



**North Dakota Education Standards and Practices Board  
Initial Program Report  
Preparation of Social Studies Composite Teachers  
(05-17)**

**COVER SHEET**

- 1. Institution's Name:** Mayville State University
- 2. Date Submitted:** December 31, 2025
- 3. Preparer of this Report:**
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- 4. CAEP/State Coordinator:**
  - a. Phone:** Dr. Brittany D Hagen
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- 5. Name of Institution's program:** Social Science Composite Education BSEd
- 6. Grade levels for which candidates are being prepared:** 7-12<sup>th</sup> grade
- 7. Degree or award level (select one)**
  - a. Initial**
    - i.  Baccalaureate
    - ii.  Post Baccalaureate
- 8. Is this program offered at more than one site?**
  - a.  Yes**
  - b.  No**
- 9. If your answer is yes to the above question, list the sites at which the program is offered:**
- 10. Program report status (check one):**
  - a.  Initial Review**
  - b.  Continuing Review**
  - c.  Focused Visit**

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



# North Dakota Education Standards and Practices Board

## Initial Program Report

### Preparation of Social Studies Composite Teachers (05-17)

## SECTION I: CONTEXTUAL INFORMATION

### 1. Candidate Information

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

**Program:** Composite Social Science Education BSEd

| Academic Year | # of Candidates Enrolled in the Program | # of Program Completers |
|---------------|---|-------------------------|
| 2022 – 2023   | 8                                       | 1                       |
| 2023 – 2024   | 7                                       | 4                       |
| 2024 – 2025   | 4                                       | 0                       |

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

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

### 2. Curriculum Exhibit (Select 1)

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

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

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



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



| <b>Institution:</b> Mayville State University   | <b>Major:</b> <a href="#">Social Science Education BSEd</a>  |   |
|---|--|---|
| <b>Total credits required for degree:</b> <a href="#">124 credits</a>   |  |   |
| General Studies   | Teaching Specialty   | Professional Education  |
| Credits Required: <b>36 credits</b><br><br><b>Communication:</b> 9 credits <ul style="list-style-type: none"><li>• COMM 110 Fund of Public Speaking (3)</li><li>• ENGL 110 College Composition I (3)</li><li>• ENGL 120 College Composition II (3)<br/>OR</li><li>• ENGL 125 Business &amp; Tech Writing (3)</li></ul> <b>Computer Information System:</b> 1 credit <ul style="list-style-type: none"><li>• CIS 175 Information Literacy (1)</li></ul> <b>Humanities:</b> 6 credits <ul style="list-style-type: none"><li>• Selected by teacher candidates (6)</li></ul> <b>Social Science:</b> 9 credits <ul style="list-style-type: none"><li>• GEOG 103 Multictrl Wrld, Glbl Issues (3)</li><li>• PSYC 111 Intro to Psychology (3)</li><li>• SOC 110 Intro to Sociology (3)</li></ul> <b>Mathematics:</b> 3 credits <ul style="list-style-type: none"><li>• MATH 103 College Algebra (3)<br/>OR</li><li>• MATH 104 Finite Math (3)</li></ul> <b>Science:</b> 8 credits <ul style="list-style-type: none"><li>• Two content courses (6)</li><li>• Two lab courses (2)</li></ul> | Credits Required: <b>47 credits</b><br><br><b>Communication:</b> 9 credits <ul style="list-style-type: none"><li>• <a href="#">HIST 103 U.S. To 1877</a> (3)</li><li>• <a href="#">HIST 104 U.S. Since 1877</a> (3)</li><li>• <a href="#">HIST 211 World Civilizations To 1500</a> (3)</li><li>• <a href="#">HIST 212 World Civilizations Since 1500</a> (3)</li><li>• <a href="#">HIST 305 History of American Government</a> (3)</li><li>• <a href="#">HIST 400 Historiography</a> (3)</li><li>• <a href="#">HIST 470 Topics in Non-Western History</a> (3)</li><li>• <a href="#">EDUC 324 North Dakota Studies</a> (1)</li><li>• <a href="#">SOSC 480S Social Science Comp.</a>(1)</li></ul><br><b>Students have two Specializations:</b> <ul style="list-style-type: none"><li>• <b>ECONOMICS:</b> (12 Hours)<ul style="list-style-type: none"><li>◦ <a href="#">ECON 201 Principles of Microeconomics</a> (3)</li><li>◦ <a href="#">ECON 202 Principles of Macroeconomics</a> (3)</li><li>◦ <a href="#">ECON 332 Global Economy &amp; Dev World</a> (3)</li><li>◦ <a href="#">ECON 423 Global Economic History</a> (3)</li></ul></li><li>• <b>GEOGRAPHY:</b> (select 12 Hours)<ul style="list-style-type: none"><li>◦ <a href="#">GEOG 274 Intro to Geospatial Techniques</a> (3)</li><li>◦ <a href="#">GEOG 161 World Region Geog/Anthrop</a> (3)</li><li>◦ <a href="#">GEOG 262 Geog. of ND &amp; North America</a> (3)</li><li>◦ <a href="#">GEOG 330 Geography of Asia</a> (3)</li><li>◦ <a href="#">GEOG 350 Geography of Agriculture</a> (3)</li><li>◦ <a href="#">GEOG 390 Political Geography</a> (3)</li></ul></li></ul> | Credits Required: <b>41 credits</b><br><br><ul style="list-style-type: none"><li>• <a href="#">EDUC 250 Introduction To Education</a> (3)</li><li>• <a href="#">EDUC 272 Educational Technology</a> (2)</li><li>• <a href="#">EDUC 290 Theories of Learning &amp; Mgmt</a> (2)</li><li>• <a href="#">EDUC 380 Teach English Lang Learners</a> (2)</li><li>• <a href="#">EDUC 381 Human Relations/Cult Diversity</a> (2)</li><li>• <a href="#">EDUC 390 Special Needs in Inclusive Env</a> (3)</li><li>• <a href="#">EDUC 400 Student Teaching</a> (10)</li><li>• <a href="#">EDUC 401 Elctrnc Portfolio/Assess/Semin</a> (2)</li><li>• <a href="#">EDUC 401S Pre-Student Teach Seminars</a> (1)</li><li>• <a href="#">EDUC 422 Educational Assessment</a> (2)</li><li>• <a href="#">EDUC 426 Reading in the Content Area</a> (2)</li><li>• <a href="#">EDUC 480 General Meth. Sec Educators</a> (3)</li><li>• <a href="#">EDUC 480L General Methods Field Exp</a> (1)</li><li>• <a href="#">EDUC 485 Secondary Meth. Soc Science</a> (3)</li><li>• <a href="#">PSYC 255 Child &amp; Adolescent Psychology</a> (3)</li></ul> |
| <b>Total:</b> <a href="#">36 credits</a>  | <b>Total:</b> <a href="#">47 credits</a>   | <b>Total:</b> <a href="#">41 credits</a>  |



# North Dakota Education Standards and Practices Board

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### Preparation of Social Studies Composite Teachers (05-17)

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

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

Mayville State University's Teacher Education Program is built on the Reflective Experiential Teacher Model, which emphasizes the integration of theory and practice through critical reflection and experiential learning. Accredited by the Council for the Accreditation of Educator Preparation (CAEP) and aligned with InTASC standards, the Composite Social Science Education BSEd program prepares candidates to demonstrate professional knowledge, skills, and dispositions necessary to positively impact 5–12 learners. Composite Social Science Education BSEd candidates typically begin the admission process during EDUC 250: Introduction to Education or upon transfer to Mayville State University. Admission requirements include successful completion of foundational coursework (as outlined in the Teacher Education handbook, with minimum grades of "C" or higher), a minimum cumulative GPA of 2.75, competency in basic skills through the Praxis Core Exam, ACT scores, course grades as outlined on the competency menu (currently in pilot phase) or a combination of all three. A course grade of "B" or higher in EDUC 250 is required to be admitted into the Teacher Education program. Composite Social Science Education BSEd candidates also complete an admission interview, disposition evaluations, submit student liability insurance, and a cleared background check to ensure readiness for clinical experiences that occur through the remainder of the program.

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

Admission to the Mayville State Teacher Education Program does not guarantee continuance. Composite Social Science Education BSEd candidates must maintain a 2.75 GPA, uphold professional dispositions, and receive satisfactory evaluations from faculty and field supervisors throughout their time in the program. They must also earn grades of "C" or higher in all methods

and professional education courses. If concerns arise, the Teacher Education Committee may implement a Student Success Plan, probation, or other interventions to support and guide candidates. These measures ensure accountability while supporting candidates' growth within the framework of the Reflective Experiential Teacher Model.

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

**4. Changes in the Program since the Last Review:** Please describe any changes since the last review and include rationale for those changes. The following changes have occurred in the program since the last comprehensive review in 2018. A rationale for each decision is provided:

- Mayville State University changed Essential Studies requirements for the Composite Social Science Education degree to include two humanities courses, two social science courses, one science course with a lab, and a Computer Information Systems course. The revision to the Essential Studies program reflects the university's commitment to providing a balanced education that equips students with the knowledge and skills necessary for success in an increasingly complex and technology-driven world.
- HIST 101 Western Civilization I and HIST 102 Western Civilization II were replaced as requirements with HIST 211 World Civilizations to 1500 and HIST 212 World Civilizations since 1500. This change broadens the scope of required historical content to better align with contemporary K-12 social studies standards, which emphasize global perspectives rather than Western-centric approaches. The World Civilizations sequence better prepares future educators to teach the diverse, interconnected histories that secondary students are expected to learn and ensures our graduates can effectively address the multicultural classroom environments they will encounter.
- GEOG 300 World Regional Geography/Anthropology was renumbered to GEOG 161 World Regional Geography/Anthropology to facilitate transfer credit acceptance from community colleges and other institutions, as lower-level course numbers (100-200 level) are more widely recognized as foundational courses that transfer seamlessly. This change ensures students

who complete equivalent coursework at other institutions can more easily apply those credits toward their degree requirements in our program.

- The Geography Specialization has been updated to provide broader regional diversity, enhanced skill development, and greater flexibility. GEOG 332 Global Economy/Development World and GEOG 433 Geography of Europe have been removed and replaced with a selection of courses that better align with contemporary K-12 geography standards and workforce needs: GEOG 274 Intro to Geospatial Techniques, GEOG 262 Geography of North Dakota & North America, GEOG 330 Geography of Asia, GEOG 350 Geography of Agriculture, or GEOG 390 Political Geography. This restructuring addresses several key goals including introducing essential geospatial technology skills that are increasingly important in modern geography education. These selection of courses also expand regional coverage beyond a Euro-centric focus to include underrepresented areas, and they also provide Composite Social Science Education candidates with elective options that allow them to tailor their preparation to specific teaching interests while maintaining rigorous geographic content knowledge. The inclusion of regional geography courses also ensures future educators can effectively teach the diverse geographic content required in secondary social studies curriculum.
- The Political Science Specialization was eliminated due to consistently low student enrollment and the challenges of maintaining a viable program with limited student interest and limited faculty to teach the courses. During the last cycle, too few students had enrolled in this concentration to justify offering specialized courses regularly, which stretches departmental resources and faculty workload without a meaningful return on program completions. Additionally, state licensure and accreditation standards now prioritize broad social science preparation over narrow subject-specific tracks, making a comprehensive social science education approach more beneficial for our future teachers and more aligned with current certification requirements.
- Professional Education Course requirements changes include:
  - EDUC 485 Secondary Social Science Methods (2 credits) and EDUC 398 Field Experience (1 credit) were merged into a single 3-credit EDUC 485 Secondary Social Science Methods course to create a more integrated learning experience that combines pedagogical theory with practical classroom application. This restructuring eliminates redundancy and allows students to apply methods of instruction directly within their field experience component in a cohesive course structure with the same instructor/mentor.:
  - EDUC 401S Pre-Student Teaching Seminar was changed from 0 credits to 1 credit to accurately reflect the preparatory work students complete as they transition into student teaching, ensuring they receive appropriate academic recognition for their efforts.

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- EDUC 381 Human Relations and Cultural Diversity was reduced from 3 credits to 2 credits to align with state licensure requirements while recognizing that diversity content is now intentionally embedded throughout multiple courses in the teacher education program, eliminating unnecessary redundancy.
- EDUC 480 General Methods was reduced from 4 credits to 3 credits in response to university administration's directive to move toward a 120-credit minimum for all programs, promoting greater efficiency in program delivery while maintaining essential content coverage.

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

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

| Program                  | Early Field Experiences<br>Observation = (O) Practicum = (P)                           | Final Clinical Experience<br>(Student Teaching)                          | Total Hours |
|--------------------------|--|--|-------------|
| Secondary Social Science | EDUC 250 – 25 virtual hours (O)<br>EDUC 480L – 30 hours (P)<br>EDUC 485 – 30 hours (P) | EDUC 400 – 15 weeks full time student teaching in grades 5-12; 600 hours | 685         |

## **SECTION II: RESPONSE TO STANDARDS**

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

- During the previous review in 2019, content reviewers indicated the Composite Social Science Education program did not meet the following standard: 15035.1 *In the social studies composite major curriculum the program requires the study of a broad base of social studies including history (eighteen semester hours) and at least two of the following three core areas: political science and civics (twelve semester hours), economics (twelve semester hours), and geography (twelve semester hours). Additional electives to the social studies composite may include: sociology (six semester hours) or psychology (six semester hours) or anthropology (six semester hours) or global studies (six semester hours).*
  - In response to the 2019 program review, Mayville State University has implemented comprehensive curriculum revisions to address identified weaknesses in the Composite Social Science Education program, particularly concerning the breadth of global historical content and the problematic practice of cross-listing courses across disciplines. To ensure candidates graduate with sufficient college-level knowledge about the global past, HIST 101 Western Civilization I and HIST 102 Western Civilization II were replaced with HIST 211 World Civilizations to 1500 and HIST 212 World Civilizations since 1500 as core requirements. This change broadens the scope of required historical content to better align with current K-12 social studies standards, which emphasize global perspectives rather than Western-centric approaches. This change ensures our graduates can effectively teach world history content in secondary classrooms. Additionally, the Geography Specialization was restructured to eliminate GEOG 332 Global Economy/Development World and GEOG 433 Geography of Europe, replacing them with courses that provide broader regional diversity and enhanced skill development, including GEOG 274 Intro to Geospatial Techniques, GEOG 262 Geography of North Dakota & North America, GEOG 330 Geography of Asia, GEOG 350 Geography of Agriculture, and GEOG 390 Political Geography.
  - To address concerns about cross-listing undermining discipline-specific instruction and program viability, the Political Science Specialization was eliminated due to consistently low enrollment and limited faculty resources. This strategic decision allows the program to focus on providing robust, specialized instruction in the

remaining core areas of History, Economics, and Geography without the resource strain of maintaining unsustainable specialization tracks. All candidates now complete required specialization areas of 12 credits each in Economics and Geography with clearly delineated, discipline-specific coursework rather than cross-listed options.

- At the time of the previous review (2019), the History Education program did not meet the following standard: *15020.1 In the subject major curriculum, the program requires beyond the introductory level the study of the nature and scope of history including North Dakota, United States, and the world. The study of a second social science beyond the introductory level is also required.*
  - To address the identified weakness in standard 15020.1, Mayville State University made the strategic decision to inactivate the History Education program to address persistent structural weaknesses and focus institutional resources on providing a more comprehensive social studies education through the Composite Social Science Education program. The History Education program failed to meet Standard 15020.1 because the direct elective's structure did not compel students to complete coursework beyond the introductory level in all required areas (North Dakota, United States, and world history, plus a second social science discipline). Students could potentially complete the program without adequate depth in U.S. history or the required second social science, as the 21-credit directed electives menu allowed too much flexibility without clear parameters. Combined with ongoing challenges including low student enrollment, the problematic cross-listing of history and political science courses, and the loss of a history faculty position through retirement, the Teacher Education Committee voted in October 2019 to inactivate the program. This decision allows the university to concentrate efforts on the Composite Social Science Education program, which provides a broader, more balanced preparation that better serves future social studies educators and ensures all graduates receive comprehensive training across multiple disciplines as required by state standards.
- At the time of the previous review (2019), the History Education program met following standard with weakness: *15020.5 Met with Weakness 15020.5 The program requires studying methods of teaching social studies including current trends in social studies with an examination of various teaching methods and techniques.*
  - The identified weakness in Standard 15020.5 regarding the methods course has been fully addressed. The faculty member who previously taught EDUC 485: Secondary Social Studies Methods retired in May 2019, and a new instructor



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implemented extensive curriculum revisions beginning Fall 2019. The updated course now includes current textbooks, current research-based articles and resources, and intentional integration of current trends in Social Studies education and multiple teaching methodologies. The new instructor collaborated weekly with the instructor of EDUC 480: General Methods in Secondary Education to ensure alignment of curricular concepts and comprehensive coverage of program standards. These revisions ensure that all Composite Social Studies Education candidates receive instruction grounded in contemporary research and best practices for secondary Social Studies teaching.

### **2. Course/Assessment Matrix:**

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

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



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## SECTION III: ADDRESSING THE STANDARDS

| State Standard  | Course Prefix and Title (with electronic links to syllabi)   | Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)                       |
|---|--|---|
| <b>15035.1</b> In the social studies composite major curriculum the program requires the study of a broad base of social studies including history (eighteen semester hours) and at least two of the following three core areas: political science and civics (twelve semester hours), economics (twelve semester hours), and geography (twelve semester hours). Additional electives to the social studies composite may include: sociology (six semester hours) or psychology (six semester hours) or anthropology (six semester hours) or global studies (six semester hours). | HIST 103 U.S. to 1877<br>HIST 104 U.S. since 1877<br>HIST 211 World Civilizations to 1500<br>HIST 212 World Civilizations since 1500<br>HIST 305 History of American Government<br>HIST 400 Historiography<br>HIST 470 Topics in Non-Western History<br>ECON 201 Principles of Microeconomics<br>ECON 202 Principles of Macroeconomics<br>ECON 332 Global Economy & Dev World<br>ECON 423 Global Economic History<br>GEOG 274 Into to Geospatial Techniques<br>GEOG 161 World Region Geog/Anthrop<br>GEOG 262 Geog of ND & N America<br>GEOG 390 Political Geography | <ul style="list-style-type: none"><li>• <a href="#">Praxis Content Knowledge Exam</a></li><li>• GPA</li></ul> |

**Narrative:** The Social Science Composite Education program provides a comprehensive curriculum that fully satisfies Standard 15035.1 requirements through strategic course offerings across multiple social science disciplines. This narrative demonstrates how our program meets the standard requirements for history coursework and the core areas of political science/civics, economics, and geography.

Our Social Science Ed program meets the required 18 semester hours of history coursework through a structured sequence that provides both breadth and depth of historical knowledge. This occurs through foundation in U.S. history where HIST 103 (U.S. To 1877) and HIST 104 (U.S. Since 1877) establish a comprehensive timeline of American development from European contact through the contemporary era. The global historical perspective is explored through HIST 211 (World Civilizations to 1500) and HIST 212 (World Civilizations Since 1500) to ensure students understand worldwide historical developments and cross-cultural interactions across different time periods. An advanced historical study occurs when students take HIST 400 (Historiography) to develop critical analytical skills through examination of historical methodologies and the evolution of historical study, while HIST 470 (Topics in Non-Western History) provides focused study on regions outside Western historical traditions including Africa, Asia, and Latin America.

Our Social Science Composite BSEd program satisfies the requirement for at least two core areas with 12 semester hours each in Economics and Geography. Foundation courses ECON 201 (Principles of Microeconomics) and ECON 202 (Principles of Macroeconomics) provide essential understanding of economic



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principles at both individual and aggregate levels. Advanced offerings include ECON 332 (The Global Economy and the Developing World) and ECON 423 (Global Economic History), which connect economic concepts to global development and historical contexts. The geography sequence begins with GEOG 161 (World Region Geography and Anthropology), which introduces key geographic regions while addressing North Dakota State Standards for Social Studies. GEOG 262 (The Geography of North Dakota and North America) provides focused regional study, while GEOG 274 (Introduction to Geospatial Techniques) develops technical skills essential for modern geographical analysis. The curriculum concludes with GEOG 390 (Political Geography), which connects geographical concepts to political processes and structures.

Additional coursework includes GEOG 390 (Political Geography), which examines the geographical dimensions of politics including geopolitics, electoral geography, and political territorialization, ECON 332 (The Global Economy and the Developing World), and ECON 423 (Global Economic History) which connect economic concepts to global development and historical contexts. Finally, students take HIST 305 (History of American Government) which provides in-depth study of U.S. governmental structures at federal, state, and local levels, with particular attention to multicultural influences on political development and the evolution of governmental responsibilities.

Candidates' breadth of social studies content knowledge is assessed through multiple measures. The Praxis Content Knowledge Exam evaluates whether candidates possess the standards-relevant knowledge and abilities necessary for competent social studies teaching practice across history, political science/civics, economics, and geography. Throughout their coursework, candidates maintain a cumulative GPA reflecting consistent achievement across the required 18 semester hours of history and 12 semester hours each in at least two of the three core areas (political science/civics, economics, geography), demonstrating sustained mastery of the broad base of social studies content specified by the standard.

This deliberate integration of course concepts and assessments ensures graduates develop a nuanced understanding of how different social science disciplines approach related phenomena, preparing them to deliver integrated social studies instruction in alignment with contemporary educational standards. The Social Studies Composite Major curriculum not only meets but exceeds the requirements specified in Standard 15035.1, preparing future educators with both breadth and depth of content knowledge necessary for effective social studies instruction.



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|  |   |   |
|--|---|---|
| 15035.2 The program requires study of the structures, key concepts, methodology, and generalizations that connect the various social studies, including the examination of professional standards and expectations for P-12 education. | SOSC 480S Social Science Comprehensive<br>ECON 332 Global Economy & Dev World<br>EDUC 400 Student Teaching<br>EDUC 480 General Meth. Sec Educators<br>EDUC 480L General Methods Field Exp<br>EDUC 485 Secondary Meth. Soc Science<br>PSYC 255 Child & Adolescent Psychology | <ul style="list-style-type: none"><li>• <a href="#">Praxis Principles of Learning and Teaching Exam</a></li><li>• <a href="#">SOSC 480S Social Science Comprehensive Results</a></li><li>• <a href="#">EDUC 400 Lesson Plan</a></li><li>• <a href="#">EDUC 400 Student Teaching-STOT (InTASC) Evaluation</a></li><li>• <a href="#">EDUC 480L General Methods Field Experience: STOT (InTASC) Evaluation</a></li><li>• <a href="#">EDUC 485 Secondary Social Science Methods: STOT (InTASC) Evaluation</a></li></ul> |
|--|---|---|

**Narrative:** The Social Studies Composite Education program demonstrates strong alignment with Standard 15035.2, which requires study of structures, key concepts, methodology, and generalizations connecting various social studies disciplines while examining professional standards and expectations for P-12 education. Our curriculum integrates these elements through both content-specific and pedagogical coursework, ensuring graduates possess the interdisciplinary understanding necessary for effective social studies instruction.

The SOSC 480S: Social Science Comprehensive capstone course serves as the cornerstone of our program's alignment with Standard 15035.2 by requiring students to select and integrate at least two social science disciplines in a rigorous research project. In the project, they will synthesize methodologies and key concepts across disciplinary boundaries and apply interdisciplinary frameworks to complex social phenomena. To end, students will defend their interdisciplinary analysis to faculty and peers. This LEAP-designated course explicitly challenges students to identify and articulate the connections between social studies disciplines, demonstrating mastery of both discipline-specific and interdisciplinary methodologies.

The EDUC 485: Secondary Methods for Social Science course directly addresses the examination of professional standards and expectations for P-12 education required by Standard 15035.2. The course provides explicit instruction in discipline structures and key concepts specific to social science education and requires students to design and implement lessons aligned with college and career readiness standards. The course culminates in a philosophy of Social Science education paper that demonstrates understanding of professional expectations and emphasizes research-based practices for integrating diverse social science content in the P-12 classroom.

To learn the structures, key concepts, and methodology about educating Social Science learners, our students take EDUC 480: General Methods for Secondary Educators. While addressing broader pedagogical approaches, this course reinforces connections between social studies disciplines through conceptual approaches including Understanding by Design and authentic literacy. Instruction on creating content-rich curriculum that links knowledge with thinking is provided as well. Students develop a preliminary philosophy of education that addresses interdisciplinary approaches and how to focus on meeting college and career ready standards while supporting 21st Century Skills development in the Social Studies classroom.



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As a co-requisite to the EDUC 480 class, students take EDUC 480L: General Methods Field Experience. This 30-hour field placement complements theoretical understanding by requiring students to observe exemplary teaching practices that demonstrate integration of social studies disciplines. Through observation and implementation, students reflect on professional practice through journaling. In the classroom, they apply interdisciplinary approaches in at least one taught lesson and demonstrate professional dispositions aligned with P-12 expectations

The culminating 15-week supervised teaching experience (EDUC 400: Student Teaching) requires candidates to apply interdisciplinary social studies knowledge in authentic P-12 classroom settings and collect and analyze data on student learning across social studies content areas. Students also receive feedback from qualified cooperating teachers and university supervisors on their ability to make meaningful connections across disciplines

Students also PSYC 255: Child and Adolescent Psychology. This course supports Standard 15035.2 by providing developmental context for understanding how P-12 students engage with social studies content. Special emphasis is placed on development of diverse students, supporting equitable social studies instruction in their future classrooms. Psychological frameworks that inform effective pedagogical approaches are introduced as well as foundation for developmentally appropriate application of instructional methodologies.

Multiple assessments verify candidates' understanding of the structures, key concepts, and methodologies connecting social studies disciplines. The Praxis Principles of Learning and Teaching Exam evaluates foundational knowledge of instructional processes, diverse learners, and professional issues essential for applying interdisciplinary approaches in P-12 social studies education. The SOSC 480S Social Science Comprehensive Results serve as a capstone measure of candidates' ability to integrate at least two social science disciplines, synthesize methodologies across disciplinary boundaries, and apply interdisciplinary frameworks to complex social phenomena, directly assessing their mastery of connections between various social studies fields. Progressive STOT (InTASC) Evaluations during EDUC 480L General Methods Field Experience (beginning), EDUC 485 Secondary Social Science Methods (middle), and EDUC 400 Student Teaching (final semester) track candidates' developing ability to apply interdisciplinary knowledge and professional standards in authentic P-12 classroom settings. Throughout student teaching, EDUC 400 Lesson Plans demonstrate candidates' capacity to design instruction that connects various social studies disciplines, applies appropriate methodologies, and aligns with professional standards and expectations for P-12 education.

Through this carefully structured sequence of courses and assessments, our Social Science Composite BSEd program ensures that social studies education candidates develop a deep understanding of the structures and key concepts that unite social studies disciplines, proficiency in diverse methodological approaches appropriate to integrated social studies instruction, the ability to identify and articulate generalizations that connect various social science disciplines, and thorough knowledge of professional standards and expectations for P-12 social studies education. The program's design intentionally scaffolds these competencies, beginning with content knowledge in specific disciplines, progressing through interdisciplinary analysis and pedagogical applications, and culminating in the comprehensive demonstration of these skills in both the SOSC 480S capstone and EDUC 400 student teaching experience.



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|--|--|--|
| 15035.3 The program requires study of multi-cultural, cross-cultural, diversity, global issues, and multiple perspectives. | HIST 470 Topics in Non-Western History<br>SOSC 480S Social Science Comprehensive<br>ECON 332 Global Economy & Dev World<br>GEOG 161 World Region Geog/Anthrop<br>GEOG 103 U.S. To 1877<br>EDUC 250 Introduction To Education<br>EDUC 380 Teach English Lang Learners<br>EDUC 381 Human Relations/Cult Diversity<br>EDUC 390 Special Needs in Inclusive Env | <ul style="list-style-type: none"><li>• <a href="#">Praxis Principles of Learning and Teaching Exam</a></li><li>• <a href="#">SOSC 480S Social Science Comprehensive Results</a></li></ul> |
|--|--|--|

**Narrative:** Our Social Studies Composite Education program embeds the study of multi-cultural, cross-cultural, diversity, global issues, and multiple perspectives throughout its curriculum, fully satisfying Standard 15035.3. Rather than relegating these critical perspectives to isolated courses, we have intentionally woven them throughout both content-area coursework and pedagogical preparation to ensure graduates develop the intercultural competence necessary for effective social studies instruction in diverse classrooms.

The foundation of our approach to meeting Standard 15035.3 begins with GEOG 103: Multicultural World, Global Issues, which introduces students to critical spatial thinking that connects local and global dynamics. This course serves as a conceptual framework for understanding how interconnected global systems shape diverse communities worldwide. Students examine population distribution, migration patterns, cultural expressions, religious diversity, political systems, and environmental challenges through a global lens, establishing the importance of considering multiple perspectives in social analysis.

This foundation is complemented by GEOG 161: World Region Geography and Anthropology, which delves deeper into regional diversity by examining core geographic regions from both geographic and anthropological perspectives. What distinguishes this course is its explicit connection to North Dakota State Standards for Social Studies, ensuring students understand how to translate global awareness into grade-appropriate instruction. The course explicitly addresses how physical landscapes and cultural processes interact to shape diverse human experiences, preparing future teachers to help their students recognize the complex factors influencing global diversity.

Our curriculum extends beyond Western-centric perspectives through HIST 470: Topics in Non-Western History. This course deliberately focuses on regions outside Western historical traditions, including Africa, India, China, Japan, Latin America, and Asia. By centering these often-marginalized historical narratives, the course challenges students to reconsider historical events from multiple cultural perspectives and recognize the rich complexity of global historical development. Students graduate understanding that comprehensive social studies education must include diverse cultural narratives and worldviews.

The economic dimensions of global diversity are addressed through ECON 332: The Global Economy and the Developing World. Cross-listed with Geography, this course illuminates how geographic factors influence production, distribution, and consumption of resources globally. The course pays special attention to



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developing countries, examining theories explaining spatial economic structures and preparing future teachers to help their students understand economic disparities through multiple analytical frameworks.

Beyond content knowledge, our program ensures future teachers develop the pedagogical skills needed to address diversity in their classrooms. SOC 110: Introduction to Sociology equips students with analytical tools to examine diverse human groups, social interactions, and cultural variations. This sociological foundation helps future teachers recognize how social structures and processes create and maintain diversity within communities.

The program transitions from theoretical understanding to practical application through a series of education courses focused on diversity and inclusion. EDUC 250: Introduction to Education introduces students to diversity and multiculturalism in educational contexts through student-led research on global educational systems. This foundation is strengthened by EDUC 380: Teaching English Language Learners, which prepares candidates to support linguistically diverse students by developing strategies that respect individual strengths and language development needs.

EDUC 381: Human Relations and Cultural Diversity represents a cornerstone of our commitment to Standard 15035.3. This course engages students in analyzing how socio-cultural dimensions influence educational processes based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. With particular attention to North Dakota's Native American tribes, the course satisfies state requirements while preparing teachers to create supportive environments for culturally diverse student populations.

Our program also addresses diversity of abilities through EDUC 390: Special Needs in an Inclusive Environment. Recognizing that diversity encompasses varied learning needs and abilities, this course prepares candidates to support students with special needs while examining their own attitudes toward individuals with varying needs. The emphasis on inclusion and universal design ensures graduates can create learning environments that celebrate all forms of diversity. The culminating SOSC 480S: Social Science Comprehensive course brings together these diverse perspectives by challenging seniors to integrate multiple social science disciplines in a capstone research project. This synthesis requires students to draw connections across diverse perspectives and demonstrate their ability to analyze complex social phenomena through multiple cultural and disciplinary lenses.

Candidates' competence in addressing multicultural, cross-cultural, and global perspectives is assessed through both theoretical and applied measures. The Praxis Principles of Learning and Teaching Exam evaluates foundational understanding of diverse learners and educational psychology necessary for creating inclusive social studies instruction that honors multiple perspectives. The SOSC 480S Social Science Comprehensive Results require candidates to demonstrate their ability to analyze complex social phenomena through multiple cultural and disciplinary lenses, synthesizing diverse perspectives across at least two social science disciplines, measuring their capacity to address diversity issues and incorporate multiple viewpoints when teaching social studies content to diverse PreK-12 learners.



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Through this carefully constructed curriculum, our Social Studies Composite Education program ensures graduates develop not only awareness of global diversity but also the analytical skills and pedagogical approaches needed to translate this understanding into effective classroom practice. By embedding multicultural, cross-cultural, and global perspectives throughout both content and methods courses, we prepare teachers who can help their future students navigate an increasingly interconnected and diverse world with knowledge, sensitivity, and skill.



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| <b>15035.4</b> The program requires study of current events including controversial issues. | HIST 305 History of American Government<br>EDUC 250 Introduction To Education<br>EDUC 381 Human Relations/Cult Diversity<br>EDUC 485 Secondary Meth. Soc Science | <ul style="list-style-type: none"><li>• <a href="#">Praxis Content Knowledge Exam</a></li><li>• <a href="#">EDUC 485 Secondary Social Science Methods: STOT (InTASC) Evaluation</a></li></ul> |
|---|--|---|

**Narrative:** Our Social Studies Education program integrates the study of current events and controversial issues throughout its curriculum, ensuring graduates possess both the content knowledge and pedagogical skills necessary to address contemporary societal challenges in their classrooms. The program's alignment with Standard 15035.4 is demonstrated through several strategically selected courses that build progressively from foundational understanding to practical classroom application.

HIST 305: History of American Government serves as a cornerstone for understanding contemporary political controversies by examining how real-world governmental practices often diverge from constitutional ideals. Rather than presenting American governance as a static system, the course emphasizes how evolving multicultural influences have shaped governmental structures and responsibilities over time. Students analyze current political debates through historical lenses, recognizing how today's controversies about federalism, representation, and governmental authority have deep roots in American political development. By examining the gap between constitutional theory and political practice, the course prepares future teachers to help students understand the complex, often contentious nature of American governance in action.

This foundation expands globally in GEOG 103: Multicultural World, Global Issues, which directly addresses pressing contemporary challenges affecting communities worldwide. The course's emphasis on critical spatial thinking provides students with analytical frameworks for understanding how abstract global forces manifest in concrete local contexts. By examining current issues like migration patterns, religious conflicts, identity politics, urbanization challenges, food security, and environmental degradation, students develop nuanced perspectives on headline news. The course deliberately incorporates current events such as case studies, teaching students to recognize the geographical dimensions of contemporary controversies while appreciating how spatial relationships influence political and cultural tensions around the world.

EDUC 250: Introduction to Education situates these content-area insights within educational contexts by focusing explicitly on current trends in curriculum and instruction. Students engage in structured research on global educational systems, examining contemporary debates about educational policy, pedagogical approaches, and school governance. The course's attention to both historical educational foundations and current professional practice helps future teachers recognize how broader societal controversies inevitably enter classroom spaces. Through field experiences in diverse educational settings, students observe firsthand how experienced educators navigate sensitive current events with students, providing crucial models for their own developing practice.

EDUC 381: Human Relations and Cultural Diversity directly tackles some of society's most persistent and controversial issues by examining how socio-cultural dimensions influence educational processes. The course addresses contemporary debates surrounding race, ethnicity, socioeconomic inequality, gender identity, religious diversity, and sexual orientation, topics that regularly generate headlines and provoke intense public discourse. With particular attention to issues affecting North Dakota's Native American communities, the course prepares future teachers to facilitate respectful classroom discussions about identity-based



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controversies that students encounter in news media and popular culture. By developing cultural competence across multiple dimensions of diversity, graduates can help their future students engage thoughtfully with controversial social issues rather than avoiding difficult conversations.

The program culminates in EDUC 485: Secondary Methods for Social Science, where candidates translate theoretical understanding into practical pedagogical approaches. Students learn specific strategies for incorporating current events and controversial issues into their social studies instruction, practicing how to select age-appropriate news stories, facilitate evidence-based discussions, and help students distinguish between facts and opinions when analyzing contentious topics. The course's emphasis on research-based practices ensures candidates develop sound methodological approaches to controversial content, while the creation of content-specific instructional units provides opportunities to design lessons around contemporary issues. Through this culminating methods course, candidates demonstrate their ability to address current events and controversial issues in ways that promote critical thinking rather than ideological indoctrination.

Candidates' ability to address current events and controversial issues is verified through content knowledge and pedagogical application measures. The Praxis Content Knowledge Exam assesses candidates' foundational understanding of social studies content essential for analyzing contemporary issues through historical, geographic, economic, and political lenses. During their methods coursework, the EDUC 485 Secondary Social Science Methods STOT (InTASC) Evaluation measures candidates' developing skill in incorporating current events and controversial issues into their instruction, tracking their ability to facilitate evidence-based discussions, help students distinguish facts from opinions, and design age-appropriate lessons around contemporary topics, demonstrating their readiness to address contentious issues in ways that promote critical thinking rather than ideological indoctrination.

Together, these courses and assessments create a coherent progression that moves from content knowledge about historical and contemporary controversies to practical strategies for addressing such issues in secondary classrooms. By integrating current events through both disciplinary and pedagogical coursework, our program ensures graduates possess the content knowledge and professional judgment necessary to help adolescents develop informed perspectives on complex social issues. Our graduates enter the profession prepared to fulfill the civic mission of social studies education by fostering the knowledge, skills, and dispositions necessary for thoughtful participation in democratic discourse about controversial public issues.



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| <b>15035.5</b> The program requires studying methods of teaching social studies including current trends in social studies with an examination of various teaching methods and techniques. | EDUC 324 North Dakota Studies<br>EDUC 380 Teach English Lang Learners<br>EDUC 400 Student Teaching<br>EDUC 426 Reading in the Content Area<br>EDUC 480 General Meth. Sec Educators<br>EDUC 480L General Methods Field Exp<br>EDUC 485 Secondary Meth. Soc Science | <ul style="list-style-type: none"><li>• <a href="#">Praxis Principles of Learning and Teaching Exam</a></li><li>• <a href="#">EDUC 400 Lesson Plan</a></li><li>• <a href="#">EDUC 400 Student Teaching-STOT (InTASC) Evaluation</a></li><li>• <a href="#">EDUC 480L General Methods Field Experience: STOT (InTASC) Evaluation</a></li><li>• <a href="#">EDUC 485 Secondary Social Science Methods: STOT (InTASC) Evaluation</a></li></ul> |
|--|---|--|

**Narrative:** Our Social Studies Composite Education program provides preparation in teaching methodologies specifically tailored to social studies instruction, fulfilling Standard 15035.5 through an intentionally sequenced progression of courses that move from foundational pedagogical knowledge to specialized social studies methods. This deliberate structure ensures graduates possess both broad understanding of effective teaching practices and discipline-specific strategies for engaging students with social studies content.

The methodological preparation begins with EDUC 480: General Methods for Secondary Educators, which introduces candidates to contemporary instructional frameworks that form the foundation of effective social studies teaching. The course emphasizes conceptual approaches that align perfectly with current trends in social studies education, including Understanding by Design, which helps candidates plan backward from meaningful social studies outcomes; differentiated instruction, which prepares them to address diverse learning needs; universal design for learning, which ensures accessibility for all students; and authentic literacy, which supports the text-rich nature of social studies content. Rather than presenting generic teaching techniques, the course examines how to create content-rich curriculum that deliberately links knowledge with thinking, a cornerstone of modern social studies instruction that moves beyond mere factual recall to develop students' analytical capabilities.

This theoretical foundation gains practical dimensions through EDUC 480L: General Methods Field Experience, which provides candidates with opportunities to observe and apply various teaching methods in authentic secondary classroom settings. During this 30-hour placement, candidates observe experienced educators implementing diverse instructional strategies, reflecting critically on which approaches most effectively engage adolescents with social studies content. By teaching at least one lesson under the guidance of a clinical educator, candidates begin testing instructional techniques while receiving structured feedback through pre- and post-observation conferences. This field experience helps candidates recognize that effective methods must be adapted to specific classroom contexts and students' needs which is a crucial understanding for responsive social studies instruction.

The program deepens methodological expertise through EDUC 485: Secondary Methods for Social Science, which narrows focus to discipline-specific teaching approaches. This specialized methods course explicitly addresses current trends in social studies education, examining how professional standards and expectations have evolved to emphasize inquiry-based learning, historical thinking skills, geographic reasoning, economic literacy, and civic competence. Candidates study various teaching methods particularly suited to social studies content, from structured academic controversies and document analysis to simulation activities and community-based projects. The course's culminating projects, a content-specific instructional unit and a philosophy of Social Science education paper, require candidates to articulate their understanding of effective methods and demonstrate ability to translate methodological knowledge into practical instructional plans.



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Content-area literacy strategies are emphasized in EDUC 426: Reading in the Content Area, which addresses the unique challenges of helping students read and comprehend social studies texts. The course focuses particularly on strategies for working with non-fiction materials such as primary sources, textbooks, and news articles, texts essential to social studies instruction. Candidates learn research-based approaches to building vocabulary related to social studies concepts, improving reading fluency with discipline-specific texts, and enhancing comprehension of complex historical, geographic, and civic information. Through teaching demonstrations, candidates practice implementing these literacy strategies with social studies materials, recognizing that effective content instruction must incorporate explicit support for navigating discipline-specific texts.

Regional teaching methods receive special attention in EDUC 324: North Dakota Studies, which models project-based learning approaches aligned with state standards and benchmarks. This course demonstrates how to connect broad social studies concepts to local contexts, an instructional approach that makes abstract ideas concrete for students. By examining social, economic, cultural, and political dimensions of North Dakota history and geography, candidates learn how to integrate regional perspectives into their teaching, a current trend in social studies education that emphasizes place-based learning and community connections. The course serves as a model for how candidates might structure similar regional studies in their future classrooms, regardless of where they teach.

The program's methodology for working with diverse learners extends to EDUC 380: Teaching English Language Learners, which addresses instructional approaches for supporting linguistically diverse students in social studies classrooms. Candidates learn how to adapt social studies content for various language proficiency levels while maintaining cognitive demand, a critical skill given the language-rich nature of social studies instruction. The course emphasizes strategies for making abstract social studies concepts accessible without simplifying content, helping candidates understand how language objectives can complement content objectives in lesson planning. This preparation recognizes the growing linguistic diversity in American classrooms and equips candidates with methods for ensuring all students can access meaningful social studies learning.

All these methodological approaches culminate in EDUC 400: Student Teaching, where candidates implement various teaching methods during a 15-week supervised experience. Working with qualified cooperating teachers and university supervisors, candidates apply and refine the instructional techniques learned throughout their program. This extended classroom experience allows candidates to experiment with diverse teaching approaches, assess their effectiveness through data collection on student learning and engagement, and adapt methods based on performance feedback.

Teaching methodology competencies are assessed through progressive measures tracking skill development across the program. The Praxis Principles of Learning and Teaching Exam evaluates foundational knowledge of instructional processes, learning theories, and diverse learners necessary for implementing effective social studies teaching methods. As candidates advance through field experiences, STOT (InTASC) Evaluations during EDUC 480L General Methods Field Experience (beginning), EDUC 485 Secondary Social Science Methods (middle), and EDUC 400 Student Teaching (final semester) measure their developing ability to implement various instructional strategies, current trends, and discipline-specific techniques in authentic classroom settings. Throughout student teaching, EDUC 400 Lesson Plans provide direct evidence of candidates' ability to apply diverse teaching methods and techniques in carefully designed instruction that engages secondary students with social studies content, demonstrating their mastery of contemporary instructional approaches aligned with current professional standards and research-based practices.



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Through this sequence of methods courses and assessment measures, our Social Studies Education program ensures graduates possess both theoretical understanding and practical experience with diverse teaching approaches. The curriculum deliberately balances general pedagogical methods with discipline-specific techniques, contemporary trends with established practices, and theoretical foundations with applied experiences. Graduates enter the profession equipped with a versatile methodological toolkit that allows them to engage diverse learners with meaningful social studies content using instructional approaches aligned with current professional standards and research-based practices.



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| 15035.6 The program requires the study of current, appropriate instructional technology. | EDUC 324 North Dakota Studies<br>EDUC 272 Educational Technology<br>EDUC 380 Teach English Lang Learners<br>EDUC 400 Student Teaching<br>EDUC 401 Electrnc Portfolio/Assess/Semin<br>EDUC 422 Educational Assessment<br>EDUC 426 Reading in the Content Area<br>EDUC 480 General Meth. Sec Educators<br>EDUC 480L General Methods Field Exp<br>EDUC 485 Secondary Meth. Soc Science | <ul style="list-style-type: none"><li>• <a href="#">Praxis Principles of Learning and Teaching Exam</a></li><li>• <a href="#">EDUC 400 Lesson Plan</a></li><li>• <a href="#">EDUC 400 Student Teaching-STOT (InTASC) Evaluation</a></li><li>• <a href="#">EDUC 401 Capstone Portfolio: Checkpoint 3 (SLO 2)</a></li><li>• <a href="#">EDUC 480L General Methods Field Experience: STOT (InTASC) Evaluation</a></li><li>• <a href="#">EDUC 485 Secondary Social Science Methods: STOT (InTASC) Evaluation</a></li></ul> |
|--|---|--|

**Narrative:** Our Social Studies Composite Education program integrates the study of current, appropriate instructional technology throughout its curriculum, ensuring graduates are prepared to leverage digital tools to enhance student learning in today's classrooms. The program's commitment to Standard 15035.6 reflects our recognition that technological fluency is no longer optional but essential for effective social studies instruction in the 21st century. At the foundation of our technology preparation stands EDUC 272: Educational Technology, a course specifically designed to develop teacher candidates' proficiency with instructional technologies. Rather than treating technology as separate from pedagogy, the course deliberately focuses on instructional methods that meaningfully integrate technologies to support student learning and achievement in social studies contexts. The curriculum is explicitly aligned with International Society for Technology in Education (ISTE) Standards and InTASC principles, ensuring candidates develop competencies consistent with current national expectations for technology integration. Through hands-on experience creating interactive teaching and learning activities, candidates develop practical skills they can immediately transfer to their social studies instruction. The course emphasizes not just technical proficiency but pedagogical decision-making about when and how various technologies can enhance student engagement with social studies content.

This foundational knowledge gains practical dimension in EDUC 422: Educational Assessment, which specifically addresses how technology can support assessment practices in social studies classrooms. Candidates learn to use digital tools to create, administer, and analyze assessments that measure student understanding of complex social studies concepts. The course demonstrates how technology can facilitate more efficient and effective assessment practices, from formative checks for understanding during instruction to summative evaluations of content mastery. By learning to use technology for data collection and analysis, candidates develop the skills necessary for data-based decision-making.

The Social Science Composite BSEd program's technology focus extends to content-specific applications through EDUC 426: Reading in the Content Area. Here, candidates explore how digital tools can support literacy development with social studies texts, particularly challenging non-fiction materials like primary sources,



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historical documents, and informational texts. The course introduces technologies that scaffold comprehension, build vocabulary, and support analysis of complex texts, essential supports for students developing disciplinary literacy in social studies. Through teaching demonstrations, candidates practice implementing these technology-enhanced literacy strategies, recognizing how digital tools can make high level social studies texts more accessible to diverse learners without simplifying content.

Further applications of instructional technology appear in EDUC 324: North Dakota Studies, which models how digital resources can enhance project-based learning about local history and geography. The course demonstrates how mapping technologies, digital archives, virtual field trips, and multimedia resources can bring regional studies to life, making abstract historical and geographical concepts concrete and accessible. By experiencing these applications firsthand, candidates develop ideas for similar technology integration in their future classrooms, regardless of regional focus.

Support for linguistically diverse learners through technology is addressed in EDUC 380: Teaching English Language Learners. The course explores how various digital tools can assist language learners in accessing social studies content despite language barriers. Candidates learn how technologies like translation apps, visual supports, audio resources, and interactive vocabulary tools can scaffold understanding while students develop English proficiency. This preparation ensures graduates can leverage appropriate technologies to make complex social studies concepts comprehensible to all students, regardless of language background.

Technology preparation is further reinforced through EDUC 480: General Methods for Secondary Educators, which demonstrates how digital tools support current instructional approaches including Understanding by Design, differentiated instruction, universal design for learning, and authentic literacy. Candidates examine how technology can enhance content-rich social studies curriculum by providing access to primary sources, facilitating historical simulations, supporting geographical analysis, and enabling authentic civic engagement. The course emphasizes how thoughtfully selected technologies can help students develop critical thinking skills essential for understanding of social studies content.

This theoretical understanding is applied during EDUC 480L: General Methods Field Experience, where candidates observe experienced educators using instructional technologies in authentic classroom settings. During this placement, candidates identify effective practices for technological integration while reflecting on potential applications in their own future classrooms. By teaching at least one technology-enhanced lesson, candidates begin developing their technological pedagogical content knowledge where they can understand how technology, content, and pedagogy interact in effective social studies instruction.

Content-specific technology applications receive focused attention in EDUC 485: Secondary Methods for Social Science. This specialized methods course addresses technologies particularly relevant to social studies instruction, including digital mapping tools, primary source databases, historical simulation programs,



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economic modeling software, and civic engagement platforms. The content-specific instructional unit required in this course must incorporate appropriate technologies, ensuring candidates can translate technological knowledge into practical applications for social studies classrooms.

The culmination of this technology preparation occurs during EDUC 400: Student Teaching, where candidates implement various instructional technologies during their 15-week classroom experience. Working alongside cooperating teachers, candidates experiment with different digital tools, assess their effectiveness through data collection on student learning and engagement, and refine their approach based on performance feedback. This extended classroom implementation allows candidates to develop confidence with instructional technologies in authentic teaching environments.

The Social Science Education BSEd program's technology focus concludes with EDUC 401: Electronic Portfolio, Assessment, and Seminar, which requires candidates to compile and present digital evidence of their technological competence. The electronic portfolio serves as both an assessment tool and a professional development opportunity, documenting candidates' growth in technology integration throughout their program. Regular checkpoints throughout the program ensure candidates progressively develop technological proficiency, while the final portfolio presentation demonstrates their readiness to leverage instructional technologies in their future social studies classrooms.

Technological proficiency is measured through multiple assessments evaluating both theoretical understanding and practical application. The Praxis Principles of Learning and Teaching Exam assesses foundational knowledge of instructional processes necessary for making informed decisions about technology integration that enhances learning. Progressive STOT (InTASC) Evaluations during EDUC 480L General Methods Field Experience (beginning), EDUC 485 Secondary Social Science Methods (middle), and EDUC 400 Student Teaching (final semester) track candidates' developing ability to implement current, appropriate instructional technologies in authentic classroom contexts. Throughout student teaching, EDUC 400 Lesson Plans demonstrate candidates' capacity to thoughtfully integrate digital tools that support student engagement with social studies content. The EDUC 401 Capstone Portfolio Checkpoint 3 (SLO 2) provides comprehensive documentation of candidates' technological competence through artifacts, written rationales, and professional presentation, ensuring graduates possess both theoretical understanding and practical experience with instructional technologies that make social studies content more accessible, engaging, and effective for all learners.

Through this inclusive integration of technology throughout the curriculum, our Social Studies Education program ensures graduates possess both theoretical understanding and practical experience with current, appropriate instructional technologies. Far from treating technology as an add-on, our program embeds digital tools within pedagogical contexts, preparing candidates to make thoughtful decisions about technology integration that enhances student learning and engagement with social studies content. Graduates enter the profession prepared to leverage the power of technology to make social studies instruction more accessible, engaging, and effective for all students.



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## **SECTION IV: EVIDENCE OF MEETING THE STANDARDS**

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

### **1. Required Assessments:**

#### **1. A Praxis II: Content Test: Complete Table 1.A**

| <b>Praxis Subject Assessment: Social Science Content Knowledge</b> |  |                         |                               |                      |                        |
|--|--|-------------------------|-------------------------------|----------------------|------------------------|
| <b>Year</b>  | <b>Content Area Test Name and Number</b> | <b>ND Passing Score</b> | <b>Total # of Test Takers</b> | <b>Average Score</b> | <b>Percent Passing</b> |
| 2022 – 2023  | 5081                                     | 153                     | 1                             | 140                  | 0%                     |
| 2023 – 2024  | 5081                                     | 153                     | 4                             | 170                  | 100%                   |
| 2024 – 2025  | 5081                                     | 153                     | 0                             | NA                   | NA                     |

#### **1. B Praxis II: PLT (Principles of Learning and Teaching):**

| <b>Praxis II: Principles of Learning &amp; Teaching: Grades 7-12</b> |  |                         |                               |                      |                        |
|--|--|-------------------------|-------------------------------|----------------------|------------------------|
| <b>Year</b>  | <b>Content Area Test Name and Number</b> | <b>ND Passing Score</b> | <b>Total # of Test Takers</b> | <b>Average Score</b> | <b>Percent Passing</b> |
| 2022 – 2023  | 5624                                     | 157                     | 1                             | 179                  | 100%                   |
| 2023 – 2024  | 5624                                     | 157                     | 4                             | 176                  | 100%                   |
| 2024 – 2025  | 5624                                     | 157                     | 0                             | NA                   | NA                     |

#### **1. C Cumulative GPA at the point of completion: Complete Table 1.C**

| <b>Cumulative GPA at Completion</b> |                                     |                            |                     |
|-------------------------------------|-------------------------------------|----------------------------|---------------------|
| <b>Year</b>                         | <b>N<br/>(number of candidates)</b> | <b>Overall Average GPA</b> | <b>Range of GPA</b> |
| 2022 – 2023                         | 1                                   | 3.69                       | NA                  |
| 2023 – 2024                         | 4                                   | 3.54                       | 3.18 - 4.0          |
| 2024 – 2025                         | 0                                   | NA                         | NA                  |



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**1. D Student Teaching Performance (Clinical Experience) Evaluation (please report data only in the area of content knowledge).**

**EDUC 400 Student Teaching-STOT (InTASC) Evaluation**

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

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

**Target:** 3.0 or higher

| Year        | N<br>(number of candidates) | Evaluator             | Average Score | Target Score |
|-------------|-----------------------------|-----------------------|---------------|--------------|
| 2022 – 2023 | 1                           | University Supervisor | 3.14          | 3.0          |
|             |                             | Cooperating Teacher   | 3.0           | 3.0          |
|             |                             | Self                  | 3.07          | 3.0          |
| 2023 – 2024 | 4                           | University Supervisor | 3.80          | 3.0          |
|             |                             | Cooperating Teacher   | 3.70          | 3.0          |
|             |                             | Self                  | 3.50          | 3.0          |
| 2024 – 2025 | 0                           | University Supervisor | NA            | 3.0          |
|             |                             | Cooperating Teacher   | NA            | 3.0          |
|             |                             | Self                  | NA            | 3.0          |



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## 2. Additional Assessments

### 2a. Pre-student Teaching Practicum Evaluations

#### EDUC 480L General Methods Field Experience: STOT (InTASC) Evaluation

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

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

**Target:** 2.5 or higher

| Year        | N<br>(number of candidates) | Evaluator    | Average Score | Target Score |
|-------------|-----------------------------|--------------|---------------|--------------|
| 2022 – 2023 | 4                           | Instructor   | 2.38          | 2.5          |
|             |                             | Field Mentor | 3.38          | 2.5          |
|             |                             | Self         | 2.63          | 2.5          |
| 2023 – 2024 | 3                           | Instructor   | 2.33          | 2.5          |
|             |                             | Field Mentor | 3.5           | 2.5          |
|             |                             | Self         | 3.33          | 2.5          |
| 2024 – 2025 | 1                           | Instructor   | 3.75          | 2.5          |
|             |                             | Field Mentor | 4.0           | 2.5          |
|             |                             | Self         | 3.06          | 2.5          |

### 2b. Pre-student Teaching Practicum Evaluations

#### EDUC 485 Secondary Social Science Methods: STOT (InTASC) Evaluation

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

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

**Target:** 2.5 or higher

| Year        | N<br>(number of candidates) | Evaluator    | Average Score | Target Score |
|-------------|-----------------------------|--------------|---------------|--------------|
| 2022 – 2023 | 2                           | Instructor   | 3.0           | 2.5          |
|             |                             | Field Mentor | 3.67          | 2.5          |
|             |                             | Self         | 3.42          | 2.5          |
| 2023 – 2024 | 4                           | Instructor   | 2.96          | 2.5          |
|             |                             | Field Mentor | 3.27          | 2.5          |
|             |                             | Self         | 2.83          | 2.5          |
| 2024 – 2025 | 1                           | Instructor   | 3.07          | 2.5          |
|             |                             | Field Mentor | 2.12          | 2.5          |
|             |                             | Self         | 2.83          | 2.5          |



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### 2c. Key Performance Task

#### SOSC 480S Social Science Comprehensive Results

**Description:** The Social Science Comprehensive is a challenging capstone project where the senior student will select at least two social science disciplines to research after attending a series of seminar classes presented by the faculty. The student will then research their project, write the paper according to the guidelines provided by the seminar, prepare a PowerPoint presentation on the paper and lastly defend the paper to faculty and students using PowerPoint. This assessment asks Composite Social Science majors to demonstrate they can undertake the work of a social scientist with independence and quality. No matter what their future plans within the field are, the ability to conduct research, organize materials in a coherent manner, to present work clearly, and write with clarity will be essential.

**Proficiency Scale:** Satisfactory (60% or >) or Unsatisfactory (<60%)

**Target:** Satisfactory Rating

| Year        | N<br>(number of candidates) | Final Grades | Target Grade |
|-------------|-----------------------------|--------------|--------------|
| 2022 – 2023 | 4                           | S=3, U=1     | Satisfactory |
| 2023 – 2024 | 9                           | S=6, U=3     | Satisfactory |
| 2024 – 2025 | 6                           | S=6, U=0     | Satisfactory |

### 2d. Capstone Project

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

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

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

**Target:** 3.0 or higher

| Year        | N<br>(number of candidates) | Evaluator  | Scores | Target Score |
|-------------|-----------------------------|------------|--------|--------------|
| 2022 – 2023 | 1                           | Reconciled | 4.0    | 3.0          |
| 2023 – 2024 | 4                           | Reconciled | 3.31   | 3.0          |
|             |                             | Self       | 3.56   |              |
| 2024 – 2025 | 0                           | Reconciled | NA     | 3.0          |
|             |                             | Self       | NA     |              |



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#### 2e. Employer survey results related to content knowledge

#### Supervisor Survey

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

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

**Target:** 3.0 or higher

| Year                 | Supervisor Survey Item (Content)   | N = # number of candidates | Average Max= 4 points |
|----------------------|--|----------------------------|-----------------------|
| 2022 – 2023          | Effectively teach the subject matter in my licensure area.                                     | 2                          | 4                     |
| 2023 – 2024          |  | N/A                        | N/A                   |
| 2024 – 2025          |  | 3                          | 3.67                  |
| 2022 – 2023          | Design activities where students engage with subject matter from a variety of perspectives.    | 2                          | 4                     |
| 2023 – 2024          |  | N/A                        | N/A                   |
| 2024 – 2025          |  | 3                          | 3.33                  |
| 2022 – 2023          | Help students develop critical thinking processes.   | 2                          | 4                     |
| 2023 – 2024          |  | N/A                        | N/A                   |
| 2024 – 2025          |  | Question removed           |                       |
| 2022 – 2023          | Help students develop skills to solve complex problems.  | 2                          | 4                     |
| 2023 – 2024          |  | N/A                        | N/A                   |
| 2024 – 2025          |  | 3                          | 3.33                  |
| 2022 – 2023          | Make interdisciplinary connections among core subjects.  | 2                          | 4                     |
| 2023 – 2024          |  | N/A                        | N/A                   |
| 2024 – 2025          |  | Question removed           |                       |
| 2022 – 2023          | Know where and how to access resources to build global awareness and understanding.            | 2                          | 4                     |
| 2023 – 2024          |  | N/A                        | N/A                   |
| 2024 – 2025          |  | 3                          | 3.67                  |
| 2022 – 2023          | Effectively teach students from culturally and ethnically diverse backgrounds and communities. | 2                          | 4                     |
| 2023 – 2024          |  | N/A                        | N/A                   |
| 2024 – 2025          |  | 3                          | 3.67                  |
| 2022 – 2023          | Connect core content to students' real-life experiences.                                       | 2                          | 4                     |
| 2023 – 2024          |  | N/A                        | N/A                   |
| 2024 – 2025          |  | 3                          | 3.33                  |
| Overall Item Average |  |                            | 3.79                  |



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#### 2f. Graduate survey results related to content knowledge

#### Transition to Teaching Survey

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

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

**Target:** 3.0 or higher

| Year                 | Transition to Teaching Survey Item (Content)   | N = # number of candidates | Average Max= 4 points |
|----------------------|--|----------------------------|-----------------------|
| 2022 – 2023          | Effectively teach the subject matter in my licensure area.                                     | 2                          | 3.5                   |
| 2023 – 2024          |  | N/A                        | N/A                   |
| 2024 – 2025          |  | 4                          | 3.5                   |
| 2022 – 2023          | Design activities where students engage with subject matter from a variety of perspectives.    | 2                          | 4                     |
| 2023 – 2024          |  | N/A                        | N/A                   |
| 2024 – 2025          |  | 4                          | 3.75                  |
| 2022 – 2023          | Help students develop critical thinking processes.   | 2                          | 3.5                   |
| 2023 – 2024          |  | N/A                        | N/A                   |
| 2024 – 2025          |  | Question removed           |                       |
| 2022 – 2023          | Help students develop skills to solve complex problems.  | 2                          | 3.5                   |
| 2023 – 2024          |  | N/A                        | N/A                   |
| 2024 – 2025          |  | 4                          | 3.5                   |
| 2022 – 2023          | Make interdisciplinary connections among core subjects.  | 2                          | 3.5                   |
| 2023 – 2024          |  | N/A                        | N/A                   |
| 2024 – 2025          |  | Question removed           |                       |
| 2022 – 2023          | Know where and how to access resources to build global awareness and understanding.            | 2                          | 3.5                   |
| 2023 – 2024          |  | N/A                        | N/A                   |
| 2024 – 2025          |  | 4                          | 3.75                  |
| 2022 – 2023          | Effectively teach students from culturally and ethnically diverse backgrounds and communities. | 2                          | 4                     |
| 2023 – 2024          |  | N/A                        | N/A                   |
| 2024 – 2025          |  | 4                          | 3.5                   |
| 2022 – 2023          | Connect core content to students' real-life experiences.                                       | 2                          | 4                     |
| 2023 – 2024          |  | N/A                        | N/A                   |
| 2024 – 2025          |  | 4                          | 4.0                   |
| Overall Item Average |  |                            | 3.68                  |



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#### 2g. Additional assessment of choice

##### EDUC 400 – Lesson Plan

**Description:** The purpose of the lesson plan is to measure teacher candidate's ability to understand and integrate assessment, planning, and instructional strategies in coordinated, sequential and engaging ways. Lesson planning assessment is used to formatively monitor growth in the ability to plan for learning and integrate knowledge from the first methods courses and summatively clinical placements through completion. The template, guide, and rubric provide clear direction about instructional targets as well as descriptions of levels of performance. The common lesson plan template and the lesson plan scales are provided to candidates as they enter the program in the Teacher Education Handbook and again in each course in which lesson planning occurs. Lesson planning skills are summatively assessed at the end of EDUC 400 Student Teaching by the Cooperating Teacher, University Supervisor, and the Teacher Candidate themselves.

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

**Target:** 3.0 or higher

| Year        | N<br>(number of candidates) | Reviewer   | Average Scores | Target Score |
|-------------|-----------------------------|------------|----------------|--------------|
| 2022 - 2023 | 1                           | Reconciled | 3.33           | 3.0          |
|             |                             | Self       | 3.0            |              |
| 2023 - 2024 | 4                           | Reconciled | 3.5            | 3.0          |
|             |                             | Self       | 3.03           |              |
| 2024 - 2025 | 0                           | NA         | NA             | 3.0          |

### 3. Respond to the following questions:

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

The data that was collected and analyzed for our Composite Social Science program at Mayville State provides a comprehensive view of candidate performance across multiple assessments over the most recent three academic years. The Praxis II Content Knowledge test (5081) shows a notable improvement from 0% passing in 2022–2023 to 100% passing in 2023–2024, with an average score increase from 140 to 170. However, no candidates took the test in 2024–2025. Similarly, the Praxis II PLT (5624) maintained a consistent 100% pass rate for the two years in which candidates took the exam, with average scores well above the North Dakota cut score of 157. These results suggest strong preparation in both content knowledge and pedagogical principles among candidates who completed the assessments.

Cumulative GPA data further supports academic strength, with averages of 3.69 and 3.54 in 2022–2023 and 2023–2024 respectively (no graduates in 24-25). The range of GPAs in 2023–2024 (3.18–4.0) indicates variability in performance but still reflects overall academic competence. Student teaching evaluations using the STOT/InTASC tool show that candidates consistently met or exceeded the target score of 3.0 across all evaluators. Specifically, in 2023–2024, scores from university supervisors, cooperating teachers, and self-evaluations ranged from 3.5 to 3.8, indicating strong teaching performance during clinical experiences.

Pre-student teaching evaluations (EDUC 480L and EDUC 485) reveal growth in teaching competencies over time. While some instructor scores fell below the target in earlier years (e.g., 2.38 in 2022–2023 for EDUC 480L), later scores improved significantly, reaching 3.75 in 2024–2025. Field mentor and self-evaluations generally met or exceeded the target, suggesting that candidates gained confidence and skill as they progressed through the program. The SOSC 480S comprehensive project results show a majority of students receiving satisfactory ratings, though a few unsatisfactory outcomes in 2023–2024 warranted a closer review of support mechanisms and assignment expectations.

Finally, survey data from supervisors and graduates indicates that Mayville State Composite Social Science completers feel well-prepared to teach content and engage diverse learners. Ratings consistently met or exceeded the target of 3.0, with several items scoring a perfect 4.0 in 2022–2023. Although some questions were removed or not administered in 2023–2024, the 2024–2025 responses remained strong. The EDUC 401 Capstone Portfolio and EDUC 400 Lesson Plan assessments also show candidates meeting performance expectations, reinforcing the program's effectiveness in preparing future educators. Overall, the data reflects a positive trajectory in candidate development and program outcomes.

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

After reviewing the comprehensive data for the Composite Social Science Education program from the last three academic years, results indicated that about a third of our candidates were receiving Unsatisfactory scores on the SOSC 480S Comprehensive assignment. That raised concerns among faculty since other assessments like the Supervisor Survey, Capstone Portfolio, Transition to Teaching Survey, and Lesson Plan scores were consistently meeting the target. Digging deeper, we saw that students were having trouble connecting content areas, using geographic and civic concepts in their lesson planning, and integrating technology effectively. So, we made some intentional changes to the curriculum. We revised the Essential Studies requirements to include more balanced coursework in humanities and social sciences, added a lab science, and introduced a Computer Information Systems course. These updates are designed to help students build stronger analytical and tech skills earlier in their program.

The Geography requirements were also adjusted to include courses like World Regional Geography, Geography of North Dakota and North America, and Geospatial Techniques. These were added to directly address the gaps we saw in geographic literacy and spatial reasoning. Another change was phasing out the Political Science Teaching Specialty. The data showed that very few students were taking the courses and it was necessary to focus limited resources to meet the broader social studies standards, so we moved to a more comprehensive Composite Social Science program that better supports integrated teaching.



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Unsatisfactory ratings in the SOSC 480S comprehensive project during 2022–2023 and 2023–2024 prompted curriculum revisions, including enhanced geography requirements, integration of geospatial techniques, and added emphasis on interdisciplinary connections, and technology use. These changes aim to strengthen Composite Social Science Education candidates' ability to connect content areas and apply civic and geographic concepts effectively.

Additionally, Praxis results from 2022–2023 revealed a need for stronger licensure preparation. In response to 2022–2023 Praxis content results (score 140 = fail), structured Praxis preparation activities and practice exams were added to EDUC 480 (General Methods) and EDUC 485 (Secondary Social Science Methods). These supports contributed to improved outcomes in 2023–2024 (average score 170; 100% pass) with positive hope for the future. Survey data also highlighted small sample sizes and item revisions across cycles. Employer and graduate survey numbers are small, and some items were revised/removed across years. Beginning during the 2025–2026, instruments will be stabilized and results aggregated across cycles to strengthen reliability.

In conclusion, these changes were driven by the analysis of trends in data over time. Mayville State wanted to ensure our Composite Social Science students are not just passing assessments but are truly prepared to teach across the full range of social science disciplines. The goal is to give them a solid foundation and the tools they need to succeed in the classroom, and these changes reflect that goal.