

Institutional Data

1. - A_1 » Institutional Information

This information will be used in all official references to your institution

Institution Name:	Montana State University Billings	
Address 1:	1500 University Drive	
Address 2:		
City:	Billings	
State:	MT	
Zip:	59101-0245	
Country:	USA	
Institution Phone:	406-657-2300	

2. - A_2 » Chief Executive Officer of Institution

Include complete address and phone number.

CEO of Institution:	Dr. Mark Nook	
Title:	Chancellor	
Address 1:	1500 University Dr., McM 207	
Address 2:		
City:	Billings	
State:	MT	
Zip:	59101-0245	
Country:	USA	



print

Fax:	406-657-2299	
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3. - A_3 » Name of Educator Preparation Provider

Complete all that apply

EPP Unit Name:	College of Education	
EPP Unit Name 2:		
EPP Unit Name 3:		

4. - A_4 » Designated Head of Educator Preparation Provider

Include complete address and phone number.

PE Designated Head Name:	Dr. Mary Susan E. Fishbaugh	
Title:	Dean	
Address 1:	1500 University Drive,COE #106	
Address 2:		
City:	Billings	
State:	MT	
Zip:	59101-0245	
Country:	USA	
Phone:	406-657-2285	
Fax:	406-657-2104	
Email:	mfishbaugh@msubillings.edu	

5. - A_14 » Contact Person

Contact person for the Professional Education Data System (i.e., the individual with responsibility for preparing this report)

Name:	Dr. Yitza A. Arcelay-Rojas	
Title:	Assistant Professor; Accreditation & As:	
Institution:	Montana State University Billings	
Address 1:	1500 University Drive	
Address 2:	COE 212	
City:	Billings	
State:	MT	
Zip:	59101-0245	
Country:	USA	
Phone:	406-657-2319	
Fax:	406-657-2104	
Email:	yitza.arcelayrojas@msubillings.edu	

6. - A_5 » Educator Preparation Provider Term

If the head of the Educator Preparation Provider (EPP) differs from the person on the last PEDS report, when did his or her term begin?

Term Began Month:	- Select -	▼	
Term Began Year:	- Select -	▼	

7. - A_6 » Degrees/Programs

Degrees or programs offered by institution/consortium P-12 education personnel (indicate all levels of degrees/programs offered)

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<input checked="" type="checkbox"/>	Bachelor's, initial teacher preparation	
<input checked="" type="checkbox"/>	Post-Bachelor's or Master's, Initial Teacher Preparation	
<input checked="" type="checkbox"/>	Post-Bachelor's or Master's, Advanced Teacher Preparation	
<input type="checkbox"/>	CAS or Specialist	
<input type="checkbox"/>	Doctoral	
<input type="checkbox"/>	Other »	

8. - A_7 » Total Student Licenses Headcount (degrees/program completers)

The total headcount of students who received licenses, endorsements or degrees (education only) from your institution between September 1, -2 and August 31, -1
Automatically calculated based on the data you reported in B-3 and B-4 forms

[View Results](#) - press this button only if you want to see the results (this may take a minute...).

9. - A_8 » Control

<input checked="" type="radio"/>	Public	
<input type="radio"/>	Private or Independent (Non for Profit)	
<input type="radio"/>	Private or Independent (for Profit)	

10. - A_9 » Institution Type

<input type="radio"/>	A single-campus institution	
<input type="radio"/>	A branch campus of a parent institution (please give name of parent institution) ⓘ	
<input type="radio"/>	A main campus (parent institution with one or more branch campuses and/or other campuses)	
<input checked="" type="radio"/>	An administratively equal campus of an institutional system (please give the name of the system) ⓘ	
<input type="radio"/>	A consortium	
<input type="radio"/>	An online institution	
<input type="radio"/>	Other »	

11. - A_10 » Units

Unit of credit awarded for completion of coursework

<input checked="" type="radio"/>	Semester Hour	
<input type="radio"/>	Quarter Hour	
<input type="radio"/>	Other »	


12. - A_11 » Accreditation/Affiliation

Institutional Accreditation and Affiliations

<input type="radio"/>	MIDDLE STATES Association of Colleges and Schools / Middle States Commission on Higher Education (MSCHE)	
<input type="radio"/>	NEW ENGLAND Association of Schools and Colleges / Commission on Institutions of Higher Education (NEASC-CIHE)	
<input type="radio"/>	NORTH CENTRAL Association of Colleges and Schools / Higher Learning Commission (NCA-HLC)	
<input checked="" type="radio"/>	NORTHWEST Commission on Colleges and Universities (NWCCU)	
<input type="radio"/>	SOUTHERN Association of Colleges and Schools / (SACS) Commission on Colleges	
<input type="radio"/>	WESTERN Association of Schools and Colleges / (WASC) Senior College and University Commission	
<input type="radio"/>	Accrediting Council for Independent Colleges and Schools (ACICS)	
<input type="radio"/>	Distance Education and Training Council (DETC) Accrediting Commission	
<input type="radio"/>	Transnational Association of Christian Colleges and Schools (TRACS), Accreditation Commission	

13. - A_12 » Organizations

If the institution is a member of any of the following organizations, check the appropriate blank(s):

<input type="checkbox"/>	CADREI: Council of Academic Deans from Research Education Institutions	
<input type="checkbox"/>	AILACTE: Association of Independent Liberal Arts Colleges for Teacher Education	
<input type="checkbox"/>	NAFEO: National Association for Equal Opportunity in Higher Education	
<input checked="" type="checkbox"/>	NCATE: National Council for Accreditation of Teacher Education	
<input checked="" type="checkbox"/>	TECSCU: Teacher Education Council of State Colleges and Universities	
<input type="checkbox"/>	HACU: Hispanic Association of Colleges and Universities	
<input type="checkbox"/>	TEAC: Teacher Education Accreditation Council	
<input checked="" type="checkbox"/>	CAEP: Council for the Accreditation of Educator Preparation 	

14. - A_13 » Calendar System

What is the predominant calendar system at this institution?

<input checked="" type="radio"/>	Semester	
<input type="radio"/>	Quarter	
<input type="radio"/>	Trimester	
<input type="radio"/>	Four-one-four (4-1-4)	
<input type="radio"/>	Continuous	
<input type="radio"/>	Other »	

15. - A_15 » Carnegie Classification

Please select your Institution Carnegie Classification

<input type="radio"/>	RU/VH: Research University (very high research activity)	
<input type="radio"/>	RU/H: Research University (high research activity)	
<input type="radio"/>	DRU: Doctoral/Research University	

<input type="radio"/>	Master's L: Masters Colleges and Universities (larger programs)	
<input checked="" type="radio"/>	Master's M: Master's Colleges and Universities (medium programs)	
<input type="radio"/>	Master's S: Master's Colleges and Universities (smaller programs)	
<input type="radio"/>	Bac/A&S: Baccalaureate Colleges - Arts and Sciences	
<input type="radio"/>	Bac/Diverse: Baccalaureate Colleges - Diverse fields	
<input type="radio"/>	Bac/Assoc: Baccalaureate/Associate's Colleges	
<input type="radio"/>	Associate's Colleges	
<input type="radio"/>	Tribal Colleges	
<input type="radio"/>	Other »	

16. - A_16 » Main Campus Geographical Setting

Which of the following best describes the geographical setting in which your main campus is located?

<input type="radio"/>	Urban	
<input type="radio"/>	Rural	
<input checked="" type="radio"/>	Suburban or Town	

17. - A_18 » Minority Serving institution (MSI)

If your institution is a Minority Serving institution (MSI), which type?

Minority Serving Institutions: Institutions of higher education enrolling populations with significant percentages of minority students, or that serve certain populations of minority students under various programs created by Congress.

<input type="radio"/>	Hispanic Serving Institution ?	
<input type="radio"/>	Historically Black College or University/Predominantly Black College ?	
<input type="radio"/>	Tribal College (Tribal College or University, American Indian/Native American serving nontribal institution, or Alaska Native Serving Institution.) ?	
<input type="radio"/>	Other Minority Serving Institutions ?	
<input checked="" type="radio"/>	Not a Minority Serving Institution	

Comments (optional):

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Institutional total undergraduate enrollment by gender and race/ethnicity categories as of the institution's official fall reporting date or as of October 15, 2014.

1. - M » Male Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	68	64	9	19
American Indian or Alaska Native	54	61	14	21
Asian	18	14	0	4
Black or African American	26	16	6	9
Native Hawaiian or Other Pacific Islander	2	1	3	1
White	950	1050	342	336
Two or more races	31	38	8	2
Nonresident alien	92	82	14	23
Unknown	15	11	5	3
Totals:	1256	1337	401	418

2. - W » Female Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	77	83	51	33
American Indian or Alaska Native	83	80	29	37
Asian	15	12	10	9
Black or African American	17	15	5	8
Native Hawaiian or Other Pacific Islander	5	4	3	2
White	1503	1537	764	750
Two or more races	38	45	28	28
Nonresident alien	29	34	4	11
Unknown	21	15	14	7
Totals:	1788	1825	908	885

Comments (optional):

Institutional total graduate enrollment by gender and race/ethnicity categories as of the institutions official fall reporting date or as of October 15, 2014.

1. - M » Male Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	2	1	1	1
American Indian or Alaska Native	1	2	3	1
Asian	0	1	1	0
Black or African American	0	2	0	2
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	37	50	56	59
Two or more races	1	0	2	1
Nonresident alien	2	3	1	2
Unknown	1	2	1	2
Totals:	44	61	65	68

2. - W » Female Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	4	3	9	11
American Indian or Alaska Native	3	5	5	5
Asian	2	3	3	3
Black or African American	0	0	0	1
Native Hawaiian or Other Pacific Islander	1	1	0	2
White	106	128	170	197
Two or more races	4	4	3	3
Nonresident alien	2	2	1	2
Unknown	3	3	3	2
Totals:	125	149	194	226

Comments (optional):

Total Enrollment of New Candidates in the Education Preparation Provider (EPP) at initial licensure level During Academic Year 2013-2014

1. - M » Male

Total NEW education candidates admitted/enrolled into educator preparation programs in -2--1	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
	Undergraduate degree programs	14	19	3
Undergraduate non-degree education programs	0	0	0	0
Graduate degree programs	1	9	3	4
Graduate non-degree education programs	0	0	0	0

2. - W » Female

Total NEW education candidates admitted/enrolled into educator preparation programs in -2--1	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
	Undergraduate degree programs	86	70	2
Undergraduate non-degree education programs	0	0	0	0
Graduate degree programs	19	34	4	27
Graduate non-degree education programs	0	0	0	0

Comments (optional):

Counts include students who were admitted as provisional.

Undergraduate program enrollment (CIP 13.0000) by gender and race/ethnicity as of the institutions official fall reporting date or as of October 15, 2014. See Q&A and flowchart for definition



1. - M » Male Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	6	3	0	0
American Indian or Alaska Native	5	1	2	4
Asian	3	3	0	0
Black or African American	0	1	2	1
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	81	99	14	23
Two or more races	2	5	0	0
Nonresident alien	1	1	0	0
Unknown	1	0	1	1
Totals:	99	113	19	29

2. - W » Female Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	9	16	2	3
American Indian or Alaska Native	15	6	1	1
Asian	2	2	0	0
Black or African American	0	2	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	315	325	48	44
Two or more races	6	4	2	2
Nonresident alien	0	0	0	0
Unknown	3	1	0	2
Totals:	350	356	53	52

Comments (optional):

Undergraduate program enrollment of students who have been formally admitted in professional education programs by the department of education as of October 15, 2014.
See Q&A and flowchart for definition



[Help flowchart](#)

Not applicable

Graduate program enrollment (CIP 13.0000) by gender and race/ethnicity as of the institutions official fall reporting date or as of October 15, 2014. See Q&A and flowchart for definition



1. - M » Male Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	0	0	1	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	0	1	0	1
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	13	15	15	20
Two or more races	0	0	1	1
Nonresident alien	0	0	0	0
Unknown	0	0	0	0
Totals:	13	16	17	22

2. - W » Female Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race	1	1	6	8
American Indian or Alaska Native	2	3	0	1
Asian	0	1	1	0
Black or African American	0	0	0	1
Native Hawaiian or Other Pacific Islander	1	0	0	1
White	31	43	91	81
Two or more races	2	0	1	1
Nonresident alien	1	1	0	0
Unknown	0	0	0	1
Totals:	38	49	99	94

Comments (optional):

Graduate program enrollment of students that have been formally admitted and enrolled in professional education programs by the department of education as of October 15, 2014. See Q&A and flowchart for definition



Help flowchart

Not applicable

13.1202	Education.	2	1	1	0	0	30	2	0	0	
13.1302	Art Teacher Education.	0	0	0	0	0	2	0	0	0	2
13.1305	English Teacher Education.	0	0	0	0	0	5	0	0	0	5
13.1311	Mathematics Teacher Education.	0	0	0	0	0	4	0	0	0	4
13.1312	Music Teacher Education.	0	0	0	0	0	2	0	0	0	2
13.1314	Physical Education Teaching and Coaching.	0	0	0	0	0	3	0	0	0	3
13.1315	Reading Teacher Education.	0	0	0	0	0	0	0	0	0	0
13.1316	Science Teacher Education, General.	0	0	0	0	0	0	0	0	0	0
13.1317	Social Science Teacher Education	0	0	0	0	0	0	0	0	0	0
13.1322	Biology Teacher Education.	0	0	0	0	0	0	0	0	0	0
13.1323	Chemistry Teacher Education.	0	0	0	0	0	1	0	0	0	1
13.1328	History Teacher Education.	1	0	0	0	0	0	0	0	0	1
13.XXXX	All other education program(s)	0	0	0	0	0	0	0	0	0	0
Totals:		3	1	1	0	0	60	2	0	0	67
Last year totals:		1	5	0	0	0	76	2	0	0	84

Section 2

For programs that award degrees in more than one area or that award additional endorsements, indicate in this table the number of degrees, certificates or endorsements awarded on the additional/secondary focus of the program for students already counted above.

Example:

For students obtaining a degree with dual focus on math education and social science education, report them as math education in table above and count them in the social science education code in this table.

IPEDS CIP code	Program area	Total students	
		Male	Female
13.1001	Special Education, General.	0	1
13.1202	Elementary Teacher Education.	2	13
13.1302	Art Teacher Education.	0	0
13.1305	English Teacher Education.	0	0
13.1311	Mathematics Teacher Education.	0	0
13.1312	Music Teacher Education.	0	0
13.1314	Physical Education Teaching and Coaching.	0	0
13.1315	Reading Teacher Education.	1	7
13.1316	Science Teacher Education, General.	0	0
13.1317	Social Science Teacher Education	0	0
13.1322	Biology Teacher Education.	0	0

13.1323	Chemistry Teacher Education.	0	0
13.1328	History Teacher Education.	0	0
13.XXXX	All other education program(s)	0	0

Comments (optional):

B-3B » 2015 PEDS » Post-Bachelor's or Master's-Level Initial Teacher Preparation, Number of Degrees Between September 1, 2013 and August 31, 2014

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2013 and August 31, 2014, by gender and race/ethnicity.



[Help flowchart](#)

Section 1

Male Degree Recipients

IPEDS CIP code	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
13.0101	Education, General.	0	0	0	0	0	0	0	0	0	0
13.0301	Curriculum and Instruction.	0	0	0	0	0	3	0	0	0	3
13.1001	Special Education, General.	0	0	0	0	0	0	0	0	0	0
Totals:		0	0	0	0	0	3	0	0	0	3
Last year totals:		1	0	0	0	0	3	0	0	1	5

Female Degree Recipients

IPEDS CIP code	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
13.0101	Education, General.	0	0	0	0	0	0	0	0	0	0
13.0301	Curriculum and Instruction.	1	0	0	1	0	8	0	0	0	10
13.1001	Special Education, General.	1	0	0	0	0	8	0	0	0	9
Totals:		2	0	0	1	0	16	0	0	0	19
Last year totals:		1	0	0	0	0	17	0	0	0	18

Section 2

For programs that award degrees in more than one area or that award additional endorsements, indicate in this table the number of degrees, certificates or endorsements awarded on the additional/secondary focus of the program for students already counted above.

Example:

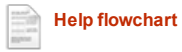
For students obtaining a degree with dual focus on math education and social science education, report them as math education in table above and count them in the social science education code in this table.

IPEDS CIP code	Program area	Total students	
		Male	Female
13.0101	Education, General.	0	0
13.0301	Curriculum and Instruction.	0	0
13.1001	Special Education, General.	0	0

Comments (optional):

B-3C » 2015 PEDS » Post-Bachelor's or Master's-Level Advanced Preparation, Number of Degrees Between September 1, 2013 and August 31, 2014 Post ID: 1030

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2013 and August 31, 2014, by gender and race/ethnicity.



Section 1

Male Degree Recipients

IPEDS CIP code	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
13.0101	Education, General.	0	0	0	0	0	2	0	0	0	2
13.1001	Special Education, General.	0	0	0	0	0	2	0	0	0	2
13.1101	Counseling Education/Student Counseling and Guidance Service.	0	0	0	0	0	4	0	0	0	4
13.1315	Reading Teacher Education.	0	0	0	0	0	0	0	0	0	0
13.1321	Computer Teacher Education.	0	0	0	0	0	1	0	0	0	1
Totals:		0	0	0	0	0	9	0	0	0	9
Last year totals:		0	0	0	1	0	8	0	0	0	9

Female Degree Recipients

IPEDS CIP code	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
13.0101	Education, General.	0	0	0	0	0	11	0	0	0	11
13.1001	Special Education, General.	1	0	0	1	0	8	0	0	1	11
13.1101	Counseling Education/Student Counseling and Guidance Service.	0	0	0	0	0	4	0	0	0	4
13.1315	Reading Teacher Education.	0	0	0	0	0	7	0	0	0	7
13.1321	Computer Teacher Education.	0	0	0	0	0	0	0	0	0	0
Totals:		1	0	0	1	0	30	0	0	1	33
Last year totals:		1	0	0	0	0	45	0	0	0	46

Section 2

For programs that award degrees in more than one area or that award additional endorsements, indicate in this table the number of degrees, certificates or endorsements awarded on the additional/secondary focus of the program for students already counted above.

Example:

For students obtaining a degree with dual focus on math education and social science education, report them as math education in table above and count them in the social science education code in this table.

IPEDS CIP code	Program area	Total students	
		Male	Female
13.0101	Education, General.	0	0
13.1001	Special Education, General.	0	0
13.1101	Counseling Education/Student Counseling and Guidance Service.	0	0
13.1315	Reading Teacher Education.	0	0
13.1321	Computer Teacher Education.	0	0

Comments (optional):

B-3D » 2015 PEDS » CAS/Specialist Level Advanced Preparation, Number of Degrees Between September 1, 2013 and August 31, 2014

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2013 and August 31, 2014, by gender and race/ethnicity.



[Help flowchart](#)

Not applicable

B-3E » 2015 PEDS » Doctorate Level Advanced Preparation, Number of Degrees Between September 1, 2013 and August 31, 2014

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2013 and August 31, 2014, by Gender and Race/ethnicity.



[Help flowchart](#)

Not applicable

B-4A » 2015 PEDS » Bachelor's-Level Initial Educator Preparation Program Completers in Professional Education September 1, 2013 and August 31, 2014, Non-Degree Education Programs

Students who completed a professional education program at the initial teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.



[Help flowchart](#)

Not applicable

B-4B » 2015 PEDS » Post-Bachelor's or Master's-Level Initial Educator Preparation Program Completers in Professional Education Between September 1, 2013 and August 31, 2014, Non-Degree Education Programs list id: 1030

Students who completed a professional education programs at the initial teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.



[Help flowchart](#)

Not applicable

B-4C » 2015 PEDS » Post-Bachelor's or Master's-Level Advanced Educator Preparation Program Completers in Professional Education Between September 1, 2013 and August 31, 2014, Non-Degree Education Programs

Students who completed a professional education program at the advanced teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.



[Help flowchart](#)

Not applicable

B-4D » 2015 PEDS » CAS/Specialist Level Advanced Educator Preparation Program Completers in Professional Education Between September 1, 2013 and August 31, 2014, Non-Degree Education grams

Students who completed a professional education program at the advanced teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.



[Help flowchart](#)

Not applicable

B-4E » 2015 PEDS » Doctorate Level Advanced Educator Preparation Program Completers in Professional Education Between September 1, 2013 and August 31, 2014, Non-Degree Education Programs Post id: 1030

Students who completed a professional education program at the advanced teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.



[Help flowchart](#)

Not applicable

Number of professional education faculty members in each category, fall, 2014.

1. - M » Male Faculty

Race / Ethnicity	Full-Time		Part-Time		Adjunct	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
	Hispanic/Latino of any race i	0	0	0	0	0
American Indian or Alaska Native i	0	0	0	0	0	0
Asian i	0	0	0	0	0	0
Black or African American i	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander i	0	0	0	0	0	0
White i	7	6	0	0	5	2
Two or more races i	0	0	0	0	0	0
Nonresident alien i	0	0	0	0	0	0
Unknown i	0	0	0	0	0	0
Totals:	7	6	0	0	5	2

2. - W » Female Faculty

Race / Ethnicity	Full-Time		Part-Time		Adjunct	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
	Hispanic/Latino of any race i	1	1	0	0	0
American Indian or Alaska Native i	1	1	0	0	0	0
Asian i	0	0	0	0	0	0
Black or African American i	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander i	0	0	0	0	0	0
White i	14	15	0	0	19	7
Two or more races i	0	0	0	0	0	0
Nonresident alien i	0	0	0	0	0	0
Unknown i	0	0	0	0	0	0
Totals:	16	17	0	0	19	7

Comments (optional):

Faculty counts and teaching loads for faculty members appointed by EPP in fall, 2014.

1. - B5B_1 » Full-time faculty in professional education

Montana State University Billings	Faculty in professional education who are:							
	Teaching only undergraduate courses		Teaching only graduate courses		Teaching both undergraduate and graduate courses		Not Teaching this fall semester	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Number of full-time faculty	5	1	2	0	15	19	1	0
Total number of credit hours taught	45	21	18	0	159	199	0	0
Total number of courses taught (count each section)	15	7	6	0	54	67	0	0

2. - B5B_2 » Part-time faculty in professional education

Montana State University Billings	Faculty in professional education who are:							
	Teaching only undergraduate courses		Teaching only graduate courses		Teaching both undergraduate and graduate courses		Not Teaching this fall semester	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Number of part-time faculty	0	0	0	0	0	0	0	0
Total number of credit hours taught	0	0	0	0	0	0	0	0
Total number of courses taught (count each section)	0	0	0	0	0	0	0	0

3. - B5B_3 » Adjunct faculty in professional education

Montana State University Billings	Faculty in professional education who are:							
	Teaching only undergraduate courses		Teaching only graduate courses		Teaching both undergraduate and graduate courses		Not Teaching this fall semester	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Number of adjunct faculty	12	9	12	7	0	1	0	2
Total number of credit hours taught	43	21	50	15	0	5	0	5
Total number of courses taught (count each section)	15	7	13	9	0	3	0	2

Comments (optional):

Tenure of full-time professional education faculty in schools, colleges, or departments of education fall, 2014.

1. - B5C_1 » Does this professional education unit have a tenure track system?

<input checked="" type="radio"/>	Yes	
<input type="radio"/>	No	

2. - B5C_2 » Faculty

Montana State University Billings	Number of faculty with tenure		On tenure track		Not on tenure track	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
	Professors	6	5	0	0	0
Associate professors	0	1	0	0	0	0
Assistant professors	3	1	7	7	4	4
Instructors	0	0	0	0	0	0
Lecturers	0	0	0	0	3	5
No academic rank	0	0	0	0	0	0
Totals:	9	7	7	7	7	9

Comments (optional):

Selected fiscal revenues and expenditures, 2013-2014

1. - B6_1 » Total amount

Total operating budget for the entire university, -2--1?	83918841	
Total amount allocated to the professional education unit?	2927477	

2. - B6_2 » Revenue From

Montana State University Billings	Institutional Total		School, College, or Department of Education portion	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
	Private gifts, private grants and private contract ⓘ	2554182	\$2,198,497.00	14625
Endowment Income ⓘ	0	\$0.00	0	\$0.00
Federal funding ⓘ	0	\$0.00	0	\$0.00
Totals:	\$2,554,182.00	\$2,198,497.00	\$14,625.00	\$12,169.00

3. - B6_3 » Expenditures

Montana State University Billings	Institutional Total		School, College, or Department of Education portion	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
	Instruction ⓘ	22603058	\$22,520,443.00	2032256
Research ⓘ	543198	\$526,440.00	0	\$28,660.00
Public Service ⓘ	2343437	\$2,362,646.00	703134	\$619,769.00
Academic support ⓘ	4339523	\$4,235,005.00	154654	\$151,849.00
Student Services ⓘ	8456439	\$8,431,245.00	0	\$0.00
Totals:	\$38,285,655.00	\$38,075,779.00	\$2,890,044.00	\$2,864,142.00

Comments (optional):

Number of online learning courses, total enrollment in online learning, and number of online learning programs offered.

1. - B7_1 » Which of the following best describes the use of technology by teacher candidates in your program(s)?

<input checked="" type="radio"/>	In order to complete the teacher education program, teacher candidates must demonstrate that they can deliver instruction using various technologies.	
<input type="radio"/>	Teacher candidates use various technologies as course requirements.	
<input type="radio"/>	There are no specific technology requirements for students in the education program.	
<input type="radio"/>	Other »	

2. - B7_3 » How closely does your school, college, or department of education (SCDE) partner with K-12 school districts in preparing teachers in technology use for instruction?

<input type="radio"/>	Our institution has a formal arrangement with one or more K-12 schools to provide technology-related professional development opportunities to teachers.	
<input checked="" type="radio"/>	Our institution provides occasional technology-related training to teachers in one or more K-12 schools, but it is not part of an ongoing professional development program.	
<input type="radio"/>	Our institution does not provide technology-related training to teachers in the K-12 schools.	

3. - B7_4 » Did your SCDE offer any college-level, credit-granting courses by means of online education* in the -2--1 academic year?

*Online education refers to courses delivered to off-campus locations via live or prerecorded video, or computer technologies. Online education excludes:

- Courses conducted exclusively on campus
- Courses conducted by written correspondence
- Courses for which the instructor travels to an off-campus site to deliver instruction in person.

<input checked="" type="radio"/>	Yes - if so, please complete table below	
<input type="radio"/>	No	

4. - B7_5 » Please report the following SCDE data for your undergraduate and graduate online education courses in the 12-month -2--1 academic year.

Montana State University Billings	Undergraduate		Graduate	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
	Total number of educator preparation <u>programs</u> offered by your institution	19	19	5
Number of <u>programs</u> that are offered as online degree or certificate programs	0	0	1	1
Number of <u>courses</u> that are Blended/Hybrid (30-79% delivered online)	14	16	9	10
Number of <u>courses</u> that are 80% or more online delivery	23	23	64	57
Number of <u>enrollments</u> in blended/hybrid courses	215	203	113	34
Number of <u>enrollments</u> in online courses (80% or more online delivery)	367	375	678	698

5. - B7_6 » What types of technology and technology tools does your program(s) make available to teacher candidates?

Choose all that apply

<input checked="" type="checkbox"/>	Computer labs with internet access	
<input checked="" type="checkbox"/>	Laptops and/ or tablets (ie., iPad, Kindle, Galaxy, etc)	
<input checked="" type="checkbox"/>	Interactive SMART Boards	
<input checked="" type="checkbox"/>	Access to video cameras, video recording equipment	
<input checked="" type="checkbox"/>	Access to online research databases	
<input checked="" type="checkbox"/>	Electronic learning management system (ie., Blackboard, Canvas, etc)	
<input checked="" type="checkbox"/>	Assessment management system (LiveText, Taskstream, etc)	
<input checked="" type="checkbox"/>	Virtual reality/computer games/simulation programs	
<input type="checkbox"/>	Other »	

6. - B7_8 » What types of technology and technology tools does your program(s) make available to faculty?

Choose all that apply

<input checked="" type="checkbox"/>	Computer labs with internet access	
<input checked="" type="checkbox"/>	Laptops and/ or tablets (ie., iPad, Kindle, Galaxy, etc)	
<input checked="" type="checkbox"/>	Interactive SMART Boards	
<input checked="" type="checkbox"/>	Access to video cameras, video recording equipment	
<input checked="" type="checkbox"/>	Access to online research databases	
<input checked="" type="checkbox"/>	Electronic learning management system (ie., Blackboard, Canvas, etc)	
<input checked="" type="checkbox"/>	Assessment management system (LiveText, Taskstream, etc)	
<input checked="" type="checkbox"/>	Virtual reality/computer games/simulation programs	
<input type="checkbox"/>	Other »	

7. - B7_9 » For which of the following technologies or technology tools does your program require candidates to demonstrate proficiency in order to complete the teacher preparation program?

Choose all that apply

<input type="checkbox"/>	Laptops and/ or tablets (ie., iPad, Kindle, Galaxy, etc)	
<input type="checkbox"/>	Interactive SMART Boards	
<input type="checkbox"/>	Video cameras, video recording equipment	
<input type="checkbox"/>	Online research databases	
<input type="checkbox"/>	Electronic learning management system (ie., Blackboard, Canvas, etc)	
<input type="checkbox"/>	Assessment management system (LiveText, Taskstream, etc)	
<input checked="" type="checkbox"/>	Instructional technology used to deliver course content	
<input type="checkbox"/>	Technology used to facilitate online learning and/ or support virtual learning environments	

<input type="checkbox"/>	Interactive web 2.0 tools	
<input type="checkbox"/>	Technology used to deliver and collect assessment data on student performance	
<input type="checkbox"/>	Technology used to support accessibility	
<input type="checkbox"/>	Social media	
<input type="checkbox"/>	Other »	

8. - **B7_10** » What types of professional development are made available to faculty on use of technology and online learning?

Choose all that apply

<input checked="" type="checkbox"/>	Workshops	
<input checked="" type="checkbox"/>	Demonstrations	
<input checked="" type="checkbox"/>	One-on-one training	
<input checked="" type="checkbox"/>	Webinars	
<input type="checkbox"/>	No professional development is offered to faculty on the use of technology and online learning	
<input type="checkbox"/>	Other »	

Comments (optional):

Admission and graduation requirements for educator preparation programs at the initial certification level, 2013-2014. Please note the admission questions refer to the fall of 2014, while graduation questions refer to the whole academic year of 2013-2014

1. - B8_1 » What are the admission requirements for full acceptance * to your institution's educator preparation programs at the initial certification level?

(Check all that apply)

* Full or unconditional admission means that a student is admitted into the EPP with no additional conditions or stipulations other than what is required of all undergraduate or graduate students to maintain good academic standing. If conditional admission is granted, an additional stipulation (condition) is placed on the student by the EPP. Once this condition is met, the student becomes fully admitted.

Montana State University Billings	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
High School GPA	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Undergraduate GPA	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Minimum of total credit hours completed as undergraduate	<input checked="" type="checkbox"/>	0	<input checked="" type="checkbox"/>	0	<input checked="" type="checkbox"/>	0
Minimum of credit hours in education-related courses completed as undergraduate	<input checked="" type="checkbox"/>	0	<input checked="" type="checkbox"/>	0	<input checked="" type="checkbox"/>	0
Praxis I Reading	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Praxis I Writing	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Praxis I Math	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
ACT composite score	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
SAT total score	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
GRE Verbal	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
GRE Quantitative	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
GRE Analytical Writing	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
MAT scaled score	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Praxis II	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Praxis Core Academic Skills for Educators	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Previous Education related courses	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Education related bachelor's degree	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Any bachelor's degree	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Previous teaching experience/or experience working	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
State specific tests	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Goals statement	<input type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Statement/assessment of professional dispositions	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Letters of recommendation	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Background checks	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1

2. - **B8_2** » Please enter the minimum required criteria and average scores of fall -1 enrolled student cohort for the following admission requirements (if selected above)

Montana State University Billings	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Average High School GPA of new candidates enrolled in Fall -1	3.37	0	0	0	0	0
Minimum Undergraduate GPA Required	2.65	2.65	0	0	0	0
Average Undergraduate GPA of new candidates enrolled in Fall -1	3.36	3.18	3.72	0	3.53	3.55
Minimum required total credit hours completed as undergraduate	45	0	0	0	0	0
Minimum required credit hours in education courses completed as undergraduate	32	21	0	0	0	0

3. - **B8_3** » What are the graduation/completion requirements for your institution's initial teacher certification programs?

(Check all that apply)

Montana State University Billings	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Minimum Program GPA	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Minimum credit hours completed	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
A minimum number of clock hours spent on early field experiences	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
A minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience)	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Praxis I	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Praxis II	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
State specific tests	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Paper-based Portfolio	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Electronic Portfolio	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
edTPA	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Other Performance Assessment	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1

4. - **B8_4** » Please enter the required criteria for the following graduation requirements (if selected above)

If all programs have the same clock hour requirements enter the same number for the lowest and highest required hours.

Montana State University Billings	Bachelors level		Post Bachelors level		Master level	
	2015 Survey	Prior Survey	2015 Survey	Prior Survey	2015 Survey	Prior Survey

	Year	Year	Year	Year	Year	Year
Minimum Program GPA required	2.65	0	0	0	0	0
Average GPA of -2--1 degree completers	3.38	3.38	0	3.69	3.77	3.76
Minimum credit hours completed	128	128	0	0	0	36
Minimum number of clock hours spent on early field experiences for program with lowest number of required hours	125	125	0	65	0	65
Minimum number of clock hours spent on early field experiences for program with highest number of required hours	125	125	0	65	0	65
Minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for program with lowest number of required hours	560	560	0	560	0	560
Minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for program with highest number of required of hours	560	560	0	560	0	560
Number of programs that have implemented edTPA?	0	0	0	0	0	0

5. - B8_5 » Mid-program selectivity and attrition

Montana State University Billings	Total	
	2015 Survey Year	Prior Survey Year
	Total number of candidates that withdrew from educator preparation programs during academic year -2--1	0
Number of candidates that withdrew during academic year -2--1 who were counseled out of the program	0	0
Number of candidates that withdrew at own initiative during academic year -2--1	0	0

	2015 Survey Year	Prior Survey Year
	Describe the process used to counsel candidates out of programs	We use our professional dispositions requirements to evaluate the candidate.

Comments (optional):

Section B8_5: counts include only students who are fully admitted to the EPP. Provisional admission was not counted.

Supervised clinical experience as a component of your initial certification level teacher preparation programs, 2013-2014

1. - **B9_1** » Indicate the number of candidates in supervised clinical experience/student teaching during the -2--1 academic year

Exclude those who were fulfilling early field experience requirements

Montana State University Billings	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
	Number of students	98	105	17	10	17

2. - **B9_2** » Select the name of the largest initial educator licensure program at your institution for the Baccalaureate, Post-Baccalaureate, and/or Masters Level

Montana State University Billings	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
	Program name	Elementary Education (2) ▼	2	Elementary Education (2) ▼	2	Elementary Education (2) ▼

3. - **B9_3** » What is the average duration of the early field experiences in the initial certification programs enumerated in question 9.2 above?

Montana State University Billings	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
	Average number of total clock hours spent in early field experiences (before Student Teaching)	125	125	65	65	65

4. - **B9_4** » What is the average length and intensity of the supervised clinical experience/student teaching in the initial certification programs enumerated in question 9.2 above?

Exclude early field experiences

Montana State University Billings	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
	Number of semesters / quarters	1	1	1	1	1
Weeks per semester / quarter	14	14	14	14	14	14
Hours per week	40	40	40	40	40	40

5. - **B9_8** » What is the average length and intensity of the supervised clinical Residencies in the initial certification programs enumerated in question 9.2 above?

Exclude early field experiences

Montana State University Billings	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
	Number of semesters / quarters	0	0	0	0	0
Weeks per semester / quarter	0	0	0	0	0	0
Hours per week	0	0	0	0	0	0

6. - **B9_5** » Select all **URBAN** settings where your teacher candidates typically complete their supervised clinical experience / student teaching placements.

Select all that apply for **Urban** areas (**Note: school performing standard is defined by your state education agency**)

Montana State University Billings	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
	Professional development schools / Partner Schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>
Lab schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Low performing schools*	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
High performing schools*	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Title I schools	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Full-time residencies	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Other	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
<i>Does not apply</i>	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0

7. - **B9_6** » Select all **SUBURBAN and/or TOWN** settings where your teacher candidates typically complete their supervised clinical experience / student teaching placements

Select all that apply for **Suburban and Town** areas (**Note: school performing standard is defined by your state education agency**)

Montana State University Billings	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
	Professional development schools / Partner Schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>
Lab schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Low performing schools*	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
High performing schools*	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1

Title I schools	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Full-time residencies	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Other	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
<i>Does not apply</i>	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0

8. - **B9_7** » Select all **RURAL** settings where your teacher candidates typically complete their supervised clinical experience / student teaching placements.

Select all that apply for **Rural** areas (**Note: school performing standard is defined by your state education agency**)

Montana State University Billings	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
	Professional development schools / Partner Schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>
Lab Schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Low Performing Schools	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
High performing schools*	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Title I schools	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Full-time residencies	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Other	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
<i>Does not apply</i>	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0

9. - **B9_9** » University Supervisors/Clinical Faculty

How many of your faculty members supervised clinical experiences in -2--1?

Montana State University Billings	Tenured / Tenure-track		Not tenure track	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
	Professors	3	3	0
Associate professors	0	0	0	0
Assistant professors	3	3	0	0
Instructors	0	0	0	0
Lecturers	0	0	0	0
Other	0	0	0	0
Totals:	6	6	0	0

10. - **B9_10** » Do you have minimum requirements for selection of school-based personnel supervising your candidate's?

<input checked="" type="radio"/>	Yes	
<input type="radio"/>	No	

<input type="radio"/>	No	
-----------------------	----	--

11. - **B9_11** » If yes, please enumerate those requirements

Please enumerate the requirements for selection of school-based personnel supervising your candidate's	The cooperating teacher: 1) has to be tenured and 2) must be recommended by the school principal.	
--	--	--

12. - **B9_12** » Do you have minimum requirements for selection of university-based personnel supervising your candidate's?

<input checked="" type="radio"/>	Yes	
<input type="radio"/>	No	

13. - **B9_13** » If yes, please enumerate those requirements

Please enumerate the requirements for selection requirements for selection of university-based personnel supervising your candidate's	The supervisor should be a current or retired teacher, principal, superintendent or special education director.	
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Comments (optional):

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5. - **B10_13** » Of those who were not employed in your state's public schools in the first two years after graduation, do you have information if they went

Check all that apply

<input type="checkbox"/>	Out of State	
<input type="checkbox"/>	Private schools	
<input type="checkbox"/>	Military	
<input type="checkbox"/>	Advanced studies	
<input type="checkbox"/>	Left the field	
<input checked="" type="checkbox"/>	Don't have information	
<input type="checkbox"/>	Other »	

6. - **B10_4** » if graduate placement data were collected, the source was

Check all that apply

<input checked="" type="checkbox"/>	Through self-reporting from the graduates	
<input type="checkbox"/>	From the schools/school districts	
<input type="checkbox"/>	From the state	
<input type="checkbox"/>	Other »	

7. - **B10_5** » Did your institution receive P-12 student achievement data from the state?

<input type="radio"/>	Yes	
<input checked="" type="radio"/>	No	

8. - **B10_14** » Were the data used for these purposes by institution?

If **Yes** in [B-10.5]

Purpose			
	Yes	No, have not used the data yet	Unknown
To help the institution assess the effectiveness of your graduates in their placements?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
To inform program improvement?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
For other purposes?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

9. - **B10_15** » Were the data used for these purposes by state?

If **Yes** in [B-10.5]

Purpose			
	Yes	No, have not used the data yet	Unknown

To help the institution assess the effectiveness of your graduates in their placements?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
To inform program improvement?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
For other purposes?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

10. - **B10_9** » Types of data obtained on graduates tracked in -2--1

<input checked="" type="checkbox"/>	Graduation rates	
<input checked="" type="checkbox"/>	Placement rates	
<input type="checkbox"/>	Teacher persistence rates	
<input checked="" type="checkbox"/>	Teachers' satisfaction with preparation program	
<input checked="" type="checkbox"/>	Principals' satisfaction with teacher quality	
<input type="checkbox"/>	Student Value-Added measures	
<input type="checkbox"/>	Student growth measures	
<input type="checkbox"/>	Observational measures of teacher performance	
<input type="checkbox"/>	Other »	

11. - **B10_16** » For how many of your graduates/completers from the years listed below did you get evaluation data from the state in -2--1?

Year of completion	Total number of initial licensure degree / completers		Number for which evaluation data were received from the State	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
	2012-2013 completion year <small>new</small>	0	0	0
2011-2012 completion year	0		0	
2010-2011 completion year	0		0	

12. - **B10_10** » Graduation and Licensure rates in -2--1

Graduation time frame is based on the expected time frame for completion after a student has been formally accepted and enrolled in the Educator Preparation program.

Out of the total number of initial certification candidates who graduated or completed programs in -2--1 at your institution

4	What is the nominal duration (number of semesters) in Bachelor Level programs for initial certification once candidates are admitted into the Education Preparation Provider (EPP)?	
76	Number of teacher education undergraduate degree recipients/program completers who were eligible for initial licensure	
18	Number of teacher education Post bachelor's degree recipients/program completers who were eligible for initial licensure	
1	Number of teacher education Master's degree recipients/program completers who were eligible for initial licensure	

Comments (optional):

