

College of Education and Human Development

Educator Preparation Handbook



Fall 2022

APPROVED BY DEPARTMENT CHAIRS AUGUST 2019

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Our Mission

The College of Education and Human Development at Lamar University generates a community of collaboration through innovative curricula, scholarship, and service learning to inspire our diverse student population and to positively impact their lives and others in Southeast Texas and beyond.

We live this mission through all of our activities, and are committed to the following values:

Diversity and Multicultural Competence

- Develop knowledge, awareness, and sensitivity for multicultural relationships and promoting them in the classroom and beyond.
- Provide opportunities for students to interact and function professionally in diverse settings.

Equity

- Promote and advocate the dignity and rights of the Lamar University Community in teaching, research, and service.

Innovation

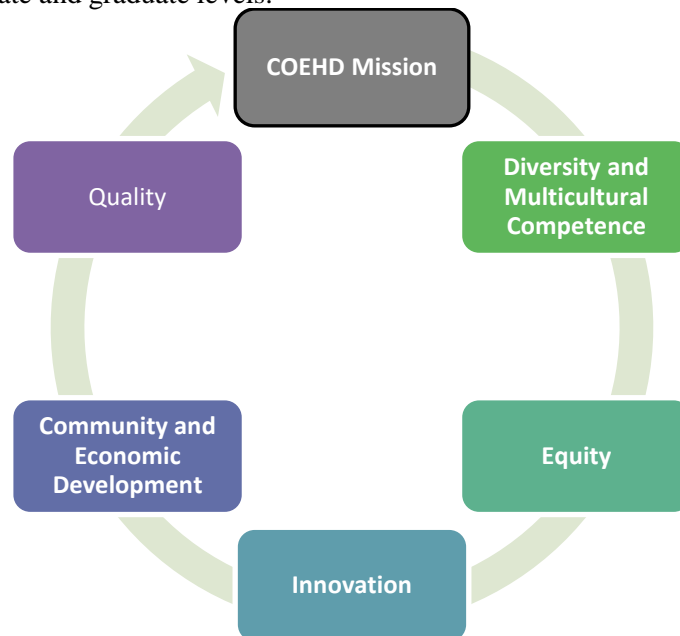
- Commit to innovative, relevant teaching methods which provide access to curricula in Southeast Texas and beyond through multiple platforms.
- Provide collaborative research opportunities at both undergraduate and graduate levels.

Community and Economic Development

- Create sustainable partnerships to develop programs and businesses in Southeast Texas.
- To be the hub for economic, workforce and human development in Southeast Texas.
- Mentor students for success and contributions/leadership in the learning process and academic discipline.

Quality

- Focus on continuous improvement to develop innovative curricula, scholarship, and service learning.
- Instill a code of ethics and professionalism in our diverse faculty and students.



Program Information

Located near Houston in Beaumont, TX, Lamar University is part of the Texas State University System. Lamar has been nationally recognized for the quality of its core curriculum and the diversity of its student body.

Our commitment to students involves providing them with broad practical skills (e.g., problem solving, critical thinking, teamwork, oral and written communication) to have an immediate impact in the workplace. Our decades-long reputation for work-readiness is consistently reinforced among the employers who hire Lamar University graduates.

List of Terms Used

Course Instructor: This is the instructor of record for your course.

Field Work/Experience and Site: This is also known as your site location, where you will be gaining teacher education, special education, and leadership experience working with the total system- students, parents, teachers, administrators, community members, other professionals, and colleagues within the school district.

Field Supervision: A process for each candidate consistent of structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor [TAC §228.35 (f)]. This component of practicum and internship should be viewed as an approach to documenting observable skills, standards, and competencies, along with the opportunity to receive informal and formal feedback from your field supervisor and peers.

Field Supervisor: The field supervisor is employed by Lamar University and with the course Instructor and Site Supervisor oversees the field experience. The Field Supervisor also conducts three formal observations of your skills in the field.

Formal Observation: Educational Diagnostician candidates are expected to video-record three 45-minute videos of a selected activity approved by the program coordinator. Guidelines for the video recordings and the deletion of these recordings are provided by the Field Supervisor.

Group Supervision: This meeting takes place virtually or in person. If taking the course online, candidates will be required to have a web camera and microphone for each group supervision meeting.

Interactive Conference: This meeting is in addition to on-site supervision and group supervision meetings and takes place virtually. The interactive conference will be to discuss your three formal observations. More information about the Interactive Conference and related assignments is posted in the course.

Instructional Associate (IA): If you are taking an online course, you might have an IA assigned to your course. You would go to this person about a grading questions or due date.

Site Supervision: This meeting takes place on your campus with your Site Supervisor and is focused on aligning your field experience to the campus and district vision and plans. This person much have at least 2 years' experience in the field supervising and 3 years' experience in the field of Educational Diagnostician.

Site Supervisor: This is the individual (must have 3 years certified experience) who has signed and agreed to oversee your work and provide weekly supervision on your campus. The on-site supervisor will also sign all documentation with respect to field hours and observation feedback.

required). Candidates must score 60 items correct (75%) in order to be approved to take the TExES.

Faculty/Staff Directory

CERTIFICATION/TEXES	Phone Extension with 409-880-	Education Building Room	Email with @lamar.edu
DIMPLES JONES/DIR CERT & TESTING	2125	201B	WELLSDC
DEBRA HAYES/GRAD. CERT. OFFICER	2320	201C	DBARTLEY
AMY BROWN/TEXES TESTING ADM.	7774	201F	ABROWN139
ASSESSMENT/TEXES FAX	1804		
PORTFOLIUM			
KAREN SADLER/PORTFOLIUM SUPPORT	2126	210	KSADLER

DEAN'S OFFICE			
ROBERT SPINA/DEAN	8780	205	RSPINA
MICHELLE BENARD/ADMIN ASSISTANT	8661	205	CBENARD
REBECCA WEINBAUM / ASSOC. DEAN	7867	204A	RFRELS
JODY SLAUGHTER/ DIRECTOR OF PARTNERSHIPS	2107	201HY	JSLAUGHTER
CARMINA SMITH/COORDINATOR SPECIAL SERVICES/ADMIN ASSISTANT	7972	204	BSMITH117
PROFESSIONAL SERVICES			
DEBRA FONDREN/ACADEMIC ADVISOR	8434	201A	DFONDREN
PROFESSIONAL SERVICES FAX	8690		

Program Faculty Initial Certification, Special Education and Teacher Leadership

TEACHER EDUCATION	Phone Extension with 409-880-	Education Building Room	Email with @lamar.edu
INTERIM CHAIR		202A	
CALEB HOOD		217	CHOOD7
CHERYL NELSON	7678	218	CANELSON
CRISTINA RIOS	7580	232	RIOSCR
MAMTA SINGH	8032	229	MSINGH1
KATHERINE SPROTT	7472	230	KSPROTT
MARGARET SWOPE	7765	226	MSSWOPE
JEANNE MULLICAN	8705	214 HHPA	JLWARD
FAX	2132		

Program Faculty for Educational Leadership

EDUCATIONAL LEADERSHIP	Phone Extension with 409-880-	Education Building Room	Email with @lamar.edu
JOHNNY O'CONNOR/DEPT CHAIR	8024	206	JOCONNORJR
DEBORAH GRAY-ADMIN ASSOCIATE	7902	206	DGRAY1
DAWN BATTIEST- COORDINATOR-MS PROGRAMS		206	DEBATTIEST
KIMBERLY ELIZONDO- COORDINATOR PRACTICUM		209	KDTHOMPSON1
DONNA FONG-DIRECTOR ACCREDITATION	8215	206D	DFONG
THOMAS HARVEY- DIRECTOR OF FIELD EXPERIENCE	7020	209B	THARVEY
GLEN HARRISON	N/A	N/A	GAHARRISON
SHELLY ALLEN	N/A		SALLEN5
DONNA AZODI	7883	242	DAZODI
DARYL ANN BOREL	7709	247	DABOREL
MICHELLE BOTOS	N/A	N/A	MBOTOS
JIMMY CREEL	N/A		JCREEL
CINDY CUMMINGS	7987	231	CDCUMMINGS
KATY COCORAN	N/A		KCORCORAN
DWAYNE HARAPNUIK	N/A		DHARAPNUIK
GLEN HARRISON	N/A		GAHARRISON
KRYSTAL HINERMAN	8676	206	KHINERMAN
ROBERT NICKS	7632	240	RENICKS
CHRISTINA PUENTE	N/A		CCPUENTE
DEBBIE TROXCLAIR	8509	208	DATROXCLAIR

VANESSA VILLATE	8682	212	VMSIKES
KATHRYN WASHINGTON	8678		KWALKER48
JULIA YOO	2127	222	HYOO
PORCHANEE WHITE	N/A		PWHITE5
KELLY BROWN	7982	209C	KBROWN76
NEIL FAULK	7362	209D	NFAULK
CLEMENTINE MSENGI	8209	209E	CMMSENGI
KAYE SHELTON	7355	209A	VSHELTON
J. KENNETH YOUNG	7376	241	JKYOUNG1
VINCE NIX	8699	234	JNIX2
FAX	7788		

Program Faculty for Counseling

COUNSELING	Phone Extension with 409-880-	Education Building Room	Email with @lamar.edu
BELINDA LOPEZ/ INTERIM CHAIR	7957	105	BLOPEZ7
RHONDA MARCONTELL-ADMIN ASSOCIATE	8896	111C	MARCONTELLRF
LAUREN COGSWELL	7083	106	LBUSSEY
ROBERT CARLISLE	N/A	N/A	RCARLISLE
BRANDE FLAMEZ	N/A	N/A	BFLAMEZ
WENDY GREENIDGE	7957	245	WGREENIDGE
MOHAMMAD HAMZA	8920	236	HAMZAMK
PATRICIA HARRIS	7235	225	PAHARRIS
KIMBERLY MCGOUGH	8065	224	KMCGOUGH
ROBIKA MYLROIE	N/A	N/A	RMYLROIE
ANNA NGUYEN	8926	228	ADNGUYEN
MEHMET AKKURT	7426	226	MAKKURT
JOY-DEL SNOOK	8697	111A	JSNOOK
LISA WINES	7955	227	LWINES
SHANNON MCFARLAND	7723	233	SWILLIAMS126
FAX	2263		

Educator Preparation Program Requirements

If in Texas, candidates must have secured a Texas Education Agency approved site. See

<https://www.lamar.edu/education/teacher-education/index.html>

Candidates in Advanced Programs must also secure a Site Supervisor who meets the program criteria before the course begins. Candidates may have more than one site, keeping in mind that the required paperwork must be submitted reflecting the number of sites and supervisors (i.e. logs and agreements). Candidates in the Initial Certification Program will have a Site Supervisor assigned.

Communication Protocol

Course Needs

Your first course of action if you are an online student is your Instructional Associate and Course Instructor. For campus-based students, you should schedule an appointment with your course instructor to discuss your needs. If no resolution is made after more than one request, see the Lamar University grade appeal process.

Program Needs

Your first course of action is Student Services or your Faculty Advisor (see below). Contact to the Program Coordinator should be made by the Faculty Advisor to help with Program Needs.

Undergraduate Faculty Advisors

If your last name begins with the letter listed below, the corresponding faculty member is your faculty advisor. Faculty advisors do not schedule coursework, but rather act as mentors for your success. Please see the academic advisor for course schedule questions. Faculty advisors do:

- Help you with program questions or field questions
- Provide tips for success
- Support you in finding resources
- Follow you through the program and monitors grades/dispositions

Each faculty member posts their office hours on their door. You are welcome to visit them during office hours or set up an appointment.

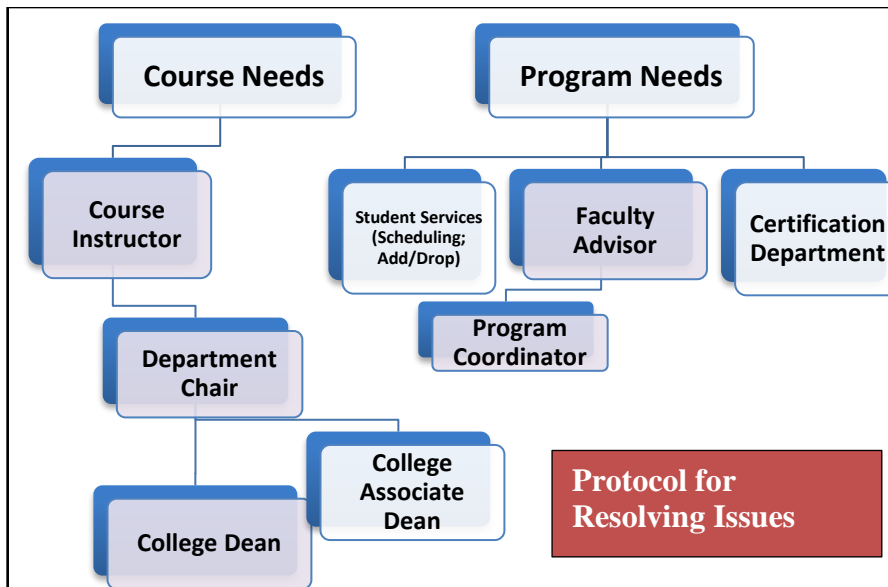
Undergraduate Faculty Advisors/Mentors

For last names beginning with:	Faculty	Email	Office Phone 880-	Room #
A - C	Dr. Cheryl Nelson	canelson@lamar.edu	7678	218
D - G	Dr. Cristina Rios	riosc@lamar.edu	7580	232
H - K	Dr. Mamta Singh	msingh1@lamar.edu	8032	229
L - N	Dr. Katherine Sprott	ksprott@lamar.edu	7472	230
O - S	Ms. Pam Patterson	ppatterson3@lamar.edu	8218	216
T - V	Dr. Caleb Hood	chood7@lamar.edu	2139	217
W - Z	Dr. Yan Yan	yyan1@lamar.edu		220

Department Inquiries. Contact to the Department Chair should be a final course of action, who in consultation with the Course Instructor and the College Dean will interpret university policy. For program questions, field site planning questions, residency questions, or other professional questions, students should contact their Faculty Advisor.

List of Critical Dates. Please visit the Lamar University Academic Calendar to be advised of dates to drop a course with full refund, without academic penalty, and more. See <https://www.lamar.edu/events/academic-calendar-listing.html>
For online students, please see <https://www.lamar.edu/lu-online/index.html>

Addressing Concerns. As part of the professional code and courtesy, it is important to remember to email the appropriate persons through the chain of command. Emails are typically answered from course instructors within 48 hours. Faculty Advisors and other college administration return emails typically within 3 working days.



Please include in your correspondence to the department staff or Department Chair any email threads and communications with the Course Instructor or Faculty Advisor/Program Coordinator. All communications as a Lamar University Student should be from your Lamar University email account and include your L number and Course/Section information. Emails must include a salutation and professional courtesy when requesting information. Please allow at least 3-4 working days if you are emailing coordinators or chairs, as they also consult with your instructor to understand the problem. Remember, your course instructor holds campus and virtual office hours which are posted on the syllabus. It is important to work out any issues FIRST with your course instructor.

The Disability Resource Center

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications building room 105. Our office collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or email DRC@lamar.edu to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations.

If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

To facilitate the arrangements necessary to make accommodations, students enrolled in nursing courses must submit official documentation from the Disability Resource Center to the course faculty by the 5th class day.

Communications Building, Room 105 Phone: 409-880-8347 Fax: (409) 880-2225 Email: DRC@lamar.edu Disability Resource Center Lamar University P.O. Box 10087 Beaumont, TX 77710 Website: <http://www.lamar.edu/>

Statement of Safe Environment

Lamar University is committed to providing a healthy and safe learning environment for all students and employees. The institution has established procedures to advise members of the university community on the consequences of drug/alcohol use, possession and distribution. Additionally, Lamar University is committed to providing important information on available substance abuse Teacher Education, treatment, rehabilitation or re-entry programs.

Student Health Center and Phone Numbers

The University maintains a Health Center that offers outpatient services for students of Lamar University. In addition to medical services, short-term psychological Teacher Education is available to students presenting a current validated ID

during regular hours when the University is in session.

Personal Health and/or Mental Health (Student Health Center)(409) 880-8466
Alcoholics Anonymous (AA), 9th District Intergroup. (409) 832-1107
Jefferson County Council on Alcohol & Drug Abuse (AA, Cocaine Anonymous, Narcotics Anonymous meeting information)(409) 835-4989/(409) 835-4979
Beaumont Mental Health Association (409) 833-9657
Spindletop Mental Health/Mental Retardation (Publicly funded, low-cost treatment for mental health & substance abuse)(409) 839-1032

Advisory Board

Members of the Advisory Board are leaders, scholars, and innovators in the community and field and who advise and provide guidance on major decisions and future directions for our programs. The Teacher Education Department Advisory Board meets four times throughout the academic year on the LU campus. The board recently met to review department goals, program assignments and rubrics to encourage translational practices. They provide valuable insight for programs to meet the changing dynamics and shifts in the field for aligning the transition for our candidates into the work force. Advisory Board Members include professionals from the community, site supervisors, adjunct faculty, alumni practitioners, and current students.

Division of Distance Learning Support

Information Technology Help Line available during the hours of 7:30 am to 7:30 pm Monday thru Friday. You may call them at 409-880-2222 or e-mail them at helpdesk@lamar.edu Distance Education Center also maintains a HELP connection at distanceEd_Help@lamar.edu or phone the Blackboard helpdesk at 409-880-7849.

Accreditation and State Standards

The School Teacher Education Program is accredited by the Association for Advancing Quality in Educator Preparation (AAQEP) The university is a regionally accredited school under the Southern Association of Colleges and Schools (SACS). and upholds Texas State Standards (Texas Administrative Code [TAC] and State Board of Educator Certification [SBEC]). Candidate learning outcomes are identified in the course syllabus and aligned with each of the following accrediting organizations.

Courses are designed to meet the educational requirements set forth by the state of Texas and SBEC. Upon completion of this program, the candidate is able to develop the knowledge, skills, and dispositions for fulfilling the educational diagnostician role, build a school community that supports the success of all candidates, and facilitate the well-being and development of children and youth in the educational setting.

General Requirements for Certification (per TAC §230.11)

An applicant for a Texas educator certificate must:

- be at least 18 years of age
- submit to the criminal history review required by the Texas Education Code (TEC) §22.0831, not be disqualified by the TEC, §21.058, §21.060, or other Texas statute, and not be subject to administrative denial pursuant to §249.12 of this title (relating to Administrative Denial; Appeal) or a pending proceeding under Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases)
- not be disqualified by federal law
- be willing to support and defend the constitutions of the United States and Texas
- meet the language requirements listed under *International Students* of this document

Undergraduate-Level Admission to the Program

All students who plan to enter the Educator Preparation Program (EPP) will initiate the Pre-admission process in PEDG 2310. Pre-admission requirements have been embedded in PEDG 2310, so that, with the successful completion of the

course, those requirements should be fulfilled. Toward the end of the semester, students will complete the Initial Educator Preparation Program Admission Application. Students will be notified via a formal acceptance email if they have been admitted to the EPP, pending completion of PEDG 2310. Students are required to formally accept the admission status through the link in the official letter of acceptance email.

Transfer students who took PEDG 2310 at another institution other than Lamar University, you will need to have an Admissions interview prior to being admitted into the program. Please contact educatorprep@lamar.edu for an appointment. If you have a concern or question about whether or not you have met a particular requirement, or if any, exceptions might be approved, request an appointment with the Coordinator of Admissions for Teacher Education (409-880-7972) or call the Academic Advisor for Educator Preparation (409-880-8434) as soon as possible.

Candidates who transfer to another institution must complete the appropriate paperwork found at <https://tea.texas.gov/media/document/224954>

For students that are Interdisciplinary Studies, EC-6, 4-8 and EC-12 SPED Programs the following applies:

- Completion of an admission application
- Successful completion of 45 semester hours, including PEDG 2310.
- Successful completion of PEDG 2310 with a grade of "C" or better.
- Successful completion of ENGL 1301 and ENGL 1302 or ENGL 1361 and ENGL 1362 with a grade of "C" or better.
- Successful completion of 2 math courses required by the candidate's certification program with a grade of "C" or better.
- A minimum GPA overall and in the certificate field of 2.75 (on a 4.0 scale) with no grade lower than "C" in the certificate field(s).
- Successful completion of all sections of an approved basic skills test or meet exceptions of the TSI assessment or an acceptable alternative test.
- Approval following a criminal history review.
- Filing a signed copy of the program's Professionalism Agreement
- Filing a signed copy of the program's Code of Ethics and Fitness to Teach Professionalism Policy
- Payment of a one-time non-refundable application fee of \$75.00

Criminal Background Check

Candidates for Teacher Preparation undergo a criminal background check as part of admissions to the program. According to TEA,

Educator preparation programs (EPPs) shall inform all applicants that:

- (1) pursuant to the Texas Education Code (TEC), §22.083, candidates must undergo a criminal history background check prior to employment as an educator; and
- (2) pursuant to the TEC, §22.0835, candidates must undergo a criminal history background check prior to clinical teaching.

If convicted of an offense, the candidate will receive an email of the potential ineligibility. Candidates have the right to request a criminal history evaluation letter. The criminal background check is conducted at the time of admissions and prior to clinical teaching. For more information about the preliminary criminal history evaluation, see <https://tea.texas.gov/texas-educators/investigations/preliminary-criminal-history-evaluation-faqs>

Prior Experience-Military Service

According to TEA: each EPP must develop and implement specific criteria and procedures that allow:

(A) military service member or military veteran candidates to credit verified military service, training, or education toward the training, education, work experience, or related requirements (other than certification examinations) for educator certification requirements, provided that the military service, training, or education is directly related to the certificate being sought; and

(B) candidates who are not military service members or military veterans to substitute prior or ongoing service, training, or education, provided that the experience, education, or training is not also counted as a part of the internship, clinical teaching, or practicum requirements, was provided by an approved EPP or an accredited institution of higher education within the past five years and is directly related to the certificate being sought.

As such, each candidate who qualifies will have their experience aligned with curriculum/coursework to identify appropriate credit toward their degree and certification. Candidates with military experience can opt for a one course credit (3 semester hours) in their program.

For university information pertaining to military experience, please see the following websites.

<https://degree.lamar.edu/military/>

<https://www.lamar.edu/advising/tsi/military.html>

<https://www.lamar.edu/admissions/how-to-apply/transfer/will-my-credits-transfer.html>

<https://www.lamar.edu/news-and-events/news/2018/02/lu-tapped-a-top-military-friendly-online-college.html>

Graduate-Level Admission to the Program

Applicants from diverse social, cultural, and academic backgrounds who are committed to enhancing the profession in Teacher Leadership, Special Education, and Diagnostician are encouraged to apply. Candidates are admitted to the program every spring, summer and fall semesters. Please note it is the candidate's responsibility to ensure that all materials have been received by the deadline. Admission steps are as follows:

- Complete the Application Form via [ApplyTexas](http://www.applytexas.org) (www.applytexas.org) and pay a one-time application fee of \$25. For more information about admissions to the Lamar University Graduate Program, see <http://catalog.lamar.edu/graduate-admission/index.html>
- Send official transcripts of all college and university course work (mail to address provided below)
 - Undergraduate GPA of 3.0 (institutional or last 60-hour count) or undergraduate GPA of 2.5-2.99 GPA (institutional or last 60 hours) or higher with corresponding GRE. Students who do not have a 3.0 GPA (institutional or last 60 hours) must have a qualifying GRE score within the first 9 credit hours. Admission score will be developed with the formula $GPA \times 50 + GRE$ (composite of Verbal and Quantitative) ≥ 428
 - Applicants who do not have a 3.0 GPA (cumulative or last 60 hours) must have a qualifying GRE score within the first 9 credit hours
 - Applicants must have a valid state-issued teaching certificate upon enrolling in the program.
 - Applicants must have at least two years of teaching experience.
 - US Citizen or Permanent Resident
 - Waivers of any experience or certification requirements will be initiated by Lamar University Admissions staff as necessary in instances where they may not apply, such as applications from states that do not require certification for licensure.

An applicant who does not meet the minimum GPA requirement and is seeking certification in a class other than classroom teacher must perform at or above a score equivalent to a 2.5 GPA on the Verbal Reasoning, Quantitative Reasoning, and Analytic Writing sections of the GRE® (Graduate Record Examinations) revised General Test. The State Board for Educator Certification will use equivalency scores established by the Educational Testing Service, and the Texas Education Agency (TEA) will publish those equivalency scores annually on the TEA website.

It is a requirement that candidates can complete field hours on a Texas Education Agency (TEA) approved public or private school campus. To determine if your school is TEA approved, please use the following link:

<https://txschools.gov/schools>

Upon admissions, candidates will be required to sign a formal acceptance to the program at the start of the first course.

**** Out-of-state applicants must determine whether the program will meet state credentialing requirements by contacting their respective state Department of Education. Out-of-state candidates will not be allowed to take the TExES for certification or reciprocity with their state.**

Note. For candidates who are out-of-country and/or have transcripts that are from institutions outside of the U.S., the candidate is responsible to work with university admissions to secure an evaluation of the transcript and credit hours.

International Students

Undergraduate and graduate-level candidates should contact International Student Admissions for the necessary documents and language requirements for admission at <https://www.lamar.edu/admissions/how-to-apply/international/index.html>

International candidates must be able to communicate, listen, read, write, and comprehend the English language sufficiently to use it easily and readily in daily communication and teaching. English language proficiency shall be evidenced by one of the following:

- completion of an undergraduate or graduate degree at an accredited institution of higher education in the United States; or
- verification of minimum scaled scores on the Test of English as a Foreign Language Internet-Based Test (TOEFL iBT) of 24 for speaking, 22 for listening, 22 for reading, and 21 for writing; or
- If an undergraduate or graduate degree was earned at an institution of higher education in a country outside of the United States listed in Figure: 19 TAC §230.11(b)(5)(C) at <http://ritter.tea.state.tx.us/sbecrules/tac/chapter230/ch230b.html#230.1>

Candidate Support and Advisement

It is the goal of the faculty and staff in the College of Education and Human Development to provide candidates with appropriate support during their program of study. This goal is addressed in a number of ways. The department chairperson maintains an open-door policy and staff work to provide candidates with information about departmental and university processes and procedures. Faculty maintain both on campus and virtual office hours.

Program and TEA Complaint Process

Candidates are encouraged to follow the college complaints process before contacting TEA to have your issue resolved. The following guide can be found at <https://www.lamar.edu/lu-online/student-complaint-resolution/student-complaints-a-brief-guide-for-online-students.html>

Link to the Campus Student Complaint Form: <https://www.lamar.edu/forms/www/student-complaint-form.html>

For the Online Student Complaint Resolution Form, see <https://www.lamar.edu/forms/luonline/student-complaint-resolution-form.html>

The following guide provides the steps that should be taken before filing a Student Complaint Form and can be found at <https://www.lamar.edu/lu-online/student-complaint-resolution/student-complaints-a-brief-guide-for-online-students.html>

This guide is to assist students in handling complaints or concerns. It is recommended that you first contact the specific person or department most directly connected with the issue at hand. You also have the option of getting advice from

the Student Complaint Resolution Office, (409) 880-2138, where a student advocate can suggest strategies for helping you solve whatever problem or issue you have.

Academic advising and class availability

Contacting your advisor first when an advising issue arises is always encouraged, because doing so gives the advisor the opportunity to help you handle university processes and keep you on the path to graduation.

Graduate Programs in Education, Counseling & Certificates
(409) 880-7409

Grades, exam procedures, absences, content, and teaching methodology

The professor of record for the course has primary authority and responsibility in these areas and is charged with carrying out these responsibilities in a professional manner. The student should first discuss the problem with the faculty member.

Academic probation and suspension Academic probation and suspension

for online students are initially handled through the online advising office at (409) 880-8872 or onlinesuccess@lamar.edu.

Transcripts, credits, degree classification, graduation

General concerns of this nature should be addressed to the Registrar's office at (409) 880-7358 or records@lamar.edu.

Tuition, fees, and other charges

Student billing is handled by the University Bursar's office and can be contacted at (409) 880-8390 or cashiering@lamar.edu.

Disabilities

The Disability Resource Center can be contacted at (409) 880-8347 or DRC@lamar.edu.

Scholarships, financial aid, school-sponsored loans

The Office of Financial Aid handles most of these issues and can be contacted at (409) 880-8450 or financialaid@lamar.edu.

Candidates can also contact our Certification Office for issues concerning testing or certification. For more information about certification or to contact the office, see <https://www.lamar.edu/education/texas-and-certification/index.html> or call (409) 880-2125.

If your issue is not resolved, you have the right to contact TEA and file a complaint at https://tea.texas.gov/About_TEA/Contact_Us/Complaints/TEA_Complaints_Management

Student Services

The role of the faculty advisor is different from the role of your Student Services advising/advisor. Faculty advisors do not address scheduling, payment, or course add/drops. Online students should contact the student services advisor for course schedule needs at luap-graded@lamar.edu

Campus students should contact Professional Services Advising at 409-880-8434.

Writing Center	http://artssciences.lamar.edu/writing-center/services/index.html
Blackboard	luonline.lamar.edu/blackboard-support

IT Services and Support	http://candidates.lamar.edu/it-services-and-support/index.html
Portfolium	https://portfolium.com/
Career and Testing Services	http://www.lamar.edu/career-and-testing-services/index.html
Candidate Health Center	http://lamar.orgsync.com/org/candidatehealthcenter67959/home
Mary & John Gray Library	https://www.lamar.edu/library/
University Police	http://universitypolice.lamar.edu/index.html
Disability Resource Center	http://www.lamar.edu/disability-resource-center/
Instructional Associate	luonlineacademics@lamar.edu

Understanding your Schedule of Courses

Some coursework is not offered each semester. For undergraduate students, please visit your advisor and plan to strictly adhere to your degree schedule so that you won't be semesters behind due to missing a course offering.

Graduate online classes are on a 5-week or 8-week rotation. For this reason, if you miss a course in rotation, it might be up to 8 months before that course is offered again. It is important to follow the program schedule and contact your Academic Advisor if for some reason you need to miss a course at luacademic@lamar.edu

Procedures and Policies

Change of Major

Students should seek advising to understand how a change of major would impact the graduation timeline. The form to request a change of major can be found at <https://www.lamar.edu/students/registration/forms.html>

Grades of Incomplete

Grades of *I* (Incomplete) are given at the discretion of the course instructor. Normally, they are granted only if candidates have already met the minimum criteria for active weekly participation in a course (including weekly postings in online courses) and have acceptably completed approximately 80 percent of the rest of the coursework, including discussions and assignments, prior to the last day of classes. The instructor will only assign an Incomplete with a contracted date for the number of assignments due and the dates they are due. If a student does not meet the deadline, the grade will be converted to an F. Candidates must request a grade of *I* (Incomplete) prior to the last day of classes.

Grade Appeal Process

The COEHD follows the Grade Appeals Process for students in our programs.

The instructor (defined as one who has the responsibility for a class, special problem, internship, or thesis) has the authority in his or her class over all matters affecting the conduct of the class, including the assignment of grades. Student performance should be evaluated according to academic criteria made available to all students within the first two weeks of each semester, and grades should not be determined in an arbitrary or capricious manner. When a student disagrees with the final grade given by an instructor, fair play requires the opportunity for an orderly appellate procedure. In general, a student must initiate the appeal procedure within 20 school days (excluding Saturday, Sunday, and official student holidays) of the beginning of the semester subsequent to the one in which the grade was awarded if enrolled that semester (otherwise, within 20 school days of the next semester in which the student is enrolled), or 150 calendar days after the issuance of spring semester grades, should the student not be enrolled during either summer semester. In the case of accelerated courses in year-round programs, the student must initiate the appeal procedure

within 20 school days of the posting online of the final course grade if enrolled in another distance education course, or within 40 calendar days of the posting of the final course grade to be appealed if not enrolled in another Lamar University course. This appellate process does not involve allegations concerning the competence of a faculty member, the fairness of examinations, the difficulty of a course, or matters of a purely academic nature. Rather, its purpose is to provide for the collection and evaluation of evidence shedding light on an allegation that a grade is invalid because of arbitrary capricious, or unethical behavior on the part of an instructor of record.

When you challenge a grade, the burden of proof lies with you. Be certain that your case for appeal is complete and thorough. Read the following description of the grade appeal process carefully, and follow each step. It is your responsibility to transmit the original Appeal Form for Grade Review, a copy of which is posted online at <https://sacs.lamar.edu/acadaffairs/forms/GradeAppealProcess.pdf>, either by fax or electronically, to the university official at each stage in the appeal process. (If the appeal reaches the office of the Provost, you will transmit this form to him.) Additional information concerning the grade review process is available in the *Student Handbook*. It should be noted that if the chair and/or dean finds for the student, the faculty member has the same right of appeal as the student.

Grade Appeal Checklist

1. You should have obtained an electronic version of these documents from the Academic Affairs website or a paper copy from a chair in a department office, from a dean in a college office, or from a representative of the Office of Academic Affairs. If you have any questions, your department chair, your dean, the Associate Vice President for Academic Affairs to explain the entire process, in addition to your rights and obligations.
2. The first step in the grade review process is a discussion via one of the modes of communication described in the “NOTE” at the beginning of this document between the student and the instructor who awarded the grade. If you have not already had such interaction, you must do so immediately.
3. Fill in the information that is requested at the top of the Appeal Form for Grade Review for Distance Education Students. See <https://sacs.lamar.edu/acadaffairs/forms/GradeAppealProcess.pdf>
4. In a separate document created in Microsoft Word, describe your reasons for believing that you deserve a change of grade in the course. You must include a summary of the discussion with your instructor, emphasizing why you believe that the instructor acted in an arbitrary and/or a capricious manner. You will submit this document at each stage along with the Appeal Form for Grade Review.
5. Provide the instructor a copy of your summary and Appeal Form for Grade Review, with the information requested in the heading completed, via e-mail or fax, and ask him or her to respond to these two documents and return them to you via e-mail or fax. If the instructor does not respond within ten days of receipt of these documents, proceed to the next step.
6. Contact the chair of the department in which the course was taught. Explain to the chair the problem with your grade and provide him/her with your summary document and the Appeal Form for Grade Review. The chair will schedule a meeting with you and the instructor, either separately or together, via one of the modes of communication described in the “NOTE” at the beginning of this document. If no agreement is reached at this/these meeting(s), the department chair will provide his/her written assessment of the situation (using Microsoft Word) and send it to you. A copy of this document will be included in the materials forwarded to the college level. You should provide the chair copies of all materials that you have that were relevant to the calculation of your grade, to include all graded materials returned to you. The instructor will do the same. Proceed to Step 7. (*If the department chair is also the instructor, skip Step 6 and proceed to Step 7.*)
7. Contact the academic dean of the college in which the instructor teaches. Explain to the dean the problem with your grade and provide (via e-mail or fax) him/her your written summary, the response from the chair, and the Appeal Form for Grade Review. The dean may convene the college’s Student-Faculty Relations Committee to review the materials related to the grade appeal (given to him/her by the department chair), after which the Committee will make a recommendation to him/her. Based upon the dean’s analysis of the situation, perhaps informed by a recommendation

from the Student-Faculty Relations Committee, he/she will try to resolve the problem. If no solution is reached and you wish to continue your appeal, the dean will provide you with a summary (created in Microsoft Word) of the rationale for his/her decision, along with the recommendation of the Committee (if applicable). *(If the dean is also the instructor, skip Step 7 and proceed to Step 8.)*

8. Within one week of receiving the dean's decision, you must send, via e-mail or fax, to the Office of the Provost a copy of your summary, the responses from the dean and chair, your Appeal Form for Grade Review, and a letter of appeal of his/her decision (using Microsoft Word), summarizing your reason(s) for it. These items will constitute your appeal to the Provost. The Provost will then contact the dean and obtain all other materials relevant to your appeal. If there are any materials of which you do not have a copy, they will be transmitted to you at this time.

9. When the complete appeal package is received by the Provost, he will appoint a University Grade Review (UGR) Committee from among the members of the five college Student-Faculty Relations Committees (four faculty from colleges other than the one in which the appeal originated and three students, at least one of whom shall be a graduate student and all of whom shall be majors in departments other than the department in which the appeal originated) and will contact you at the telephone number or e-mail address you provided in the heading on the Appeal Form for Grade Review.

You will be provided a list of the members and alternates of the UGR Committee (one of which you may challenge for cause) and an academic records waiver form, which you must sign and return. The UGR Committee will review all materials related to the appeal (given to the Provost by the dean), and will make a recommendation to the Provost, who will make the final decision. If the University Grade Review Committee decides to talk with you using one of the modes of communication described in the "NOTE" at the beginning of this document, you will be notified by the chair of the date and time.

Undergraduate-Level Candidate Performance

As candidates complete PHASE I of the EPP (PEDG 3300 and block courses that are unique to each degree plan), all assessments for each candidate are reviewed by a Candidate Performance Review Committee (CPRC) composed of 3 or 4 faculty members. For each candidate who has an "area of concern" indicated, the committee will determine a course of action. Decisions could include a letter indicating a concern by the committee, or in the case of multiple areas of concern indicated or concerns from multiple evaluators, a more serious consequence may be recommended such as probation or removal from the program. Every effort is made to work with the candidates and to follow their progress to ensure there is improvement in that area.

Candidates who successfully complete requirements for Phase I of the EPP are approved by the CPRC to progress to PHASE II and register for courses indicated in their degree plan. As candidates continue through PHASE II, the review process (described in the paragraph above) is followed each semester until all PHASE II coursework has been completed, and the candidate is approved to proceed to PHASE III (Clinical Teaching).

Educator Preparation Program Candidates must maintain a minimum of 2.75 grade point average overall and in certificate field(s). In pedagogy courses (courses with prefixes PEDG, READ, EACH and SPED), and in the candidate's certificate field(s), candidates must earn grades of "C" or better.

Once admitted to the program, candidates must successfully complete each Lamar Proficiency Exam (LPE) during method courses. Students will not be admitted to Clinical Teaching without successful completion of each Lamar Proficiency Examination.

Graduate-Level Candidate Performance

Courses in which a candidate earns a D or F may not be counted toward a graduate degree, although such grades are calculated in determining the grade-point average. Grades of C, D or F must be compensated for by the necessary hours of an A if the candidate is to have the 3.0 grade-point average required before awarding the degree. In computing grade-

point averages, an "A" is valued at four grade points, a "B" three, a "C" two, a "D" one, and an "F" zero. An overall grade point average (GPA) of "B" (3.0) on all graduate work attempted is required for graduation.

Minimum Academic Performance. A candidate with a grade point average (GPA) of 3.0 or higher is in good standing. A candidate with a GPA below 3.0 will be placed on probation, suspended, or expelled. The requirements of the Teacher Education program differ from the requirements of the College of Graduate Studies at Lamar University. All candidates within Teacher Education programs are required to adhere to departmental policy. The Department of Teacher Education requires a minimum of an A or B in the first three courses.

Probation. Students with full graduate admission status who fail to achieve and maintain a CGPA of 3.0 at the completion of 9 semester hours of graduate enrollment will be placed on academic probation (P1). A P1 student who earns a grade point average (GPA) of at least 3.25 on all graduate courses in the next enrolled semester and whose CGPA is below 3.0 will be placed on (P2) probation. A P1 student who fails to earn a 3.25 GPA in the next enrolled semester and whose CGPA is less than 3.0 will be suspended. Students on probation may enroll in courses but may not apply for admission to candidacy or for graduation. The probationary status applies whether or not the student receives a letter of notification from the Graduate Office.

Suspension.

A graduate student who has been placed on (P2) probation and who fails to raise his/her CGPA to at least 3.0 in the next enrolled semester will be suspended. Suspended students may enroll in graduate courses in the summer and undergraduate courses during spring, fall, or summer semesters; however, students must receive recommendation from their department chair, college dean, and approval from the graduate dean in order to enroll. Undergraduate grades are not used in the computation of the graduate CGPA. Suspension for the fall semester may be removed if the student raises the graduate CGPA to at least 3.0 during the summer term. The first academic suspension (S1) shall be for one long semester (fall or spring). A graduate student who has been suspended (S1) and who fails to raise his/her CGPA to at least 3.0 in the next enrolled semester will be suspended again (S2) and the second suspension (S2) will be for two long semesters. An S2 student who fails to raise the CGPA to 3.0 or higher in the next enrolled semester will be expelled.

Transfers to New Major Departments by Students on Probation/Suspension. Suspended students may be admitted to another department only after they have completed their suspension, provided that they meet the admission standards of the new graduate major. Students on probation may transfer to a different graduate program with the approval of the chair of the new program but will remain on probation and must raise their overall CGPA to at least 3.0 within the next 9 semester hours of graduate course work.

Grades Earned in Deficiency, Leveling, or Background Courses. A CGPA of 3.0 must be maintained for all undergraduate courses assigned as deficiency, leveling, or background courses by the student's major department. If the GPA earned on these courses is below 3.0, additional undergraduate courses will be required or courses with grades of C or lower will be repeated until the GPA earned on all deficiency, leveling, or background courses is 3.0 or higher. Such courses must be repeated if grades of "D" or less are received.

Additional Departmental Regulations. A department, with approval from the appropriate academic dean, may require its majors to meet additional standards with regard to probation, suspension, and expulsion. These may be found in the appropriate departmental section of this catalog.

Candidate Fitness and Performance

In order to complete educational diagnostician preparation programs and to be eligible to take certification or licensing examinations, candidates must:

- Maintain scholastic performance meeting or exceeding department standards. The scholastic standard is to maintain a cumulative GPA of 3.0 or better on the graduate level and a GPA of 2.5 or better on the undergraduate level.
- Demonstrate the acquisition of and ability to apply Teacher Education skills necessary to work effectively with persons having diverse needs, as generally accepted by practitioners in the field.

- Demonstrate emotional and mental fitness in their interactions with others. The standard related to a candidate's emotional and mental fitness may be applied in courses as the candidate's interactions among candidates, faculty members, and others are evaluated.
- Conform to the Texas Educator Code of Ethics.

The faculty of your department are charged with monitoring student academic and professional challenges and providing remediation, retention, probation, and suspension efforts to mitigate any concerns, along with being committed to creating a climate that facilitates the department's objective to prepare candidates to become highly skilled, culturally competent, and ethical professionals who enhance human development in a dynamic, global community. The academic arm of the committee facilitates the department's objective to retain students and help them meet the academic and GPA requirements necessary to successfully complete the program. The disposition arm includes acknowledgement of disposition, conduct, or communication, and provide appropriate intervention to support candidate success.

Candidate Review, Remediation, Retention, and Dismissal Policy

Dispositional issues may arise in other areas of the program as well. When a candidate fails to exhibit behaviors consistent with the expectations, knowing they are being prepared as a professional able to work with others from diverse backgrounds, a disposition rating form (and accompanying incident report, as needed) is completed. This disposition evaluation is used by faculty when a concern is raised about a candidate's behavior within a class or during an activity sponsored by the Lamar College of Education and Human Development.

A disposition review may occur when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate's ability to perform his or her role as a professional teacher leader, special education professional or educational diagnostician. The purpose of the review process is to help monitor the profession and to minimize the possibility of harm to future clients and the public. If, in the professional judgment of the program faculty, a candidate's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including course work, practicum and internships), the following actions may be taken:

Consultation

The instructor of record or faculty advisor/mentor meets with the candidate to address issues/concerns. If an instructor identifies an issue related to candidate competency, he/she can initiate a disposition review and consult with the candidate. After consultation, if the instructor believes no further action is required, the instructor will submit documentation of the consultation and concerns in departmental records

Probation and Remediation

The candidate may be referred to the Student Performance Committee. This committee is charged with reviewing all dispositional incidents after a candidate and instructor have met for consultation. The committee has the ability to develop retention, issue sanctions, and remediation plans and/or recommend dismissal from the program. This plan will be in writing and will be signed by both the candidate and the committee. A copy of the plan will be provided to the candidate and a copy will be placed in the candidate's department file. The department chair is involved in all reviews involving recommendations for voluntary resignation or dismissal from the program.

Social Networking

Lamar University graduate students are expected to adhere to the high standards of the education profession with regard to maintaining confidentiality and professionalism. This includes guarding client confidentiality at clinical sites, in the classroom, at home and online. All Teacher Education professionals and students are required to follow Health Insurance Portability and Accountability Act [HIPAA] regulations, when using social networking/media.

Professional conduct is required of students in cyberspace, as in all other settings. Professional behavior is to be maintained at all times when identified as a Teacher Education student. This includes "virtual" sites, such as online social networking sites, Facebook, Twitter, etc. Unprofessional online conduct is a violation of disposition and may

result in a faculty review.

Students who have personal social networking sites established should enable the highest privacy settings limiting access to personal profiles, information, and photos and to the following guidelines:

- Maintain a social media site with professional integrity that does not contain any type of information about the program, courses, clients and/or clinical affiliates. [L] [SEP]
- Do not post derogatory remarks or threats about anyone associated with the Teacher Education programs (e.g. students, faculty, staff, university administrators, clinical affiliates and patients). [L] [SEP]
- Do not post photos of other students, faculty, and/or staff without their permission.
- Observation of any inappropriate postings on social media should be addressed by student directly or reported within the program coordinator. [L] [SEP]

Professional Identity

In addition to maintaining high scholastic standards, candidates enrolled in the Educator Preparation Programs must conduct themselves in a manner that is consistent with the highest degree of integrity and professionalism. The faculty expects prospective teacher educators:

1. To be committed to personal growth and professional development,
2. To be concerned about other people,
3. To demonstrate emotional and mental fitness in their interactions with others,
4. To be able to receive and give constructive feedback, and
5. To use the skills and techniques that are generally accepted by others in the professional fields.
6. Engage in community outreach and social justice programs

Candidates should seek advice from faculty about degree requirements and other university policies when necessary. Candidates are held responsible for knowing and abiding by university regulations regarding the standard of work required at the University, as well as those dealing with academic integrity, scholastic probation, enforced withdrawal, suspension, and dismissal.

Candidate Disposition

Candidate Dispositions have been defined as the values, commitments, and professional ethics that influence behavior toward candidates, families, colleagues and communities and affect candidate learning, motivation and development as well the educator's own professional growth. Dispositions can also be described as attitudes and beliefs about Teacher Education, as well as professional conduct and behavior.

Not all dispositions can be directly assessed, but aspects of professional behavior are assessed during classes and field experiences in Teacher Education settings. Professional behaviors and characteristics are described below. Candidates should aspire to conduct themselves in a manner that is consistent with the highest degree of integrity and professionalism, whether included below or not.

Disposition Traits/Characteristics of Educators
1a. Open-minded, thoughtful, flexible, innovative, and reflective in practices and writing
1b. Uses various perspectives in decision-making and/or portraying an idea
1c. Is creative for identifying problems and solutions
1d. Uses evidence-based practices for building new ideas /applying an idea in a new way
2a. Uses clarity and precision and an extensive vocabulary
2b. Invokes attention and understanding of the subject through rich descriptions, a variety of verbs, linking words/phrases from one argument to another, examples, humor, metaphors, etc.
2b. Understands how to write/speak for various audiences (technical; stakeholders; others)
2c. Maintains focus using logical sequences of argument

2d. Utilizes reflective practices for deeper meaning in communications/writing
3a. Demonstrates appreciation for multiple perspectives and collaboration of various points of view
3b. Identifies ways to integrate diversity into original idea/frameworks
3c. Communicates ways in which personal beliefs, experiences, and worldview are balanced with the topic, work for the immediate community, and professional development
3d. Is comfortable using multiple resources to expand perspective
4a. Identifies specific and unique attributes to communicate about the field
4b. Uses strength-based language/rational for articulating work in the field
4c. Is comfortable with major tenets of advocacy such as respect, mediation, collaboration, etc.
4d. Recognizes opportunities to improve/promote the field
5a. Demonstrates technology literacy and application
5b. Utilizes and promotes new and relevant technologies to enhance work practices
5c. Creates deeper meaning context using technology applications
5d. Integrates technology in assessment practices
6a. Is authentic, honest, and congruent as a way of being
6b. Demonstrates motivation for the subject matter and/or positioning of the subject matter
6c. Recognizes and gives credit to strengths of others to achieve goals
6d. Is personable and communicates with awareness and respect
6e. Demonstrates empathy and ability to listen as inherent practices
7a. Demonstrates the ability to adapt to changing circumstances, unexpected events, and new situations with a positive attitude for learning
7b. Can articulate and apply the Educator Code of Ethics and other professional codes
7c. Creates a climate for professionalism through speech, appearance, and behavior/timeliness
7d. Appropriately reframes areas of disagreement for positive outcomes with peers, parents, students, or administrative personnel
7e. Seeks out feedback and demonstrates value for proactive personal practices
7f. Is active in professional organizations and citizenship
8a. Fosters diverse perspectives that focus on marginalized populations for a shared responsibility toward dignity and worth of all people, including cultural, individual, and role differences
8b. Is open and appreciative of inclusive practices/positions
8c. Demonstrates tenets of social justice in professional identity

Marketable Skills of LU Educators

1. Critical Thinking / Problem Solving
1A. Analyze issues, make decisions and overcome problems
1B Demonstrate originality and inventiveness
2. Oral / Written Communication
2A Articulate thoughts and ideas clearly
2B Public speaking skills
2C Recognizes how worldview influences communication patterns
3. Teamwork / Collaboration
3A Build collaborative relationships
3B Ability to understand and appreciate multicultural competencies and social justice
4. Career Management
4A Identify and articulate skills, strengths and knowledge

4B. Ability to self-advocate for opportunities
5. Information Technology Application
5A Selecting and applying appropriate technology
5B Proficiency with computer software
6. Leadership
6A Empathetic skills to guide others
6B Interpersonal skills to coach
6C Leverage strengths of others to achieve goals
7. Professionalism / Work Ethic
7A Personal accountability
7B Show integrity and ethical behavior
7C Learn from mistakes
8. Global Intercultural Fluency
8A Value, respect and learn from diverse cultures, races, ages, etc.
8B Demonstrate openness, inclusiveness and sensitivity

Candidate Evaluations from Site Supervisor

Each site supervisor will complete two candidate evaluations, a mid-semester and a final evaluation. These evaluations are confidential and should be discussed in detail before the site supervisor completes these on the behalf of the educational diagnostician candidate. These evaluations should reflect accurate documentation, which reveals strengths and weaknesses of the candidate.

Field Supervisor and Site Supervisor Evaluation of Candidate

At the end of the course, candidates will evaluate the designated Field Supervisor. This evaluation must be completed before a grade will be issued in the practicum/internship course or internship field experiences. **The field experience must be at a TEA approved campus site in Texas in order to certify in Texas.**

Each program requires completion of a supervised practicum and internship in the candidate's designated program at the end of the program. The practicum is intended to reflect the comprehensive work experience of a professional educational diagnostician appropriate to the designated program area. Each candidate's practicum includes all of the following:

- Candidates must complete supervised direct and indirect hours with a Site Supervisor and a Field Supervisor.
- Candidates are covered by individual professional Teacher Education liability insurance policies while enrolled in practicum.
- Supervision of practicum candidates includes program-appropriate audio/video recordings and/or live supervision of candidates' interactions with clients.
- Formative and summative evaluations of the candidate's Teacher Education performance, dispositions and ability to integrate and apply knowledge are conducted as part of the candidate's practicum.
- One formal observation in Practicum and two formal observations (video-tape on the field site) observed by the Lamar University faculty (Field Supervisor) will be conducted to meet the Texas State Education Code requirements during each of the field experience courses.

Beginning Field Experience Courses

This segment is a brief overview of the field course expectations. Please see your program Field Experience Manual for detailed requirements and information about the field hours/clinical teaching. Before beginning the Field Experience (Practicum), candidates must have the following:

1. Documentation of liability insurance (if applicable)
2. Obtained a field site (PK-12) complete the Field Office Application.

3. Obtained agreement of a K-12 certified educational diagnostician with at least 3-years' experience to serve as a Site Supervisor (school) which will be verified
4. Obtained approval from the site administrator/school/agency for the field experience
5. Successful completion of all required pre-requisite courses (3.0 and no D's, F's, I's)

In some cases, a General Affiliation Agreement can be required by a school district. Additional documentation may be required by the district, such as a field placement form and/or verification letter that outlines expectations for practicum an internship. Please check with your district early prior to Field Experience.

Clinical Teaching (Undergraduate Only)

Students will be placed in a school selected by the Field Office. This school will be in the Beaumont area. Requests for external placements can be made and will be based on the university's ability to place a Field Supervisor in that area.

Additional Requirements for the Field Experience

Professional Liability Insurance

During the first week of practicum before a candidate is permitted to work with clients, proof of professional liability insurance MUST be provided and uploaded into Blackboard and TK20 (the learning management systems utilized by the Lamar University Teacher Education program). Professional organizations such as TPED (Texas Professional Educational Diagnosticians) and Health Providers Service Organization (HPSO) offer discounted rates and additional benefits to graduate candidates. Please check with your course instructor to see if liability insurance for your program is needed.

Technology

Candidates must have adequate computer and Internet capability to complete the practicum and internship courses in the online format. In addition to an internet connection, equipment such as a web camera and microphone, which are compatible with Lamar University communication systems (e.g., Adobe Connect), is required. Candidates will need to be able to log in to mandatory group supervision meetings and participate in discussions and present case conceptualizations as well as session recordings.

Formal Observation

Teacher Education candidates for initial certification are expected to schedule face-to-face field observations. Graduate-level candidates are expected to schedule and record videos of a selected activities for self-reflection. Timelines for observations and videos are important to maintain. If a timeline is missed, candidates are at risk for repeating the course. Candidates work independently on specified skills, competencies, and technical training with cameras. Specific guidelines for the observations can be located in the *Field Experience Manual*.

Field Hours and Clinical Teaching in the Undergraduate Program

Field courses in the undergraduate program provide designated schools in the Beaumont area for diversity of experiences. Clinical teachers will have a limited choice of districts in the Beaumont area, in the selected schools that have partnered with Lamar University. Only in rare extenuating circumstances can a student participate in clinical teaching outside the Beaumont area.

Direct and Indirect Hours

Undergraduate Field Hours

In one or more courses, you will be required to collect field hours. For the undergraduate level, you will be assigned to one or more schools during your courses and follow the following general teaching opportunities:

PEDG 2310: Junior Achievement and Financial Literacy to a large group

PEDG 3300: Individual tutoring in reading or other subject area with a focus on building your own confidence, creating solutions for your mentee or student with whom you work to be successful, building strong and collaborative networks.

Method Courses: Creating learning opportunities, teaching lessons in small or large groups in a specific subject area and assessing your learners' outcomes

****Clinical Teaching:** Becoming the teacher of record for 70 days in one of five schools selected by the Lamar University Field office.

****Note.** Students must pass the Lamar Proficiency Exam in the content area to be eligible for clinical teaching.

Graduate Field Hours

Generally speaking, direct hours are time spent on task working face-to-face with students, family, teachers, collaborating with school partners, stakeholders, holding meetings, or other engaged activities.

Indirect Activity	Direct Activity
Using the phone to locate services or a referral for a student.	Speaking with this student about the phone call or other matter.
Planning the calendar year for activities.	Reviewing coursework or assessments with a student in your office.
Entering at-risk information or grades into a database.	Participating in an ARD meeting.
Documenting RTI information.	Consulting with a teacher about a student referral and RTI.
Professional development in Special Education or related area.	Presenting at a faculty meeting to share results of a survey on school climate.
Filing notes or marking grades	Discussing grades
Meeting with your site supervisor to discuss your activities.	Meeting with a parent to discuss student progress.

Undergraduate Lamar Proficiency Examination Process

Students begin planning and studying for the Lamar Proficiency Examination (LPE) in their certification area upon entering the program. During the method courses, students will have the opportunity to take the LPE. After passing relevant exams, students will be approved to take the TExES exams toward certification.

First Failed Attempt:

A study plan review policy is conducted in the Testing Office for one failed attempt. Students must complete the study plan to be approved for a second attempt. This should be noted on your *Excel Documentation Testing Form* (from the department) by your instructor.

Second Failed Attempt:

Effective immediately, if a student does not pass on the second attempt, the student is required to contact the faculty of which the exam is associated for the course. Students will need remediation from the designated faculty in the areas that they are unsuccessful in passing the exam. Students who do not pass the second attempt will be told that they must contact the faculty member who taught the associated class for remediation. Students will be given a remediation documentation form by the testing office. Faculty will also need to note their approval for the third attempt on the LPE on this form and send it to the Testing Office.

Third Failed Attempt:

Students who are not successful after three attempts on the LPE will return to the faculty member for a second remediation that includes test-taking strategies at least two different resources.

Professional and Ethical Guidelines

As professionals, our behavior, attire and attitude reflect upon the school site, teacher education department, university, and the teacher education profession in general. Consequently, it is important to maintain a professional image for the community, students, peers, and professors. There are several things to enhance the image you project, including, but not limited to:

- Dressing appropriately and professionally when seeing students' and their parents.

- *NEVER* discuss students or share information outside of class discussions or outside the setting of your site supervisor meetings. The names of students with whom you work should not be shared in class discussions.
- Being cognizant of expressed communication (verbal and written) [as discussed earlier] and following district and department procedures with getting your needs met.
- Knowing the expectations outlined in the Texas Code of Ethics and Standard Practices for Texas Educators.

Texas Educator Code of Ethics

I. Professional Ethical Conduct, Practices and Performance.

- Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- Standard 1.2. The educator shall not knowingly misappropriate, divert or use monies, personnel, property or equipment committed to his or her charge for personal gain or advantage.
- Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses or pay.
- Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students or other persons or organizations in recognition or appreciation of service.
- Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- Standard 1.7. The educator shall comply with state regulations, written local school board policies and other state and federal laws.
- Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students or parents of students.
- Standard 1.10. The educator shall be of good moral character and demonstrate that he or she is worthy to instruct or supervise the youth of this state.
- Standard 1.11. The educator shall not intentionally or knowingly misrepresent the circumstances of his or her prior employment, criminal history, and/or disciplinary record when applying for subsequent employment.
- Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
- Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

II. Ethical Conduct Toward Professional Colleagues.

- Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- Standard 2.2. The educator shall not harm others by knowingly or recklessly making false statements about a colleague or the school system.
- Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional or citizenship rights and responsibilities.
- Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

III. Ethical Conduct Toward Students.

- Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

- Standard 3.2. The educator shall not intentionally, knowingly, recklessly, or negligently treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health or safety of the student or minor.
- Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
- Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
- Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- Standard 3.7. The educator shall not furnish alcohol or illegal / unauthorized drugs to any person under 21 years of age or knowingly allow any person under 21 years of age to consume alcohol or illegal / unauthorized drugs in the presence of the educator.
- Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
- Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
- (i) The nature, purpose, timing, and amount of the communication;
 - (ii) The subject matter of the communication;
 - (iii) Whether the communication was made openly or the educator attempted to conceal the communication;
 - (iv) Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 - (v) Whether the communication was sexually explicit; and
 - (vi) Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Professionalism and Confidentiality

Confidentiality

It is important that candidates fully understand the purpose, limits and ramifications of confidentiality. This must be done regardless of the student's age. Selecting developmentally appropriate vocabulary and/or language is important. Remember the difference between maintaining confidentiality and participating in consultation. In the school setting, educational diagnosticians can effectively work with a teacher to set goals for a student without breaking confidentiality. For students under the age of 18, recognize the guidelines for engaging family members and sharing information with parents in general, while honoring the confidentiality details disclosed by a candidate.

Correspondence

All official documents intended for correspondence concerning meetings with students must be co-signed by the Site Supervisor. Any letter that contains Teacher Education program information, the services of the educational diagnostician, or might be viewed as some form of contract or agreement must be co-signed by the site supervisor.

Reporting Abuse of Children, Elderly or Disabled Persons

If, during the course of Teacher Education, you suspect that a child, elderly or disabled person is being abused, remind the student of your legal obligation to report. Obtain as much information as you can, including the name, address, birth date (or age) of the person being abused, form and types of injuries, date and time abuse occurred, and the name, address, and telephone number of the alleged perpetrator, if possible. In addition, you must follow the protocol of your school. In many cases, this includes informing the administrator and possibly the nurse of the information.

It is preferable that you and your site supervisor report the abuse together. If you are the outcry witness (meaning the person the child disclosed this information to), you are required by law to make the report within **48 hours** after learning of the possible abuse. If you are not the outcry, and there is a teacher who is, then they are required to make the report. Keep in mind the aforementioned, however, if there is knowledge of abuse, it is neglectful and unethical not to

report it. In the state of Texas, you would contact: The Department of Protective & Regulatory Services at 1-800-252-5400. For other states, please have the appropriate number or website in a convenient location for quick reference.

Planning for Graduation

Graduation vs. Commencement

Graduation - the date on which you have officially and successfully completed all of your graduation requirements and your degree is conferred

Commencement - often referred to as "graduation", the Commencement ceremony is just that, a ceremony. It is an end-of-semester celebration for students projected to successfully complete all of the graduation requirements. Here at Lamar University, Commencement ceremonies are held at the end of each semester.

Graduation Process for Undergraduate Students

Go to the Lamar University website at <https://www.lamar.edu/students/commencement/graduation-checklist/index.html>

There you will find the following checklist to walk you through the graduation process:

STEP ONE: Review your degree audit	▼
STEP TWO: Apply for Graduation	▼
STEP THREE: Confirm Your Graduation Status	▼
STEP FOUR: Pay the Application Fee	▼
STEP FIVE: Participate in Commencement	▼
STEP SIX: Receive Your Degree	▼
LUOnline - Graduation Dates for Education Graduates	▼
Important Dates to Remember:	▼

Graduation Process for Graduate Students

Applications for graduation must be submitted electronically via a candidate's Self-Service Banner account upon invitation in the candidate's Lamar e-mail from the Graduate Studies Department. That email will contain instructions for applying through the Self Service Banner account. Candidates should not submit a graduation application by way of an electronic attachment.

Candidates can review <http://luonline.lamar.edu/graduation-information/applying-for-graduation-graduate-candidates.html> for further information. This process for application to graduation is used for both online and on-campus candidates.

Candidates graduate three times a year, in May, August, and December. Candidates must have completed all coursework by the month prior to the month of graduation or they will not be eligible to graduate until the subsequent graduation. Eligible candidates whose coursework ends on or after May 1st will graduate the next August. Eligible candidates whose coursework ends on or after August 1st will graduate the next December. Eligible candidates, whose coursework ends on or after December 1st, will graduate the next May.

Lamar University programs and administration want to make sure that a candidate is truly prepared before a degree or certificate is conferred, and we are happy to issue a Letter of Completion for our candidates who have need to verify with their employer that they are candidates for conferral or that they have completed requirements in one of our certificate programs.

Degree conferral requires that you apply for graduation, regardless of intent to participate in the ceremony. Candidates APPLY when application invitation is extended in their e-mail during or just prior to their final course. Prior to each of the three graduation ceremonies, in May, August, and December, candidates are invited to apply by an e-mail sent to the Lamar e-mail address from the Office of Graduate Studies, with explanation of how to make application through Self-Service Banner. Applications from uninvited applicants will not be accepted. If you are an online student and concerned that you are a candidate but have not received an invitation to apply, please contact luacademic@lamar.edu.

Certification Process for Texas Residents

To Apply for Certification in Texas

1. Complete the TExES application found in TK20 or on the Department Certification website at <https://www.lamar.edu/education/texes-and-certification/index.html>
2. Go to applications section, create, choose from pull down menu, TExES application-master of education level or above
3. Complete Application

Procedures for applying for Full Standard Certification with SBEC

1. Go to the SBEC Online at <https://secure.sbec.state.tx.us/SBECOnline/login.asp>
2. Click on...Apply for Certification
3. If you are a new user, please create a new account
4. Icons on left side click on...application; then click on, standard
5. Follow instructions as directed
6. For online candidates, you need to choose Lamar University based – and type in educational diagnostician

Please read all instructions carefully. You can even apply and not pay for until your recommendation has been processed, then SBEC will email you for payment. Lamar must have your application for certification and a copy of your two-year service record to be able to recommend you for certification. Your TEA number will be required.

Certification Process for Non-Texas Residents

It is the responsibility of the student to be knowledgeable of all certification processes and out-of-state requirements for licensure and/or certification. Do not wait until the field experience course to confirm any updates to your state standards. It is the responsibility of out-of-state students to be current with any updated requirements for certification and to arrange any necessary paperwork with the Office of Certification <http://education.lamar.edu/texes-and-certification/index.html>

Candidates are responsible for reviewing your state's criteria from beginning, mid program and end to determine the requirements for certification, with specific number of required field hours and certification needs. Some states are listed at: <http://luonline.lamar.edu/graduation-information/states.html>

In addition, it is imperative for out-of-state candidates to recognize that Graduate-Level certification is contingent upon the use of a TEA approved school site in order for the collection of field hours to be approved by the Texas Education Association.

For information about out-of-state requirements, see Office of Certification <http://education.lamar.edu/texes-and-certification/index.html>

Communication and Getting Your Issues Resolved

All electronic communication with Lamar Faculty and Staff must be through Lamar email. Please communicate with persons who are not the best option in seeking resolution.

Certification Office: grad.certification@lamar.edu -- 409-880-2125

Drop/Withdrawal - Change of Name/Address/Major: Submit a completed [Status Change Form](#) to luacademic@lamar.edu

Lamar TK20 Helpdesk - tk20@lamar.edu - 409-880-2126
Graduate Programs – Admissions General Inquiries: luap-grad-admit@lamar.edu
Graduate Programs: luap-grpay@lamar.edu
Graduation - lugradstudies@lamar.edu - 409-880-8230
Office: Services for Students with Disabilities Email: drc@lamar.edu
Records Office Graduate Programs: luap-grrecords@lamar.edu
Finance Office: dept_dualfin@lamar.edu
Registration Issues/ Student Services & Advising Office: luacademic@lamar.edu -- 409-880-7409
TExES Exam Approval: grad.texas@lamar.edu 409-880-2125 (Teacher Education)
Undergraduate Programs: luap-ugpay@lamar.edu

Academic Calendar

For important dates about deadlines for application, payment, and course starts, see the LU Academic Calendar at <https://www.lamar.edu/events/academic-calendar-listing.html>
Appendix C presents a calendar with other important dates for your use throughout the year.



APPENDIX A: Candidate Signature Page

By signing this affidavit, I acknowledge that I have read this handbook and agree to the policies and procedures with in. Please initial each item and sign and date the bottom.

___ I have read and agree with the content pertaining to course communication, schedule, and protocol for contacts to resolve issues.

___ I have read and agree with the student development, candidate review, remediation and dismissal policy.

___ I have read and committed to the college's list of Marketable Skills in which I will strive to balance them in coursework, fieldwork, and other professional endeavors.

___ I have read and agree to adhere to standards of professional identity, social networking, and disposition expectations.

___ I have read and agree to adhere to the Texas Educator Code of Ethics

___ I understand and agree to the expectations for field hours and/or clinical teaching in that only Texas residents can be certified in Texas and must complete hours at a TEA approved campus.

___ I agree that if at any time I am struggling in my coursework or fieldwork that I will reach out to my course instructor before contacting other administrators.

Printed Name:

Lnumber:

Program of Study:

Signature

Date

Aug2022

SUN	MON	TUE	WED	THU	FRI	SAT
		01	02	03	04	05
		Cooperating Teacher Training 1		Cooperating Teacher Training 2	Clinical Teacher Training 2	Summer Commencement
	07	08	09	10	11	12
		Field Supervisor Training	FS, Cpt T, CT Meeting			
	14	15	16	17	18	19
	Payment Due Date					
	21	22	23	24	25	26
	First Day of Class Clinical Teaching Begins					
	28	29	30	31		
	Registration for LPE Begins					

Sep2022

SUN	MON	TUE	WED	THU	FRI	SAT
					01	02
						03
	04	05	06	07	08	09
	Labor Day Holiday	LPE Testing Begins				10
	11	12	13	14	15	16
						17
	18	19	20	21	22	23
						24
	25	26	27	28	29	30

Oct2022

SUN	MON	TUE	WED	THU	FRI	SAT
						01
	02	03	04	05	06	07
	Field Week-No Class for Field Courses	Field Week-No Class for Field Courses	Field Week-No Class for Field Courses	Field Week-No Class for Field Courses	Field Week-No Class for Field Courses	08
	09	10	11	12	13	14
					Clinical Teacher Disposition 1 Evaluation 1	15
	16	17	18	19	20	21
	Faculty Advising INDS and Secondary				State Certification Test Review Session	State Certification Test Review Session
	23	24	25	26	27	28
				Fall Break	Fall Break	29
	30	31				

Nov2022

SUN

MON

TUE

WED

THU

FRI

SAT

01

02

03

04

05

06

Field Week-No
Class for Field
Courses

07

Field Week-No
Class for Field
Courses

08

Field Week-No
Class for Field
Courses

09

Field Week-No
Class for Field
Courses

10

Field Week-No
Class for Field
Courses

11

12

13

14

15

16

17

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19

20

21

22

Energy
Conservation Day

23

Thanksgiving
Holiday

24

Thanksgiving
Holiday

25

26

27

Last Day of Class

28

Final Exams
Begin

29

Clinical Teacher
Disposition 2
Evaluation 2

30

Dec2022

SUN

MON

TUE

WED

THU

FRI

SAT

01

02

03

04

05

End of Final
Exams

06

07

08

Last Day for the
LPE

09

COEHD
Commencement

10

11

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APPENDIX D: WEBSITE AND OTHER INFORMATION

Information about Testing Reviews, TExES Examinations and Applications: <https://www.lamar.edu/education/texes-and-certification/index.html>

College of Education and Human Development Website: <https://www.lamar.edu/education/index.html>

Texas Education Agency (TEA) Website: <https://tea.texas.gov/>

TEA Complaints Quick Resource Guide:

https://tea.texas.gov/About_TEA/Contact_Us/Complaints/TEA_Complaints_Management

Student Events Calendar: <https://www.lamar.edu/events/student-events-listing.html>

Lamar University Academic Calendar: <https://www.lamar.edu/events/academic-calendar-listing.html>

