

The Gateway to Advanced Degrees and/or Certification at UTPB*



Created by the faculty of
The School of Education
of
*The University of Texas of the Permian Basin
Odessa, Texas

Welcome from Dean

Dear Student:

The School of Education at University of Texas of the Permian Basin proudly welcomes you as a program candidate. The School enjoys a rich heritage of nearly four decades in preparing highly qualified teachers, counselors, and administrators, as well as other school professionals. The School serves as one of the most prolific producers of educators for West Texas. Our graduates are noted for successfully serving children in elementary and secondary schools, as well as communities, throughout the state, region, and the nation. The dedicated faculty in the School is not only recognized for its expertise in the preparation of professional educators and counselors, but also for excellence in support and attention provided to each student in our programs. Please know that we wish you well in your efforts to become an outstanding program graduate of UTPB's School of Education, and that we will do our part to make sure that you are successful in your career goals.

Sincerely,

Guy E. Mills, Ed.D.
Dean, School of Education
University of Texas of the Permian Basin

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The Conceptual Framework of the School of Education of The University of Texas of the Permian Basin

Vision Statement

The **vision** of the School of Education is a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices.

Mission Statement

The **mission** of the School of Education is to prepare pre-service and professional educators who are proactive in nurturing the life-long development of all learners. This mission will be accomplished by:

- Facilitating the acquisition of necessary knowledge, skills, and dispositions;
- Cultivating the value of diversity;
- Encouraging collaborative inquiry, innovation, and research;
- Promoting collegiality and service in schools and communities;
- Integrating technology into practice;
- Providing opportunities for professional growth; and
- Influencing educational practices and policies at the local, state, and national level.

The School's Vision and Mission Statements can be found under "Vision and Mission" on the School of Education's website located at <http://www.utpb.edu/educ>.

Philosophy Statement

We, the faculty of the School of Education, believe that:

- Education is the foundation of a progressive society and critical to the development of citizens who will increasingly be part of a global community.
- Educators are the cornerstone of this foundation and the profession should be open to qualified individuals from all backgrounds.
- Schools of education play an integral role in meeting the complex challenge that faces our communities, states, and nation in preparing students, PK-16.
- All students can learn and it is our responsibility to create an environment that will facilitate student success.
- This collaborative environment should emphasize the importance of:
 - Diversity, which adds to the richness of the educational experience we provide students
 - A healthy, open dialogue about educational theory and practice
 - A knowledge of content appropriate for one's certification area
 - Modeling and teaching best practices to our students
 - The appropriate use of technology
 - Ongoing research and resultant change in the field of education
 - Keeping current about educational policy.
- People should be life-long learners who will contribute to the well-being of their community.

We value:

- The individualized instruction we can offer our students due to the small size of our university
- The choices we can offer our students with regard to medium (face-to-face, online, interactive television), time and location of courses
- The collegial relationship among the members of the School of Education and with faculty members from other disciplines
- Support from the administration for continual improvement of our efforts
- Competent pre-service teachers and practitioners who can balance their understanding of theory with day-to-day practice
- A process of on-going reflection and assessment, the outcome of which is a well-developed curriculum and appropriate procedures
- The contribution of community colleges in preparing students to complete their education at four-year institutions
- A community of life-long learners

We commit to:

- Assuring that our beliefs and values are evident in our actions
- Continual reflection and action with regard to our practices on an individual and unit basis
- Sharing our experience and expertise in the field of education with our students, university, community and state/national organizations
- Continuing our support of the alumni of our programs
- Conducting research and scholarship
- Adhering to and teaching the ethics of our profession

- Undertaking quality assessments and seeking additional accreditation (Southern Association of Colleges and Schools (SACS), NCATE, SPAs, Texas State Board of Educator Standards [www.sbec.state.tx.us])

Learning Outcomes for Teacher Candidates and Other School-Based Professionals:

Each candidate will:

- Demonstrate content knowledge in their respective content-area
- Use appropriate processes and teaching practices
- Apply knowledge about child and adolescent development
- Incorporate knowledge of diversity in planning and delivering instruction
- Incorporate technology in planning and delivering instruction
- Plan for and assess students' learning
- Create an appropriate learning environment
- Communicate and collaborate with all stakeholders
- Engage in professional growth.

Candidate Proficiencies:

To achieve the learning outcomes, candidates must demonstrate that they “are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P-12 student learning” (NCATE, 2000, p. 9). The following is a list of the specific knowledge, skills, and dispositions that the faculty has determined are important for each candidate to possess and exhibit.

Our candidates will exhibit **knowledge** about and understand the impact on teaching and student learning of:

- theoretical perspectives of the profession
- the content, processes, and practices appropriate for their students
- child and adolescent development
- diversity
- technology
- planning and assessment
- the learning environment and classroom management
- collaboration
- legal and ethical issues related to education

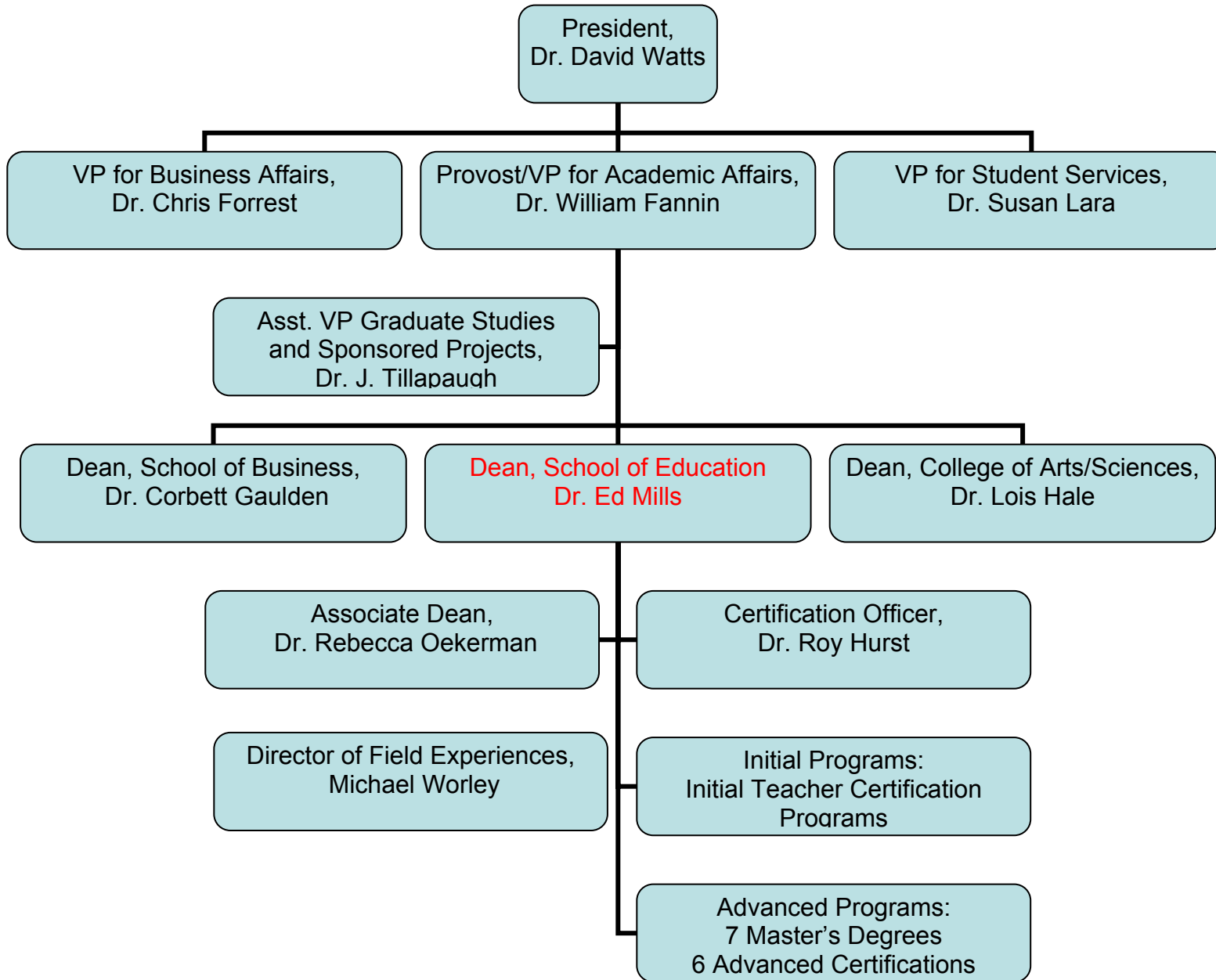
Our candidates will demonstrate the **skills** of being able to:

- select appropriate content for use in lesson planning and delivery
- apply best practices to promote learning in all students
- use knowledge of life-span development to direct their teaching
- select from an array of techniques to meet the needs of diverse learners
- integrate the use of technology into the learning environment
- use appropriate assessments to measure students' developmental progress
- develop an appropriate learning environment
- apply classroom management techniques
- communicate with all members of the educational community (students, families, other educators, administration, community members)
- reflect on their professional performance in order to improve their professional effectiveness
- employ ethical and legal standards in education

Our candidates will demonstrate **dispositions** the show they exhibit a/an:

- respect for themselves and a positive regard for others
- passionate nature about learning
- belief in the value of a learner-centered instruction
- dedication to providing a safe and supportive learning environment
- acknowledgement of and respect for the fact people are shaped by their cultures
- commitment to clear and accurate communication
- professional and ethical attitude
- desire to keep current on educational research and practice.

The School of Education's Place in the University



Administrators, Faculty, and Support Staff of the School of Education

Name, Position, and Program Area	Office/Phone/E-Mail	
Dr. Ed Mills Dean and Professor, Educational Leadership	MB 3214A 552-2120	mills_e@utpb.edu
Ms. Linda Autry Lecturer, Counseling Education	MB 2236 552-2140	autry_l@utpb.edu
Dr. Carl Hoffmeyer Associate Professor, Educational Leadership	MB 3114 552-2137	hoffmeyer_c@utpb.edu
Dr. Jeannine Hurst Assistant Professor, Reading	MB 3104 552-2145	hurst_j@utpb.edu
Dr. Roy Hurst Certification Officer Associate Professor, Science Education	MB 3100 552-2132	hurst_r@utpb.edu
Dr. Steve Jenkins Assistant Professor, Educational Leadership	MB 3110 552-2131	jenkins_s@utpb.edu
Dr. Rachel Juarez-Torres Assistant Professor, Curriculum & Instruction	MB 3150 552-2129	torrez_r@utpb.edu
Dr. Julia Korir Assistant Professor, Special Education	MB 3202 552-3126	korir_j@utpb.edu
Dr. Jessica Mangelson Assistant Professor, Reading	MB 3215C 552-2146	mangelson_j@utpb.edu
Dr. Rebecca Oekerman Associate Dean and Associate Professor, Early Childhood Education	MB 3226 552-2141	oekerman_b@utpb.edu
Dr. Tom Parks Professor, Educational Leadership	MB 3106 552-2149	parks_t@utpb.edu
Dr. Ana Perez-Gabriel Assistant Professor, Bilingual/ESL Education	MB 3222 552-2150	gabriel_a@utpb.edu
Dr. Karen Smith Associate Professor, Special Education	MB 3220 552-2130	smith_k@utpb.edu
Ms. Monica Parrish Administrative Assistant II	MB 3214 552-2120	parrish_m@utpb.edu
Mrs. Isabel Garza Certification Clerk	MB 3215 552-2121	garza_i@utpb.edu

Also see <http://www.utpb.edu/educ/fac/fac.html> for updates on faculty.

Advanced Programs with Degrees and Certifications/Corresponding State Examinations

Advanced Programs

Degrees/Certifications Offered

Corresponding State Examinations *

Bilingual Education

Degree: MA in Education, Option: Bilingual Education
 Certification: None State Examination: None

Counseling Education

Degree: MA in Education, Option: Counseling Education
 Certification: School Counselor State Examination: School Counselor
 Licensure Preparation: Licensed Professional Counselor State Examination: LPC

Early Childhood Education

Degree: MA in Education, Option: Early Childhood Education
 Certification: None State Examination: None

Educational Leadership

Degree: MA in Education, Option: Educational Leadership
 Certifications: Principal State Examinations: Principal
 Superintendent (certification only) Superintendent

Professional Education

Degree: MA in Education, Option: Professional Education
 Certification: None State Examination: None

Reading

Degree: MA in Education, Option: Reading
 Certifications: Reading Specialist State Examinations: Reading Specialist
 Master Reading Teacher Master Reading Teacher

Special Education

Degree: MA in Education, Option: Special Education
 Certifications: Diagnostician State Examinations: Diagnostician
 Gifted and Talented Education (certification only) Gifted/Talented Education

* The current state examination is the Texas Examination of Educator Standards (TExES) with the exception of the examination for Licensed Professional Counselor. Free Study Guides and Preparation Manuals are available at <http://www.sbec.state.tx.us/SBECOnline/standtest/guidprepman.asp?width=1280&height=800>.

Schedule of Education Core Courses by Semester

		Spring Odd	Summer Odd	Fall Odd	Spring Even	Summer Even	Fall Even
EDUC							
6301	Philosophy of Education		X	X		x	X
6302	Cultural Diversity in America	X	X	X	X	x	X
6303	Human Growth & Development	PSYC*	X	X	PSYC		X
6304	Advanced Educ Psychology	X	X	X	x	X	X
6305	Research Design in Education	X		PSYC	X	X	PSYC

* Indicates a cross-listed course taught by the psychology graduate faculty

Schedule of Education Courses by Semester

		Spring Odd	Summer Odd	Fall Odd	Spring Even	Summer Even	Fall Even
EDBI							
6323	History & Politics in Bil. Educ						x
6324	Teach Science, SS, Math			x			
6325	Teach Lang Art/Read		X				
6326	Methods of Teaching ESL	X				X	
6327	Issues / Adv Problems ESL				x		
6392	Practicum	X			X		
6395	Seminar			x			X
6397	Research in Education		Offered as needed				
6398	Master's Study						
EDCO							
6377	Foundations of Counseling			x			X
6378	Career Counseling and Dev			x			X
6379	Appraisal Techniques	X			X		
6380	Group Process in Counseling	X		x	X		X
6381	Micro-Counseling	X		x	X		X
6382	Dev Guidance Prog in Schools		X			X	
6383	Counseling Children/Adoles		X			X	
6384	Counseling Theory/Practices		X			X	
6385	Adv Counseling Techniques	X		x	X		X
6387	Family Educ & Counseling			x			X
6391	Contract Study						
6392	Practicum: Counseling	X	X	x	X	X	X
6393	Intern: Counseling		X	x	X	X	
6395	Seminar	X			X		
		Spring Odd	Summer Odd	Fall Odd	Spring Even	Summer Even	Fall Even

EDEC							
6310	Teaching Math/Science			x			
6311	Program Development in ECE					x	
6312	Development of Whole Child				X		
6314	Parent Involvement and ECE	X					
6315	Young Exceptional Learners						X
6316	Early Literacy		X				
6392	Practicum						
6395	Seminar	X	X	x	x	x	x
6397	Research in Education						
6398	Master's Study		Offered as needed				
EDLD							
6360	School Finance		X			X	
6361	School Law	X		X	X		x
6362	Cultural Proficiency	X			X		
6363	Adm of Spec Programs	X			X		
6366	Adm/Mgmt of Schools			x			x
6367	Fnd of Public School Adm			x			x
6368	Principalship			x			X
6369	School Hum Resource Mgmt	X			x		
6370	Sup for Inst. Leadership	X			X		
6371	Daily Op of Schools		X			X	
6372	Prof Dev & App System			x			X
6392	Practicum	X	X	x	X	X	X
6393	Intern: Leadership						
6395	Seminar	X	X	x	X	x	X
6397	Research in Education						
6398	Master's Study		Offered as needed				
6462	District School Finance	X		x	x		X
6464	Educ Change & Design Facilities	X			x		
6473	Superintend & School Board			x			X
6475	Ed & Sociocultural Change			x			X
EDRD							
6317	Mat, Meth & Med in Reading		X				X
6318	Analysis & Selection of Lit	X			x		
6319	Content Area Literature			x			
6320	Vocabulary & Spelling		X				
6321	Reading Diagnosis			x			X
6322	Problems in Literature	X					
6323	Advanced Problems in Reading			x			X
6333	Clinic & Remedial Reading	X			x		
6392	Practicum: Reading Recovery	X		x	x		X
6397	Research in Education	X	X	x	x	x	X
6398	Master's Study		Offered as needed				
6399	Thesis						
		Spring Odd	Summer Odd	Fall Odd	Spring Even	Summer Even	Fall Even
EDSP	Current Tend in Prog & Service			x			x

6340							
6341	Behavioral Mgmt & Soc Skills			x			x
6343	Prog & Pract for Ex Learners		X				
6344	Methods for Teach Ex Learners	X			x		
6345	Trans Programs for Ex Learner		X				
6346	Fnd & Legal Asp of Spec Ed			x			x
6386	Learning Theory & Assess						
6392	Practicum	X		x	x		
6395	Seminar: Cognitive Assess	X			x		
6397	Research in Education			Offered as needed			
EDUC							
6300	Instructional Meth & Processes						
6329	Language Develop/Acquisition			x			x
6330	Theories of Curriculum/Instruct	X			x		
6335	Innov in Teaching Sci/Math		X				
6336	Curr Issues in Teach Sci/Math					X	

Advanced Program Assessment System

Candidates in the advanced program pass through four “gates” to earn their advanced degree and/or certification. The following chart illustrates the assessments that are used to monitor candidates’ progress through the program.

Gates	Assessments Used
1 : Admission to Graduate Studies	<ul style="list-style-type: none"> • Admission to the University which requires <ul style="list-style-type: none"> - a bachelor’s degree from an accredited institution in the US or proof of equivalent training in a foreign institution - GPA of 3.0+ in upper level undergraduate work and in graduate work already completed or other evidence of ability to succeed in graduate study - a satisfactory score on the GRE - adequate subject preparation for graduate program (also see www.utpb.edu/utpb_student/grad_catalog/graduate_studies.pdf)
2 : Admission to Unit’s Advanced Program	<ul style="list-style-type: none"> • Admission to a specific graduate program under one of 3 conditions: conditional, provisional, or regular • Response, in writing, to questions related to the candidate’s expectations for graduate school • Participation in a one-on-one interview with area coordinator or designated program faculty member • Completion of Candidate Disposition Progress Report (CDPR) by candidates and by faculty for each candidate in EDUC 6301, Philosophy of Education; EDUC 6302, Cultural Diversity; or EDLD 6362, Cultural Competency • Download copy of Advanced Program Candidates’ Handbook • Portfolio Assessment #1
3: Admission to Culminating Project	<ul style="list-style-type: none"> • Admission to culminating project on decision of graduate committee member(s) • Completion of CDPR by candidates and faculty during semester prior to admission to culminating project • Portfolio Assessment #2
4: Recommendation for Advanced Certification and/or Master’s Degree	<ul style="list-style-type: none"> • If applicable, pass appropriate TExES • Completion of culminating project • Degree check for candidates earning master’s degree

The maximum length of time to complete gates 1 and 2 is two semesters. Candidates can take up to 6 SCH before being admitted to an advanced program. The maximum length of time to complete a master’s degree is 8 years.

Portfolio Components and Assessments

Stage 1: Portfolio Creation

Portfolio Components

- Compiled by the time the candidate has completed 6 SCH (two graduate courses taken at UTPB) and includes, but is not limited to:
 - Signed plan for master's degree
 - Copy of Candidate Disposition Progress Report (CDPR) completed by candidate in EDUC 6301, EDUC 6302, or EDLD 6362
 - Writing Sample
 - Copy of appropriate TExES Competencies, if applicable
 - Copy of Graduate Handbook
 - Two assignments and corresponding rubrics/scoring guides selected by faculty in candidate's degree/certification program

Portfolio Assessment

- The assessment is conducted:
 - At the end of each semester
 - On portfolios submitted by eligible candidates at completion of 6 SCH (two graduate courses taken at UTPB)
 - By appropriate School of Education personnel after portfolio is submitted to Program Coordinator of candidate's degree/certification program
 - Using Portfolio Assessment #1
- The portfolio is returned to candidate after assessment completed

Stage 2: Portfolio Development

Portfolio Components

- Collected during candidate's coursework for degree/certification and includes, but is not limited to:
 - 2-3 additional assignments and corresponding rubrics/scoring guides chosen by faculty in candidate's degree/certification program
 - assignment and corresponding rubric/scoring guide from EDUC 6302 or EDLD 6362
 - research proposal and corresponding rubric from EDUC 6305
 - second CDPR completed by candidate and a written reflection on the differences/similarities the candidate sees in his/her answers on the two forms

Portfolio Assessment

- The assessment is conducted:
 - At the end of each semester
 - On portfolios submitted by candidates planning to enroll in their culminating projects in the subsequent semester
 - On portfolios submitted to Area Coordinator of candidate's degree/certification program
- The portfolio is returned to candidate after assessment completed

Stage 3: Portfolio Completion

Portfolio Components

- Collected during candidate's culminating project and includes, but is not limited to:
 - Culminating project and rubric/scoring guide.

Candidate Dispositions Statement

As a part of the development of the Conceptual Framework, the faculty of the School of Education delineated candidate dispositions that consider important for all candidates to possess and exhibit.

Our candidates will demonstrate a/an:

- respect for themselves and a positive regard for others
- passionate nature about learning
- belief in the value of a learner-centered instruction
- dedication to providing a safe and supportive learning environment
- acknowledgement of and respect for the fact people are shaped by their cultures
- commitment to clear and accurate communication
- professional and ethical attitude
- desire to keep current on educational research and practice.

Candidates' dispositions are assessed by faculty via the Candidate Disposition Progress Report (CDPR) at several points in candidate's process of earning an additional certification and/or a master degree. Other individuals including, but not limited to, the faculties of the School of Education and of the College of Arts and Sciences may also elect to submit a Candidate Disposition Brief Report (CDBR) at any time. Candidates are always given the opportunity to review reports submitted by faculty and sign that they have read the report. However, the candidate's signature on the report does not necessarily imply the candidate's agreement with what is written on a CDPR or CDBR. A candidate may write a response to the report.

Each candidate also assesses his/her dispositions. This is done via the CDPR at regular intervals in the process of earning additional certification and/or master degree.

Candidates who are suspected of not possessing and/or exhibiting the delineated dispositions will meet with the appropriate faculty members and/or administrators. Candidates who have, on repeated occasions, demonstrated that they do not possess these dispositions may be counseled out of the advanced program.

* Dispositions – the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivations, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. (as defined by NCATE)

Advanced Program Policies

University Policies

Policies that apply to all graduate students are found in the UTPB Graduate Catalog: http://www.utpb.edu/utpb_student/grad_catalog/Grad_index_frame.htm.

School of Education Policies

The faculty of the School of Education has established policies specific for candidates enrolled in its advanced program.

Core Education Courses

All candidates must take at least 9 SCH of “core” education courses listed below. The choice of courses is decided by the faculty in the advanced program in which the candidate is enrolled.

- EDUC 6301, Philosophy of Education
- EDUC 6302, Cultural Diversity in America
- EDUC 6303, Human Growth and Development
- EDUC 6304, Advanced Education Psychology
- EDUC 6305, Research Design in Education and the Social Sciences

EDUC 6305 should be taken in the candidate’s first 12 SCH of coursework.

Grading Policy

Grades for all graduate courses (other than seminars, practicum, or culminating projects) will be determined using the following ranges:

Grade of A	93 -100%
B	85 - 92%
C	77 - 84%
F	Below 77%

No grade of D will be given.

Code of Ethics and Standard Practices for Texas Educators

The Code of Ethics and Standard Practices for Texas Educators as established in the Texas Administrative Code, Title 19, Part 7, Chapter 247, Rule §247.2 sets forth the “standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom” that must be maintained by educators in Texas. The Code can be found online at

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2).

Signature Page

This form is to be completed and given to the instructor of the course in which downloading this handbook was required. Please read the statement carefully and sign and date the statement.

Detach here.

I have read the contents of the handbook for candidates in the advanced program at UTPB. I understand the information presented here and my responsibilities as a candidate for an advanced degree and/or certification through UTPB. I have resolved questions that I had about the information in the handbook and can abide by the requirements and regulations established by the graduate faculty of UTPB.

Candidate's Signature

Date of Signature

Printed Name of the Candidate