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Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [\\_\\_\\_\\_\\_](#)
- [\\_\\_\\_\\_\\_](#)

IPEDS ID

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2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

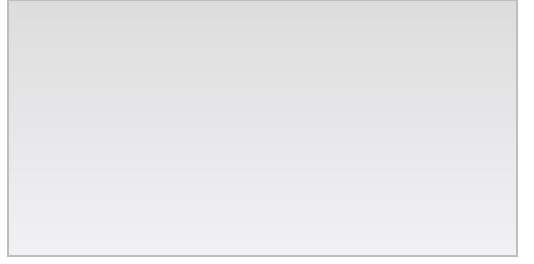
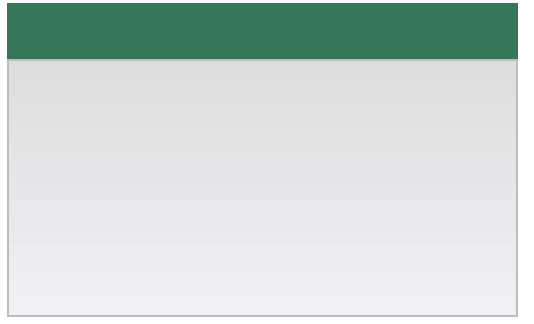
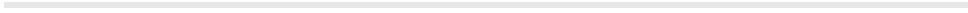
1. Are there initial teacher certification programs at the postgraduate level?

Yes

[clear responses already entered](#)

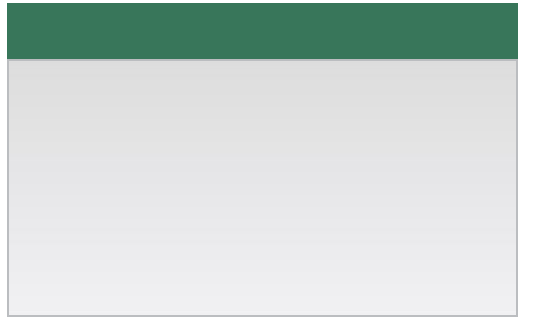














Please provide the number of teachers prepared by academic major for academic year 2020-21. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank.  [\(§205\(b\)\(1\)\(H\)\)](#)

*Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.*

#### [What are CIP Codes?](#)

Do participants earn a degree upon completion of the program?

- Yes  
 No

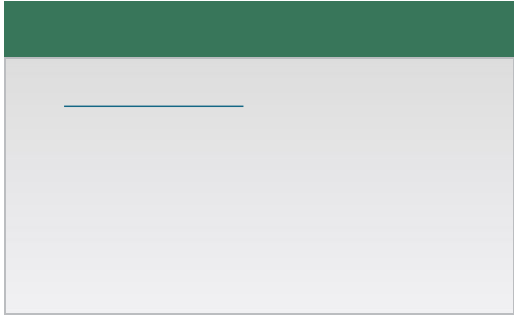
No teachers prepared in academic year 2020-21

[clear responses already entered](#)





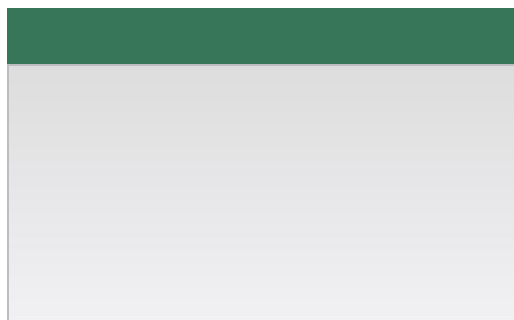
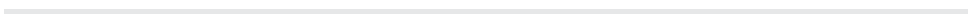




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1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.
  
  2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
  
  3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
  
  4. Prospective general education teachers are prepared to provide instruction to students with disabilities.
  
  5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.
  
  6. Prospective general education teachers are prepared to provide instruction to students from low-income families.
  
  7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.
  
  8. Describe your institution's most successful strategies in meeting the assurances listed above:



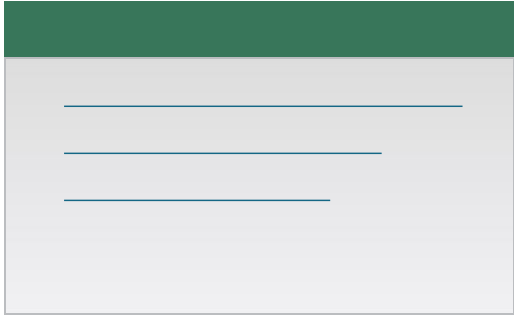




7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank.

8. Describe your goal.

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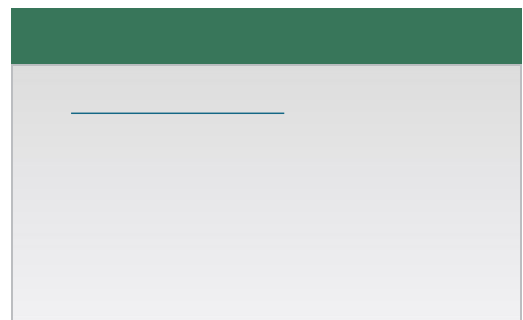








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