

Montana State University-Billings

Mission:

Montana State University-Billings is a comprehensive, regional, public university, serving the educational needs of Montanans. Unique among public university, Montana State University-Billings was founded with a mission to prepare quality teachers for the state and the nation.

Teacher Preparation Programs:

Montana State University offers twelve baccalaureate programs leading to state teacher certification and three graduate-level certification programs. Students who already hold a bachelor's degree can pursue certification through an interdisciplinary degree leading to credentials for either elementary or secondary education.

Student Characteristics:

Most undergraduates are of nontraditional age, 73% attend full time and 93% are Montana Residents. Ten percent of all students are minority students (primarily American Indian). The average ACT score for fall, 1999 freshmen was 21.

Admission Requirements

Admission to Teacher Education: Candidates must be of sophomore status with at least a 2.65 GPA in the General Education Core, The Professional Education Core and cumulatively. All students admitted have at least 90 hours of fieldwork. They must pass the PRAXIS I (based on State cutoff scores) and write an essay on their philosophy of teaching.

Admission to Student Teaching: Candidates must have completed all methodology coursework, courses in the major, minor and Professional Education Core, and have a 2.65 GPA in those areas as well as cumulatively. Student teachers have a minimum of 135 hours of supervised field experience prior to student teaching. Approval is required from the student's advisor and the department.

Accreditation:

Montana State University-Billings is accredited by the Northwest Association of Colleges and Schools. The College of Education and Human Services is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and all certification programs are approved by the State of Montana.

Teacher Education Vision:

The overall purpose of the Teacher Education Program is to develop competent teachers to meet the challenges of contemporary education. The faculty is committed to the challenge of teaching, conducting socially significant research, community service and professional development of graduates and all teachers.

Best Practices

- Graduates complete over 600 hours of clinical practice prior to completing the baccalaureate degree.
- Secondary Education majors complete full content area majors and minors where applicable.
- Technology is infused throughout the teacher education program, utilizing state of the art resources in each classroom of the college. Technology is used and modeled by the faculty.
- All students pass a technology proficiency examination or complete a 3-credit course in educational technology.

Notable Features and Accomplishments

- Over \$3.5 million in grant money was awarded to faculty members in the College of Education and Human Services.
- Six major grants fund outreach and support to American Indian students from regional tribal colleges and public schools. Three of these grants provide financial and academic assistance to students as they attend and transition from tribal colleges, with intensified efforts aimed at recruitment and retention of American Indian teachers for the state.
- Ongoing programs include America Counts, We the People, improvement of mathematics and science instruction, and several technology innovation projects.
- Post-baccalaureate certification at the elementary level will be available on-line fall, 2001, through collaborative outreach projects with regional community colleges.
- Drug, alcohol and tobacco abuse prevention projects in the community projects are ongoing.
- Partnerships with public schools exist with districts in Montana as well as Washington, Arizona and Florida.
- Partnership with the State Office of Public Instruction to support rural special education in Montana, as well as the State Improvement Grant.

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Single Assessment Pass Rate Data: Regular Teacher Preparation Program

Academic Year: 1999-2000

Number of Program Completers: 148

<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>
Basic Skills				
COMMUNICATION SKILLS	500	17	17	100%
GENERAL KNOWLEDGE	510	17	17	100%
PPST READING	710	57	57	100%
CBT READING	711	75	75	100%
PPST WRITING	720	55	55	100%
CBT WRITING	721	77	77	100%
PPST MATHEMATICS	730	56	56	100%
CBT MATHEMATICS	731	75	75	100%

Required Supplemental Information

Total number of students admitted to the teacher preparation program, all specializations in academic year 1999-2000.	560
Number of students in supervised student teaching in academic year 1999-2000	205*
Number of faculty members who supervised student teachers:	13
Number of other clinical faculty	37
Total faculty student teaching supervisors	50
Student teacher/faculty ratio	4.1
The average number of student teaching hours per week required	40
The minimum number of weeks of supervised student teaching required	12**
Average total number of hours required	480

*Not all student teachers were program completers, as several were adding special education endorsements which requires additional student teaching

**Students with a double major student teach for 20 weeks