

A » 2014 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 Educatic	
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, -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 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 <small>new</small>	
<input type="radio"/>	Other <small>new</small> »	

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

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<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) new	
<input type="radio"/>	Distance Education and Training Council (DETC) Accrediting Commission new	
<input type="radio"/>	Transnational Association of Christian Colleges and Schools (TRACS), Accreditation Commission new	

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 type="checkbox"/>	CAEP: Council for the Accreditation of Educator Preparation new	

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 new »	

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)	

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<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 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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B-1A » 2014 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, 2013.

1. - M » Male Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race	165	143	34	32
American Indian or Alaska Native	126	135	34	42
Asian	109	103	16	14
Black or African American	65	74	13	16
Native Hawaiian or Other Pacific Islander	21	14	3	2
White	5077	4840	890	870
Two or more races	12	14	1	0
Nonresident alien	288	251	37	28
Unknown	148	187	52	52
Totals:	6011	5761	1080	1056

2. - W » Female Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race	129	115	48	32
American Indian or Alaska Native	151	158	59	64
Asian	70	62	16	10
Black or African American	20	19	10	7
Native Hawaiian or Other Pacific Islander	7	2	3	2
White	4159	4038	786	817
Two or more races	8	9	3	3
Nonresident alien	172	166	18	17
Unknown	124	142	37	63
Totals:	4840	4711	980	1015

Comments (Optional):

B-1B » 2014 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, 2013.

1. - M » Male Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race	1	1	3	3
American Indian or Alaska Native	3	3	14	10
Asian	1	1	4	3
Black or African American	3	1	2	2
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	152	202	327	276
Two or more races	1	1	1	2
Nonresident alien	47	34	51	50
Unknown	65	62	269	228
Totals:	273	305	671	574

2. - W » Female Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race	5	4	4	4
American Indian or Alaska Native	8	11	28	13
Asian	2	1	2	6
Black or African American	1	0	2	3
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	146	161	404	379
Two or more races	0	0	2	1
Nonresident alien	30	15	34	22
Unknown	70	72	346	323
Totals:	262	264	822	751

Comments (Optional):

B-2 » 2014 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 2012-2013

1. - M » Male

Total NEW education candidates admitted/enrolled into educator preparation programs in -2--1	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
	Undergraduate degree programs	64	-	6
Undergraduate non-degree education programs	0	-	0	-
Graduate degree programs	0	-	0	-
Graduate non-degree education programs	1	-	0	-

2. - W » Female

Total NEW education candidates admitted/enrolled into educator preparation programs in -2--1	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
	Undergraduate degree programs	150	-	20
Undergraduate non-degree education programs	0	-	0	-
Graduate degree programs	0	-	0	-
Graduate non-degree education programs	1	-	0	-

Comments (optional):

Admission to our program generally occurs during the Junior year. I have included all candidates admitted in the academic year who were enrolled at that time or later, and excluded those candidates admitted but not enrolled.



B-2A » 2014 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, 2013. See Q&A and flowchart for definition



1. - M » Male Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race	1	4	0	0
American Indian or Alaska Native	2	5	0	0
Asian	0	0	0	0
Black or African American	0	2	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	40	105	3	11
Two or more races	0	0	0	0
Nonresident alien	0	1	0	0
Unknown	0	2	0	0
Totals:	43	119	3	11

2. - W » Female Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race	1	5	0	4
American Indian or Alaska Native	2	7	1	0
Asian	2	3	0	1
Black or African American	1	1	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	1
White	148	351	19	44
Two or more races	1	1	0	0
Nonresident alien	1	3	0	0
Unknown	6	8	0	5
Totals:	162	379	20	55

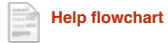


Comments (optional):

Includes undergraduate teacher candidates seeking a degree through our teacher education program, enrolled in an Education Department major, and formally admitted, which usually occurs during their Junior year. In previous years we reported both admitted and non-admitted enrollment, so those number were higher. To avoid double counting, double majors both in our Education Department and in another department are only counted here.

B-2B » 2014 PEDS » Undergraduate Enrollment in Educator Preparation - Non-Degree Education Programs inst 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, 2013. See Q&A and flowchart for definition



1. - M » Male Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race	0	1	0	1
American Indian or Alaska Native	1	6	0	0
Asian	0	0	0	0
Black or African American	1	6	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	51	141	3	18
Two or more races	0	1	0	0
Nonresident alien	0	1	1	0
Unknown	1	1	0	2
Totals:	54	157	4	21

2. - W » Female Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race	2	4	0	1
American Indian or Alaska Native	0	5	0	1
Asian	2	4	0	0
Black or African American	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	74	194	9	28
Two or more races	0	0	0	0
Nonresident alien	2	2	0	0
Unknown	1	7	2	1
Totals:	81	216	11	31



Comments (optional):

Includes undergraduate teacher candidates seeking a degree through our teacher education program, enrolled in majors outside our Education Department, and formally admitted, which usually occurs during their Junior year. In previous years we reported both admitted and non-admitted enrollment, so those number were higher. To avoid double counting, double majors both in our Education Department and in another department are not counted here.



B-2C » 2014 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, 2013. See Q&A and flowchart for definition



1. - M » Male Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race	0	0	1	0
American Indian or Alaska Native	0	0	6	1
Asian	0	0	0	0
Black or African American	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	2	1	34	22
Two or more races	0	0	0	0
Nonresident alien	0	0	0	0
Unknown	0	1	48	41
Totals:	2	2	89	64

2. - W » Female Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race	0	0	0	0
American Indian or Alaska Native	0	0	15	3
Asian	0	0	0	1
Black or African American	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	7	1	65	45
Two or more races	0	0	0	0
Nonresident alien	0	0	5	0
Unknown	4	4	62	46
Totals:	11	5	147	95



Comments (optional):

Education graduate students in degrees leading to careers in the P-12 schools, plus Northern Plains Transition to Teaching students seeking a masters.



B-2D » 2014 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, 2013. See Q&A and flowchart for definition



1. - M » Male Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race	0	1	0	0
American Indian or Alaska Native	1	1	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	1	1	4	2
Two or more races	0	0	0	0
Nonresident alien	0	0	0	0
Unknown	0	0	11	3
Totals:	2	3	15	5

2. - W » Female Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race	0	0	0	0
American Indian or Alaska Native	0	0	0	1
Asian	0	0	0	0
Black or African American	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	2	3	13	12
Two or more races	0	0	0	0
Nonresident alien	0	0	2	0
Unknown	0	1	15	12
Totals:	2	4	30	25



Comments (optional):

Teacher Education Program non-degree certification, library media certification, and Northern Plains Transition to Teaching non-degree certification.



B-3A » 2014 PEDS » Bachelor's-Level Initial Teacher Preparation, Number of Degrees Between September 1, 2012 and August 31, 2013

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2012 and August 31, 2013, 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
13.1001	Special Education, General.	0	0	0	0	0	0	0	0	0	0
13.1202	Elementary Teacher Education.	0	0	0	1	0	10	0	0	0	11
13.1210	Early Childhood Education and Teaching	0	0	0	0	0	0	0	0	0	0
13.1311	Mathematics Teacher Education.	0	0	0	0	0	0	0	0	0	0
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	7	0	0	1	8
13.1317	Social Science Teacher Education	1	0	0	0	0	4	0	0	0	5
13.1320	Trade and Industrial Teacher Education (Vocational).	0	0	0	0	0	5	0	0	0	5
13.1322	Biology Teacher Education.	0	0	0	0	0	0	0	0	0	0
13.1328	History Teacher Education.	0	0	0	0	0	0	0	0	0	0
13.XXXX	All other education program(s)	0	0	0	0	0	0	0	0	0	0
Totals:		1	0	0	1	0	26	0	0	1	29
Last year totals:		0	0	0	0	0	18	0	0	2	20

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
13.1001	Special Education, General.	0	0	0	0	0	0	0	0	0	0
13.1202	Elementary Teacher Education.	0	0	0	0	0	55	0	0	1	56
13.1210	Early Childhood Education and Teaching	0	0	0	0	0	0	0	0	0	0
13.1311	Mathematics Teacher Education.	0	0	0	0	0	0	0	0	0	0



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	3	0	0	0	3
13.1317	Social Science Teacher Education	0	0	0	0	0	4	0	0	1	5
13.1320	Trade and Industrial Teacher Education (Vocational).	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
13.1328	History Teacher Education.	0	0	0	0	0	0	0	0	0	0
13.XXXX	All other education program(s)	0	0	0	0	0	0	0	0	0	0
Totals:		0	0	0	0	0	62	0	0	2	64
Last year totals:		0	0	1	0	0	53	0	0	2	56

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	3
13.1202	Elementary Teacher Education.	0	0
13.1210	Early Childhood Education and Teaching	0	7
13.1311	Mathematics Teacher Education.	1	0
13.1315	Reading Teacher Education.	1	7
13.1316	Science Teacher Education, General.	1	2
13.1317	Social Science Teacher Education	0	0
13.1320	Trade and Industrial Teacher Education (Vocational).	0	0
13.1322	Biology Teacher Education.	3	2
13.1328	History Teacher Education.	5	4
13.XXXX	All other education program(s)	5	4

Comments (optional):

All candidates here were in our teacher education program, and earning their primary degrees through our education department. Our Tech Ed candidates might be better classified under CIP 13.1309, but we will use the code AACTE has provided, 13.1320. Section 2: The science teachers, early childhood and special education are non-licensable concentrations. Three male and one female history teachers are second degrees. Otherwise all in Section 2 are certifiable teaching minors, which are eligible for licensure in Montana. The 13.XXXX are government teaching minors.



B-3B » 2014 PEDS » Post-Bachelor's or Master's-Level Initial Teacher Preparation, Number of Degrees Between September 1, 2012 and August 31, 2013

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2012 and August 31, 2013, 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
13.0301	Curriculum and Instruction.	0	0	0	0	0	3	0	0	2	5
13.1202	Elementary Teacher Education.	0	0	0	0	0	0	0	0	0	0
13.1302	Art Teacher Education.	0	0	0	0	0	0	0	0	0	0
13.1305	English Teacher Education.	0	0	0	0	0	0	0	0	0	0
13.1306	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
13.1307	Health Teacher Education.	0	0	0	0	0	0	0	0	0	0
13.1312	Music 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	0	0	0	0	0
13.1328	History Teacher Education.	0	0	0	0	0	0	0	0	0	0
13.XXXX	All other education program(s)	0	0	0	0	0	0	0	0	0	0
Totals:		0	0	0	0	0	3	0	0	2	5
Last year totals:		0	0	0	0	0	1	0	2	0	3

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
13.0301	Curriculum and Instruction.	0	0	0	0	0	1	0	0	3	4
13.1202	Elementary Teacher Education.	0	0	0	0	0	0	0	0	0	0



13.1302	Art Teacher Education.	0	0	0	0	0	0	0	0	0	0
13.1305	English Teacher Education.	0	0	0	0	0	0	0	0	0	0
13.1306	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
13.1307	Health Teacher Education.	0	0	0	0	0	0	0	0	0	0
13.1312	Music 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	0	0	0	0	0
13.1328	History Teacher Education.	0	0	0	0	0	0	0	0	0	0
13.XXXX	All other education program(s)	0	0	0	0	0	0	0	0	0	0
Totals:		0	0	0	0	0	1	0	0	3	4
Last year totals:		0	0	0	0	0	5	0	1	1	7

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
13.0301	Curriculum and Instruction.	0	0
13.1202	Elementary Teacher Education.	0	0
13.1302	Art Teacher Education.	0	0
13.1305	English Teacher Education.	0	0
13.1306	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
13.1307	Health Teacher Education.	0	0
13.1312	Music Teacher Education.	0	0
13.1316	Science Teacher Education, General.	1	2
13.1317	Social Science Teacher Education	1	0
13.1322	Biology Teacher Education.	0	0

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13.1323	Chemistry Teacher Education.	0	0
13.1328	History Teacher Education.	1	0
13.XXXX	All other education program(s)	0	1

Comments (optional):

Northern Plains Transition to Teaching with no previous endorsement. Master's in Curriculum and Instruction. Section 2 is endorsements in same year as graduation. 13.1306 = Spanish Teacher Education 13.XXXX = Family and Consumer Science Teacher Education



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B-3C » 2014 PEDS » Post-Bachelor's or Master's-Level Advanced Preparation, Number of Degrees Between September 1, 2012 and August 31, 2013 Form ID: 3210

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2012 and August 31, 2013, 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
13.0301	Curriculum and Instruction.	0	0	0	0	0	4	0	0	1	5
13.0401	Education Administration and Supervision, General.	0	0	0	0	0	8	0	0	6	14
Totals:		0	0	0	0	0	12	0	0	7	19
Last year totals:		0	0	0	0	0	9	0	0	12	21

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
13.0301	Curriculum and Instruction.	0	0	0	0	0	3	0	0	5	8
13.0401	Education Administration and Supervision, General.	0	0	0	0	0	4	0	0	2	6
Totals:		0	0	0	0	0	7	0	0	7	14
Last year totals:		0	2	0	0	0	21	0	0	12	35

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
13.0301	Curriculum and Instruction.	0	0
13.0401	Education Administration and Supervision, General.	0	0

Comments (optional):



B-3D » 2014 PEDS » CAS/Specialist Level Advanced Preparation, Number of Degrees Between September 1, 2012 and August 31, 2013

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2012 and August 31, 2013, 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	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

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):

No completers in 2012-13.

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B-3E » 2014 PEDS » Doctorate Level Advanced Preparation, Number of Degrees Between September 1, 2012 and August 31, 2013

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2012 and August 31, 2013, 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
13.0301	Curriculum and Instruction.	0	0	0	0	0	0	0	0	0	0
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	1	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
13.0301	Curriculum and Instruction.	0	0	0	0	0	1	0	0	0	1
13.0401	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	4	0	0	0	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
13.0301	Curriculum and Instruction.	0	0
13.0401	Education Administration and Supervision, General.	0	0

Comments (optional):

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B-4A » 2014 PEDS » Bachelor's-Level Initial Educator Preparation Program Completers in Professional Education September 1, 2012 and August 31, 2013, 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	3	0	0	0	3
English Teacher Education.	0	0	0	0	0	8	0	0	1	9
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	0	0	0	0	0
Mathematics Teacher Education.	0	0	0	0	0	4	0	0	0	4
Music Teacher Education.	0	0	0	0	0	5	0	0	0	5
Reading 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
Trade and Industrial Teacher Education (Vocational).	0	0	0	0	0	0	0	0	0	0
Biology Teacher Education.	0	0	0	0	0	0	0	0	0	0
Chemistry Teacher Education.	0	0	0	0	0	0	0	0	0	0
History Teacher Education.	0	0	0	1	0	5	0	0	0	6
Physics Teacher Education.	0	0	0	0	0	0	0	0	0	0
All other education program(s)	0	0	0	0	0	4	0	0	0	4
Totals:	0	0	0	1	0	29	0	0	1	31
Last year totals:	0	0	0	1	0	19	0	0	0	20

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	1	0	0	0	6	0	0	1	8

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English Teacher Education.	0	0	2	0	0	11	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, 1326, 1330, and 1335)	0	0	0	0	0	3	0	0	0	3
Health Teacher Education.	0	0	0	0	0	4	0	0	0	4
Mathematics Teacher Education.	0	0	0	0	0	3	0	1	0	4
Music Teacher Education.	0	1	0	0	0	6	0	0	0	7
Reading 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
Trade and Industrial Teacher Education (Vocational).	0	0	0	0	0	0	0	0	0	0
Biology Teacher Education.	0	0	0	0	0	0	0	0	0	0
Chemistry Teacher Education.	0	0	0	0	0	1	0	0	0	1
History Teacher Education.	0	0	0	0	0	3	0	0	0	3
Physics Teacher Education.	0	0	0	0	0	0	0	0	0	0
All other education program(s)	0	1	0	0	0	2	0	0	0	3
Totals:	0	3	2	0	0	39	0	1	1	46
Last year totals:	1	0	0	0	0	30	0	0	1	32

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
13.1302	Art Teacher Education.	0	0
13.1305	English Teacher Education.	0	0
13.1306	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
13.1307	Health Teacher Education.	0	0
13.1311	Mathematics Teacher Education.	0	0
13.1312	Music Teacher Education.	0	0
13.1315	Reading Teacher Education.	0	2

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13.1316	Science Teacher Education, General.	0	1
13.1320	Trade and Industrial Teacher Education (Vocational).	1	0
13.1322	Biology Teacher Education.	0	0
13.1323	Chemistry Teacher Education.	0	0
13.1328	History Teacher Education.	1	0
13.1329	Physics Teacher Education.	1	0
13.XXXX	All other education program(s)	1	2

Comments (optional):

All candidates here were in our teacher education program, but earning their primary degrees through other departments. Section 1: 13.XXXX includes 4 male and 1 female white agriculture teachers, 1 native American and 1 white female family and consumer science teachers. 13.1306 all Spanish teachers Section 2: Male history is a second teaching major. Female science is an earth science teaching minor. 13.XXX includes 1 male government teaching minor, 2 female family and consumer sciences teaching minors



B-4B » 2014 PEDS » Post-Bachelor's or Master's-Level Initial Educator Preparation Program Completers in Professional Education Between September 1, 2012 and August 31, 2013, Non-Degree Education Programs Inst 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.



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	2	2
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	1	1
Health Teacher Education.	0	0	0	0	0	1	0	0	1	2
Mathematics Teacher Education.	0	0	0	0	0	0	0	0	0	0
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.	1	0	0	0	0	0	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	0	0	0	1	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
Totals:	1	0	0	0	0	1	0	0	5	7
Last year totals:	0	0	0	0	0	11	0	1	4	16

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
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Curriculum and Instruction.	0	0	0	0	0	0	0	0	0	0	0
Elementary Teacher Education.	0	0	0	0	0	1	0	0	0	0	1
Art Teacher Education.	0	0	0	0	0	1	0	0	2	0	3
English Teacher Education.	0	0	0	0	0	2	0	0	2	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	0	0	1	0	1
Health Teacher Education.	0	0	0	0	0	1	0	0	0	0	1
Mathematics Teacher Education.	0	0	0	0	0	1	0	0	1	0	2
Music Teacher Education.	0	0	0	0	0	1	0	0	1	0	2
Science Teacher Education, General.	0	0	0	0	0	0	0	0	0	0	0
Social Science Teacher Education	0	0	0	0	0	0	0	0	0	0	0
Biology Teacher Education.	0	0	0	0	0	0	0	0	4	0	4
Chemistry Teacher Education.	0	0	0	0	0	0	0	0	0	0	0
History Teacher Education.	0	0	0	0	0	0	0	0	0	0	0
Physics Teacher Education.	0	0	0	0	0	0	0	0	0	0	0
All other education program(s)	0	0	0	0	0	1	0	0	1	0	2
Totals:	0	0	0	0	0	8	0	0	12	0	20
Last year totals:	0	0	0	0	0	10	0	1	19	0	30

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
13.0301	Curriculum and Instruction.	0	0
13.1202	Elementary Teacher Education.	0	0
13.1302	Art Teacher Education.	0	0
13.1305	English Teacher Education.	0	0
13.1306	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
13.1307	Health Teacher Education.	0	1



13.1311	Mathematics Teacher Education.	0	0
13.1312	Music Teacher Education.	0	0
13.1316	Science Teacher Education, General.	1	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.	1	0
13.1329	Physics Teacher Education.	0	0
13.XXXX	All other education program(s)	0	0

Comments (optional):

Section 1: 13.1306 - male Spanish and female French 13.XXXX - Family and Consumer Science



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B-4C » 2014 PEDS » Post-Bachelor's or Master's-Level Advanced Educator Preparation Program Completers in Professional Education Between September 1, 2012 and August 31, 2013, 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	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 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	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

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):

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B-4D » 2014 PEDS » CAS/Specialist Level Advanced Educator Preparation Program Completers in Professional Education Between September 1, 2012 and August 31, 2013, 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.

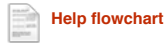


[Help flowchart](#)

Not applicable

B-4E » 2014 PEDS » Doctorate Level Advanced Educator Preparation Program Completers in Professional Education Between September 1, 2012 and August 31, 2013, Non-Degree Education Programs Inst 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.



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
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	1	0	0	0	1

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
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	1	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
13.0401	Education Administration and Supervision, General.	0	0

Comments (optional):



B-5A » 2014 PEDS » Professional Education Faculty

inst id: 3210

Number of professional education faculty members in each category, fall, 2013.

1. - M » Male Faculty

Race / Ethnicity	Full-Time		Part-Time		Adjunct	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race	0	0	0	0	0	0
American Indian or Alaska Native	1	0	0	0	0	0
Asian	0	0	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	8	1	0	7	8
Two or more races	0	0	1	0	0	0
Nonresident alien	0	0	0	0	0	0
Unknown	0	0	0	0	0	0
Totals:	10	8	2	0	7	8

2. - W » Female Faculty

Race / Ethnicity	Full-Time		Part-Time		Adjunct	
	Current year	Prior year	Current year	Prior year	Current year	Prior 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	14	17	5	0	19	13
Two or more races	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0
Unknown	0	0	0	0	0	0
Totals:	15	18	5	0	19	13

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Comments (optional):

GTAs counted in Adjunct

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B-5B » 2014 PEDS » Faculty Counts and Teaching Loads

inst id: 3210

Faculty counts and teaching loads for faculty members appointed full-time in EPP fall, 2013.

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	
	Current year	Prior year	Current year	Prior year	Current year	Prior year	Current year	Prior year
Number of full-time faculty	8	11	7	8	6	3	4	0
Total number of credit hours taught	71	160	43	58	49	28	0	0
Total number of courses taught (count each section)	29	51	15	18	27	16	0	0

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

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	
	Current year	Prior year	Current year	Prior year	Current year	Prior year	Current year	Prior year
Number of part-time faculty	5	0	2	0	0	0	0	0
Total number of credit hours taught	89	0	6	0	0	0	0	0
Total number of courses taught (count each section)	12	0	2	0	0	0	0	0

3. - B5B_3 » Adjunct faculty in professional education new section

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	
	Current year	Prior year	Current year	Prior year	Current year	Prior year	Current year	Prior year
Number of adjunct faculty	22	0	3	0	0	0	1	0
Total number of credit hours taught	85	0	15	0	0	0	0	0
Total number of courses taught (count each section)	38	0	5	0	0	0	0	0

Comments (optional):



B-5C » 2014 PEDS » Tenure and Non-Tenure Full-time Professional Education Faculty

inst id: 3210

Tenure of full-time professional education faculty in schools, colleges, or departments of education fall, 2013.

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	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
	Professors	2	3	0	0	0
Associate professors	9	11	0	0	0	0
Assistant professors	0	0	8	7	1	0
Instructors	0	0	0	0	1	4
Lecturers	0	0	0	0	0	0
No academic rank	0	0	0	0	4	1
Totals:	11	14	8	7	6	5

Comments (optional):



B-6 » 2014 PEDS » Revenues and Expenditures

inst id: 3210

Selected fiscal revenues and expenditures, 2012-2013

1. - B6_1 » Total amount

Total operating budget for the entire university, -2--1?	501717442	
Total amount allocated to the professional education unit?	1997862	

2. - B6_2 » Revenue From

Montana State University	Institutional Total		School, College, or Department of Education portion	
	Current year	Prior year	Current year	Prior year
Private gifts, private grants and private contract i	16804109	\$16,165,308.00	19500	\$62,806.00
Endowment Income i	0	\$317.00	0	\$0.00
Federal funding i	76932069	\$88,655,844.00	617208	\$1,317,145.00
Totals:	\$93,736,178.00	\$104,821,469.00	\$636,708.00	\$1,379,951.00

3. - B6_3 » Expenditures

Montana State University	Institutional Total		School, College, or Department of Education portion	
	Current year	Prior year	Current year	Prior year
Instruction i	82393889	\$76,694,903.00	2162536	\$2,065,727.00
Research i	101468361	\$106,925,592.00	525945	\$1,059,312.00
Public Service i	23525413	\$21,872,589.00	200905	\$447,174.00
Academic support i	27195390	\$24,695,566.00	108800	\$69,757.00
Student Services i	23169313	\$21,522,994.00	0	\$0.00
Totals:	\$257,752,366.00	\$251,711,644.00	\$2,998,186.00	\$3,641,970.00

Comments (optional):



B-7 » 2014 PEDS » Educational Technology and Online Learning

inst id: 3210

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

1. - 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	

2. - 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	Undergraduate		Graduate	
	Current year	Prior year	Current year	Prior year
Total number of educator preparation <u>programs</u> offered by your institution <u>new</u>	18	0	7	0
Number of <u>programs</u> that are offered as online degree or certificate programs <u>new</u>	0	0	3	0
Number of <u>courses</u> that are Blended/Hybrid (30-79% delivered online) <u>new</u>	5	0	11	0
Number of <u>courses</u> that are 80% or more online delivery <u>new</u>	6	0	21	0
Number of <u>enrollments</u> in blended/hybrid courses <u>new</u>	254	0	131	0
Number of <u>enrollments</u> in online courses (80% or more online delivery) <u>new</u>	199	0	394	0

3. - 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 »	
	print	

4. - **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 »	

5. - **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? [new section](#)

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 »	

6. - **B7_10** » What types of professional development are made available to faculty on use of technology and online learning? [new section](#)

Choose all that apply

<input checked="" type="checkbox"/>	Workshops	
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print

<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):

Item 5 = B7_9. We do not "require" any particular technology, but instead require that candidates demonstrate sound integration of various technologies into their teaching.



print

B-8 » 2014 PEDS » Program Selectivity

inst id: 3210

Admission and graduation requirements for educator preparation programs at the initial certification level, 2012-2013. Please note the admission questions refer to the fall of 2013, while graduation questions refer to the whole academic year of 2012-2013

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	
	Current year	Prior year	Current year	Prior year	Current year	Prior 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 type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Minimum of credit hours in education-related courses 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 <u>new</u>	<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"/>	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"/>	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 -1 enrolled student cohort for the following admission requirements (if selected above)

Montana State University	Bachelors level		Post Bachelors level		Master level	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
	Average High School GPA of new candidates enrolled in Fall -1	0	0	0	0	0
Minimum Undergraduate GPA Required	2.75	2.625	2.75	2.625	2.75	2.5
Average Undergraduate GPA of new candidates enrolled in Fall -1	3.29	3.38	3.36	3.21	3.36	0
Minimum required total credit hours completed as undergraduate	0	0	0	0	0	0
Minimum required credit hours in education courses completed as undergraduate	0	6	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	
	Current year	Prior year	Current year	Prior year	Current year	Prior 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 early field experiences	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
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 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	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
 print						

Minimum Program GPA required	2.75	2.625	3.0	0	3.0	3.0
Average GPA of -2--1 degree completers	3.42	3.47	3.81	0	3.89	3.93
Minimum credit hours completed	120	120	25	0	25	25
Minimum number of clock hours spent on early field experiences for program with lowest number of required hours	60	60	0	0	0	0
Minimum number of clock hours spent on early field experiences for program with highest number of required hours	195	195	0	0	0	0
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	400	0	400	400
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	400	0	400	400
Number of programs that have implemented edTPA?	0	0	0	0	0	0

5. - **B8_5** » Mid-program selectivity and attrition new section

Montana State University	Total	
	Current year	Prior year
Total number of candidates that withdrew from educator preparation programs during academic year -2--1	27	0
Number of candidates that withdrew during academic year -2--1 who were counseled out of the program	7	0
Number of candidates that withdrew at own initiative during academic year -2--1	20	0

	Total	
	Current year	Prior 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.	

Comments (optional):

Undergraduate data is from our Teacher Education Program. Masters data is from our Northern Plains Transition to Teaching program. Post Bachelors data is NPTT non-degree completers. NPTT students may transition from non-degree to the Curriculum and Instruction Masters option during the program. GPA data for "2012-2013 degree completers" at the "Post-Bachelors level" is actually for NPTT non-degree and TEP post-bachelors non-degree combined, who are all initial completers and all post-bachelors but not Masters, since the phrase "degree completers" does not work in this field.



B-9 » 2014 PEDS » Clinical Experience Section

inst id: 3210

Supervised clinical experience as a component of your initial certification level teacher preparation programs, 2012-2013

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	Bachelors level		Post Bachelors level		Master level	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
	Number of students	168	134	4	5	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	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
	Program name	Elementary Education (2)	2	Multiple Subject (17)	0	Transition to Teaching (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	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
	Average number of total clock hours spent in early field experiences (before Student Teaching)	195	195	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	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
	Number of semesters / quarters	1	1	1	0	0
Weeks per semester / quarter	14	14	12	0	0	0
Hours per week	40	40	40	0	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? new section



Exclude early field experiences

Montana State University	Bachelors level		Post Bachelors level		Master level	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
	Number of semesters / quarters	0	0	0	0	1
Weeks per semester / quarter	0	0	0	0	10	0
Hours per week	0	0	0	0	40	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	Bachelors level		Post Bachelors level		Master level	
	Current year	Prior year	Current year	Prior year	Current year	Prior 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
Does not apply	<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	
	Current year	Prior year	Current year	Prior year	Current year	Prior 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

 print

Does not apply	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
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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	
	Current year	Prior year	Current year	Prior year	Current year	Prior 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
Does not apply	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0

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

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

Montana State University	Tenured / Tenure-track		Not tenure track	
	Current year	Prior year	Current year	Prior year
	Professors	0	0	0
Associate professors	0	0	0	0
Assistant professors	1	0	0	0
Instructors	2	0	0	0
Lecturers	0	0	0	0
Other	0	0	311	0
Totals:	3		311	

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

new section

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

print

11. - **B9_11** » If yes, please enumerate those requirements [new section](#)

Please enumerate the requirements for selection of school-based personnel supervising your candidate's	Must have three years classroom teaching experience in the appropriate content area / level for the teacher candidate.	
--	---	--

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

[new section](#)

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

13. - **B9_13** » If yes, please enumerate those requirements [new section](#)

Please enumerate the requirements for selection requirements for selection of university-based personnel supervising your candidate's	Must have a bachelors degree in education and have passed a vitae evaluation and a background check.	
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Comments (optional):

Some of our post-bachelors candidates are in the on-campus program and have the same student teaching requirements as the undergrads. Some are in the off-campus alternative program and have the same residency requirements as the masters. The 311 non-tenure track other supervising faculty include 7 of our own university adjunct faculty and mangers, and the rest are field supervisors or cooperating teachers who are administrators or faculty in public schools.



B-10 » 2014 PEDS » Program Impact Data

inst id: 3210

Graduate placement and K-12 impact data

1. - **B10_1** » Did your institution track its -3--2 new teacher graduates into their initial job placements during -2--1 academic year?

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

2. - **B10_2** » If you answered **yes** or limited success above, for what percent of the -3--2 graduates were placement data obtained?

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

3. - **B10_11** » Type of Placement: Of those -3--2 graduates for whom you obtained placement information in -2--1, how many are in [new section](#)

Placement Type	Number of Graduates	
	Current year	Prior 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 -2--1 for students who graduated in the years listed below [new section](#)

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	
	Current year	Prior year	Current year	Prior year	Current year	Prior year	Current year	Prior year
2011-2012 academic year	128							
2010-2011 academic year	168							
2009-2010 academic year	167							

5. - [Print](#) » 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 [new section](#)

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? [new section](#)

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? [new section](#)

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

Purpose	Yes	No, have not used the data yet	Unknown
 print			

To help the institution assess the effectiveness of your graduates in their placements?	<input type="radio"/>	<input checked="" type="radio"/>	<input 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 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 -2--1? [new section](#)


Year of completion	Total number of initial licensure degree / completers		Number for which evaluation data were received from the State	
	Current year	Prior year	Current year	Prior year
	2011-2012 completion year	128		0
2010-2011 completion year	168		0	
2009-2010 completion year	167		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)?	
165	Number of teacher education undergraduate degree recipients/program completers who were eligible for initial licensure	
13	Number of teacher education Post bachelor's degree recipients/program completers who were eligible for initial licensure new	
30	Number of teacher education Master's degree recipients/program completers who were eligible for initial licensure new	

13. -  » Indicate in the table(s) below the number of candidates completing programs for initial certification at the

Bachelor's level and the year of their admittance / enrollment into the Education Preparation Programs [new section](#)

PILOT QUESTION

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

Year admitted / enrolled	Number of Undergraduate Candidates who Graduated / Completed						
	Number admitted in cohort	1 year after enrollment	2 years after enrollment	3 years after enrollment	4 years after enrollment	More than 4 years or not yet graduated	No information/ withdrew
2011-2012	171	73	37			49	12
2010-2011	207	61	76	10		14	45
2009-2010	173	69	52	11	0		40
2008-2009	188	65	73	9	2	0	37

14. - B10_18 » Indicate in the table(s) below the number of candidates completing programs for initial certification at the Post-Bachelor's level and the year of their admittance / enrollment into the Education Preparation Programs [new section](#)

PILOT QUESTION

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

Year admitted / enrolled	Number of Initial Licensure- Post-Bachelor's Candidates who Graduated / Completed						
	Number admitted in cohort	1 year after enrollment	2 years after enrollment	3 years after enrollment	4 years after enrollment	More than 4 years or not yet graduated	No information/ withdrew
2011-2012							
2010-2011							
2009-2010							
2008-2009							

15. - B10_19 » Indicate in the table(s) below the number of candidates completing programs for initial certification at the Master's level and the year of their admittance / enrollment into the Education Preparation Programs [new section](#)


PILOT QUESTION

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

Year admitted / enrolled	Number of Initial Licensure- Master's Candidates who Graduated / Completed						
	Number admitted in cohort	1 year after enrollment	2 years after enrollment	3 years after enrollment	4 years after enrollment	More than 4 years or not yet graduated	No information/ withdrew
2011-2012							
2010-2011							
2009-2010							
2008-2009							

Comments (optional):

Year of admittance/enrollment is year of formal admission, which may be some number of years after enrollment. CAEP said that was our choice, so we will try to be consistent here.

 **print**

We are assuming in the pilot questions the number graduated/completed is the number from that row's cohort, not from everyone graduating in that row's year. We are assuming "1 year after enrollment" is the academic year following the academic year of admittance. This would exclude the rare cases of students admitted and completing in the same year. For example, the 2010-11 cohort included one 2010-11 graduate. 2009-10 had one 2009-10 grad. 2008-09 included two 2008-09 grads. Data for the 2013-14 academic year is incomplete, Summer has not happened yet, and spring graduation audits are extremely partial as of this date, so not yet graduated is high. I look forward to taking a stab at the other two pilot questions next year.