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University of Houston-Downtown Traditional Program

2014 Title II Reports

Complete Report Card

AY 2012-13

Institution Information

Name of Institution: University of Houston-Downtown
Institution/Program Type: Traditional
Academic Year: 2012-13
State: Texas
Address: One Main Street
C-440 Commerce Building
Houston, TX, 77002
Contact Name: Dr. Viola Garcia
Phone: 713-221-8165
Email: garciav@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>)

Yes

If yes, provide the following:

Award year: 2013

Grantee name: University of Houston-Downtown, Dr. Jacqueline Sack; Dr. Tim Redl, Co-PI

Project name: Improving Teacher Quality State Grants

Grant number: G000685

List partner districts/LEAs:

Aldine Independent School District

Alief Independent School District

Houston Independent School District

List other partners:

None

Project Type: Residency

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 Education Supplemental – Spanish	No
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 Sciences (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: 28	

Section I.b Admissions

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

Other formally admitted once admission requirements are met and they have declared their major.

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/academic/colleges/publicservice/urbaned/blocks.htm>

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

Formal admission to Teacher Education requires the following:

- Minimum 2.5 overall grade point average
- 30 semester credit hours (SCH) of course work
- Obtain passing scores on all three sections of the THEA exam
- Be in good standing
- Complete all development courses, if required
- Successful completion of ENG 1301 and 1302
- Successful completion of Math 1301 (or above)

Declaration of major

- Formal application to the program

The university core and foreign language instruction must be chosen 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	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
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	No
Recommendation(s)	No	No
Essay or personal statement	No	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 2012-13

3.02

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 2012-13

3.65

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	Required for
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	Entry	Exit
Transcript	No	No
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	No	No
Minimum GPA	No	No
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	No	No

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 2012-13

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2012-13

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 2012-13:	437
Unduplicated number of males enrolled in 2012-13:	47
Unduplicated number of females enrolled in 2012-13:	390
2012-13	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	223
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	20
Black or African American:	51
Native Hawaiian or Other Pacific Islander:	0
White:	122
Two or more races:	4

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	120
Average number of clock hours required for student teaching	525
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	4
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	29
Number of students in supervised clinical experience during this academic year	493

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 2012-13. 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	246
Teacher Education - Elementary Education	246
Teacher Education - Junior High/Intermediate/Middle School Education	21
Teacher Education - Secondary Education	3
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	1
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/General Science	1
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	1
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	87
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. 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	
Teacher Education - Elementary Education	
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	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	1
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	1
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	

Computer and Information Sciences	
Other Specify: Interdisciplinary Studies, Biological and Physical Sciences	268

Section I.f Program Completers

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

2012-13: 270

2011-12: 254

2010-11: 273

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/ope/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 2012-13

Did your program prepare teachers in mathematics in 2012-13?

No

How many prospective teachers did your program plan to add in mathematics in 2012-13?

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

NA

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:

Further collaboration with Math Department to streamline degree plan for math students seeking math certification.

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

5

Provide any additional comments, exceptions and explanations below:

Approval for implementation of further revision of math degree with math teacher certification (120 hours) was obtained in Spring 2013 for implementation in Fall 2013.

Academic year 2014-15

Will your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers does your program plan to add in mathematics in 2014-15?

5

Provide any additional comments, exceptions and explanations below:

Recruitment and collaborative initiatives with the Department of Mathematics and Statistics should begin to bear fruit in fall 2014.

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 2012-13

Did your program prepare teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

5

Did your program meet the goal for prospective teachers set in science in 2012-13?

No

Description of strategies used to achieve goal, if applicable:

In 2012-2013 the Department of Urban Education began the development of collaborative plans for a BS in Biological and Physical Sciences with concentration in Teacher Certification

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:

Further collaboration with Science Department to streamline degree plan for science students seeking science certification.

Academic year 2013-14

Is your program preparing teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers does your program plan to add in science in 2014-15?

5

Provide any additional comments, exceptions and explanations below:

Recruitment and collaborative initiatives with the Department of Natural Sciences should begin to bear fruit in fall 2014.

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 2012-13

Did your program prepare teachers in special education in 2012-13?

No

How many prospective teachers did your program plan to add in special education in 2012-13?

Did your program meet the goal for prospective teachers set in special education in 2012-13?

NA

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 2013-14

Is your program preparing teachers in special education in 2013-14?

No

How many prospective teachers did your program plan to add in special education in 2013-14?

Provide any additional comments, exceptions and explanations below:

Not Applicable

Academic year 2014-15

Will your program prepare teachers in special education in 2014-15?

No

How many prospective teachers does your program plan to add in special education in 2014-15?

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 2012-13

Did your program prepare teachers in instruction of limited English proficient students in 2012-13?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

150

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

Yes

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:

Continue to instruct students on effective strategies and activities to teach English Language Learners.
Continue to offer ESL courses to prepare students for ESL endorsement.

Academic year 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

150

Provide any additional comments, exceptions and explanations below:

Continue to instruct students on effective strategies and activities to teach English Language Learners.
Continue to offer ESL courses to prepare students for ESL endorsement.

Academic year 2014-15

Will your program prepare teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2014-15?

150

Provide any additional comments, exceptions and explanations below:

We have experienced a decline in enrollment and anticipate that less prospective teachers will complete the program during this time period.

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 provided 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 consult with their mentor teachers on effective strategies and activities to teach English Language Learners. English Language Proficiency Standards (ELPS) are specifically addressed in course discussions of Pedagogy and Professional Responsibilities (PPR) Competency 2 (the teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning).

In all programs (EC-6 Generalist, EC-6 Bilingual Generalist, 4-8 Generalist, and Secondary) students receive instruction on effective strategies and activities to teach English Language Learners.

For teacher candidates who are exempt from student teaching, it is recommended that they replace their student teaching hours with two courses specific to the ELPS, ESL 5333 (ESL Instruction/Assessment and the Acquisition of Language Concepts) and ESL 5334 (Foundations of ESL Education, Cultural Awareness, and Family/Community Involvement). All students who wish to know more about second language learners are encouraged to take these courses as well.

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 a course 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, and current trends and issues.

Lessons in all field based experiences are critiqued by mentor teachers, University Supervisors, and field based faculty. Feedback is provided on how well teacher candidates successfully address students with special needs in their lessons as part of their critique.

Candidates submit electronic portfolios that include artifacts and reflections on PPR Competency 2, which include inclusion. Candidates are assessed on their demonstration of understanding and skills in this area

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) Other enrolled students	20	245	14	70
TEX192 -BILINGUAL GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2012-13	79	245	61	77
TEX192 -BILINGUAL GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2011-12	75	242	53	71
TEX192 -BILINGUAL GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2010-11	75	240	46	61
TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) Other enrolled students	54	251	39	72
TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) All program completers, 2012-13	80	255	68	85
TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) All program completers, 2011-12	73	257	71	97
TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) All program completers, 2010-11	22	256	22	100
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) Other enrolled students	4			
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) All program completers, 2012-13	22	258	21	95
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) All program completers, 2011-12	17	261	15	88

TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) All program completers, 2010-11	18	256	18	100
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) Other enrolled students	35	251	29	83
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2012-13	146	249	122	84
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2011-12	139	250	125	90
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2010-11	131	250	119	91
TEX133 -HISTORY 8-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX135 -MATHEMATICS 8-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX135 -MATHEMATICS 8-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX135 -MATHEMATICS 8-12 Educational Testing Service (ETS) All program completers, 2010-11	2			
TEX110 -PEDAGOGY - PROF RESP 4-8 Educational Testing Service (ETS) All program completers, 2011-12	11	269	10	91
TEX110 -PEDAGOGY - PROF RESP 4-8 Educational Testing Service (ETS) All program completers, 2010-11	18	265	18	100
TEX130 -PEDAGOGY - PROF RESP 8-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX130 -PEDAGOGY - PROF RESP 8-12	2			

Educational Testing Service (ETS) All program completers, 2010-11				
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) Other enrolled students	167	257	144	86
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2012-13	252	259	242	96
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2011-12	59	255	52	88
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2010-11	7			
TEX100 -PEDAGOGY - PROF. RESP. EC-4 Educational Testing Service (ETS) All program completers, 2010-11	1			
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) Other enrolled students	1			
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2012-13	3			
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2011-12	172	257	167	97
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2010-11	235	255	227	97
TEX081 -TOPT-SPANISH Educational Testing Service (ETS) All program completers, 2011-12	5			
TEX081 -TOPT-SPANISH Educational Testing Service (ETS) All program completers, 2010-11	77	7	77	100

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	260	210	81
All program completers, 2011-12	244	198	81
All program completers, 2010-11	263	216	82

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:

Texas Education Agency

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.

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 technology use. In addition, teacher candidates in all programs take SOSE 3320, Assessment and Evaluation of Children, in which the experience collecting, managing and analyzing data

Each student develops a professional electronic portfolio over the course of the program. Students present their updated electronic portfolio each semester to their instructor and/or classmates. Student technology proficiencies are evaluated when students present their updated electronic portfolio each semester, and through other technology based course assignments such as e-books, newsletters, podcasts, multimedia scrapbooks, web quests, and virtual field trips.

Lessons in all field-based experiences are critiqued by mentor teachers, University Supervisors, and/or field-based faculty. Feedback is provided on how well teacher candidates successfully incorporate technology in their classroom instruction.

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, and field based faculty. Feedback is provided on how well teacher candidates successfully address students with special needs in their lessons as part of their critique.

Candidates submit electronic portfolios that include artifacts and reflections on PPR Competency 2, which include inclusion. Candidates are assessed on their demonstration of understanding and skills in this area.

In the field based courses effective strategies for English language learners are infused throughout the courses and addressed in the texts. Students in field based experiences consult with their mentor teachers on effective strategies and activities to teach English Language Learners. ELPS is specifically addressed in course discussions of PPR Competency 2, (the teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning).

In all programs (EC-6 Generalist, EC-6 Bilingual Generalist, 4-8 Generalist, and Secondary) receive instruction on effective strategies and activities to teach English Language Learners.

For teacher candidates who are exempt from student teaching, it is recommended that they replace their student teaching hours with two courses specific to the ELPS, ESL 5333 (ESL Instruction/Assessment and the Acquisition of Language Concepts) and ESL 5334 (Foundations of ESL Education, Cultural Awareness, and Family/Community Involvement). All students who wish to know more about second language learners are encouraged to take these courses as well.

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 classrooms.

Admission Requirements: Although a GPA of 2.5 is required, many students are allowed the opportunity to improve their GPA by re-taking courses. Other support is also provided in education courses. Specifically, reading strategies are often taught and re-taught during the program in a variety of field-based and non-field-based courses. Students lacking math and science backgrounds receive tutorials and in-class instruction in the content of math and science in addition to developing teaching strategies for these subjects.

The undergraduate learning outcome goals for the Department of Urban Education are that graduates will demonstrate competency in the area of multicultural settings, effective teaching practices that enhance student learning, in the factors related to the development of effective teaching environments in urban classrooms, competency in the academic areas of language arts, social studies, mathematics and the natural sciences and in the area of computer/technology. In addition graduates will demonstrate competency on the state TExES exams and will be eligible for certification to teach in Texas. Assessment measures and outcomes indicate that the goals have been accomplished. By all evaluation measures, the Department of Urban Education program successfully demonstrates a high success rate of teacher preparation.

The Texas Educator Certification Online System (ECOS) test pass rates for the completion year 2013 exceeded the 80% acceptable rate in all disaggregate categories: all 92%, female 91%, male 95%, African American 89%, Hispanic 90%, other 86% and White 96%.

In addition, the comparison of teacher retention trends indicated by the Performance Analysis System for Colleges of Education (PACE) 2013 report of the five year retention of first-year teachers produced by the Center for Research, Evaluation and Advancement of Teacher Education (CREATE) reveals that the University of Houston Downtown retention was 92% in spring 2012 and 92.8% in spring 2013. These are the highest retention rates when compared to CREATE public universities, CREATE private universities, for profit ACPs, non-profit ACPs and the state total retention of 77.4% and 73.5% respectively. Student Characteristics: In Fall 2012, UHD had an enrollment of 13,916 students. The average age of the UHD student body was 27.1. The diversity of UHD's student body is evident in the following demographic data: Ethnicity: 40.3% Hispanic; 27.4% Black; 19.4% White; 9.0% Asian/Pacific Islander; 2.3% International; 0.6% American Indian; 0.9% Unknown. Gender: 60.0% Female; 40.0% Male.

Supporting Files

Complete Report Card

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Section VIII Report Certification

Report Card Certification

Information in this report has been certified as accurate and complete by:

Viola M. Garcia

Chair, Department of Urban Education

This submission was reviewed and certified as accurate and complete by:

Sue Mahoney

Assistant Chair, Department of Urban Education

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	527	437	-17.08%
Male Enrollment	46	47	2.17%
Female Enrollment	481	390	-18.92%
Hispanic/Latino Enrollment	274	223	-18.61%
American Indian or Alaska Native Enrollment	1	0	
Asian Enrollment	19	20	5.26%
Black or African American Enrollment	76	51	-32.89%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	151	122	-19.21%
Two or more races Enrollment	2	4	100.00%

Average number of clock hours required prior to student teaching	3405	120	-96.48%
Average number of clock hours required for student teaching	600	525	-12.50%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	24	4	-83.33%
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	6.75	29	329.63%
Number of students in supervised clinical experience during this academic year	212	493	132.55%
Total completers for current academic year	254	270	6.30%
Total completers for prior academic year	273	254	-6.96%
Total completers for second prior academic year	225	273	21.33%

Section VIII Report Certification

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