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University of Houston-Downtown Traditional Program

2017 | Title II
Reports

Complete Report Card

AY 2015-16

Institution Information

Name of Institution: University of Houston-Downtown

Institution/Program Type: Traditional

Academic Year: 2015-16

State: Texas

Address: One Main Street

C-440 Commerce Building

Houston, TX, 77002

Contact Name: Dr. Ronald Beebe

Phone: 713-221-8689

Email: beeber@uhd.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

| Teacher Preparation Programs | Teacher Quality Partnership Grant Member? |
|---|---|
| Bilingual Generalist-Spanish (Grades 4-8) | No |
| Bilingual Generalist-Spanish (Grades EC-6) | No |
| Business Education (Grades 6-12) | No |
| Computer Science (Grades 8-12) | No |
| English as a Second Language Generalist (Grades 4-8) | No |
| English as a Second Language Generalist (Grades EC-6) | No |
| English Language Arts and Reading (Grades 4-8) | No |
| English Language Arts and Reading (Grades 7-12) | No |
| English Language Arts and Reading (Grades 8-12) | No |
| English Language Arts and Reading/Social Studies (Grades 4-8) | No |

| | |
|--------------------------------|----|
| Generalist (Grades 4-8) | No |
| Generalist (Grades EC-6) | No |
| History (Grades 7-12) | No |
| History (Grades 8-12) | No |
| Journalism (Grades 8-12) | No |
| Life Science (Grades 7-12) | No |
| Life Science (Grades 8-12) | No |
| Mathematics (Grades 4-8) | No |
| Mathematics (Grades 7-12) | No |
| Mathematics (Grades 8-12) | No |
| Physical Science (Grades 6-12) | No |
| Physical Science (Grades 8-12) | No |
| Science (Grades 4-8) | No |
| Science (Grades 7-12) | No |

| | |
|---|----|
| Science (Grades 8-12) | No |
| Social Studies (Grades 7-12) | No |
| Social Studies (Grades 8-12) | No |
| Total number of teacher preparation programs: 27 | |

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Junior year formally admitted based on meeting established requirements and interview

Does your initial teacher certification program conditionally admit students?

No

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.uhd.edu/urbaned>

Please provide any additional comments about or exceptions to the admissions information provided above:

Formal admission to Teacher Education requires the following: -Declaration of major -Minimum 2.5 overall grade point average -30 semester credit hours (SCH) of course work -Meet TSI Requirements -Be in good standing -Complete all developmental courses, if required -Successful completion of ENG 1301 and 1302 (C or above) -Successful completion of Math 1301 (C or above)- Successful completion of HIST 1305 and 1306 (C or above) - Successful completion of Life and Physical Science Component (2 courses, C or above) -Formal application to the program. The university core must be completed as part of these degrees.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

| Element | Required for Entry | Required for Exit |
|---|--------------------|-------------------|
| Transcript | Yes | No |
| Fingerprint check | No | Yes |
| Background check | No | Yes |
| Minimum number of courses/credits/semester hours completed | Yes | Yes |
| Minimum GPA | Yes | Yes |
| Minimum GPA in content area coursework | Yes | Yes |
| Minimum GPA in professional education coursework | Yes | Yes |
| Minimum ACT score | No | No |
| Minimum SAT score | No | No |
| Minimum basic skills test score | Yes | No |
| Subject area/academic content test or other subject matter verification | No | Yes |

| | | |
|-----------------------------|-----|----|
| Recommendation(s) | No | No |
| Essay or personal statement | Yes | No |
| Interview | Yes | No |
| Other | No | No |

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2015-16

2.96

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2015-16

3.25

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

| Element | Required for Entry | Required for Exit |
|--|--------------------|-------------------|
| Transcript | Data not reported | Data not reported |
| Fingerprint check | Data not reported | Data not reported |
| Background check | Data not reported | Data not reported |
| Minimum number of courses/credits/semester hours completed | Data not reported | Data not reported |
| Minimum GPA | Data not reported | Data not reported |
| Minimum GPA in content area coursework | Data not reported | Data not reported |
| Minimum GPA in professional education coursework | Data not reported | Data not reported |
| Minimum ACT score | Data not reported | Data not reported |
| Minimum SAT score | Data not reported | Data not reported |

| | | |
|---|-------------------|-------------------|
| Minimum basic skills test score | Data not reported | Data not reported |
| Subject area/academic content test or other subject matter verification | Data not reported | Data not reported |
| Recommendation(s) | Data not reported | Data not reported |
| Essay or personal statement | Data not reported | Data not reported |
| Interview | Data not reported | Data not reported |
| Other | Data not reported | Data not reported |

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2015-16

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2015-16

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

| | |
|---|-----|
| Total number of students enrolled in 2015-16: | 583 |
| Unduplicated number of males enrolled in 2015-16: | 57 |
| Unduplicated number of females enrolled in 2015-16: | 526 |

| 2015-16 | Number enrolled |
|--|------------------------|
| <i>Ethnicity</i> | |
| Hispanic/Latino of any race: | 344 |
| <i>Race</i> | |
| American Indian or Alaska Native: | 4 |
| Asian: | 19 |
| Black or African American: | 86 |
| Native Hawaiian or Other Pacific Islander: | 1 |
| White: | 121 |

| | |
|--------------------|---|
| Two or more races: | 0 |
|--------------------|---|

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

| | |
|---|-----|
| Average number of clock hours of supervised clinical experience required prior to student teaching | 120 |
| Average number of clock hours required for student teaching | 600 |
| Average number of clock hours required for mentoring/induction support | 0 |
| Number of full-time equivalent faculty supervising clinical experience during this academic year | |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff) | |
| Number of students in supervised clinical experience during this academic year | |

Please provide any additional information about or descriptions of the supervised clinical experiences:

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

| Subject Area | Number Prepared |
|--------------|-----------------|
|--------------|-----------------|

| | |
|--|-----|
| Education - General | |
| Teacher Education - Special Education | |
| Teacher Education - Early Childhood Education | 184 |
| Teacher Education - Elementary Education | 184 |
| Teacher Education - Junior High/Intermediate/Middle School Education | 12 |
| Teacher Education - Secondary Education | 11 |
| Teacher Education - Multiple Levels | |
| Teacher Education - Agriculture | |
| Teacher Education - Art | |
| Teacher Education - Business | |
| Teacher Education - English/Language Arts | |
| Teacher Education - Foreign Language | |
| Teacher Education - Health | |
| Teacher Education - Family and Consumer Sciences/Home Economics | |

| | |
|--|---|
| Teacher Education - Technology Teacher Education/Industrial Arts | |
| Teacher Education - Mathematics | 4 |
| Teacher Education - Music | |
| Teacher Education - Physical Education and Coaching | |
| Teacher Education - Reading | |
| Teacher Education - Science Teacher Education/General Science | 4 |
| Teacher Education - Social Science | |
| Teacher Education - Social Studies | 1 |
| Teacher Education - Technical Education | |
| Teacher Education - Computer Science | |
| Teacher Education - Biology | |
| Teacher Education - Chemistry | |
| Teacher Education - Drama and Dance | |
| Teacher Education - French | |

| | |
|--|----|
| Teacher Education - German | |
| Teacher Education - History | 2 |
| Teacher Education - Physics | |
| Teacher Education - Spanish | |
| Teacher Education - Speech | |
| Teacher Education - Geography | |
| Teacher Education - Latin | |
| Teacher Education - Psychology | |
| Teacher Education - Earth Science | |
| Teacher Education - English as a Second Language | 7 |
| Teacher Education - Bilingual, Multilingual, and Multicultural Education | 72 |
| Education - Other Specify: | |

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. 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))

| Academic Major | Number Prepared |
|--|-----------------|
| Education - General | |
| Teacher Education - Special Education | |
| Teacher Education - Early Childhood Education | 1 |
| Teacher Education - Elementary Education | 1 |
| Teacher Education - Junior High/Intermediate/Middle School Education | |
| Teacher Education - Secondary Education | |
| Teacher Education - Agriculture | |
| Teacher Education - Art | |
| Teacher Education - Business | |
| Teacher Education - English/Language Arts | |
| Teacher Education - Foreign Language | |
| Teacher Education - Health | |

| | |
|--|--|
| Teacher Education - Family and Consumer Sciences/Home Economics | |
| Teacher Education - Technology Teacher Education/Industrial Arts | |
| Teacher Education - Mathematics | |
| Teacher Education - Music | |
| Teacher Education - Physical Education and Coaching | |
| Teacher Education - Reading | |
| Teacher Education - Science | |
| Teacher Education - Social Science | |
| Teacher Education - Social Studies | |
| Teacher Education - Technical Education | |
| Teacher Education - Computer Science | |
| Teacher Education - Biology | |
| Teacher Education - Chemistry | |
| Teacher Education - Drama and Dance | |

| | |
|--|--|
| Teacher Education - French | |
| Teacher Education - German | |
| Teacher Education - History | |
| Teacher Education - Physics | |
| Teacher Education - Spanish | |
| Teacher Education - Speech | |
| Teacher Education - Geography | |
| Teacher Education - Latin | |
| Teacher Education - Psychology | |
| Teacher Education - Earth Science | |
| Teacher Education - English as a Second Language | |
| Teacher Education - Bilingual, Multilingual, and Multicultural Education | |
| Education - Curriculum and Instruction | |
| Education - Social and Philosophical Foundations of Education | |

| | |
|---|---|
| Liberal Arts/Humanities | |
| Psychology | 1 |
| Social Sciences | |
| Anthropology | |
| Economics | |
| Geography and Cartography | |
| Political Science and Government | |
| Sociology | 1 |
| Visual and Performing Arts | |
| History | 3 |
| Foreign Languages | |
| Family and Consumer Sciences/Human Sciences | |
| English Language/Literature | 1 |
| Philosophy and Religious Studies | |

| | |
|--|-----|
| Agriculture | |
| Communication or Journalism | |
| Engineering | |
| Biology | 4 |
| Mathematics and Statistics | 4 |
| Physical Sciences | 4 |
| Astronomy and Astrophysics | |
| Atmospheric Sciences and Meteorology | |
| Chemistry | |
| Geological and Earth Sciences/Geosciences | |
| Physics | |
| Business/Business Administration/Accounting | 1 |
| Computer and Information Sciences | |
| Other | 192 |
| Specify: Interdisciplinary-188, Finance-2, Accounting-1 Criminal Justice-1 | |

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2015-16: 207

2014-15: 189

2013-14: 204

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

10

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

Math methods faculty co-teaching with Math content faculty

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

How many prospective teachers did your program plan to add in mathematics in 2016-17?

10

Provide any additional comments, exceptions and explanations below:

The addition of a graduate dual credit certificate may add additional teachers at the post-baccalaureate level.

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

10

Provide any additional comments, exceptions and explanations below:

The addition of a graduate dual credit certificate may add additional teachers at the post-baccalaureate level.

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including

mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at
<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

10

Did your program meet the goal for prospective teachers set in science in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

A program of study for science majors is in process of approval.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

The current degree plan is not attractive to science majors as it does not provide background for graduate school. We will be working with the Natural Sciences department to develop a Master's certification program specifically for science majors.

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

How many prospective teachers did your program plan to add in science in 2016-17?

5

Provide any additional comments, exceptions and explanations below:

We will be working with the Natural Sciences department to develop a Master's certification program specifically for science majors.

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

5

Provide any additional comments, exceptions and explanations below:

The Natural Sciences department received an NSF Noyce grant for career changers in STEM areas. This should result in an increase in science teacher candidates.

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in special education in 2015-16?

No

How many prospective teachers did your program plan to add in special education in 2015-16?

Did your program meet the goal for prospective teachers set in special education in 2015-16?

Data not reported

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

No

How many prospective teachers did your program plan to add in special education in 2016-17?

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

No

How many prospective teachers does your program plan to add in special education in 2017-18?

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

175

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

Increased enrollment in 2015-2016, along with change in degree plans for EC-6 Core Subjects and 4-8 Core Subjects teacher candidates include ESL Supplemental certification (EC-6, 4-8) or Bilingual Supplemental certification (EC-6).

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

225

Provide any additional comments, exceptions and explanations below:

All program completers will obtain either ESL or Bilingual Supplemental certification for all EC-6 and 4-8 degrees.

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

275

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances.

(§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

NA

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

The CPDT (Center for the Professional Development of Teachers) Advisory Board was instrumental in providing input in the planning process leading to initiatives in the current program. They provided key input into the possibility of utilizing their schools for fieldwork and possible obstacles that might arise. From a programmatic perspective, discussions held with the CPDT Board provides important feedback in terms of the nature of field-based and student teaching experiences the districts would support. In addition CPDT members provided key input in terms of school availability for student placement - which directly impacts program design. Furthermore, ongoing feedback concerning district needs and possible field based experience cycles have also played an important role in helping us to refine and advance our program. In our academic courses effective strategies for English language learners are infused throughout the courses and addressed in the texts. Students in field based experiences. Finally, the CPDT Advisory board was instrumental in the department's decision to change the degree plans to include ESL or Bilingual Supplemental certification for all EC-6 and 4-8 degree plans.

Section III Assessment Pass Rates

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|------------------------------------|----------------------------------|-------------------------------------|------------------------------|
| TEX192 -BILINGUAL GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2015-16 | 16 | 246 | 14 | 88 |
| TEX192 -BILINGUAL GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2014-15 | 70 | 244 | 59 | 84 |

| | | | | |
|---|-----|-----|----|-----|
| TEX192 -BILINGUAL GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2013-14 | 67 | 244 | 55 | 82 |
| TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) Other enrolled students | 104 | 245 | 69 | 66 |
| TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) All program completers, 2015-16 | 54 | 250 | 50 | 93 |
| TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) All program completers, 2014-15 | 68 | 257 | 67 | 99 |
| TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) All program completers, 2013-14 | 62 | 257 | 60 | 97 |
| TEX806 -CORE SUBJECTS 4 - 8 ELAR Educational Testing Service (ETS) Other enrolled students | 10 | 242 | 6 | 60 |
| TEX806 -CORE SUBJECTS 4 - 8 ELAR Educational Testing Service (ETS) All program completers, 2015-16 | 12 | 253 | 12 | 100 |
| TEX807 -CORE SUBJECTS 4 - 8 MATHEMATICS Educational Testing Service (ETS) Other enrolled students | 10 | 245 | 9 | 90 |

| | | | | |
|--|-----|-----|-----|-----|
| TEX807 -CORE SUBJECTS 4 - 8 MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16 | 12 | 259 | 12 | 100 |
| TEX809 -CORE SUBJECTS 4 - 8 SCIENCE Educational Testing Service (ETS) Other enrolled students | 10 | 247 | 8 | 80 |
| TEX809 -CORE SUBJECTS 4 - 8 SCIENCE Educational Testing Service (ETS) All program completers, 2015-16 | 12 | 258 | 12 | 100 |
| TEX808 -CORE SUBJECTS 4 - 8 SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students | 10 | 242 | 6 | 60 |
| TEX808 -CORE SUBJECTS 4 - 8 SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16 | 12 | 256 | 12 | 100 |
| TEX801 -CORE SUBJECTS EC - 6 ELAR Educational Testing Service (ETS) Other enrolled students | 34 | 257 | 31 | 91 |
| TEX801 -CORE SUBJECTS EC - 6 ELAR Educational Testing Service (ETS) All program completers, 2015-16 | 147 | 250 | 134 | 91 |
| TEX801 -CORE SUBJECTS EC - 6 ELAR Educational Testing Service (ETS) All program completers, 2014-15 | 27 | 249 | 24 | 89 |

| | | | | |
|--|-----|-----|-----|----|
| TEX805 -CORE SUBJECTS EC - 6 FINE ARTS HEALTH AND PE Educational Testing Service (ETS) Other enrolled students | 34 | 251 | 30 | 88 |
| TEX805 -CORE SUBJECTS EC - 6 FINE ARTS HEALTH AND PE Educational Testing Service (ETS) All program completers, 2015-16 | 147 | 248 | 134 | 91 |
| TEX805 -CORE SUBJECTS EC - 6 FINE ARTS HEALTH AND PE Educational Testing Service (ETS) All program completers, 2014-15 | 27 | 246 | 25 | 93 |
| TEX802 -CORE SUBJECTS EC - 6 MATHEMATICS Educational Testing Service (ETS) Other enrolled students | 34 | 255 | 27 | 79 |
| TEX802 -CORE SUBJECTS EC - 6 MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16 | 147 | 249 | 129 | 88 |
| TEX802 -CORE SUBJECTS EC - 6 MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15 | 27 | 246 | 22 | 81 |
| TEX804 -CORE SUBJECTS EC - 6 SCIENCE Educational Testing Service (ETS) Other enrolled students | 34 | 250 | 26 | 76 |
| TEX804 -CORE SUBJECTS EC - 6 SCIENCE Educational Testing Service (ETS) All program completers, 2015-16 | 147 | 246 | 124 | 84 |

| | | | | |
|---|-----|-----|-----|-----|
| TEX804 -CORE SUBJECTS EC - 6 SCIENCE Educational Testing Service (ETS) All program completers, 2014-15 | 27 | 240 | 20 | 74 |
| TEX803 -CORE SUBJECTS EC - 6 SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students | 34 | 242 | 24 | 71 |
| TEX803 -CORE SUBJECTS EC - 6 SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16 | 147 | 243 | 122 | 83 |
| TEX803 -CORE SUBJECTS EC - 6 SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15 | 27 | 234 | 17 | 63 |
| TEX231 -ENG LANGUAGE ARTS AND READING 7-12 Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) All program completers, 2014-15 | 18 | 264 | 18 | 100 |
| TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) All program completers, 2013-14 | 21 | 257 | 20 | 95 |
| TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) Other enrolled students | 1 | | | |

| | | | | |
|---|-----|-----|----|-----|
| TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2015-16 | 16 | 248 | 16 | 100 |
| TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2014-15 | 74 | 251 | 71 | 96 |
| TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2013-14 | 109 | 250 | 99 | 91 |
| TEX233 -HISTORY 7-12 Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| TEX233 -HISTORY 7-12 Educational Testing Service (ETS) All program completers, 2015-16 | 2 | | | |
| TEX133 -HISTORY 8 -12 Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) Other enrolled students | 4 | | | |
| TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) All program completers, 2015-16 | 3 | | | |

| | | | | |
|---|-----|-----|-----|----|
| TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) All program completers, 2014-15 | 4 | | | |
| TEX135 -MATHEMATICS 8 -12 Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) Other enrolled students | 173 | 260 | 161 | 93 |
| TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2015-16 | 199 | 260 | 192 | 96 |
| TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2014-15 | 137 | 259 | 132 | 96 |
| TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2013-14 | 139 | 261 | 136 | 98 |
| TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| TEX137 -PHYSICAL SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |

| | | | | |
|---|---|--|--|--|
| TEX236 -SCIENCE 7-12 Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| TEX236 -SCIENCE 7-12 Educational Testing Service (ETS) All program completers, 2015-16 | 4 | | | |
| TEX232 -SOCIAL STUDIES 7-12 Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |

Section III Summary Pass Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2015-16 | 202 | 181 | 90 |
| All program completers, 2014-15 | 186 | 169 | 91 |
| All program completers, 2013-14 | 202 | 176 | 87 |

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Students in all programs take a course in Educational Technology. This course addresses the concepts in PPR Competency 9: The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students. Use of technology is required in the development of all lesson plans completed by teacher candidates. Technology is integrated throughout the program at every level. For example, course assignments in the program include the use of a variety of software: PowerPoint, Photo Story, Movie maker, Excel, Audacity, Publisher, and other web-based software to create presentations and curriculum materials. In addition, all students are required to: 1) communicate by email, 2) use Blackboard Learn in their coursework, and 3) complete assignments using Microsoft Office Professional and other appropriate software. Technology is used by instructors to create and share course information with students, maintain communication, and model effective

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

In the field based courses, inclusion and understanding the needs of exceptional learners are taught. These topics are also addressed in classroom discussions of PPR Competency 2. Field based placements are in schools that follow inclusion guidelines and candidates are encouraged to consult with their mentor teachers to discuss and observe how inclusion is addressed in their field placements. In all programs (EC-6 Generalist, EC-6 Bilingual Generalist, 4-8 Generalist, and Secondary) students take coursework which includes the following objectives: exceptionalities among children with emphasis upon prevalence, assessment, characteristics, classroom management, and other educational considerations. Additional topics include legal factors in special education, bilingualism, parents and families, individual education program participation, ARD meetings, and current trends and issues. Lessons in all field based experiences are critiqued by mentor teachers, University Supervisors,

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
NA
- **participate as a member of individualized education program teams**
NA
- **teach students who are limited English proficient effectively**
NA

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

not applicable

Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The mission of University of Houston-Downtown's Department of Urban Education teacher preparation program is to address the needs of economically, linguistically, and culturally diverse pre-service teachers and learners. The program consists of four components that provide a strong foundation for the professional development of urban teachers (see Preparation Programs). Preparation Programs: Components: (1) Multicultural Curriculum: Before students are admitted to the program, they must take a prerequisite course entitled Culture of the Urban School. Once accepted into the program, students must take a minimum of 6 hours of multicultural courses. (2) Professional Development: Three 9 hour blocks of content designed to develop an understanding of the needs of individual learners. (3) Field-Based Instruction (three semesters): Students work with mentor teachers in urban schools. (4) Monitoring Student Success: Professional faculty supervise students who are placed in mentor teacher class

Supporting Files

Complete Report Card

AY 2015-16