

**A » 2015 PEDS » Institutional Data**

inst id: 3210

Institutional Data

**1. - A\_1 » Institutional Information**

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

Institution Name:	Montana State University	
Address 1:	P.O. Box 172190	
Address 2:	Room 201 Strand Union Building	
City:	Bozeman	
State:	Montana	
Zip:	59717-2190	
Country:	United States of America	
Institution Phone:	406 994 2452	

**2. - A\_2 » Chief Executive Officer of Institution**

Include complete address and phone number.

CEO of Institution:	Waded Cruzado	
Title:	President	
Address 1:	P.O. Box 172420	
Address 2:	Room 211 Montana Hall	
City:	Bozeman	
State:	Montana	
Zip:	59717-2420	
Country:	United States of America	
Phone:	406 994 2341	
Fax:	406 994 1893	

**3. - A\_3 » Name of Educator Preparation Provider**

Complete all that apply

EPP Unit Name:	Department of Education – Teacher Educati	
EPP Unit Name 2:	Educational Leadership	
EPP Unit Name 3:	Northern Plains Transition to Teaching	

**4. - A\_4 » Designated Head of Educator Preparation Provider**

Include complete address and phone number.

PE Designated Head Name:	Jayne Downey	
--------------------------	--------------	--

Title:	Department Head and Associate Professor	
Address 1:	Room 222 Reid Hall	
Address 2:		
City:	Bozeman	
State:	Montana	
Zip:	59717-2880	
Country:	United States of America	
Phone:	406 994 3120	
Fax:	406 994 3261	
Email:	jdowney@montana.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:	Bill Freese	
Title:	Education Assessment Coordinator	
Institution:	Montana State University	
Address 1:	214 Reid Hall	
Address 2:		
City:	Bozeman	
State:	Montana	
Zip:	59717-2880	
Country:	United States of America	
Phone:	406 994 3072	
Fax:	406 994 3261	
Email:	iedbf@montana.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:	September	⌵	
Term Began Year:	2010	⌵	

## 7. - A\_6 » Degrees/Programs

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

<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 checked="" type="checkbox"/>	CAS or Specialist	
<input checked="" 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, 2013 and August 31, 2014

**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 checked="" type="radio"/>	A main campus (parent institution with one or more branch campuses and/or other campuses)	
<input 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 checked="" 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 type="checkbox"/>	NCATE: National Council for Accreditation of Teacher Education	
<input type="checkbox"/>	TECSCU: Teacher Education Council of State Colleges and Universities	
<input type="checkbox"/>	HACU: Hispanic Association of Colleges and Universities	
<input checked="" type="checkbox"/>	TEAC: Teacher Education Accreditation Council	
<input checked="" type="checkbox"/>	CAEP: Council for the Accreditation of Educator Preparation <a href="#">i</a>	

### 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 checked="" 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 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 checked="" type="radio"/>	Urban	
<input type="radio"/>	Rural	
<input 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):**

**B-1A » 2015 PEDS » Institutional Undergraduate Enrollment**

inst id: 3210

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	193	165	33	34
American Indian or Alaska Native	138	126	32	34
Asian	107	109	9	16
Black or African American	65	65	20	13
Native Hawaiian or Other Pacific Islander	21	21	5	3
White	5007	5077	804	890
Two or more races	8	12	2	1
Nonresident alien	337	288	28	37
Unknown	155	148	52	52
<b>Totals:</b>	<b>6031</b>	<b>6011</b>	<b>985</b>	<b>1080</b>

**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	142	129	35	48
American Indian or Alaska Native	158	151	47	59
Asian	72	70	17	16
Black or African American	21	20	8	10
Native Hawaiian or Other Pacific Islander	6	7	5	3
White	4290	4159	691	786
Two or more races	5	8	0	3
Nonresident alien	230	172	19	18
Unknown	125	124	44	37
<b>Totals:</b>	<b>5049</b>	<b>4840</b>	<b>866</b>	<b>980</b>

**Comments (optional):**

**B-1B » 2015 PEDS » Institutional Graduate Enrollment**

inst id: 3210

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	0	1	2	3
American Indian or Alaska Native	2	3	14	14
Asian	2	1	3	4
Black or African American	3	3	3	2
Native Hawaiian or Other Pacific Islander	1	0	0	0
White	159	152	298	327
Two or more races	0	1	1	1
Nonresident alien	43	47	62	51
Unknown	72	65	302	269
<b>Totals:</b>	<b>282</b>	<b>273</b>	<b>685</b>	<b>671</b>

**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	0	5	6	4
American Indian or Alaska Native	8	8	30	28
Asian	5	2	0	2
Black or African American	1	1	2	2
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	146	146	367	404
Two or more races	1	0	2	2
Nonresident alien	27	30	42	34
Unknown	79	70	380	346
<b>Totals:</b>	<b>267</b>	<b>262</b>	<b>829</b>	<b>822</b>

**Comments (optional):**

**B-2 » 2015 PEDS » New Candidates Enrollment**

inst id: 3210

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 2013-2014	<u>Full-Time</u>		<u>Part-Time</u>	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
	Undergraduate degree programs	29	64	9
Undergraduate non-degree education programs	0	0	0	0
Graduate degree programs	4	0	19	0
Graduate non-degree education programs	0	1	1	0

**2. - W » Female**

Total NEW education candidates admitted/enrolled into educator preparation programs in 2013-2014	<u>Full-Time</u>		<u>Part-Time</u>	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
	Undergraduate degree programs	94	150	54
Undergraduate non-degree education programs	0	0	0	0
Graduate degree programs	8	0	29	0
Graduate non-degree education programs	2	1	5	0

**Comments (optional):**

Increase in graduate programs is mostly the fact that this year we are reporting new enrollments in our alternative program, Northern Plains Transition to Teaching. This data was not available last year.



**B-2A » 2015 PEDS » Undergraduate Enrollment in Educator Preparation – Degree Programs**

inst id: 3210

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


[Help flowchart](#)
**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	3	1	0	0
American Indian or Alaska Native	2	2	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	53	40	4	3
Two or more races	0	0	0	0
Nonresident alien	0	0	0	0
Unknown	1	0	0	0
<b>Totals:</b>	<b>59</b>	<b>43</b>	<b>4</b>	<b>3</b>

**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	5	1	0	0
American Indian or Alaska Native	5	2	1	1
Asian	3	2	0	0
Black or African American	1	1	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	234	148	21	19
Two or more races	1	1	0	0
Nonresident alien	1	1	0	0
Unknown	10	6	0	0
<b>Totals:</b>	<b>260</b>	<b>162</b>	<b>22</b>	<b>20</b>

**Comments (optional):**



## B-2B » 2015 PEDS » Undergraduate Enrollment in Educator Preparation - Non-Degree Education Programs

Form id: 3210

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](#)

### 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	0	0	0	0
American Indian or Alaska Native	1	1	0	0
Asian	0	0	1	0
Black or African American	3	1	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	74	51	4	3
Two or more races	0	0	0	0
Nonresident alien	0	0	1	1
Unknown	2	1	0	0
<b>Totals:</b>	<b>80</b>	<b>54</b>	<b>6</b>	<b>4</b>

### 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	3	2	1	0
American Indian or Alaska Native	1	0	0	0
Asian	2	2	2	0
Black or African American	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	113	74	12	9
Two or more races	0	0	0	0
Nonresident alien	3	2	0	0
Unknown	2	1	2	2
<b>Totals:</b>	<b>124</b>	<b>81</b>	<b>17</b>	<b>11</b>

Comments (optional):



**B-2C » 2015 PEDS » Graduate Enrollment in Educator Preparation – Degree Programs**

inst id: 3210

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


[Help flowchart](#)
**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	0	1
American Indian or Alaska Native	0	0	6	6
Asian	0	0	0	0
Black or African American	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	5	2	41	34
Two or more races	0	0	0	0
Nonresident alien	1	0	0	0
Unknown	1	0	63	48
<b>Totals:</b>	<b>7</b>	<b>2</b>	<b>110</b>	<b>89</b>

**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	0	0	0	0
American Indian or Alaska Native	0	0	15	15
Asian	0	0	0	0
Black or African American	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	5	7	86	65
Two or more races	0	0	0	0
Nonresident alien	0	0	7	5
Unknown	9	4	76	62
<b>Totals:</b>	<b>14</b>	<b>11</b>	<b>184</b>	<b>147</b>

**Comments (optional):**



**B-2D » 2015 PEDS » Graduate Enrollment - Non-Degrees Education Program**

inst id: 3210

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](#)
**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 <a href="#">i</a>	0	0	0	0
American Indian or Alaska Native <a href="#">i</a>	1	1	0	0
Asian <a href="#">i</a>	0	0	0	0
Black or African American <a href="#">i</a>	0	0	0	0
Native Hawaiian or Other Pacific Islander <a href="#">i</a>	0	0	0	0
White <a href="#">i</a>	1	1	4	4
Two or more races <a href="#">i</a>	0	0	0	0
Nonresident alien <a href="#">i</a>	0	0	0	0
Unknown <a href="#">i</a>	0	0	9	11
<b>Totals:</b>	<b>2</b>	<b>2</b>	<b>13</b>	<b>15</b>

**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 <a href="#">i</a>	0	0	0	0
American Indian or Alaska Native <a href="#">i</a>	0	0	0	0
Asian <a href="#">i</a>	0	0	0	0
Black or African American <a href="#">i</a>	0	0	0	0
Native Hawaiian or Other Pacific Islander <a href="#">i</a>	0	0	0	0
White <a href="#">i</a>	2	2	12	13
Two or more races <a href="#">i</a>	0	0	0	0
Nonresident alien <a href="#">i</a>	0	0	2	2
Unknown <a href="#">i</a>	0	0	19	15
<b>Totals:</b>	<b>2</b>	<b>2</b>	<b>33</b>	<b>30</b>

**Comments (optional):**





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

InstId: 320

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
<a href="#">13.1001</a>	Special Education, General.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1202</a>	Elementary Teacher Education.	0	0	0	0	0	16	0	0	1	17
<a href="#">13.1210</a>	Early Childhood Education and Teaching	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1311</a>	Mathematics Teacher Education.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1315</a>	Reading Teacher Education.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1316</a>	Science Teacher Education, General.	0	0	0	0	0	6	0	0	0	6
<a href="#">13.1317</a>	Social Science Teacher Education	0	0	0	0	0	8	0	0	0	8
<a href="#">13.1320</a>	Trade and Industrial Teacher Education (Vocational).	0	0	0	0	0	4	0	0	0	4
<b>Totals:</b>		0	0	0	0	0	34	0	0	1	35
<b>Last year totals:</b>		1	0	0	1	0	26	0	0	1	29

#### 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
<a href="#">13.1001</a>	Special Education, General.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1202</a>	Elementary Teacher Education.	1	1	2	0	0	76	0	0	2	82
<a href="#">13.1210</a>	Early Childhood Education and Teaching	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1311</a>	Mathematics Teacher Education.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1315</a>	Reading Teacher Education.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1316</a>	Science Teacher Education, General.	0	0	0	0	0	2	0	0	1	3
<a href="#">13.1317</a>	Social Science Teacher Education	0	1	0	0	0	5	0	0	0	6
<a href="#">13.1320</a>	Trade and Industrial Teacher Education (Vocational).	0	0	0	0	0	0	0	0	1	1

Totals:	1	2	2	0	0	83	0	0	4	92
Last year totals:	0	0	0	0	0	62	0	0	2	64

## 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
<a href="#">13.1001</a>	Special Education, General.	1	9
<a href="#">13.1202</a>	Elementary Teacher Education.	0	0
<a href="#">13.1210</a>	Early Childhood Education and Teaching	0	8
<a href="#">13.1311</a>	Mathematics Teacher Education.	0	4
<a href="#">13.1315</a>	Reading Teacher Education.	4	26
<a href="#">13.1316</a>	Science Teacher Education, General.	1	2
<a href="#">13.1317</a>	Social Science Teacher Education	0	0
<a href="#">13.1320</a>	Trade and Industrial Teacher Education (Vocational).	0	1

**Comments (optional):**

Section 1 is Teacher Education Program degrees awarded through the Department of Education. Section 2 is Teacher Education Program minors (13.1315 and 13.1320) or concentrations awarded through the Department of Education. Teaching minors are eligible for licensure in the state of Montana.

## 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
<a href="#">13.0301</a>	Curriculum and Instruction.	0	0	0	0	0	1	0	0	6	7
<a href="#">13.1202</a>	Elementary Teacher Education.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1302</a>	Art Teacher Education.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1305</a>	English Teacher Education.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1306</a>	Foreign Language Teacher Education, (including all Foreign Language Teacher Education, such as French, German, Spanish, and Latin Teacher Education, codes 1325, 1326, 1330, and 1335)	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1307</a>	Health Teacher Education.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1311</a>	Mathematics Teacher Education.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1312</a>	Music Teacher Education.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1316</a>	Science Teacher Education, General.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1317</a>	Social Science Teacher Education	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1322</a>	Biology Teacher Education.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1323</a>	Chemistry Teacher Education.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1328</a>	History Teacher Education.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1329</a>	Physics Teacher Education.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.XXXX</a>	All other education program(s)	0	0	0	0	0	0	0	0	0	0
Totals:		0	0	0	0	0	1	0	0	6	7
Last year totals:		0	0	0	0	0	3	0	0	2	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
<a href="#">13.0301</a>	Curriculum and	0	0	0	0	0	1	0	0	2	3

Instruction.											
<a href="#">13.1202</a>	Elementary Teacher Education.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1302</a>	Art Teacher Education.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1305</a>	English Teacher Education.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1306</a>	Foreign Language Teacher Education, (including all Foreign Language Teacher Education, such as French, German, Spanish, and Latin Teacher Education, codes 1325, 1326, 1330, and 1335)	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1307</a>	Health Teacher Education.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1311</a>	Mathematics Teacher Education.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1312</a>	Music Teacher Education.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1316</a>	Science Teacher Education, General.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1317</a>	Social Science Teacher Education	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1322</a>	Biology Teacher Education.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1323</a>	Chemistry Teacher Education.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1328</a>	History Teacher Education.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.1329</a>	Physics Teacher Education.	0	0	0	0	0	0	0	0	0	0
<a href="#">13.XXXX</a>	All other education program(s)	0	0	0	0	0	0	0	0	0	0
<b>Totals:</b>		0	0	0	0	0	1	0	0	2	3
<b>Last year totals:</b>		0	0	0	0	0	1	0	0	3	4

## 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
<a href="#">13.0301</a>	Curriculum and Instruction.	0	0
<a href="#">13.1202</a>	Elementary Teacher Education.	0	0
<a href="#">13.1302</a>	Art Teacher Education.	0	0
<a href="#">13.1305</a>	English Teacher Education.	1	0
<a href="#">13.1306</a>	Foreign Language Teacher Education, (including all Foreign Language Teacher Education, such as French, German, Spanish, and Latin Teacher Education, codes 1325, 1326, 1330, and 1335)	1	0
<a href="#">13.1307</a>	Health Teacher Education.	0	0
<a href="#">13.1311</a>	Mathematics Teacher Education.	1	0
<a href="#">13.1312</a>	Music Teacher Education.	0	0

<a href="#">13.1316</a>	Science Teacher Education, General.	1	0
<a href="#">13.1317</a>	Social Science Teacher Education	0	0
<a href="#">13.1322</a>	Biology Teacher Education.	4	0
<a href="#">13.1323</a>	Chemistry Teacher Education.	1	0
<a href="#">13.1328</a>	History Teacher Education.	0	0
<a href="#">13.1329</a>	Physics Teacher Education.	1	0
<a href="#">13.XXXX</a>	All other education program(s)	0	0

**Comments (optional):**

Section 1 - Northern Plains Transition to Teaching masters degrees with no endorsement before 9/1/2013. Section 2 - Additional endorsements of graduates reported in Section 1 during 2013-14 academic year. Foreign Language = Spanish

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

id: 3210

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](#)

- Our system shows that some value(s) for 2015 is much higher/lower than value(s) in the 2014 PEDS.
- Please check these values in the column with the warning sign.
- If all values are correct, just ignore this message.

### 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
<a href="#">13.0301</a>	Curriculum and Instruction.	0	1	0	0	0	14	0	0	1	16
<a href="#">13.0401</a>	Education Administration and Supervision, General.	0	0	0	0	0	5	0	0	5	10
Totals:		0	1	0	0	0	19	0	0	6	26
Last year totals:		0	0	0	0	0	12	0	0	7	19

#### 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
<a href="#">13.0301</a>	Curriculum and Instruction.	0	0	1	0	0	22	0	0	1	24
<a href="#">13.0401</a>	Education Administration and Supervision, General.	0	0	0	0	0	15	0	0	6	21
Totals:		0	0	1	0	0	37	0	0	7	45
Last year totals:		0	0	0	0	0	7	0	0	7	14

### 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
<a href="#">13.0301</a>	Curriculum and Instruction.	0	0
<a href="#">13.0401</a>	Education Administration and Supervision, General.	0	0

#### Comments (optional):



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

InstId: 220

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
13.0401	Education Administration and Supervision, General.	0	0	0	0	0	0	0	0	0	0
Totals:		0	0	0	0	0	0	0	0	0	0
Last year totals:		0	0	0	0	0	0	0	0	0	0

#### 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
13.0401	Education Administration and Supervision, General.	0	0	0	0	0	2	0	0	0	2
Totals:		0	0	0	0	0	2	0	0	0	2
Last year totals:		0	0	0	0	0	0	0	0	0	0

### 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
13.0401	Education Administration and Supervision, General.	0	0

**Comments (optional):**



## 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](#)

### 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
<a href="#">13.0301</a>	Curriculum and Instruction.	0	0	0	0	0	1	0	0	1	2
<a href="#">13.0401</a>	Education Administration and Supervision, General.	0	0	0	0	0	0	0	0	0	0
Totals:		0	0	0	0	0	1	0	0	1	2
Last year totals:		0	0	0	0	0	0	0	0	0	0

#### 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
<a href="#">13.0301</a>	Curriculum and Instruction.	0	0	0	0	0	1	0	0	0	1
<a href="#">13.0401</a>	Education Administration and Supervision, General.	0	0	0	0	0	0	0	0	0	0
Totals:		0	0	0	0	0	1	0	0	0	1
Last year totals:		0	0	0	0	0	1	0	0	0	1

### 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
<a href="#">13.0301</a>	Curriculum and Instruction.	0	0
<a href="#">13.0401</a>	Education Administration and Supervision, General.	0	0

#### Comments (optional):

## 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](#)

### Section 1

#### Male Completers

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
Art Teacher Education.	0	0	0	0	0	1	0	0	0	1
English Teacher Education.	0	0	0	0	0	6	0	0	1	7
Foreign Language Teacher Education, (including all Foreign Language Teacher Education, such as French, German, Spanish, and Latin Teacher Education, codes 1325, 1326, 1330, and 1335)	0	0	0	0	0	0	0	0	0	0
Health Teacher Education.	0	0	0	1	0	5	0	0	0	6
Mathematics Teacher Education.	0	0	0	0	0	5	0	0	0	5
Music Teacher Education.	0	0	0	0	0	2	0	0	0	2
Biology Teacher Education.	0	0	0	0	0	1	0	0	0	1
Chemistry Teacher Education.	0	0	0	0	0	0	0	0	0	0
History Teacher Education.	0	0	0	0	0	4	0	0	0	4
Physics Teacher Education.	0	0	0	0	0	1	0	0	0	1
All other education program(s)	0	0	0	0	0	1	0	0	0	1
<b>Totals:</b>	0	0	0	1	0	26	0	0	1	28
<b>Last year totals:</b>	0	0	0	1	0	29	0	0	1	31

#### Female Completers

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
Art Teacher Education.	0	0	0	0	0	5	0	0	0	5
English Teacher Education.	0	0	0	0	0	13	0	0	0	13
Foreign Language Teacher Education, (including all Foreign Language Teacher Education, such as French, German, Spanish, and Latin Teacher Education, codes 1325,	0	0	0	0	0	1	0	0	0	1

	1326, 1330, and 1335)										
	Health Teacher Education.	1	0	0	0	0	5	0	1	1	8
	Mathematics Teacher Education.	0	0	0	0	0	4	0	0	0	4
	Music Teacher Education.	0	0	0	0	0	1	0	0	0	1
	Biology Teacher Education.	0	0	0	0	0	2	0	0	0	2
	Chemistry Teacher Education.	0	0	0	0	0	0	0	0	0	0
	History Teacher Education.	0	0	1	0	0	0	0	0	0	1
	Physics Teacher Education.	0	0	0	0	0	0	0	0	0	0
	All other education program(s)	0	0	0	0	0	7	0	0	0	7
	<b>Totals:</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>38</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>42</b>
	<b>Last year totals:</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>39</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>46</b>

## 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
<a href="#">13.1302</a>	Art Teacher Education.	0	0
<a href="#">13.1305</a>	English Teacher Education.	0	0
<a href="#">13.1306</a>	Foreign Language Teacher Education, (including all Foreign Language Teacher Education, such as French, German, Spanish, and Latin Teacher Education, codes 1325, 1326, 1330, and 1335)	0	2
<a href="#">13.1307</a>	Health Teacher Education.	0	0
<a href="#">13.1311</a>	Mathematics Teacher Education.	2	0
<a href="#">13.1312</a>	Music Teacher Education.	0	0
<a href="#">13.1322</a>	Biology Teacher Education.	0	0
<a href="#">13.1323</a>	Chemistry Teacher Education.	0	0
<a href="#">13.1328</a>	History Teacher Education.	8	4
<a href="#">13.1329</a>	Physics Teacher Education.	1	0
<a href="#">13.XXXX</a>	All other education program(s)	9	7

### Comments (optional):

Section 1 - Teacher Education Program graduates in majors outside the Department of Education Other: Agriculture Education, 1 white male and 5 white female Family and Consumer Science, two white female Section 2 One of the math is a second major. All others are teaching minors which accompany a teaching major and qualify for licensure in Montana. Other - Economics, 1 male Family and Consumer Science, 3 female Government, 8 male, 4 female Foreign Language: Spanish in both sections

## 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

id: 3210

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](#)

### Section 1

#### Male Completers

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
Curriculum and Instruction.	0	0	0	0	0	0	0	0	0	0
Elementary Teacher Education.	0	0	0	0	0	0	0	0	0	0
Art Teacher Education.	0	0	0	0	0	0	0	0	0	0
English Teacher Education.	0	0	0	0	0	0	0	0	0	0
Foreign Language Teacher Education, (including all Foreign Language Teacher Education, such as French, German, Spanish, and Latin Teacher Education, codes 1325, 1326, 1330, and 1335)	0	0	0	0	0	0	0	0	0	0
Health Teacher Education.	0	0	0	0	0	2	0	0	0	2
Mathematics Teacher Education.	0	0	0	0	0	3	0	0	0	3
Music Teacher Education.	0	0	0	0	0	0	0	0	0	0
Science Teacher Education, General.	0	0	0	0	0	0	0	0	0	0
Social Science Teacher Education	0	0	0	0	0	0	0	0	0	0
Biology Teacher Education.	0	0	0	0	0	3	0	0	0	3
Chemistry Teacher Education.	0	0	0	0	0	4	0	0	0	4
History Teacher Education.	0	0	0	0	0	1	0	0	0	1
Physics Teacher Education.	0	0	0	0	0	0	0	0	0	0
All other education program(s)	0	0	0	0	0	0	0	0	0	0
<b>Totals:</b>	0	0	0	0	0	13	0	0	0	13
<b>Last year totals:</b>	1	0	0	0	0	1	0	0	5	7

#### Female Completers

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
Curriculum and	0	0	0	0	0	0	0	0	0	0

Instruction.											
Elementary Teacher Education.	0	0	0	0	0	0	0	0	0	0	0
Art Teacher Education.	0	0	0	0	0	0	3	0	1	0	4
English Teacher Education.	0	0	0	0	0	0	4	0	0	0	4
Foreign Language Teacher Education, (including all Foreign Language Teacher Education, such as French, German, Spanish, and Latin Teacher Education, codes 1325, 1326, 1330, and 1335)	0	0	0	0	0	0	3	0	1	0	4
Health Teacher Education.	0	0	0	0	0	0	1	0	0	1	2
Mathematics Teacher Education.	0	0	0	0	0	0	6	0	0	0	6
Music Teacher Education.	0	0	0	0	0	0	0	0	0	0	0
Science Teacher Education, General.	0	0	0	0	0	0	1	0	0	0	1
Social Science Teacher Education	0	0	0	0	0	0	0	0	0	0	0
Biology Teacher Education.	0	0	0	0	0	0	4	0	1	0	5
Chemistry Teacher Education.	0	0	0	0	0	0	0	0	0	0	0
History Teacher Education.	0	0	0	0	0	0	3	0	0	0	3
Physics Teacher Education.	0	0	0	0	0	0	0	0	0	0	0
All other education program(s)	0	0	0	0	0	0	0	0	0	0	0
<b>Totals:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>25</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>29</b>
<b>Last year totals:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>20</b>

## 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
<a href="#">13.0301</a>	Curriculum and Instruction.	0	0
<a href="#">13.1202</a>	Elementary Teacher Education.	0	0
<a href="#">13.1302</a>	Art Teacher Education.	0	0
<a href="#">13.1305</a>	English Teacher Education.	0	1
<a href="#">13.1306</a>	Foreign Language Teacher Education, (including all Foreign Language Teacher Education, such as French, German, Spanish, and Latin Teacher Education, codes 1325, 1326, 1330, and 1335)	0	2
<a href="#">13.1307</a>	Health Teacher Education.	0	0
<a href="#">13.1311</a>	Mathematics Teacher Education.	2	1
<a href="#">13.1312</a>	Music Teacher Education.	0	0

<a href="#">13.1316</a>	Science Teacher Education, General.	3	1
<a href="#">13.1317</a>	Social Science Teacher Education	0	0
<a href="#">13.1322</a>	Biology Teacher Education.	1	0
<a href="#">13.1323</a>	Chemistry Teacher Education.	0	0
<a href="#">13.1328</a>	History Teacher Education.	0	0
<a href="#">13.1329</a>	Physics Teacher Education.	1	3
<a href="#">13.XXXX</a>	All other education program(s)	0	1

**Comments (optional):**

Section 1 - Foreign Language is Spanish Section 2 - Female in Science Education is Earth Sciences Female in Other is Economics Female in Foreign Language one Spanish and one French

## 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](#)

### Section 1

#### Male Completers

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
School Librarian/School Library Media Specialist	0	0	0	0	0	1	0	0	1	2
<b>Totals:</b>	0	0	0	0	0	1	0	0	1	2
<b>Last year totals:</b>	0	0	0	0	0	0	0	0	0	0

#### Female Completers

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
School Librarian/School Library Media Specialist	0	0	0	0	0	2	0	0	2	4
<b>Totals:</b>	0	0	0	0	0	2	0	0	2	4
<b>Last year totals:</b>	0	0	0	0	0	0	0	0	0	0

### 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
13.1334	School Librarian/School Library Media Specialist	0	0

#### Comments (optional):

Non-degree Library Media Certificate.

## 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 list id: 3210

---

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-5A » 2015 PEDS » Professional Education Faculty**










inst id: 3210

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 	0	0	0	0	0	0
American Indian or Alaska Native 	0	1	0	0	0	0
Asian 	0	0	0	0	0	0
Black or African American 	0	0	0	0	1	0
Native Hawaiian or Other Pacific Islander 	0	0	0	0	0	0
White 	3	9	0	1	9	7
Two or more races 	0	0	0	1	0	0
Nonresident alien 	0	0	0	0	0	0
Unknown 	5	0	0	0	1	0
<b>Totals:</b>	<b>8</b>	<b>10</b>	<b>0</b>	<b>2</b>	<b>11</b>	<b>7</b>

**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 	0	0	0	0	0	0
American Indian or Alaska Native 	0	0	0	0	0	0
Asian 	1	1	0	0	0	0
Black or African American 	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander 	0	0	0	0	0	0
White 	9	14	5	5	15	19
Two or more races 	0	0	0	0	0	0
Nonresident alien 	0	0	0	0	0	0
Unknown 	3	0	0	0	5	0
<b>Totals:</b>	<b>13</b>	<b>15</b>	<b>5</b>	<b>5</b>	<b>20</b>	<b>19</b>

**Comments (optional):**

**B-5B » 2015 PEDS » Faculty Counts and Teaching Loads**

inst id: 3210

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	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	7	8	10	7	7	6	0	4
Total number of credit hours taught	81	71	99	43	135	49	0	0
Total number of courses taught (count each section)	34	29	34	15	34	27	0	0

**2. - B5B\_2 » Part-time faculty in professional education**

Montana State University	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	2	5	0	2	0	0	0	0
Total number of credit hours taught	21	89	0	6	0	0	0	0
Total number of courses taught (count each section)	9	12	0	2	0	0	0	0

**3. - B5B\_3 » Adjunct faculty in professional education**

Montana State University	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	29	22	1	3	0	0	0	1
Total number of credit hours taught	116	85	6	15	0	0	0	0
Total number of courses taught (count each section)	45	38	2	5	0	0	0	0

**Comments (optional):**

**B-5C » 2015 PEDS » Tenure and Non-Tenure Full-time Professional Education Faculty**

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	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	1	2	0	0	0
Associate professors	7	9	0	0	0	0
Assistant professors	1	0	7	8	3	1
Instructors	0	0	0	0	1	1
Lecturers	0	0	0	0	0	0
No academic rank	0	0	0	0	1	4
<b>Totals:</b>	<b>9</b>	<b>11</b>	<b>7</b>	<b>8</b>	<b>5</b>	<b>6</b>

**Comments (optional):**

**B-6 » 2015 PEDS » Revenues and Expenditures**




inst id: 3210

Selected fiscal revenues and expenditures, 2013-2014






**1. - B6\_1 » Total amount**

Total operating budget for the entire university, 2013-2014?	518961599	
Total amount allocated to the professional education unit?	2093891	

**2. - B6\_2 » Revenue From**

Montana State University	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 	21386530	\$16,804,109.00	20000	\$19,500.00
Endowment Income 	993726	\$0.00	0	\$0.00
Federal funding 	76605035	\$76,932,069.00	1101467	\$617,208.00
<b>Totals:</b>	<b>\$98,985,291.00</b>	<b>\$93,736,178.00</b>	<b>\$1,121,467.00</b>	<b>\$636,708.00</b>

**3. - B6\_3 » Expenditures**

Montana State University	Institutional Total		School, College, or Department of Education portion	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Instruction 	86947357	\$82,393,889.00	2398056	\$2,162,536.00
Research 	103329649	\$101,468,361.00	775054	\$525,945.00
Public Service 	24307569	\$23,525,413.00	365172	\$200,905.00
Academic support 	27679893	\$27,195,390.00	94572	\$108,800.00
Student Services 	24868999	\$23,169,313.00	0	\$0.00
<b>Totals:</b>	<b>\$267,133,467.00</b>	<b>\$257,752,366.00</b>	<b>\$3,632,854.00</b>	<b>\$2,998,186.00</b>

**Comments (optional):**

**B-7 » 2015 PEDS » Educational Technology and Online Learning**

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 checked="" 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 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 2013-2014 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 2013-2014 academic year.**

Montana State University	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	18	18	9
Number of <u>programs</u> that are offered as online degree or certificate programs	0	0	2	3
Number of <u>courses</u> that are Blended/Hybrid (30-79% delivered online)	9	5	9	11
Number of <u>courses</u> that are 80% or more online delivery	12	6	34	21
Number of <u>enrollments</u> in blended/hybrid courses	203	254	136	131
Number of <u>enrollments</u> in online courses (80% or more online delivery)	187	199	436	394

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 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 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 checked="" type="checkbox"/>	Technology used to deliver and collect assessment data on student performance	

<input checked="" 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):**

4. B7\_5 Counted all sections. Two graduates programs are entirely online. A third is online during fall and spring, but with a required face-to-face component in the summer.



**B-8 » 2015 PEDS » Program Selectivity**

inst id: 3210

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	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 <b>total</b> credit hours completed as undergraduate	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Minimum of credit hours in <b>education-related courses</b> completed as undergraduate	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input 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 checked="" type="checkbox"/>	1
GRE Quantitative	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	1
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 type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
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 checked="" type="checkbox"/>	1	<input type="checkbox"/>	0
State specific tests	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Goals statement	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	1
Statement/assessment of professional dispositions	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	1
Letters of recommendation	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	1
Background checks	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0

2. - **B8\_2** » Please enter the minimum required criteria and average scores of fall 2014 enrolled student cohort for the following admission requirements (if selected above)

Montana State University	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 <b>High School</b> GPA of new candidates enrolled in Fall 2014	0	0	0	0	0
Minimum Undergraduate GPA Required	2.75	2.75	2.75	2.75	3.00	2.75
Average <b>Undergraduate</b> GPA of new candidates enrolled in Fall 2014	3.36	3.29	0	3.36	3.39	3.36
Minimum required <b>total</b> credit hours completed as undergraduate	0	0	0	0	0	0
Minimum required credit hours in <b>education courses</b> completed as undergraduate	0	0	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	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 type="checkbox"/>	0	<input checked="" type="checkbox"/>
Minimum credit hours completed	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
A minimum number of clock hours spent on <b>early field experiences</b>	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
A minimum number of clock hours on <b>supervised clinical experience/student teaching</b> (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 type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
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 type="checkbox"/>	0	<input type="checkbox"/>	0

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	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 required	2.75	2.75	3.0	3.0	3.0
Average GPA of 2013-2014 degree completers	3.47	3.42	3.85	3.81	3.92	3.89
Minimum credit hours completed	120	120	25	25	25	25

Minimum number of clock hours spent on early field experiences for program with <b>lowest</b> number of required hours	58.5	60	0	0	0	0
Minimum number of clock hours spent on early field experiences for program with <b>highest</b> number of required hours	188	195	0	0	0	0
Minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for program with <b>lowest</b> number of required hours	560	560	400	400	400	400
Minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for program with <b>highest</b> number of required of hours	560	560	400	400	400	400
Number of programs that have implemented edTPA?	0	0	0	0	0	0

5. - B8\_5 » Mid-program selectivity and attrition

Montana State University	Total	
	2015 Survey Year	Prior Survey Year
	Total number of candidates that withdrew from educator preparation programs during academic year 2013-2014	16
Number of candidates that withdrew during academic year 2013-2014 who were counseled out of the program	1	7
Number of candidates that withdrew at own initiative during academic year 2013-2014	15	20

	2015 Survey Year	Prior Survey Year
	Describe the process used to counsel candidates out of programs	Candidate progress is monitored by our Education Advising Office, our Field Placement Office, and specific program advisors. Candidates struggling to meet standards may be brought in for counseling. Candidates may request counseling. Ways to improve progress, and alternative career paths are

Comments (optional):

1. B8\_1 Post-bachelors and masters previous degree must be in subject area of sought teaching license. 2. B8\_2 No post-bachelors teacher certification majors admitted fall 2014.

**B-9 » 2015 PEDS » Clinical Experience Section**

inst id: 3210

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 2013-2014 academic year

Exclude those who were fulfilling early field experience requirements

Montana State University	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	198	168	4	4	0	0

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	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	Multiple Subject (17) ↓	17	Transition to Teaching (18) ↓	18

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	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)	195	195	0	0	0	0

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	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	0	0
Weeks per semester / quarter	14	14	12	12	0	0
Hours per week	40	40	40	40	0	0

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	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	1
Weeks per semester / quarter	0	0	0	0	10	10
Hours per week	0	0	0	0	400	40

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	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 type="checkbox"/>	0	<input type="checkbox"/>	0
High performing schools*	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Title I schools	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Full-time residencies	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
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	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 type="checkbox"/>	0	<input type="checkbox"/>	0
High performing schools*	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Title I schools	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Full-time residencies	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
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	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 type="checkbox"/>	0	<input type="checkbox"/>	0
High performing schools*	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Title I schools	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Full-time residencies	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
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 2013-2014?

Montana State University	Tenured / Tenure-track		Not tenure track	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
	Professors	0	0	0
Associate professors	1	0	0	0
Assistant professors	2	1	1	0
Instructors	0	2	7	0
Lecturers	0	0	0	0
Other	0	0	415	311
<b>Totals:</b>	<b>3</b>	<b>3</b>	<b>423</b>	<b>311</b>

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	

11. - **B9\_11** » If yes, please enumerate those requirements

Please enumerate the requirements for selection of school-based personnel supervising your candidate's	Licensed in their teaching field. At least three years of classroom teaching experience. In special cases exceptions may be made.	
--	---	--

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	<b>Qualified to be licensed to teach. Classroom teaching experience. In special cases exceptions may be made.</b>	
---	---	--

**Comments (optional):**

9 B9_9 Other non-tenure track includes cooperating teachers.
--

**B-10 » 2015 PEDS » Program Impact Data**

inst id: 3210

Graduate placement and K-12 impact data


1. - **B10\_1** » Did your institution track its 2012-2013 new teacher graduates into their initial job placements during 2013-2014 academic year?

<input type="radio"/>	Yes	
<input type="radio"/>	Attempted to track them, but had limited success obtaining information	
<input checked="" type="radio"/>	No, but planning to track them in the future	
<input type="radio"/>	No	
<input type="radio"/>	Other »	

2. - **B10\_2** » If you answered **yes** or limited success above, for what percent of the 2012-2013 graduates were placement data obtained?

0	% of the new graduates' placement information was obtained	
---	--	--

3. - **B10\_11** » Type of Placement: Of those 2012-2013 graduates for whom you obtained placement information in 2013-2014, how many are in

Placement Type	Number of Graduates	
	2015 Survey Year	Prior Survey Year
	Public schools in your state working in the fields they were prepared for	
Public Schools in your state, but working in a different field		
Public Schools in your state, but no information / don't know field of work 		
Other teaching placements (private schools or out of state)		
Not teaching		

4. - **B10\_12** » Please report placement data obtained in 2013-2014 for students who graduated in the years listed below

Year of Completion	Number of degree / completers		Number employed in your state's public schools first year after graduation		Number employed in your state's public schools second year after graduation		Number employed in your state's public schools both years	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
	2012-2013 academic year <small>new</small>	170	0	0	0	0	0	0
2011-2012 academic year	128	128						
2010-2011 academic year	169	168						

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 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 type="radio"/>
To inform program improvement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For other purposes?	<input type="radio"/>	<input type="radio"/>	<input 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 type="radio"/>
To inform program improvement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For other purposes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 10. - B10\_9 » Types of data obtained on graduates tracked in 2013-2014

<input checked="" type="checkbox"/>	Graduation rates	
<input type="checkbox"/>	Placement rates	
<input type="checkbox"/>	Teacher persistence rates	
<input type="checkbox"/>	Teachers' satisfaction with preparation program	
<input 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 2013-2014?

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>	170	0	0
2011-2012 completion year	128	128	0	0
2010-2011 completion year	169	168	0	0

## 12. - B10\_10 » Graduation and Licensure rates in 2013-2014

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 2013-2014 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)?	
193	Number of teacher education undergraduate degree recipients/program completers who were eligible for initial licensure	
	Number of teacher education Post bachelor's degree recipients/program completers who were eligible for initial licensure	
42	Number of teacher education Master's degree recipients/program completers who were eligible for initial licensure	

## Comments (optional):