



Mayville State University
Traditional Report AY 2024-25
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

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Hagen

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List of Programs

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

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

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

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

Total number of teacher preparation programs:

10

Program Requirements

THIS PAGE INCLUDES:

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

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\(a\)\(1\)\(C\)\(i\)\)](#)

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	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Portfolio	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> 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 2025 – 2026 school year.

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	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="Portfolio"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> 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. 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.)

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 2025 – 2026 school year.

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 2024-25. ([§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

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)

2.94

[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)

2

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

79

Number of students in supervised clinical experience during this academic year

52

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

With increased virtual observation capabilities, we have 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 2, part-time faculty is 3 and full-time faculty is 7. The number of students a university supervisor mentors ranged from 1 to 12 during the 24-25 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 35.25 credits and divide that by a full time 12 credit load and you get 2.94.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [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))

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

2024-25 Total	
Total Number of Individuals Enrolled	175
Subset of Program Completers	52

Gender	Total Enrolled	Subset of Program Completers
Male	37	10
Female	138	42
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	7	2
Asian	2	2
Black or African American	2	0
Hispanic/Latino of any race	0	0
Native Hawaiian or Other Pacific Islander	0	0
White	155	48
Two or more races	8	0

Race/Ethnicity

Total Enrolled

Subset of Program Completers

No Race/Ethnicity Reported

1

0

Teachers Prepared

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 2024-25.

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 2024-25

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	<input type="text" value="5"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="28"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	5
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	3
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	1
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	4
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	7
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	0
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: <input type="text"/>	0

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2024-25. 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 2024-25

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	5
13.1202	Teacher Education - Elementary Education	28
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	5
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	3
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	1

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	4
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	7
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	1
13.1317	Teacher Education - Social Science	0
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	1
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: <input data-bbox="289 1644 1255 1692" type="text"/>	<input data-bbox="1292 1623 1565 1671" type="text"/>
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: <input data-bbox="289 121 1263 163" type="text"/>	<input data-bbox="1295 90 1572 132" type="text" value="0"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

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:

In alignment with the assurances related to responsiveness to workforce needs, program relevance, candidate preparedness, equity, and access, Mayville State University's teacher preparation program has implemented several highly successful, data-informed strategies. To meet assurances focused on addressing educator workforce shortages and serving the needs of P-12 schools, Mayville State University strategically aligns its program offerings with documented local, state, and national hiring trends. By systematically analyzing annual reports from the North Dakota Education Standards and Practices Board, shortage-area data from neighboring states, and national indicators, the institution has prioritized and sustained rigorous programs in Early Childhood, Elementary Education, Secondary Education, and Special Education. These strategic programmatic investments have resulted in completers who are well positioned for employment in high-need and shortage areas, directly supporting schools and districts across the

region. Consistent with assurances emphasizing program rigor, relevance, and clinical preparation, the teacher preparation curriculum is intentionally designed to reflect the realities of today's classrooms. Coursework and field experiences are purposefully structured to bridge theory and practice, enabling candidates to develop practical skills aligned with day-to-day instructional decision-making. This approach is particularly evident in Special Education, where the fast-track standalone bachelor's degree and master's programs provide candidates with strong preparation in both core academic content and specialized instructional strategies, ensuring graduates are equipped to deliver effective, standards-based instruction to students with disabilities. To address assurances related to equity, inclusion, and serving diverse learners, Mayville State University prepares all teacher candidates, across licensure areas, to meet the needs of diverse student populations. General education candidates complete dedicated coursework focused on differentiation, accommodations, and inclusive practices to support students with special needs. In addition, candidates develop competencies in teaching limited English proficient students through coursework and key assessments emphasizing language acquisition strategies and culturally responsive pedagogy. The program also prioritizes preparing candidates to support learners from varied socioeconomic backgrounds by integrating evidence-based instructional approaches that promote academic success for all students. In support of assurances related to access, candidate diversity, and service to varied school contexts, Mayville State University offers multiple program delivery options, including on campus, online, traditional, and accelerated pathways. These flexible options expand access to teacher preparation for candidates from rural and nontraditional backgrounds while ensuring consistent program quality. Candidates complete clinical experiences in urban, suburban, and rural schools, which prepares them to navigate the distinct challenges and opportunities present in each educational setting. Finally, one way the institution addresses assurances focused on innovation and responsiveness to evolving workforce demands through the Master of Arts in Teaching (MAT) program. This program creates targeted pathways for career-changers who already hold bachelor's degrees, particularly those transitioning from non-education fields into high-need Secondary Education classrooms. By reducing barriers to entry and providing structured, high-quality preparation, the MAT program has expanded the institution's capacity to supply qualified educators to partnering school districts. Collectively, these strategies demonstrate Mayville State University's sustained commitment to meeting and exceeding the assurances through intentional program design, responsive decision-making, and a clear focus on preparing effective educators for diverse and high-need learning environments.

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 \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in mathematics in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Graduate 4 math teachers.

3. Did your program meet the goal?

- Yes
 No

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

Mayville State University has taken several practical steps to increase the number of Mathematics teacher graduates. Mathematics education was identified as a priority licensure area based on regional shortage data, leading to intentional recruitment and advising of students with math backgrounds into the program. Program pathways were streamlined to ensure efficient sequencing of mathematics content and pedagogy coursework, supporting on-time completion. Flexible options (online and on campus BSEd), including alternative licensure and the online Master of Arts in Teaching (MAT) program, were expanded to attract career changers and candidates already holding mathematics degrees. Close coordination between mathematics and education faculty strengthened academic support and reduced barriers related to rigorous content requirements. Early and sustained clinical placements in local schools reinforced candidates' commitment to teaching mathematics and clarified employment opportunities upon graduation. Finally, recruitment efforts were strengthened through targeted advising and increased marketing, including paid Google search advertising to ensure the mathematics education program appears prominently in online searches.

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:

N/A

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in mathematics in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Graduate 2 math teachers.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in mathematics in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Graduate 2 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 \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in science in 2024-25?

If no, leave remaining questions for 2024-25 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:

N/A

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

There was 1 undergraduate completer this academic year. Currently, there are 6 Science Education majors enrolled in our program. 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 2024-2025 academic year, 6 total prospective students were interested in Science education, two of which came to visit campus while the other four were contacted by the Admissions Office. There are currently 2 admitted and 4 declared majors who are interested in Science Education at our institution. With support and guidance, these students will likely become Science Education completers in the next year or two.

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

N/A

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in science in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Graduate 3 candidates.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in science in 2026-27? 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.

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 \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in special education in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Graduate 4 candidates.

3. Did your program meet the goal?

- Yes
 No

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

All Special Education courses are offered online so students on campus and at a distance can pursue a degree in Special Education. We have also begun 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. 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 5 Special Education teachers during the 24-25 academic year. Stakeholders and local special education agencies have requested that we create a fast track for special education teachers, and we are reporting on our third round of graduates. 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 2025 indicates Mayville State has 29 stand-alone Special Education majors and 7 double majors which will lead to a plethora of future completers!

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

N/A

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

We continue to work with local education agencies (LEA) to build partnerships with potential paraprofessionals who want to become Special Education teachers. Our state is currently providing grants (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 (2025-26)

7. Is your program preparing teachers in special education in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Graduate 6 candidates.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in special education in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Graduate 6 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 \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in instruction of limited English proficient students in 2024-25?

If no, leave remaining questions for 2024-25 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 (2025-26)

7. Is your program preparing teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in instruction of limited English proficient students in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

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

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

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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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			
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			
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			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) Other enrolled students	21	152	13	62
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2024-25	32	170	28	88
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
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) Other enrolled students	20	169	17	85
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2024-25	33	168	27	82
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
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students	22	156	12	55
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2024-25	28	161	21	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
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	3			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2024-25	5			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2023-24	15	168	14	93

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	19	169	17	89
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	8			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2024-25	28	165	25	89
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2023-24	30	163	27	90
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2022-23	47	169	43	91
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2024-25	4			
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			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5436 -GENERAL SCIENCE Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5436 -GENERAL SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2024-25	1			
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			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	5			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	7			
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			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2024-25	10	171	10	100
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
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	2			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2024-25	5			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2023-24	15	167	14	93
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2022-23	19	165	17	89

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2024-25	17	170	15	88
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
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) Other enrolled students	7			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2024-25	18	164	14	78
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) All program completers, 2024-25	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			
ETS5383 -SE TEACH STUDENTS W LEARNING DISAB Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5692 -SE: EARLY CHILDHOOD EARLY INTERVENTION Educational Testing Service (ETS) All program completers, 2022-23	1			
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			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	4			
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, 2024-25	54	35	65
All program completers, 2023-24	73	56	77
All program completers, 2022-23	82	75	91

Low-Performing

THIS PAGE INCLUDES:

>> [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.

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

Use of Technology

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 designed to monitor and improve student learning. 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, provides summative evidence of candidates' ability to integrate technology effectively across diverse educational contexts. The program also prepares candidates to use technology to collect, manage, and analyze data to inform instructional decisions and improve student academic achievement. Candidates develop these competencies through clinical experiences that require the collection and analysis of student learning data; EDUC 422: Educational Assessment; authentic application during student teaching; and reflective self-assessment within the Capstone Portfolio. The TaskStream Evaluation System documents these skills longitudinally, incorporating triangulated feedback from candidates, cooperating teachers, and university supervisors, and demonstrating how candidates use data to adjust instruction to better meet student needs. Mayville State's Teacher Education Program prepares candidates to apply universal design principles through EDUC 390: Special Needs in an Inclusive Environment, which emphasizes response to intervention (RTI) and effective Tier 1 and Tier 2 instructional practices. Candidates must

demonstrate proficiency by earning 80% or higher on the Five Step Problem Solving key assessment. Additional evidence of inclusive instructional competence is provided through evaluations using the InTASC Skills of Teaching Observation Tool completed during clinical experiences by cooperating teachers, instructors, and candidates themselves. All four elements, technology integration in instruction, technology use for data collection and analysis, alignment to universal design principles, and the use of assessment data to improve teaching and learning, are currently embedded and systematically assessed throughout the program. As a result, no additional planning activities or implementation timelines are required. Through strategically sequenced coursework, authentic field experiences, and rigorous assessment practices, Mayville State University ensures candidates graduate with the technological and instructional competencies necessary to positively impact P–12 student academic achievement.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

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

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

THIS PAGE INCLUDES:

>> [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.

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 offering undergraduate and graduate teacher preparation programs. Located in the rural community of Mayville, North Dakota (population approximately 2,500), the university was established in 1889 as a normal school with a constitutional mission to prepare educators. Mayville State is a member of the North Dakota University System (NDUS) and is governed by the State Board of Higher Education (SBHE). As a small public institution strategically positioned between the state's two large research universities, Mayville State emphasizes personalized instruction, strong school partnerships, and high-quality clinical preparation. In 2024-2025, Mayville State University had a total enrollment of 1,423 students. During that period, 336 students declared Education as their major and 62 were admitted into the Teacher Education Program. Distinguishing features of the program include its strong partnerships with local and regional schools, extensive clinical experiences in rural settings, affordability, and a high level of individualized support from faculty and staff. The program offers certificate, associate, bachelor's, and master's-level pathways, including distance and online delivery options, to meet the needs of rural and non-traditional candidates across North Dakota. Teacher preparation programs are housed within the Division of Education and led by the Dean and Chair, who reports to the Vice President for Academic Affairs. Program oversight and continuous improvement are coordinated by the Accreditation Coordinator, Student Placement and Data Management Coordinator, program teams (Early Childhood, Elementary, and Special Education), and the Teacher Education Committee. These groups collaborate on curriculum development, policy review, candidate admission and retention, assessment practices, and partnerships supporting clinical experiences. Consistent with the U.S. Department of Education's interest in evaluation and accountability, Mayville State University maintains a comprehensive assessment and reporting system aligned with the Council for the Accreditation of Educator Preparation (CAEP). The institution hosted a CAEP site visit in spring 2020 and received continued accreditation through 2027 with no stipulations or areas for improvement. As part of this process, the educator preparation provider submits annual CAEP reports, including four accountability measures addressing candidate performance, program impact, and continuous improvement. These measures serve as interim and summative evidence of program effectiveness and guide ongoing evaluation and refinement of teacher preparation practices. Publicly available information related to accreditation, accountability measures, and continuous improvement is maintained on the university's website: <https://mayvillestate.edu/academics/teacher-education/eppaccreditation/> Attached to this report card submission are the 2026 CAEP Annual Report (based on 2024-2025 data), program approval documentation from the North Dakota Education Standards and Practices Board (ND ESPB), and the current Teacher Education Handbook and Graduate Handbook, which together provide additional detail regarding program design, evaluation processes, and outcomes.

Supporting Files

MSU-CAEP Annual Report (2026)	
ESPB 2026-Annual-Report-Form	
MSU_Teacher_Ed_Handbook	
MSU_Graduate_Handbook	

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:

Associate Professor and CAEP 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:

Placement and Data Coordinator