactive lessons on relevant laws, teacher expectations, and IEP team participation. A cornerstone of this preparation is the Five-Step Problem Solving key assessment, which evaluates candidates’ ability to identify learner assets and needs while developing appropriate support strategies. This assessment specifically addresses how to support students with challenges in planning, memory skills, organization, attention, impulse control, and self-monitoring. Throughout the program, Mayville State teacher candidates document differentiated activities and accommodations in all lesson plans, demonstrating ongoing application of inclusive teaching principles. This documentation appears in the lesson planning template and is showcased in candidates’ capstone e-portfolios as evidence of their knowledge and skills. Both of these instruments are evaluated using valid and reliable rubrics. Course grades and key assessment outcomes are reviewed annually by faculty to ensure program effectiveness and determine continuous improvement steps.

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 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 the key assessment. 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 also displayed in the candidate’s capstone e-portfolio. Education majors are encouraged to participate in IEP meetings during their practicum and student teaching experiences to help them learn how to prepare and collaborate with service providers, parents, students, and administration to meet the needs of individual students.

c. Effectively teach students who are limited English proficient.

Mayville State University prepares teacher candidates to effectively instruct limited English proficient students through coursework and practical application of theory. All teacher candidates must successfully complete EDUC 380: Teaching English Language Learners by earning a grade of C or higher. This course features a key assessment where candidates demonstrate their ability to use language development tools in planning and instruction, implement strategies for making content accessible to ELLs, and evaluate and support English language proficiency development. This 2-credit course is designed to transfer to EL endorsement programs at partner institutions, which our professional academic advisors recommend to candidates interested in specializing in this area. Beyond this dedicated course, ELL instructional strategies are integrated throughout our teacher preparation curriculum through Early Childhood and Elementary methods (EDUC 301) and language arts (EDUC 318 and 319) courses, a Secondary Content Area Reading course (EDUC 426), and a Human Relations/Cultural Diversity course (EDUC 381) which is required for all candidates. Candidates may further enhance their preparation by completing a Title I reading endorsement, which includes case studies and teaching simulations focused on ELL students with the addition of the EDUC 351 Remedial Reading Practicum course. To ensure our candidates gain practical experience with diverse learners, MSU systematically tracks demographic information from teacher-completed forms during field experiences. This monitoring process allows us to verify that all candidates interact with a variety of student populations, including English language learners, throughout their preparation program.

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

Mayville State University's Special Education program prepares teacher candidates for effective professional practice with multi-categorical populations of students with special needs. Our program is structured through multiple pathways including: double majors in early childhood, elementary, and secondary education with special education, a stand-alone special education major, or an add-on option for existing baccalaureate degrees (minimum 30 unduplicated additional credits). Our Special Education Program curriculum is intentionally aligned with the Council for Exceptional Children (CEC) Initial Special Educator Preparation Standards and the Interstate Teacher Assessment and Support Consortium (InTASC) standards. This alignment ensures candidates develop crucial competencies in specialized pedagogical knowledge and skills, mastery of core academic subject matter, developmentally appropriate instructional strategies and assessments for diverse learners, ability to observe, document, and analyze characteristics and learning environments of special needs populations, effective communication and technology skills for specialized settings, and professional dispositions and ethical practices through collaborative interactions. The program features several clinical experiences. Methods courses for Intellectual Disabilities, Emotional Disturbances, and Learning Disabilities require a 60-hour practicum experience for each course where candidates apply evidence-based instructional and assessment strategies for working with students with special needs. Double majors complete at least 5 semester hours of student teaching in special education settings (beyond the 10-semester hour core requirement), while stand-alone majors complete a minimum of 10 semester hours in special education classrooms. Graduates earning the double major are certified as special education strategists. Secondary education candidates complete additional study in their chosen content area. The program offers flexible delivery through a combination of online courses (8-week and 16-week formats) with select on-campus options.

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 prepares Special Education teacher candidates to effectively participate in Individualized Education Program (IEP) teams through comprehensive programming and targeted coursework. Our institution offers dual certification programs in Early Childhood Special Education, Elementary Special Education, and Secondary Special Education, along with stand-alone Special Education programs. These programs are backwards designed from and aligned to the Council for Exceptional Children (CEC) Initial Level Special Educator Preparation Standards, including knowledge and skill indicators from the General and Independence Curriculum Combined. Specific training for IEP team participation is embedded throughout the curriculum, with particular emphasis in disability-specific courses including: SPED 382: Intellectual Disabilities, SPED 384: Emotional Disturbance, and SPED 386: Learning Disabilities. These courses directly address CEC Standard 7: Collaboration, providing candidates with the knowledge and skills necessary for effective teamwork in developing and implementing individualized education programs. Candidates also demonstrate proficiency through multiple assessment methods learned in courses and applied in field experiences including key assessments, Disposition evaluations, CEC Skills evaluations, and Standardized Praxis exams. Finally, skills in IEP team participation and leadership are formally evaluated during student teaching through direct observation and cooperating teacher and university assessment, ensuring graduates are prepared for the complex challenges of collaborating with multidisciplinary teams to serve students with exceptional learning needs.

c. Effectively teach students who are limited English proficient.

To effectively teach students who are limited English proficient, Mayville State University equips Special Education teacher candidates with the specialized knowledge and skills to effectively serve students who are developing English proficiency while perhaps managing learning disabilities or other exceptional needs. All Special Education candidates must successfully complete EDUC 380: Teaching English Language Learners. This foundational course provides essential strategies for addressing the unique needs of students with limited English proficiency. The preparation extends beyond this dedicated course through strategic integration of EL instructional methods throughout the curriculum such as: having Early Childhood and Elementary methods and language arts courses required that incorporate specific strategies for supporting language development alongside academic content, implementing a Secondary Content Area Reading course that addresses content literacy for diverse learners, and requiring a Human Relations/Cultural Diversity course for all candidates to build cultural competence for working with linguistically diverse families. Special education candidates benefit from the natural alignment between specialized intervention approaches and EL instructional needs. Many evidence-based Special Education strategies—such as scaffolded instruction, visual supports, explicit vocabulary development, and progress monitoring—are particularly effective for supporting English language learners and these strategies are introduced and implemented throughout the program. Finally, candidates may further enhance their preparation by completing a Title I reading endorsement, which includes targeted case studies and teaching simulations focused specifically on supporting EL students with learning challenges.

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. Mayville State University currently enrolls 1078 students, with 329 of those being declared Education majors. 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, & Agribusiness, 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 2025 CAEP Annual Report, Program Approval from the North Dakota Education Standards and Practices Board (ND ESPB), and current teacher education handbook.

Supporting Files

Mayville State-Teacher Education Handbook-2024-2025	
Mayville State-ESPB Reading Competencies Report (2025)	
CAEP Annual Report-MSU-2025	

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:

Dr. Brittany D. Hagen

TITLE:

CAEP Accreditation Coordinator

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:

Director of Student Placement and Data Manager