Montana State University-Billings
Traditional Program

2014 | Title II Reports

Complete Report Card

AY 2012-13

Institution Information

Name of Institution: Montana State University-Billings
Institution/Program Type: Traditional
Academic Year: 2012-13
State: Montana

Address: 1500 University Drive
COE , Room 278
Billings, MT, 59101

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Elementary Education Broadfield	No
Elementary Education/Reading (K-12) Double Major	No
Elementary Education/Special Education (P-12) Double Major	No
K-12, Art Education	No
K-12, Health and Human Performance	No
K-12, Music Education	No
K-12, Spanish Education	No
Masters of Education, Curriculum & Instruction	No

Masters of Education, Educational Technology, Area of Permissive Special Compentency	No
Masters of Education, Reading	No
Masters of Science Special Education, Generalist Option	No
Post Baccalaureate K-12 or Secondary Teacher Licensure	No
Post Baccalaureate K-8 Teacher Licensure	No
Secondary Education/Reading (K-12) Double Major	No
Secondary Education/Special Education (P-12)	No
Secondary, Biology Education	No
Secondary, Broadfield Science Education	No
Secondary, Chemistry Educaton	No
Secondary, English Education	No
Secondary, History Education	No
Secondary, Mathematics Education	No
Secondary, Political Science Education	No
Teaching Minor, Early Childhood, Area of Permissive Special Competency	No
Total number of teacher preparation programs: 23	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Sophomore year   Admission to Graduate Program

Does your initial teacher certification program conditionally admit students?
Yes

Provide a link to your website where additional information about admissions requirements can be found:
www.msubillings.edu

Please provide any additional comments about or exceptions to the admissions information provided above:

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	No	No
Essay or personal statement	Yes	No
Interview	No	No
Other Praxis II Content Exam	No	Yes

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.34

What is the minimum GPA required for completing the program?

2.65

What was the median GPA of individuals completing the program in academic year 2012-13

3.46

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. **(§205(a)(1)(C)(i))**

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other Praxis II Content Knowledge Exam	No	Yes

What is the minimum GPA required for admission into the program?

2.65

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.6

What is the minimum GPA required for completing the program?

2.65

What was the median GPA of individuals completing the program in academic year 2012-13

3.835

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2012-13:	1035
Unduplicated number of males enrolled in 2012-13:	252

2012-13	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	43
Race	
American Indian or Alaska Native:	21
Asian:	7
Black or African American:	7
Native Hawaiian or Other Pacific Islander:	1
White:	886
Two or more races:	20

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	125
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	12.5
Number of full-time equivalent faculty supervising clinical experience during this academic year	6
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	57
Number of students in supervised clinical experience during this academic year	182

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

The capstone count was for supervised clinical practice only (student teaching) not pre-clinical practice (pre-student teaching experience); Pre-clinical field experience faculty is 9.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	33
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	85
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	57
Teacher Education - Multiple Levels	71
Teacher Education - Agriculture	
Teacher Education - Art	11
Teacher Education - Business	
Teacher Education - English/Language Arts	9
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	8
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	4
Teacher Education - Reading	15
Teacher Education - Science Teacher Education/General Science	1
Teacher Education - Social Science	16
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	

Teacher Education - Biology	2
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	19
Teacher Education - Physics	
Teacher Education - Spanish	8
Teacher Education - Speech	
Teacher Education - Geography	1
Teacher Education - Latin	
Teacher Education - Psychology	1
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	25
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	119
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	71
Teacher Education - Agriculture	
Teacher Education - Art	5
Teacher Education - Business	
Teacher Education - English/Language Arts	6
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	5
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	5
Teacher Education - Reading	6
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	13
Teacher Education - Physics	
Teacher Education - Spanish	3

Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	1
Psychology	4
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	2
Sociology	2
Visual and Performing Arts	4
History	5
Foreign Languages	2
Family and Consumer Sciences/Human Sciences	2
English Language/Literature	3
Philosophy and Religious Studies	
Agriculture	2
Communication or Journalism	2
Engineering	
Biology	1
Mathematics and Statistics	2
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	5
Computer and Information Sciences	
Other Specify: Sports Management	1

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2012-13: 179

2011-12: 187

2010-11: 128

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in mathematics in 2012-13?

How many prospective teachers did your program plan to add in mathematics in 2012-13?

0

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

We are continuing with implementation of the 2 year capacity building grant through September 2013.

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

9

Provide any additional comments, exceptions and explanations below:

The plan is to recruit 12 undergraduates and 6 post graduates for science and math combined so the reported number of 9 prospective mathematics teachers is an average of the recruitment plan numbers.

Academic year 2014-15

Will your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers does your program plan to add in mathematics in 2014-15?

9

Provide any additional comments, exceptions and explanations below:

We have a NSF Noyce grant with plans to prepare 6 undergraduates and 3 graduates in mathematics.

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

5

Did your program meet the goal for prospective teachers set in science in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

We are continuing with the implementation of the two year capacity building grant through September 2013.

Academic year 2013-14

Is your program preparing teachers in science in 2013-14?

Yes

9

Provide any additional comments, exceptions and explanations below:

The plan is to recruit 12 undergraduates and 6 post graduates for science and math combined so the reported number of 9 prospective science teachers is an average of the recruitment plan numbers.

Academic year 2014-15

Will your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers does your program plan to add in science in 2014-15?

9

Provide any additional comments, exceptions and explanations below:

We have a NSF Noyce Grant with plans to prepare 6 undergraduate and 3 graduates as Broadfield Science teachers.

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

0

Did your program meet the goal for prospective teachers set in special education in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

The College of Education is currently at capacity enrollment in the Special Education Endorsement project and ABA program and will strive to maintain these numbers for the future. We are currently working on partnerships with MSU Northern and Aanih Nakoda College to provide opportunities for Elementary majors to add special education endorsements. Additionally, we are developing a Memorandum of Agreement with University of Montana Western to enroll Post Baccalaureate Special Education Endorsement students in our Master of Science in Special Education: Generalist Option.

Academic year 2013-14

Is your program preparing teachers in special education in 2013-14?

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

0

Provide any additional comments, exceptions and explanations below:

We currently have a partnership with Aaniih Nakoda College. A Memorandum of Agreement with MSU Northern and University of Montana Western has not been successfully negotiated to date. Enrolling U of M Western's Post Baccalaureate Special Education students in our Master of Science in Special Education: Generalist Option is not tenable. The reason for this is U of M Western is using undergraduate coursework and our generalist option is developed to be graduate level coursework.

Academic year 2014-15

Will your program prepare teachers in special education in 2014-15?

Yes

How many prospective teachers does your program plan to add in special education in 2014-15?

0

The College of Education is currently at capacity enrollment in the Special Education Endorsement project and the ABA program is searching for additional faculty to grow the program. We are still exploring a partnership with MSU Northern and are open to other partnerships with other Tribal colleges.

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in instruction of limited English proficient students in 2012-13?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2014-15?

Provide any additional comments, exceptions and explanations below:

We currently have faculty building a TESOL program which is not yet avialable.

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

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

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

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

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

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

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

We have maintained diversity of our field experience opportunities and inclusion of Montana's Indian Education for All throughout our curricula. As of fall 2014, we have revised and implemented a new Elementary Education Program. Revisions were made specifically to better prepare Elementary Education candidates for what diversities they will encounter in schools. We are also exploring an ESL program.

Section III Assessment Pass Rates

No assessment pass rates have been reported.

**Please note that pass rates will be provided to Westat by the state or the testing company or companies (or entities). You do not need to upload or submit any files for this section.

You will be notified via email once pass rates have been uploaded. Please be sure to review the pass rates for accuracy once they are uploaded. Westat expects to receive and upload pass rate files for most programs by mid-April.**

Section III Summary Pass Rates

No summary pass rates have been reported.

**Please note that pass rates will be provided to Westat by the state or the testing company or companies (or entities). You do not need to upload or submit any files for this section.

You will be notified via email once pass rates have been uploaded. Please be sure to review the pass rates for accuracy once they are uploaded. Westat expects to receive and upload pass rate files for most programs by mid-April.**

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

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

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
  Yes
- use technology effectively to collect data to improve teaching and learning
  Yes
- use technology effectively to manage data to improve teaching and learning
  Yes
- use technology effectively to analyze data to improve teaching and learning
  Yes

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

Methods of using appropriate technologies are included in our courses. Reading and Learning Clinics teach students to use technology effectively to collect, manage, and analyze student learning. The principles of universal design are embedded in the pre-student teaching field experiences. Educational technology to which students are exposed has increased through the use of student technology fees.

The Evidences of Professional Growth process is used in junior and senior level initial preparation and is also used in graduate level preparation. Refining that process is the focus of our proposed Transformation Initiative.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- teach students with disabilities effectively
  Yes
- participate as a member of individualized education program teams
  Yes

Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All teaching candidates must successfully complete SPED 260 - Introduction to Teaching Exceptional Learners - 3cr. This course considers the characteristics of children with exceptional learning needs. Examines the services and strategies to provide for individual needs of each student with disabilities in the least restrictive environment. This course also provides students with an in-school practicum experience. The scope of this course includes special education, gifted and talented and students who consider English as their second language. The College of Education has also revised their Broadfield Elementary Education Program to include 5 additional classes in the areas of Special Education, Assessment, Technology, Reading, and Classroom Management.

The College of Education is exploring the feasability of a TESOL certificate program.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  Yes
- **participate as a member of individualized education program teams**
  Yes
- **teach students who are limited English proficient effectively**
  Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Montana State University offers a B. S. degree with a double major in Special Education at both the elementary and secondary levels. A graduate student may earn a Master of Science in Special Education or a Post Master's Supervisory Endorsement in Special Education. Special Education programs require course work in Diagnostic Teaching of Reading, Learning Disabilities, Emotional Disturbance, Developmental Disabilities, teaching learning and behavior in schools,legal and current issues in Special Education,and collaboration and individualization in education. All three of these specific areas are addressed in our current curriculum.

Section VII Contextual Information

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

Assessment Pass Rate is completed by the Montana Office of Public Instruction.

Supporting Files

Complete Report Card

AY 2012-13