

# School of Education

Dr. Guy E. Mills, Dean  
Dr. Rebecca Oekerman, Associate Dean

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**Guy E. Mills, Ed.D.**

**Dean of the School of Education, Professor of Education**

Dr. Mills was appointed to lead the School of Education in 2005, having previously served as a dean in Minnesota and Kansas. Dr. Mills has extensive experience as a university professor, school superintendent, principal, and teacher. His research interests include school law and rural education. As Dean, he leads the largest graduate program at UTPB.

**Rebecca Oekerman, Ed.D.**  
**Associate Dean of the School of Education,**  
**Graduate Program Head of Early Childhood,**  
**Associate Professor of Education**

Dr. Oekerman is an experienced early childhood program director. Her research focuses on defining and implementing developmentally appropriate learning environments for young children. As Associate Dean, Dr. Oekerman coordinates the School of Education's NCATE accreditation efforts.



## Conceptual Framework

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

The **mission** of the School of Education is to prepare pre-service and professional educators who are proactive in nurturing the lifelong 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 **learning outcomes** expected are that teacher candidates 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.

As part of its teacher certification program, the School of Education emphasizes experiential learning through field-based applications in which students spend a significant amount of time in public school classroom settings applying acquired knowledge to a variety of learning situations. Candidates for certification must actively demonstrate proficiency in the knowledge, skills, and dispositions contained in the learning outcomes through assessment strategies such as portfolios, reflective journals, and other performance-based assessment strategies.

## **Approved Areas of Certification**

The teacher preparation program includes certification for classroom teaching in the following are

### **Early Childhood – Grade 4**

Generalist  
Bilingual Generalist  
ESL Generalist

### **Grades 4 – 8**

Generalist  
Bilingual Generalist  
ESL Generalist  
English Language Arts/Reading  
Mathematics  
Science  
Social Studies  
English Language Arts/Reading/Social Studies  
Mathematics & Science

### **Early Childhood – Grade 12**

Art  
Music  
Physical Education  
Special Education

### **Grades 8 – 12**

Business Education (grades 6-12)  
Chemistry  
Computer Science  
English Language Arts & Reading  
History  
Journalism  
Life Science (Biology)  
Mathematics  
Physical Science  
Science  
Social Studies  
Spanish  
Speech

### **Supplemental Certifications**

Bilingual Education (EC-4 and 4-8)  
English as a Second Language (ESL)  
Special Education  
Gifted and Talented (graduate-level courses only)

### **Undergraduate Certification**

Undergraduates seeking teacher certification earn their bachelor's degree in an approved area while completing the requirements for certification. Students typically complete an academic major and supporting minor, and should consult with faculty members in those disciplines for help in planning a program.

## **Post-Baccalaureate Certification**

Individuals already holding a bachelor's degree and desiring to become certified to teach may be eligible to enroll in a post-baccalaureate certification program. Although a limited number of graduate-level hours may be included, most course work is completed at the undergraduate level.

Post-baccalaureate students are required to pass the TExES in their content area prior to being admitted into teacher education. Students failing the content test may be granted provisional admission into the program with additional coursework to be determined by the content area advisor.

## **Requirements for Certification**

Persons entering the program under this catalog who plan to receive teacher certification through The University of Texas of the Permian Basin must meet the following requirements:

- A. Complete the Education Core Curriculum requirements for certification.
- B. Be admitted to the Teacher Preparation Program.
- C. Complete specific course work in the teaching specialization with a GPA of 2.75 or higher.
- D. Complete all course work used to satisfy certification requirements with no grade below a "C".
- E. Successfully complete student teaching or internship requirements.
- F. Pass state examinations of pedagogy and teaching specializations. Each student seeking to take such examinations must, prior to issuance of approval, meet university guidelines for eligibility.
- G. Complete a bachelor's degree in an approved area or hold such a degree prior to seeking certification. The overall GPA must be at least 2.50.

Candidates for certification must be free of felony or misdemeanor convictions for any crime directly related to the duties and responsibilities of the teaching profession. A student with a conviction must consult the Dean, Certification Officer, or Chair of Teacher Education.

## **Admission to the Teacher Preparation Program**

Students must apply for admission to the Teacher Preparation Program during the semester in which the last Education Core course is completed. Those who have not been admitted cannot take any education courses beyond the core. The following documentation is required of applicants under this catalog:

1. Satisfactory scores on reading and critical thinking tests, either the THEA or an approved alternative taken within the past 5 years:
  - a. THEA: 260 on Reading, 240 on Writing, and 240 on Mathematics.
  - b. SAT: combined score of 1070 with at least 525 on both verbal and mathematics.
  - c. ACT: composite score of 26 with at least 22 on both English and mathematics.
  - d. COMPASS: 89 on reading, 51 on math, and 7 on writing essay.
  - e. TAAS: 1780 on writing, 89 on reading, and 86 on math.
  - f. TAKS: 2200 on English and 2200 on math.
  - g. GRE: 1050 on combined verbal and math, with at least 500 in each area.
  - h. A student may request exemption, based on courses taken within the past 5 years. Exemption from the writing test requires a grade of "A" in two composition courses. Exemption from the math test requires a grade of "A" in college algebra or higher. No exemptions from the reading test will be granted.
2. Grade of "C" or better in COMM 1315 or an equivalent course.
3. 60 semester hours of college course work (UTPB and transfer courses) completed with a GPA of 2.50 or higher.
4. GPA of 2.75 or higher in the major and minor (or teaching specialization).
5. Completion of Teacher Preparation Core courses with a GPA of 2.75 or higher and no grade lower than "C".
6. Completion of a supervised introductory education experience.
7. Certification plan, criminal history release, and degree plan filed with the Certification Office.
8. Completed application, including essay and three letters of recommendation.
9. Post-baccalaureates: Passing score on the content-area TExES.

The application materials must be submitted to the Certification Office by the following deadlines:

Fall Semester	November 30
Spring Semester	April 30
Summer Semester	July 30

### **Readmission Policy**

Certification students who have been inactive for two or more successive "long" semesters must have their certification plan reevaluated, with the possibility of being required to apply for readmission to the teacher preparation program.

### **Maximum Age of Education Courses**

The maximum age of education courses to be used for certification purposes shall be five years. Courses more than five years old may be applied only with the written approval of the Dean and/or the Teacher Education Council.

### **Student Teaching or Internship**

Candidates for student teaching or internship must have a 2.50 overall grade point average and a GPA of 2.75 in the academic specialization and education courses. Eligibility requires completion of all professional development and methods courses and a passing score on the appropriate content-area TExES. Undergraduates can lack no more than 6 hours plus student teaching to finish their degree. Candidates for post-baccalaureate internship must have all hours completed in the teaching specialization.

Classroom instructional aides with at least two years of experience may, with the Dean's approval, complete a one-semester internship in lieu of student teaching. Guidelines for eligibility are available in the Certification Office. Candidates must meet all eligibility requirements for student teaching.

**Student teachers** maintain the daily schedule required of the public school mentor teachers to whom they are assigned for a period of 14 weeks. **Internships** are completed as a contracted teacher. Applications for admission to student teaching must be received in the Certification Office by the following dates:

Fall Student Teaching	Deadline is March 10th
Spring Student Teaching	Deadline is October 10th

### **Certification Testing Requirements**

Candidates for certification must pass the appropriate Texas Examinations of Educator Standards (TExES). Candidates must pass a minimum of two tests: one in the content-area and one in professional practices and pedagogy. Candidates who are seeking certification in bilingual education or Spanish must also pass the Texas Oral Proficiency Test (TOPT) for that language.

Individuals seeking to take such examinations through U.T. Permian Basin must, prior to approval, demonstrate their preparedness on diagnostic tests or through satisfactory completion of an approved plan of study. Diagnostic tests are offered throughout the year and must be taken by all candidates for certification through UTPB prior to enrolling in any methods courses related to the candidate's certification.

Coursework or tutoring will be recommended for students who are unsuccessful on content-area pretests. Students who are unsuccessful on the PPR pretest must enroll in a professional practices course while completing the methods courses.

### **Teacher Preparation "Core" Courses**

All teacher certification options require the completion of four core courses as the first phase of the program. No other education courses may be taken until the core courses have been completed and the student has been admitted to the teacher preparation program. The core courses are:

PSYC 3341	Child & Adolescent Psychology
EDUC 3352	The Exceptional Child
EDUC 3362	Foundations of Bilingualism & Multiculturalism
EDUC 3370	Foundations of Education

Post-baccalaureate students should consult their certification advisor to see if graduate-level courses may be taken to meet any of the core course requirements.