Graduate Student Handbook

Revised September 2026



Mayville State University

www.mayvillestate.edu

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Welcome

Welcome to exploring our graduate programs at Mayville State University (MSU)! Whether you are a potential student inquiring into our Master of Education (M.Ed.) or Master of Arts in Teaching (MAT), a current student searching for information, or a faculty member reviewing policies and procedures, we hope you feel welcome and supported in our department and university!

We intend for this handbook to provide purpose, overview of policies/procedures, common systems used, and clarity that ensure your educational experiences are fruitful. The handbook is a resource for selection of courses, tracking of requirements for graduation, and application of teacher certification, if applicable. However, if you cannot find answers in this handbook or encounter any problems at any point in your progress, please contact the Division of Education for assistance.

Handbook Disclaimer

While every effort has been made to ensure accuracy of the information enclosed, this handbook is updated as necessary. The Mayville State University Division of Education reserves the right to make changes at any time with respect to course offerings, degree requirements, services, policies, and/or any other subject addressed in this document. Amendments may be added as deemed necessary. The information enclosed is provided solely for the convenience of candidates and readers. This Graduate Student Handbook supersedes all previous versions of the handbook. Candidates are accountable for familiarizing themselves with its contents and for compliance with the policies and procedures contained within.

Mission, Purpose, and Core Values of Mayville State University

Mission of Mayville State University: Mayville State University 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 master's programs enriched with practical experiences to prepare all learners for a global economy. Approved by SBHE November 2016.

Purposes of Mayville State University: The purposes of Mayville State University are to:

- Provide academic programs and services that address contemporary career and workforce opportunities.
- Maintain collaborative relationships with schools, employers, and communities which contribute to the economic growth and social vitality of North Dakota.
- Deliver flexible programs, instruction, and student services to meet the needs of the individual.
- Cultivate an environment that supports creativity, intellectual curiosity, lifelong learning, service, and an appreciation of diversity.

Mayville State University Core Values: Our Dedication to Personal Service: Mayville State University, since its beginning in 1889, has embraced the philosophy of personal service, the foundation of our core values. These values guide how we perform our work and conduct ourselves every day with all of our stakeholders.

- We act with integrity in all we do. We demonstrate integrity through honesty and loyalty to our institution, high ethical standards, respect for others, being responsible and accountable for our actions, and having open communication.
- We are student focused. We provide individualized support that is responsive to the needs of students, and results in their success.
- We are committed to teaching and learning excellence. We engage in transformational experiences, supportive learning environments, scholarly opportunities, and collaborative relationships.
- We promote and value an open and diverse community. We foster partnerships across our local, regional, and global communities. We respect all individuals through our small-town campus culture that supports a sense of family.
- We integrate leadership in all we do. We encourage individuals to develop and strengthen leadership skills and abilities, while providing opportunities to enhance the common good.

Teacher Education Program Mission Statement: The Division of Education is committed to creating a collaborative culture that frames the development of teacher candidates' knowledge, skills and dispositions through intentional, dynamic, integrated, and diverse teaching and learning experiences that support personalized, professional growth to positively impact learners.

Teacher Education Program Vision Statement: To be a leader in educator preparation through transformative, relevant programming, learner-centered pedagogy, and partnerships that enable unique opportunities for quality experiences supportive to learning and leadership.

Teacher Education Conceptual Model



Diagram 1: Reflective Experiential Model (1990)

The *Reflective Experiential Teacher* conceptual framework, as graphically represented in Diagram 1, was designed and adopted by the EPP in 1990 to be used for all teacher education programs. Use of the framework supports the inclusion of effective, research-based teaching strategies throughout the unit. It is based upon a belief that teacher candidates develop the ability to reflect on and apply current research findings, theoretical knowledge, and effective teaching practices. Candidates learn how to use inquiry to question and test hypotheses in simulated and clinical experiences with subsequent reflective exercises that develop their ability to analyze and think critically. Recognizing that growth is fundamental to teaching and learning, the unit reviews the conceptual framework regularly. This resulted in acknowledgment of the framework's continued value in support of standards-based learning outcomes candidates are expected to meet. The framework is used to guide continual improvement based upon adopted assessment procedures, research, and the Interstate Teacher Assessment and Support Consortium (InTASC) standards. In addition to developing skills in communication, collaboration, critical thinking and creativity, designated as the 4 C's of 21st century learning (Beers, 2011; Hayes Jacobs, 2010) two additional 'C's, competency and culture, were deemed critical to the quality criteria representative of Mayville State University's Teacher Education Program.

Rationale for the Reflective Experiential Teacher

Student Learning Outcomes (SLO's) within the Division of Education provide the foundation for teaching and learning with a focus on 21st century skills. SLO's were developed from research on educator preparation (InTASC) and provide the foundation for framing Mayville State University's Educator Preparation Program using The Reflective Experiential Teacher Model. Additional content area SLO's established for secondary education majors serve as measures for those programs. The acquisition of competencies in knowledge, skills, and disposition to become a professional educator require teacher candidates to think critically and reflectively on theory, practices, and experiences within social, cultural, and environmental contexts for teaching and learning. The Teacher Education Committee identified outcomes for teacher candidates to embrace the importance of critical thinking skills, the application of bringing theory to practice using acquired knowledge and skills, and developing a positive self-concept, self-esteem and attitude towards teaching and learning. To ensure these outcomes are met, the framework used by the Teacher Education Program is The Reflective Experiential Teacher Model which supports the characteristics and needs of the candidates in the Teacher Education Program.

Faculty guide teacher candidates to develop reflective abilities throughout their specific education programs with "critical input experiences" (Marzano, 2017) supported by instructor modeling and subsequent opportunities for teacher candidates to practice in both classroom and clinical experiences. The completion of several clinical and field experiences in diverse, multi-cultural contexts throughout education degree programs add a comprehensive approach to the teacher candidate's growth and learning within The Reflective Experiential Teacher Model framework. Candidates observe a variety of instructional techniques used by teachers in P-12 classrooms and reflectively learn to appreciate the connections they make between theory learned and strategies observed and practiced. Reflection, defined within the framework, is an active process that promotes learning; An idea Dewey (1933) agreed with defining reflection as "active, persistent and careful consideration of any belief of supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends" (p. 9).

The inclusion of clinical and field experiences throughout the Teacher Education Program supports teacher candidates in changing their frame of reference, or habits of mind (Cranton, 2006) becoming more perceptive to reflectively think comprehensively and inclusively about experiences. Mezirow's (1997) transformative learning theory (TL) recognizes the growth of a learner in the type of meaningful understandings Wiggins and McTighe (2005) discuss with the 6 facets of understanding used to ground teacher candidate's work with lesson planning that focuses on the inclusion of multiple perspectives and critical thinking. Transformative learning, a "uniquely adult" learning theory (Taylor as cited in Cranton, 2006, p. 52) revolves around two elements: critical reflection and critical discourse (Kitchenham, 2008).

The Reflective Experiential Teacher Model is supported by research on transformative learning as the elements of reflection and dialogue are evidenced throughout instruction and clinical experiences of Mayville State University's Teacher Education Program. Teacher candidates at Mayville State University have experienced teaching and learning throughout their preparatory years in school, many coming from small, rural communities in North Dakota and insights on teaching and learning may be limited when students begin the Teacher Education Program. Teacher candidates draw upon their background knowledge and transform their ideologies of teaching and learning when studied theory, research-based practices and experiences lead them to new understandings.

The Reflective Experiential Teacher Model is used to frame the development of courses and learning experiences in the Teacher Education Program which are measured in the Student Learning Outcomes (SLO's) that have been developed by the Teacher Education Committee. All SLO's are measured by rigorous course and program reviews in a comprehensive assessment system to guide continued improvement and development based upon reflective analysis of student data.

Application of "The Reflective Experiential Teacher" Model

The Division of Education is accredited by the Council for Accreditation of Educator Preparation (CAEP) and the Higher Learning Commission. Accreditation process that accredits Mayville State University, assures quality and supports continuous program improvement. Under the Division's conceptual framework, "The Reflective Experiential Teacher" graduate candidates combine personal experiences and professional educator experiences as they construct new knowledge (say something about double loop learning) (knowledge, skills and disposition) as they reflect on both. This framework is used to guide and direct all program design and enhancement, through the continual process of providing candidates with the correct curriculum and experiences need- ed to prepare them for the realities of diverse classrooms.

Graduate Program Conceptual Framework

Mayville State University's Division of Education Graduate Program has adopted a constructivist leadership framework as the guiding philosophy for our Master of Education (MEd) and Master of Arts in Teaching (MAT) programs. This framework drives our objective to develop educational leaders who can navigate the complex, adaptive challenges facing today's schools and communities. Constructivist leadership, defined as "reciprocal learning processes that enable participants in a community to construct meaning towards a shared purpose," (O'Brien, 2016)

transcends traditional hierarchical models of leadership by recognizing that all members of an educational community possess the capacity and responsibility to contribute to collective growth and transformation. This approach aligns seamlessly with our existing Reflective Experiential Teacher Model while deepening our commitment to developing leaders who can facilitate meaningful change through collaborative meaning-making.

At the heart of our constructivist leadership framework are seven key principles (Lambert et al., 2002) that will guide all coursework and experiences in our graduate programs:

1. Learning is built through real, meaningful experiences.
2. Learners create personal meaning from experiences based on their perspectives.
3. Activities should connect to learners' prior knowledge, beliefs, and experiences.
4. Culture, race, and socioeconomic factors strongly shape learning.
5. Collaboration and shared inquiry deepen understanding.
6. Reflection and thinking about thinking (metacognition) are essential for growth.
7. Learners actively assess and monitor their own progress.

These principles ensure that our graduate students don't simply acquire leadership techniques but instead learn how to learn from their experiences and construct their own understanding of effective leadership practice (O'Brien, 2016).

For our MAT program, which serves secondary teachers already employed in schools and career-changers seeking initial teacher preparation, the constructivist leadership framework emphasizes learning from authentic experiences whether in current teaching positions or through clinical placements. The online graduate program supports two distinct pathways: those teaching on alternative licenses who need credentials for full licensure while actively constructing knowledge from their daily classroom experiences, and those following a more traditional route who will engage in coursework followed by clinical experiences. Through assignments that focus on foundational areas such as assessment, technology, classroom management, special needs, reflective practices, research-based instructional strategies, and self-analysis, candidates develop a comprehensive understanding of both teaching and leadership. This approach is particularly powerful for adult learners who bring bachelor's degrees in content areas and diverse professional experiences that can be leveraged to construct new knowledge about educational leadership while developing the pedagogical expertise needed for secondary classrooms. MAT candidates will engage in reciprocal learning processes with their mentor teachers, peers, and students, constructing their understanding of teaching and leadership through critical reflection on real classroom experiences.

Similarly, our MEd tracks (Adult Teaching and Learning, Innovative Teaching Practices, and Special Education) will employ constructivist principles to help both licensed teachers and professionals outside K-12 education develop advanced leadership capacities through

collaborative inquiry and shared problem-solving. The Adult Teaching and Learning track welcomes professionals from diverse career backgrounds who construct knowledge about adult learning practices while designing and applying educational research specific to their areas of expertise, preparing them to lead professional development in both private sector institutions and public schools. The Innovative Teaching Practices track, designed for licensed teachers, employs constructivist methods to develop leaders who can guide K-12 students in using data and digital tools to creatively solve problems, with graduates prepared for roles such as Curriculum Coordinator, Instructional Specialist, or learning community team leaders. The Special Education track enables licensed teachers to construct specialized pedagogical knowledge through hands-on practicum experiences, preparing them to lead as Special Education Teachers or Coordinators who can create inclusive learning environments using augmented and alternative tools. Across all tracks, the 8-week asynchronous online format allows professionals to engage in action research projects, collaborate with peers facing similar challenges, and construct meaning from their ongoing professional experiences while immediately applying new insights to their practice.

The implementation of this framework transforms our graduate programs from traditional knowledge-transfer models to dynamic learning communities where participants actively construct meaning through dialogue, experimentation, and critical reflection. Course assignments will emphasize case consultations, action research projects, and collaborative problem-solving that require students to synthesize multiple perspectives and navigate ambiguity. Through reflective exercises, collaborative tasks, exploration and application of current best practices, emerging technologies, law and ethics, and action research, students will develop the capacity to observe their own meaning-making processes while learning to facilitate similar growth in others. This approach recognizes that leadership development is not about downloading predetermined competencies, but rather about expanding one's capacity to make sense of complex situations and facilitate collective learning (O'Brien, 2016).

By embracing constructivist leadership as our conceptual framework, Mayville State University positions its graduates to become transformative educational leaders who can create inclusive, adaptive learning environments. Our graduates will be prepared to lead not through positional authority alone, but through their ability to foster collaborative meaning-making, honor diverse perspectives, and facilitate the collective capacity of their educational communities. This framework ensures that whether our graduates are first-year teachers navigating classroom challenges or experienced educators leading systemic change initiatives, they possess the reflective capacity and collaborative skills necessary to exercise leadership that truly serves the learning and growth of all stakeholders in our educational systems.

References

Lambert, L., Walker, D., Zimmerman, D. P., Cooper, J. E., Lambert, M. D., Gardner, M. E., & Szabo, M. (2002). *The constructivist leader* (2nd ed.). New York, NY: Teachers College Press.

O'Brien, J. D. (2016). *Experiential and constructivist leadership learning: Developmental outcomes across levels of complexity in graduate management education* (Doctoral dissertation). Yale University.

Goals of the Teacher Education Program:

In addition to the conceptual framework, the EPP utilizes goals and objectives to meet learner outcomes. The goal of the Teacher Education Program at Mayville State University is to graduate teachers who comprehend and demonstrate the content, pedagogical and professional knowledge, skills and dispositions necessary to help all students learn. Graduates learn to consider individual differences (students with exceptionalities, personality, interests, learning modalities and life experiences) and group differences (race, ethnicity, ability, gender identity, gender expressions, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background) when working with students.

The primary goals of the Teacher Education Program for candidates are to:

- Demonstrate content knowledge in the academic discipline;
- Demonstrate understanding of child and adolescent development, learning, motivation, and behavior, and how to create an effective learning environment;
- Demonstrate ability to adapt instruction to meet the needs of diverse learners;
- Demonstrate the ability to develop short- and long-range instructional plans using a variety of instructional strategies to create meaningful learning experiences;
- Demonstrate the ability to communicate effectively using a variety of verbal, non-verbal, and media communication techniques;
- Demonstrate the ability to use formal and informal assessment strategies; and
- Demonstrate the ability to develop effective professional relationships and seek out opportunities for participation in professional growth.

Consequently, the professional education courses utilize research-based teaching strategies that reflect program goals. As a result of these practices, candidates are able to think and reason logically, communicate effectively, work independently and in collaborative groups, gain experience with and develop an understanding of the workplace, and critically examine and reflect on the social and professional elements of the teaching profession.

Objectives of the Teacher Education Program

The following objectives guide the development of teacher education candidates. The Teacher Education Program:

- Is grounded in current research-based teaching methods;

- Supports the development of appropriate dispositions;
- Includes modeling of effective teaching.
- Supports the application of theory to practice.
- Is responsible for developing and maintaining strategic and professional clinical partnerships;
- Monitors the qualifications of cooperating teachers for all clinical experiences;
- Supports faculty development;
- Includes learning experiences with outside experts in the field;
- Promotes a technology enabled learning environment with pedagogy and content knowledge;
- Provides integrated curricular opportunities to raise teacher candidate awareness of behavior and mental health issues in PK-12 education;
- Partners with state and school mentoring programs to support candidate success;
- Infuses reflective exercises throughout the program; and
- Guides the teacher candidates' professional development by providing a learning environment conducive to critical dialogue on fundamental educational issues.

The remainder of the handbook will be dedicated to graduate program options, goals/objectives of our graduate programs, professional standards graduate programs are aligned to, financial aid, criteria for admission and graduation, data collection efforts, and more!

Graduate Programs Options

Are you trying to decide which graduate program is right for you? The following information will provide a description and distinguishing features of the Master of Arts in Teaching (MAT) program and the Master of Education (M.Ed.) program.

Master of Arts in Teaching (MAT): The MAT is designed to prepare candidates who have a non-teaching bachelor's degree and are interested in entering the teaching profession as a secondary teacher in the areas of Social Studies, Science, Mathematics, English, Physical Education, and Health. The online MAT program offers flexibility and affordability for adult learners. The 32-credit-hour MAT program is an initial teacher preparation program.

The MAT program supports two types of learners interested in teaching. The first are those who are already teaching on an alternative type by their state licensing board, are employed by a school district, and need to gain the credentials through online course programming to apply for a full teacher licensure. The second group of learners are those who are not on an alternative pathway and would like to complete the program in a more traditional route with coursework followed by the clinical experience. The MAT program provides grounded study on teaching, learning, and leadership to support the successful MAT graduate in today's teacher workforce. The two pathways an MAT candidate could take are shown below:

1. Those candidates on an alternate type of license:



2. Those candidates on a more traditional path:



Master of Education (M.Ed.): The M.Ed. program is designed to provide graduate students with relevant training to develop instructional strategies in their specific areas of interest. The 8-week, asynchronous online courses assist candidates in deepening their knowledge and skills while providing opportunities to connect theory to practice within their field. The M.Ed. program provides a degree option for licensed teachers and those outside the K-12 teaching area as well and ranges from 32-34 credits, depending on the track they choose.

The M.Ed. program supports three types of learners interested in obtaining a graduate degree. The first two tracks are for licensed teachers who want to come back to obtain a master's degree in Innovative Teaching Practices or Special Education. The third track is designed for individuals who have a bachelor's degree outside of education and are interested in learning more about Adult Teaching and Learning. The M.Ed. is designed to enhance the knowledge and expertise of professionals by combining theoretical perspectives and research-based practices. Our primary aim is to provide professionals with the knowledge and skills to become leaders in their field and areas of interest.

Again, three tracks are available within the M.Ed. program including Innovative Teaching Practices (32 credits), Adult Teaching and Learning (32 credits), and Special Education (34 credits). The Innovative Teaching Practices and Special Education tracks are for teachers who already hold a teaching license. The Adult Teaching and Learning track is designed for those in careers outside of education with an interest in teaching adult learners. More information related to each track can be found below:

- Graduate students within the **Innovative Teaching Practices** track will develop knowledge and skills in using educational research that encourages K-12 students to use data and digital tools to creatively solve problems. Graduate students will also develop strategies and skills to provide engaging learner experiences in both face-to-face and virtual environments.
- Within the **Adult Teaching and Learning** track, graduate students will develop knowledge in adult learning theories and andragogical practices while designing and applying educational research specific to their area of expertise. Graduates of the Adult Teaching Learning track will also learn how to lead and collaborate within professional learning environments.

- Graduate students pursuing the **Special Education** track will apply specialized pedagogical knowledge and skills that are developmentally appropriate for diverse learners. Program graduates will also learn how to integrate augmented and alternative tools to enhance the curriculum, learning, and classroom interactions for students with special needs.

The following pages will provide more specific information about the goals, objectives, professional standards, scholarship/financial aid, criteria for admission, key assessment data collection, course offerings, graduation information as they relate to the Master of Arts in Teaching (MAT) and the Master of Education (MEd) pathways.

Master of Education (M.Ed.) and Master of Arts in Teaching (MAT) Requirements

The following list includes items to consider when enrolling and being admitted into the MAT or MEd programs:

1. Gain acceptance into the M.Ed. or MAT program (see admission criteria)
2. Complete a minimum of graduate semester hours for either track as follows:
    a. Master of Arts in Teaching: minimum of 32 graduate semester hours.
    b. M.Ed. Special Education: minimum of 34 graduate semester hours.
    c. M.Ed. Adult Teaching and Learning: minimum of 32 graduate semester hours.
    d. M.Ed. Innovative Teaching Practices: minimum of 32 graduate semester hours.
3. Maintain a minimum graduate grade point average of 3.0.
4. Earning more than two grades of C may be grounds for dismissal.
5. Repeat no more than one course during program enrollment.
6. Assume responsibility for meeting all graduation requirements.
7. Complete the MEd or MAT program within a maximum of seven (7) years.
8. Uphold all Mayville State University policies, the *Code of Ethics* in the MSU Student Handbook, the Model Educator Code of Ethics,
9. Candidates may transfer up to nine (9) graduate semester hours towards the degree. Transfer course(s) must be evaluated by the Dean of the Division of Education and must be an equivalent substitution for the prescribed graduate program curriculum.

Master of Arts in Teaching (MAT)

Purpose: The purpose of the MAT is to provide a path for adults with a bachelor's degree to obtain knowledge and skills in preparation for secondary schools. To achieve this, the MAT professional education program emphasizes:

1. the learning process from childhood through adolescence;
2. the concepts and applications of learning theories and evaluative techniques;
3. the study of students with special needs and the employment of diagnostic techniques;
4. the utilization of multi-media, computers, and current technology;
5. an examination of legislative and judicial actions as they relate to teaching;
6. an analysis of the needs of racial and multicultural minority students and the ways in which the schools may accommodate those needs; and,
7. the sociological and historical foundations of public schools.

Goals of the MAT program

The primary goals of the MAT program for candidates are to:

- Demonstrate understanding of child and adolescent development, learning, motivation, and behavior, and how to create an effective learning environment;
- Demonstrate ability to adapt instruction to meet the needs of diverse learners;
- Demonstrate the ability to develop short- and long-range instructional plans using a variety of instructional strategies to create meaningful learning experiences;
- Demonstrate the ability to communicate effectively using a variety of verbal, nonverbal, and media communication techniques;
- Demonstrate the ability to use effective formal and informal assessment strategies;
- Demonstrate the ability to develop effective professional relationships and seek out opportunities for participation in professional growth;
- Demonstrate the ability to develop teacher-leaders through reciprocal, reflective, purposeful learning experiences to support community and workforce needs;

The professional education courses utilize research-based teaching strategies that reflect program goals. As a result of these practices, candidates are able to think critically and problem solve, communicate effectively, work independently and in collaborative groups, gain experience with and develop an understanding of the workplace, and critically examine and reflect on the social and professional elements of the teaching profession.

The goal of the teacher education program is that MSU graduates comprehend and demonstrate the content, pedagogical and professional knowledge, skills and dispositions necessary to help all students learn, including students with exceptionalities and of different ethnic, racial, gender, language, religious, socioeconomic and regional/geographical origins.

Objectives of the MAT Program

The Teacher Education Committee reviews program courses and content to strengthen and improve the Master of Arts in Teaching (MAT) program based on current best practice and research-based findings. The objectives that guide the Master of Arts in Teaching program provides candidates with the awareness that the MAT Program:

- is grounded in current research-based teaching methods;
- will support the development of appropriate dispositions;
- includes modeling of effective teaching;
- supports the application of theory to practice;
- is responsible to develop and maintain strategic and professional clinical partnerships;
- collaborates with highly qualified mentor teachers for clinical experiences;
- supports professional development;
- includes learning experiences with experts in the field;
- promotes a technology enabled learning environment with pedagogy and content knowledge;
- partners with state and school mentoring programs to support candidate success;
- infuses reflective exercises throughout the program; and
- guides the MAT candidates' professional development by providing a learning environment conducive to critical dialogue on fundamental educational issues.

The procedure employed for adopting program objectives resulted from analysis of standards and teacher preparation learning outcomes, reconceptualization of preparing experienced professionals for teaching, debate and consensus among members of the Teacher Education Committee.

Professional Standards

Mayville State University Teacher Education Programs ensures that program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved national standards. Mayville State University Teacher Education Program uses the InTASC standards as a guide to measure MAT teacher candidates' competencies in knowledge, skills, and dispositions. The InTASC model core teaching standards outline what teachers should know and be able to do to ensure every PK- 12 student reaches the goal of being ready to enter college or the workforce in today's world. These standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. Because the MAT program is an initial level program it is aligned to the InTASC standards. For more information, refer to the InTASC website where all the sub-standards are listed.

	Interstate New Teacher Assessment and Support Consortium Standards (InTASC)
1	*Learner Development:* The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2	*Learning Differences:* The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards
3	*Learning Environments:* The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4	*Content Knowledge:* The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5	*Application of Content:* The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6	*Assessment:* The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7	*Planning for Instruction:* The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8	*Instructional Strategies:* The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9	*Professional Learning and Ethical Practice:* The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10	*Leadership and Collaboration:* The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council of Chief State School Officers. (2013)

Scholarship/Financial Aid

Any student attending Mayville State University has the opportunity to apply for available scholarships and are encouraged to do so. For information on scholarships and application processes, go to the MSU website Scholarship page.

One MAT program specific scholarship has been made available from a grant from the Edson & Margaret Larson Foundation. Upon full admission to the MAT program, Mayville State University can provide candidates in the Master of Arts in Teaching program the opportunity to apply for the Larson Leadership Foundation Master of Arts in Teaching Scholarship. There is a strong movement for teachers to become leaders in their schools and communities and educational leadership is emphasized throughout a candidate's MAT studies. The Edson & Margaret Larson Foundation recognizes the leadership commitment teachers have in their schools and communities. Information regarding this opportunity will be shared with candidates by a program advisor.

Criteria for Admission to MAT

Admission to the MAT program at Mayville State is completed in three steps:

1. Prior to applying to MSU, potential candidates will need to consult an MAT advisor to ensure program eligibility based on location and content level preparation. To arrange a consultation, please call the Division Office (701-788-4710) or email (education@mayvillestate.edu).
2. Admission to the University requires the following items:
    - Undergraduate **GPA** of 3.0 or higher.
    - **Application** for graduate admission to Mayville State University submit an online application at www.mayvillestate.edu. Apply Here.
    - An **application fee** of $35.00 U.S. dollars must accompany the application for admission to the university at time of application submission. The application fee cannot be waived and is not refundable.
    - **Official transcripts** verifying all undergraduate coursework and degrees earned from accredited institutions.
3. **Official Admission to the MAT program.** Admission to the MAT program is completed in conjunction with, or after admission to MSU. Applicants can enroll in 9 credits prior to full admission status. Applicants will be provided all necessary information to complete the items for admission to the MAT program listed below. Candidates will upload some of the items to Learning and Licensure, a software system purchased by candidates upon admission to the university that will be used throughout the MAT program. Information on the purchase of Learning and Licensure and the following MAT admission requirements will be provided by email after consultation with the MAT advisor:
    - A current resume or CV (candidate will upload to Learning and Licensure)
    - 3 letters of reference from people who can respond to the applicant's professionalism, potential for success in teaching, and can speak to the applicant's content knowledge expertise. *Letters may not be submitted from family members.* (candidate will upload to Learning and Licensure)

- Successful completion of the Praxis Core Academic Skills for Educators test OR eligible ACT scores OR Competency of Basic Skills. *Please consult with an MAT advisor prior to taking the exam.*
- Teacher licensure requirements, including licensure exams such as Praxis or, vary depending on which state you plan to teach and seek licensure.
- Signed Student Code of Conduct Form (completed in Learning and Licensure)
- Proof of fingerprinting and a background check clearance (student will upload to Learning and Licensure)
- Proof of current student liability insurance (candidate will upload to Learning and Licensure)
- Admission Interview Essay (completed in Learning and Licensure)
- $35 MAT Graduate Program Application Fee (due upon admission to the program)

Program Appeals

The purpose of the appeals process is to allow teacher candidates to submit a proposal to seek approval from the Teacher Education Committee to provide an exception to a requirement. Teacher candidates have the right to appeal any decision regarding admission or continuance to the Teacher Education Program. In order to appeal, the student must provide a typewritten essay that includes:

- An explanation of the situation
- Request for an exception to the enrollment rule and a rationale of why the exception should be made
- An action plan including a timeline with dates

Key Assessment Data Collection

The table below contains a list of key assessment data collected throughout the MAT program. The course, measure title, acceptable target, and standard alignment are included.

Course #	Measure Title	Acceptable Target	Standard Alignment
EDUC 580	Philosophy of Teaching Paper	80 points or higher out of 100 points	InTASC Standards 1, 2, 3; CAEP 1.1
EDUC 581	Philosophy of Diversity in Education Paper	56 points or higher out of 64 points	InTASC Standards 4, 5; CAEP 1.2
EDUC 593	Five Step Problem Solving Process	25 points or higher out of 30 points	InTASC Standards 6, 7, 8; CAEP 1.3
EDUC 522	Data Dig and Data Literacy Exam	40 points or higher out of 50 points	InTASC Standards 9, 10; CAEP 1.4

In addition to course specific key assessment data, the MAT Program collects data on teacher candidates' knowledge, skills, and dispositions through a variety of assessments. The table below outlines data collection efforts. The course, program, measure and evaluator, acceptable target, and standards alignment are included.

Course	Measure and Evaluator  = Instructor/University Supervisor  = Field Mentor/Cooperating Teacher  = Self	Acceptable Target	Standard Alignment
EDUC 580 Instructional Strategies	Disposition Evaluation 	All criteria averages are 2.0 or higher.	InTASC Standards 1-10
	Lesson Plan 	All criteria averages are 2.5 or higher.	InTASC Standards 1-8
EDUC 500 Clinical Experience	Disposition Evaluation 	All individual scores are 2.5 or higher for candidates completing EDUC 500 at the end of their program and 2.0 for candidates completing EDUC 500 at the beginning of their program.	InTASC Standards 1-10
	STOT Evaluation 	All individual scores are 3.0 or higher for candidates completing EDUC 500 at the end of their program and 2.0 for candidates completing EDUC 500 at the beginning of their program.	InTASC Standards 1-10
	Lesson Plan 	All individual scores are 3.0 or higher for candidates completing EDUC 500 at the end of their program and 2.0 for candidates completing EDUC 500 at the beginning of their program.	InTASC Standards 1-8
EDUC 595 Capstone Portfolio	Capstone Portfolio 	All criteria averages are 3.0 or higher.	InTASC Standards 1-10

The table below contains a list of key assessment data collected throughout the MEd program. The course, measure title, acceptable target, and standard alignment are included.

Course #	Measure Title	Acceptable Target	Standard Alignment
SPED 596	Assessment Report	80 points or higher out of 100 points	A1.1 Data Literacy
SPED 569	Action Research	80 points or higher out of 100 points	A1.1 Research Methodologies
SPED 586	Project LD	40 points or higher out of 50 points	A1.1 Data Analysis
SPED 593	Educator Collaboration Plan	99 points or higher out of 124 points	A1.1 Leadership & Collaboration
SPED 595	Capstone Portfolio	61 points or higher out of 76 points	A1.1 Technology
SPED 598	Comprehensive Exam	80 points or higher out of 100 points	A1.1 Dispositions, Law, and Ethics

In addition to course specific key assessment data, the MEd Program collects data on graduate students' specialized skills and dispositions completed in conjunction with coursework. The table below outlines data collection efforts. The course, program, measure and evaluator, acceptable target, and standards alignment are included.

Course	Measure and Evaluator = University Supervisor = Cooperating Teacher = Self	Acceptable Target	Standard Alignment
SPED 583 Intellectual Disabilities Practicum	Disposition Evaluation	All criteria averages are 2.0 or higher	A1.1 Dispositions, Law, and Ethics
	CEC Skills Evaluation	All criteria averages are 2.5 or higher	A1.1 Dispositions, Law, and Ethics
SPED 585 Emotional Disturbances Practicum	Disposition Evaluation	All criteria averages are 2.0 or higher	A1.1 Dispositions, Law, and Ethics
	CEC Skills Evaluation	All criteria averages are 2.5 or higher	A1.1 Dispositions, Law, and Ethics
SPED 587 Learning Disabilities Practicum	Disposition Evaluation	All criteria averages are 2.0 or higher	A1.1 Dispositions, Law, and Ethics
	CEC Skills Evaluation	All criteria averages are 2.5 or higher	A1.1 Dispositions, Law, and Ethics

Clinical Experiences

The Mayville State University Teacher Education Program has been designed to include a variety of simulated and school-based clinical experiences. Through these experiences, teacher candidates apply theory to practice and further develop their knowledge, skills, and dispositions.

The Student Placement and Data Management Coordinator monitors field experiences, making sure candidates are assigned to multiple settings, which increases the amount and types of diverse P-12 students with which candidates interact. Selection for experiences is made balancing factors such as diversity of school, recommendations from district administrators, travel time and distance, school schedule, course schedule, and personal considerations (e.g., disability, socioeconomic status, transportation, family, etc.).

The table below indicates the field experiences required of graduate students. It is organized by program and indicates the total number of hours candidates are engaged in a clinical setting

Program	Clinical Experiences Practicum = (P) Student Teaching = (ST)	Total Hours
MAT	EDUC 500 Teaching Mentorship Clinical Experience (ST)	480 Hours (12 Weeks)
MED	SPED 583 Intellectual Disabilities Practicum. (P) SPED 585 Emotional Disturbances Practicum. (P) SPED 587 Learning Disabilities Practicum. (P) SPED 569 Action Research Project (P) EDUC 505 Online Teaching Field Study (P)	60 Hours 60 Hours 60 Hours 8-week project 8-week project

MAT Course Offerings

The following table indicates MAT course numbers, course names, and total credits. MAT candidates work closely with their advisor to develop a plan of study to meet their needs.

Course Number and Name	Credits	Semester
EDUC 500: Teaching Mentorship/Clinical Practice	6	Fall and Spring
EDUC 522: Educational Assessment	3	Spring
EDUC 526: Foundational Practices of Reading Instruction	3	Summer
EDUC 550: Foundations of Education & Leadership	3	Fall
EDUC 555: Child & Adolescent Development	3	Fall
EDUC 572: Instructional Resources & Technology	2	Spring
EDUC 580: Instructional Strategies for Classroom Teachers	4	Spring
EDUC 581: Human Relations & Diversity	3	Summer
EDUC 592: Theories of Learning Management	2	Fall
EDUC 593: Inclusive Classroom	2	Summer
EDUC 595: Comprehensive Capstone Project	1	Fall and Spring
Total Credits	32	

MAT Clinical Mentorship Experience

The Teaching Mentorship Clinical Experience supports the development of teaching proficiency. This teaching experience requires a full-time thirteen-week placement in an appropriate school classroom and participation in professional activities associated with the clinical placement site and the university. This experience is designed to assist candidates to further develop the knowledge, skills, and dispositions necessary for teaching 5-12 students. The student assumes the role of the teacher with support of the Mentor Teacher and the University Supervisor. Guided by supportive educators, MAT candidates in clinical placements gain skills in classroom management, lesson planning, instruction, assessment, decision-making, and many other practical skills necessary to become an effective teacher using research-based teaching strategies. Opportunities to critically reflect about the experiences and share professional insights in a guided setting take place throughout the clinical mentorship experience and coursework.

The semester prior to the clinical experience, candidates will work with their advisor and the Student Placement Coordinator to secure placement details and receive necessary information for a successful experience. During the clinical experience (EDUC 500), candidates will have access to the course Blackboard shell which will provide details regarding candidate responsibilities and course assignments.

Required Criteria for Mentor Teachers

Minimum criteria for selection of clinical educators for placements as per ND Century Code 67.1-02-01-02

- Completion of the MSU mentor teacher in-service training that prepares mentor teachers to supervise student teachers
- At least three years of teaching experience
- At least one year of teaching experience in the school system in which the student teacher is being supervised
- Recommended by the administration of the school in which student teaching is performed

*Preferred Criteria for **Cooperating Teachers*** (in addition to meeting minimum criteria):

- Advanced academic degrees, certifications and/or endorsements
- Training as a mentor or instructional coach (e.g., ESPB Teacher Support System)
- Demonstrated achievement as a teacher leader
- Positive teacher performance evaluation rating by supervisor (i.e., ND Teacher Evaluation Guidelines)

Required Criteria for University Supervisors

Minimum criteria for selection of clinical educators for placements as per ND Century Code 67.1-02-01-02

- Completion of the MSU module training that prepares university supervisor to supervise student teachers
- Teaching experience in the level of supervision.
- Advanced academic degrees, certifications and/or endorsements

*Preferred Criteria for **University Supervisors*** (in addition to meeting minimum criteria):

- Training as a mentor or instructional coach (e.g., ESPB Teacher Support System)
- Demonstrated achievement as a teacher leader

Exiting the MAT Program

MAT Graduate Students must adhere to the Graduate Studies: Academic Standards for Mayville State University. A favorable recommendation for teacher certification and exiting the MAT program requires:

1. Completion of all program requirements.
2. Earning a minimum grade point average of 3.0 or higher in their MAT education coursework and required content coursework. Obtaining a grade of "B" or higher in all MAT courses.
3. Completion of the Praxis II Content Test(s) and Principles of Learning and Teaching for Secondary Education. Candidates must meet or exceed the minimum scores for licensure in the content area to which they will be applying for licensure. Minimum scores for North Dakota can be found on the ETS website: https://www.ets.org/praxis/nd/test-takers/plan-your-test/licensure-requirements.html.
4. Successful completion of the electronic Capstone Portfolio Project and presentation; and
5. A favorable recommendation from the Teacher Education Committee.

Program Completion Requirements

Candidates will be held to the program requirements current at the time of admission to the MAT program. Program requirements upon admission will be referenced for the candidate's study plan for a period not to exceed seven years. The seven-year period runs without regard to continuous enrollment. Candidates have the option of electing to update to current program requirements with approval of an MAT advisor and Dean of Education if the candidate is following a study plan from a previous catalog. Candidates who have not graduated after seven years from the time they first enroll at Mayville State University, will be subject to curricular requirements stated in the most-current catalog.

As licensure is dependent upon ND ESPB requirements, programming may include additional learning activities or experiences to meet any current licensing requirements.

Course substitutions require approval of the MAT advisor, Dean of Education, and the Registrar. MAT advisors will guide candidates to complete the substitution process.

Application for graduation must be filed with the Registrar during the semester previous to the term in which the candidate expects to graduate. The deadlines for applying are listed on the current academic calendar and email communication is sent from the Records Office. A graduation audit will be completed to help inform the student and the advisor of any remaining requirements before registration for the final semester. The Degree Audit is used for advising purposes and becomes an official document when signed by the Registrar.

Prior to exiting the program and degree completion, candidates must:

1. Gain acceptance into the MAT program (see admission criteria)
2. Complete a minimum of 32 graduate semester hours.
3. Complete courses successfully with a minimum grade of B or S in the approved program of study.
    a. Maintain a minimum graduate grade point average of 3.0. Candidates may take a maximum of one (1) repeated course.
4. Assume responsibility for meeting all graduation requirements.
5. Complete the M.A.T. program within a maximum of seven (7) years.
    a. Uphold the Code of Professional Conduct for Educators (Article 67.1-03, State of ND. Code of Professional Conduct for Educators) during all clinical placements along with all University policies.
6. Successfully complete the Teaching Mentorship Clinical Experience.
7. Complete and present the capstone portfolio meeting or exceeding the standards required for program completion.
8. Complete the Praxis exams (PLT and Content area) meeting or exceeding North Dakota state licensure exam score requirements (see ETS website or ESPB website for information)

Program decisions are made by the Teacher Education Committee and supported by the MSU Curriculum Council. The efforts of the Teacher Education Committee strengthen and improve the Teacher Education Program using current best practice and research-based findings.

Commencement. Candidates for graduation are encouraged to attend their commencement ceremony. The event is held once a year at the end of spring semester on the Saturday after finals week in the middle of May, at the Lewy Lee Fieldhouse. The ceremony honors the achievement of candidates who have completed an associate, baccalaureate, or graduate degree programs. Diploma inserts will be sent to the address provided on the graduation application upon degree completion. It is the candidate's responsibility to ensure that this address is correct.

MAT candidates are required to order the master's cap and gown from the Mayville State University Bookstore. Caps and gowns will be forwarded to the student, but the master's hood will be retained as MAT graduates will receive this hood from administrative faculty at the commencement ceremony.

Master of Education (MEd) Tracks

Purpose. The purpose of the Master of Education (M.Ed.) program is to provide graduates with relevant training to develop instructional strategies in their specific areas of interest. The 8-week, asynchronous online courses assist candidates in deepening their knowledge and skills while providing opportunities to connect theory to practice within their field.

MEd Tracks

Three tracks are available with the M.Ed. program including Innovative Teaching Practices (32 credits), Adult Teaching and Learning (32 credits), and Special Education (34 credits)

Adult Teaching and Learning track: Candidates enrolled in the Adult Teaching and Learning (ATL) track will take core courses that provide study and application of grant writing, organizational leadership, diversity and societal change, law and ethics, research methods, and current topics and trends in education. The ATL is designed for those in careers in or outside of education with an interest in teaching adult learners. Candidates will develop knowledge in adult learning theories while designing and applying educational research specific to their area of expertise as well as learn how to lead and collaborate within professional learning environments. Graduates of the ATL track will be prepared to design and lead professional development in leadership roles for institutions in both the private sector and public schools.

Innovative Teaching Practices track: Candidates enrolled in the Innovative Teaching Practices (ITP) track will take core courses that provide study and application of grant writing, organizational leadership, diversity and societal change, law and ethics, research methods, and current topics and trends in education. Candidates in the ITP, need to have a valid teaching license. Candidates will develop knowledge and skills in using educational research that encourages K-12 students to use data and digital tools to creatively solve problems as well as develop skills to provide engaging learner experiences in both face-to-face and virtual environments. The ITP meets the need of developing leadership to design and shape curriculum, professional development, and instructional improvement. Graduates of this track will be prepared to obtain leadership roles such as Curriculum Coordinator, Instructional Specialist, or the team lead for campus learning communities. Action research projects, such as STEM activities, coding, blended and hybrid learning, will support development and implementation of innovative and highly needed skills directly impacting the P12 classrooms.

Special Education track: Candidates enrolled in the Special Education track will take core courses related to professional knowledge and skills to help safely, ethically, and effectively work with a multi-categorical population of students with special needs. Candidates in the special education track need to have a valid teaching license. Candidates will apply specialized pedagogical knowledge and skills that are developmentally appropriate for diverse learners as well as learn how to integrate augmented and alternative tools to enhance the curriculum, learning, and classroom interactions for students with special needs. Graduates of the Special Education track will be able to obtain licensure in the area of special education and be prepared to teach in all special education roles. Hands-on practicum experiences are built into the program to support candidates in their future role as a Special Education Teacher or Special Education Coordinator.

Objectives of the MEd Program

Each of the MEd program tracks has differentiated objectives to best meet the needs of learners. The objectives of each program are as follows:

Adult Teaching and Learning track Objectives:
Candidates will:

- Develop knowledge in adult learning theories and andragogical practices.
- Demonstrate skills in analyzing program development and program evaluation.
- Increase awareness of diversity and social justice.
- Implement strategies related to organizational leadership.
- Design and apply educational research specific to their area of expertise.
- Lead and collaborate within professional learning environments.

Innovative Teaching and Learning track Objectives:
Candidates will develop knowledge and skills in using educational research that facilitates K-12 students to:

- Collect, use, and present data with computing devices and digital tools.
- Use computational thinking and strategies to problem solve.
- Apply algorithms and coding.
- Cultivate a basic understanding of robotics, AI, and gaming.
- Explore robotics through design processes and challenges.
- Succeed in a blended learning environment.

Special Education track Objectives:
Candidates will:

- Apply specialized pedagogical knowledge and skills.
- Demonstrate instructional strategies and assessments that are developmentally appropriate for diverse learners.
- Design and apply educational research specific to the area of special education
- Lead and collaborate within professional learning environments.
- Design learning environments for students with special needs using observation, documentation, and analysis of behaviors.
- Integrate augmented and alternative tools to enhance the curriculum, learning, and classroom interactions for students with special needs

MEd Professional Standards

The MEd program Special Education track leads to advanced licensure and is therefore aligned to the Council for Exceptional Children (CEC) Advanced Preparation Standards as a guide to measure teacher candidate competencies in knowledge and skills specifically related to individuals with exceptionalities. CEC standards outline what special educators should know and be able to do to develop safe, inclusive, culturally responsive learning environments for all individuals with exceptionalities and their families. According to the Council for Exceptional Children (2015) "...beginning special educators understand the characteristics between and among individuals with and without exceptionalities. They know exceptionalities can interact with multiple domains of human development to influence an individual's learning in school, community, and throughout life" (p. 22). For more information, refer to the CEC website where all the CEC Advanced Preparation Standards are listed.

	Council for Exceptional Children (CEC) Advanced Preparation Standards
1	*Assessment*: Special education specialists use valid and reliable assessment practices to minimize bias.
2	*Curricular Content Knowledge*: Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.
3	*Programs, Services, and Outcomes*: Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.
4	*Research and Inquiry*: Special education specialists conduct, evaluate, and use inquiry to guide professional practice.
5	*Leadership and Policy*: Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.
6	*Professional Learning and Ethical Practice*: Special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.
7	*Collaboration*: Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

Council for Exceptional Children (2015)

Scholarship/Financial Aid

Any student attending Mayville State University has the opportunity to apply for available scholarships and are encouraged to do so. For information on scholarships and application processes, go to the MSU website Scholarship page: MSU home à Paying for School à Scholarships.

Criteria for Admission to MEd

Admission to the MEd program at Mayville State is completed in two steps:

1. Apply for admission to the university.
2. Admission to the University requires the following items:
    - Minimum undergraduate **GPA** of 3.0 or higher from an accredited university.
        - Applicants with a GPA below 3.0 may submit scores from a nationally normed assessment.
    - **Application** for graduate admission to Mayville State University submit an online application at www.mayvillestate.edu. Apply Here!
    - An **application fee** of $35.00 U.S. dollars must accompany the application for admission to the university at time of application submission. The application fee cannot be waived and is not refundable.
    - **Official transcripts** verifying all undergraduate coursework and degrees earned from accredited institutions.
        - Bachelor's degree in education required for the Innovative Teaching Practices and SPED tracks.
        - Current Teaching License required for the Innovative Teaching Practices and SPED tracks.
        - Bachelor's degree required for the Adult Teaching and Learning track.
3. **Official Admission to the M.Ed. program.** Admission to the M.Ed. program is

completed in conjunction with, or after admission to MSU. Applicants can enroll in 9 credits prior to full admission status. Applicants will be provided all necessary information to complete the items for admission to the M.Ed. program listed below. Candidates will upload some of the items to Learning and Licensure, a software system purchased by candidates upon admission to the university that will be used throughout the M.Ed. program. Information on the purchase of Learning and Licensure and the following M.Ed. admission requirements will be provided by email from an M.Ed. advisor.

Additional Requirements for all MEd candidates

1. A current resume or CV (candidate will upload to Learning and Licensure)
2. 3 Letters of reference from people who can respond to the applicant's professionalism, potential for success in teaching, and can speak to the applicant's content knowledge expertise. *Letters may not be submitted from family members.* (Candidate will upload to Learning and Licensure)
3. Admission Interview Essay (completed in Learning and Licensure)
4. Signed Student Code of Conduct Form (completed in Learning and Licensure)
5. $35 Graduate Program Admission Fee (due upon admission to the program)

Additional requirements for the Innovative Teaching Practices and SPED tracks:

1. Score reports on previously taken exams for teacher preparation or licensure.
2. Proof of fingerprinting and a background check clearance/teaching license (candidate will upload to Learning and Licensure)
3. Proof of current student liability insurance (student will upload to Learning and Licensure)

Program decisions are made by the Teacher Education Committee and supported by the MSU Curriculum Council. The efforts of the Teacher Education Committee strengthen and improve the Teacher Education Program using current best practice and research-based findings.

Key Assessment Data Collection

Throughout the MEd program, key assessments are administered to graduate students. Key assessments are designed to assess the extent to which candidates have mastered and can apply content and pedagogy in each of the four Student Learning Outcomes (SLOs) and the six factors found in CAEP Advanced Standards A1.1. Key assessment assignment descriptions and rubrics are shared with candidates in each designated course and candidates are required pass with a "C" or better (80% or higher) as they demonstrate pedagogical competencies. Continued development of curriculum mapped competencies, instructional activities, and key assessments are ongoing. The Adult Teaching and Learning and Innovative Teaching Practices tracks do not lead to additional licensure, so they are aligned to the teacher education program's Student Learning Outcomes. The tables below indicate the course, key assessment title, and SLO/CAEP alignment for each key assessment:

MEd Course		SLO 1 Learner & Learning	SLO 2 Content	SLO 3 Instructional Practice	SLO 4 Professional Responsibility
		Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.	*Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions, and apply ideas to everyday life.*	*Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.*	*Students will take responsibility for student learning, collaborative relationships, their own professional growth, and the advancement of the profession.*
EDUC 569 Action Research	ATL Track	Action Research Project	Action Research Project	Action Research Project	Action Research Project
EDUC 505 Online Teaching Research and Field Study	ITP Track	Action Research Project	Action Research Project	Action Research Project	Action Research Project

The Special Education track does lead to additional licensure and is therefore aligned to the factors found in CAEP Advanced Standards A1.1, as outlined below:

Course	**Special Education Track**	**Data Literacy**	**Research Methodologies**	**Data Analysis**	**Leadership & Collaboration**	**Technology**	**Dispositions, Law, & Ethics**
		Applications of data literacy;	*Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;*	*Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments;*	*Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;*	*Supporting appropriate applications of technology for their field of specialization;*	*Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.*
SPED 583 Intellectual Disabilities Practicum							CEC Skills & Disposition*
SPED 585 Emotional Disturb. Practicum							CEC Skills & Disposition*
SPED 586 Learning Disabilities				Project LD			
SPED 587 Learning Disabilities Practicum							CEC Skills & Disposition*
SPED 593 Inclusive Classroom					Educator Collaboration Plan		
SPED 596 Assessment of Students with Disabilities		Assessment Report					
SPED 598 Special Education Law and Ethics							Comprehensive Exam
SPED 569 Action Research			Action Research*				
SPED 595 Capstone Project						Capstone Portfolio*	

* Indicates key assessments that will be analyzed and interpreted each year within the quality assurance system.

The following table indicates target scores and standards alignment for the MEd Special Education courses:

Course #	Measure Title	Target Score	Standard Alignment
SPED 596	Assessment Report	80 points or higher out of 100 points	RA1.1 – A. Applications of data literacy; CEC(A) 1-7
SPED 569	Action Research Project	80 points or higher out of 100 points	RA1.1 – B. *Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies; CEC(A) 2, 3, 4, 5
SPED 586	Project LD	40 points or higher out of 50 points	RA1.1 – C. Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments; CEC(A) in process
SPED 593	Educator Collaboration Plan	80 points or higher out of 100 points	RA1.1 – D. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; CEC(A) 2, 3, 4
SPED 595	Capstone Portfolio	61 points or higher out of 76 points	RA1.1 – E. *Supporting appropriate applications of technology for their field of specialization; CEC(A) 1, 2, 3, 4, 5, 7
SPED 598	Comprehensive Exam	80 points or higher out of 100 points	RA1.1 – F. Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization. CEC(A) 2, 6
SPED 583, 585, 587	Disposition Evaluation	Mean of individual average scores is 2.0 or higher. All criteria averages are 2.0 or higher	RA1.1 – F. Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization; CEC(A) 1-7
SPED 583, 585, 587	CEC Evaluation	Mean of individual average scores is 3.0 or higher. All criteria averages are 3.0 or higher	RA1.1 – F. Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization; CEC(A) 1-7

MEd Course Offerings

The following table indicates the MEd rotation of course offerings in addition to course numbers, course names, and total credits.

Track	Semester	1st 8 weeks		2nd 8 weeks	
		Course Name	Credits	Course Name	Credits
Adult Teaching and Learning (32 credits)	**Fall**	EDUC 507 Research Methods	3	EDUC 508 Organizational Leadership	3
		EDUC 512 Adult Learning Theory	3	EDUC 513 Active Adult Learning Strategies	4
	Spring	EDUC 506 Educational Law & Ethics	2	EDUC 515 Program Evaluation	3
		EDUC 520 Program Development	3	EDUC 569 Action Research	3
	Summer	EDUC 501 Topics and Trends	2		
		EDUC 510 Diversity & Societal Change	3		
		EDUC 545 Grant Writing	3		

Track	Semester	1st 8 weeks		2nd 8 weeks	
		Course Name	Credits	Course Name	Credits
Innovative Teaching Practices (32 credits)	**Fall**	EDUC 502 Intro. to Blended Learning	2	EDUC 503 Online K-12 Instructional Methodology	3
		EDUC 507 Research Methods	3	EDUC 508 Organizational Leadership	3
	Spring	EDUC 506 Educational Law &Ethics	2	EDUC 504 Learning Management Systems, Student Information Systems, and Online Curriculum	2
		EDUC 521 Robotics and Artificial Intelligences in the K-12 Classroom	3	EDUC 505 Action Research Online Teaching Field Study	3
		EDUC 525 Developing Computational Thinking and Coding in the K-12 Classroom	3		
	Summer	EDUC 501 Topics and Trends	2		
		EDUC 510 Diversity & Societal Change	3		
		EDUC 545 Grant Writing	3		
Special Education (34 credits)	**Fall**	SPED 589 Foundations of Special Ed.	3	SPED 569 Action Research	2
		SPED 582 Intellectual Disabilities	3	SPED 583 Intellectual Disabilities Practicum	2
		SPED 586 Learning Disabilities	3	SPED 587 Learning Disabilities Practicum	2
	Spring	SPED 584 Emotional Disturbances	3	SPED 585 Emotional Disturb. Practicum	2
		SPED 596 Assessment of Students with Disabilities	3	SPED 530 Behavioral Strategies for Students with Disabilities	3
	Summer	SPED 590 Transitions	2		
		SPED 593 Inclusive Classroom	2		
		SPED 595 Capstone Project	1		
		SPED 598 Special Education Law and Ethics	3		

Program Completion

To complete the Master of Education (M.Ed.) program, each track ends with a final course that evaluates the knowledge and skills learned throughout the program. Those courses are outlined, per track, below:

- Adult Teaching and Learning track: Graduate students completing this track will take EDUC 569 Action Research (3 credits). Candidates will engage in a disciplined inquiry process to design and complete an action research project relevant to the candidates' work and interests. Candidates will select a focus of study, clarify theory, identify research questions, collect and analyze data, and report results that lead to informed action.
- Innovative Teaching Practices track: Graduate students completing this track will take EDUC 505 Online Teaching Research and Field Study (3 credits). This field study provides candidates with experience teaching online with active enrollments. Candidates will use their school's LMS, SIS, and follow school protocol. Candidates demonstrate

their understanding of how K-12 students learn in an online environment during this 16-week course. If a candidate does not have their own classroom, arrangements for the field study will be made.

- Special Education track: Graduate students completing this track will complete their SPED 595 Capstone Project course. This course is the final course for the M.Ed. in Special Education. Candidates will complete and present their action research project. Through their action research, graduate students will identify an area of personal interest that can improve classroom instruction and/or school practices or processes. Candidates will complete a literature review, collect and analyze data, and develop the first cycle of an action plan that will provide support, improvement or change in an educational setting.
    - Because the MEd program offers both an advanced pathway and an initial Special Education licensure pathway, Praxis requirements vary based on the pathway a candidate pursues. Candidates in the advanced licensure pathway hold a valid teaching license in Special Education prior to admission to the university and are not required to complete the Special Education Praxis exam. Candidates pursuing the initial special education licensure pathway hold a valid teaching license and are required to complete the Praxis exam. Student teaching may be required depending on state of residency. Candidates should consult their advisor to confirm the specific requirements associated with their licensure pathway.

Additional Contact Information

The following list provides additional contact information to direct your questions:

- Admission: Bri Hutter, Admissions Coordinator, brianna.hutter@mayvillestate.edu, 701.788.4635
- Advising: Kayla Smith, Student Placement and Data Management Coordinator, kayla.d.smith@mayvillestate.edu, 701.788.4827
- General Questions: Teresa Agnes, Administrative Assistant, Division of Education, education@mayvillestate.edu, 701.788.4710