

Title II

Higher Education Act

SUBMIT REPORTS

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University of Houston-Downtown
Traditional Program
2011-12

Print Report Card

Institution Information

Name of Institution: University of Houston-Downtown
Institution/Program Type: Traditional
Academic Year: 2011-12
State: Texas

Address: One Main Street
C-440 Commerce Building
Houston, TX, 77002

Contact Name: Dr. Viola Garcia
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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?
4-8 Generalist	No
EC-6 Bilingual Generalist	No
EC-6 Generalist	No
Secondary Education	No
Total number of teacher preparation programs: 4	

Section I.b Admissions

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

Other Formal admission to our teacher education program once admission requirements are met.

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/>

Please provide any additional 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. Graduation requires successful completion of all course work including three interdisciplinary professional development semesters and field work. In addition, certification requires acceptable scores on state-mandated certification exams.

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	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	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?

2.5

What was the median GPA of individuals accepted into the program in academic year 2011-12

2.95

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 2011-12

3.25

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?

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 Postgraduate 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	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	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?

2.5

What was the median GPA of individuals accepted into the program in academic year 2011-12

0

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 2011-12

0

Section I.c Program 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.

Total number of students enrolled in 2011-12:	527
Unduplicated number of males enrolled in 2011-12:	46
Unduplicated number of females enrolled in 2011-12:	481

2011-12	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	274

<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	19
Black or African American:	76
Native Hawaiian or Other Pacific Islander:	0
White:	151
Two or more races:	2

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

Average number of clock hours of supervised clinical experience required prior to student teaching	3405
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	24
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	6.75
Number of students in supervised clinical experience during this academic year	212

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 2011-12. 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	247
Teacher Education - Special Education	0
Teacher Education - Early Childhood Education	230
Teacher Education - Elementary Education	230
Teacher Education - Junior High/Intermediate/Middle School Education	15
Teacher Education - Secondary Education	2
Teacher Education - Multiple Levels	0
Teacher Education - Agriculture	0
Teacher Education - Art	230
Teacher Education - Business	0
Teacher Education - English/Language Arts	245
Teacher Education - Foreign Language	0
Teacher Education - Health	230

Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	246
Teacher Education - Music	230
Teacher Education - Physical Education and Coaching	230
Teacher Education - Reading	245
Teacher Education - Science Teacher Education/General Science	245
Teacher Education - Social Science	0
Teacher Education - Social Studies	245
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education- History	245
Teacher Education - Physics	0
Teacher Education - Spanish	1
Teacher Education - Speech	0
Teacher Education - Geography	245
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	86
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. 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	0
Teacher Education - Special Education	0
Teacher Education - Early Childhood Education	0

Teacher Education - Elementary Education	0
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	0
Teacher Education - Foreign Language	0
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	0
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	0
Teacher Education - Reading	0
Teacher Education - Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	0
Teacher Education - Spanish	0
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	0

Psychology	0
Social Sciences	0
Anthropology	0
Economics	0
Geography and Cartography	0
Political Science and Government	0
Sociology	0
Visual and Performing Arts	0
History	0
Foreign Languages	1
Family and Consumer Sciences/Human Sciences	0
English Language/Literature	0
Philosophy and Religious Studies	0
Agriculture	0
Communication or Journalism	0
Engineering	0
Biology	0
Mathematics and Statistics	1
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	0
Geological and Earth Sciences/Geosciences	0
Physics	0
Business/Business Administration/Accounting	0
Computer and Information Sciences	0
Other Specify: Bachelor of Arts in Interdisciplinary Studies	247

Section I.f Program Completers

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

2011-12: 254

2010-11: 273

2009-10: 225

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 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

5

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Ongoing effort to increase the number of prospective teachers trained in mathematics. Received the SEEQUE grant (Secondary Educators in Quality Urban Education, part of the Fund for Improvement of Post-Secondary Education (FIPSE)).

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

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

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

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

5

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

Will your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers does 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).

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 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

5

Did your program meet the goal for prospective teachers set in science in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Ongoing effort to increase number of prospective teachers trained in science. Received Noyce and SEEQUE grants (Secondary Educators in Quality Urban Education, part of the Fund for Improvement of Post-Secondary Education (FIPSE).grant.

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

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

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

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

5

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

Will your program prepare teachers in science in 2013-14?

Yes

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

5

Provide any additional comments, exceptions and explanations below:

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 2011-12

Did your program prepare teachers in special education in 2011-12?

No

How many prospective teachers did your program plan to add in special education in 2011-12?

Did your program meet the goal for prospective teachers set in special education in 2011-12?

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 2012-13

Is your program preparing teachers in special education in 2012-13?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

No

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

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - LEP

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 instruction of limited English proficient students in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

254

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Ongoing effort to increase number of prospective teachers trained in the instruction of limited English proficient students. 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.

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

Developed and offered two ESL courses that students can take in addition to degree requirements and prepare them for ESL endorsement. In process of changing our EC-6 Generalist and 4-8 Generalist programs to ESL certification.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing 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

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 two ESL courses to prepare students for ESL endorsement.

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers does 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 two ESL courses to prepare students for ESL endorsement.

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 the current paraprofessional program. They provided key input into the possibility of utilizing their jobs for fieldwork and possible obstacles that might arise. The board's input was extremely helpful in the design of ESL 3303 (Instruction and Assessment of the English Language Learners) in the 4-8 program and PED 3301 (Introduction to Special Populations) for all programs. The department hired a special education content specialist on our faculty with expertise in special populations as a result of the awareness raised by the advisory board for expertise in this area.

From a programmatic perspective the paraprofessional discussion held with the CPDT Board provided important feedback in terms of the nature of exemptions and student teaching experiences the districts would support.

In addition to the paraprofessional discussion, CPDT members have 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 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.

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 Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX103 -BILINGUAL GENERALIST EC-4 Educational Testing Service (ETS) All program completers, 2009-10	24	254	22	92
TEX192 -BILINGUAL GENERALIST EC-6 Educational Testing Service (ETS) Other enrolled students	17	243	10	59
TEX192 -BILINGUAL GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2011-12	72	242	51	71
TEX192 -BILINGUAL GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2010-11	74	240	45	61
TEX192 -BILINGUAL GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2009-10	28	240	19	68
TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) Other enrolled students	16	253	12	75
TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) All program completers, 2011-12	69	256	62	90

TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) All program completers, 2010-11	11	257	11	100
TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) All program completers, 2009-10	3			
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) Other enrolled students	3			
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) All program completers, 2011-12	10	264	9	90
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) All program completers, 2010-11	18	256	18	100
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) All program completers, 2009-10	20	258	20	100
TEX101 -GENERALIST EC-4 Educational Testing Service (ETS) All program completers, 2009-10	69	261	64	93
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) Other enrolled students	37	247	26	70
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2011-12	134	249	112	84
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2010-11	130	250	114	88
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2009-10	76	249	66	87
TEX133 -HISTORY 8-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX133 -HISTORY 8-12 Educational Testing Service (ETS) All program completers, 2009-10	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) Other enrolled students	1			
TEX110 -PEDAGOGY - PROF RESP 4-8 Educational Testing Service (ETS) All program completers, 2011-12	9			
TEX110 -PEDAGOGY - PROF RESP 4-8 Educational Testing Service (ETS) All program completers, 2010-11	18	265	18	100
TEX110 -PEDAGOGY - PROF RESP 4-8 Educational Testing Service (ETS) All program completers, 2009-10	20	261	20	100
TEX130 -PEDAGOGY - PROF RESP 8-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX130 -PEDAGOGY - PROF RESP 8-12 Educational Testing Service (ETS) All program completers, 2010-11	2			
TEX130 -PEDAGOGY - PROF RESP 8-12 Educational Testing Service (ETS) All program completers, 2009-10	1			
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) Other enrolled students	154	257	135	88
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2011-12	52	255	44	85
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2010-11	3			
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2009-10	3			
TEX100 -PEDAGOGY - PROF. RESP. EC-4 Educational Testing Service (ETS) All program completers, 2010-11	1			
TEX100 -PEDAGOGY - PROF. RESP. EC-4 Educational Testing Service (ETS) All program completers, 2009-10	90	258	89	99
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) Other enrolled students	3			

TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2011-12	171	256	164	96
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2010-11	238	255	227	95
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2009-10	104	255	102	98
TEX081 -TOPT-SPANISH Educational Testing Service (ETS) Other enrolled students	3			
TEX081 -TOPT-SPANISH Educational Testing Service (ETS) All program completers, 2011-12	7			
TEX081 -TOPT-SPANISH Educational Testing Service (ETS) All program completers, 2010-11	88	7	88	100
TEX081 -TOPT-SPANISH Educational Testing Service (ETS) All program completers, 2009-10	24	7	24	100

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	235	178	76
All program completers, 2010-11	263	212	81
All program completers, 2009-10	220	194	88

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. 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.

Technology is integrated throughout the program at every level. For example, course assignments in the program include the use of PowerPoint and PhotoStory 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.

Each student develops a professional electronic portfolio over the course of the program. Students present their updated electronic portfolio each semester.

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, and webquests.

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 incorporate technology in their classroom instruction.

Educational technology is addressed in PPR Competency 9 and is assessed on PPR Diagnostic Experience for students in all programs.

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.

A course that specifically addresses students with exceptionality is a requirement in all programs. In addition, 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.

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.

N/A

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 University of Houston-Downtown is becoming a premier city university engaging students in high-impact educational experiences, and building a campus and community environment for student success. UH-D's shared values include: nurturing excellence in teaching, learning, scholarly work, and stewardship of the university for the benefit of students, the community, and the academy; facilitating and supporting students in achieving their full potential for academic, personal, and career growth through excellent programs; treating all individuals with respect and dignity and promoting collegiality, cooperation, and open communication; committing to the highest ethical standards in its operations and holding itself accountable to its constituencies; and promoting civic responsibility and applying its intellectual capital and talent to benefit the larger community. Institutional Mission: The University of Houston-Downtown is a public, urban university committed to providing quality academic programs that serve the needs of the multicultural population of Houston and surrounding communities. It offers both undergraduate and a limited number of graduate academic degree programs that enable students to acquire the knowledge and skills needed to succeed in their chosen fields. Through instructional excellence, creative and scholarly activities, and community involvement, the university contributes to the business, scientific, economic, technological, social and cultural development of the area. As an urban university, UH-Downtown has a special responsibility to provide educational access to those who have not had access in the past. Through flexible scheduling of courses, the innovative use of technology and distance learning opportunities, and a policy of open admissions at the undergraduate level, the university provides educational opportunities for many who might not otherwise be able to pursue a college degree. To facilitate the academic success of both its traditional and nontraditional students, the university offers a wide range of support services and employs a faculty and staff who are dedicated to helping students meet the rigorous standards and requirements of its programs. In its public service and outreach activities, the university offers numerous pre-collegiate programs as well as continuing education programs that maintain and upgrade specialized skills of professionals employed in the Houston area. Through selected programs, research initiatives, and collaborative efforts, the university also seeks to broaden its domestic and international academic programs and relations. Educator Preparation Mission: 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: Block 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. Student Characteristics: In Fall 2011, UHD had an enrollment of 12,757 students. The average age of the UHD

student body was 27.2. The diversity of UHD's student body is evident in the following demographic data: Ethnicity: 20.2% White; 28.7% Black; 38.7% Hispanic; 9.2% Asian/Pacific Islander; 0.4% American Indian; 2.2% International, 0.7% Unknown. Gender: 61.5% Female; 38.5% Male In the 2011-12 academic year, UHD graduated 2437 students. 64.7% of the graduates were female and 35.2% were male. The ethnic composition of the graduates was: 26.6% White; 25.3% Black; 34.2% Hispanic; 11.1% Asian/Pacific Islander; 0.3% American Indian; 2.3% International; 0.2% Unknown.

Supporting Files

University of Houston-Downtown
Traditional Program
2011-12

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