

College of Education and Human Development

Educator Preparation Handbook



SPRING 2023

APPROVED BY DEPARTMENT CHAIRS AUGUST 2019

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APPROVED BY FACULTY COMMITTEE OCTOBER 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

LAMAR UNIVERSITY

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-

KATHRYN WASHINGTON	8678		KWALKER48
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Program Faculty for Counseling

COUNSELING	Phone Extension with 409-880-	Education Building Room	Email with @lamar.edu
BELINDA LOPEZ/ INTERIM CHAIR	7957	105	BLOPEZ7
JAMIE DIXON-ADMIN ASSOCIATE	7096	111C	JDIXON7
LAUREN COGSWELL	7083	106	LBUSSEY
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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.

Accessibility 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 arc@lamar.edu to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations.

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) -846(4 0 9) 8 8 0
 Alcoholics Anonymous (AA), 9th District Intergroup (409) 832-1107
 Jefferson County Council on Alcohol & Drug Abuse (AA, Cocaine Anonymous, Narcotics Anonymous
 meeting information)..... 1 306 944 6761 / 714 740 6000 / 901 200 0000

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 annually 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.

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)

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

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:

Academic probation and suspension Academic probation and suspension

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

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/registrar/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 G[()] TJ810(1)5(c)-11 couy1ost.[()] TJh

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. 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 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 and successful completion of the respective TExES state examinations.

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 GPA 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 GPA is below 3.0 will be placed on (P2) probation. A P1 student who fails to earn a 3.25 GPA in the next

Suspension.

A graduate student who has been placed on (P2) probation and who fails to raise his/her GPA 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 GPA. Suspension for the fall semester may be removed if the student raises the graduate GPA 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 GPA 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 GPA to at least 3.0 within the next 9 semester hours of graduate course work.

Candidate Review, Remediation, Retention, and Dismissal/Exit 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 candidate is on a course 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. If, in the professional judgment of the program faculty, a candidate's behavior is deemed substandard, at any time during the course of training (including course work, practicum and internships), the following actions may be taken:

In addition, candidates must adhere to the following criteria or will be placed on academic probation, suspension, dismissal, or termination from the program:

- Maintain a GPA of 2.75 (3.0 graduate programs)

- Earn a grade of C or better in all coursework

- Pass criminal history check at application and prior to clinical teaching (Initial Certification)

- Adhere to the Texas Educator Code of Ethics

- Not have more than one Professional Concerns referral

- Have a record of successful dispositions assessment results

- Successfully meet all benchmarks for progression through the program

- Successfully meet all published certification testing requirements

- Successfully meet all residency/clinical teaching/practicum requirements

- Continuous enrollment in the program is required. If a candidate does not enroll in coursework for longer than one academic year, they will need to reapply to the university and the EPP

- In the event that a candidate chooses to voluntarily leave the program, that candidate will be asked to sign a program withdrawal form that rescinds the candidate's enrollment.

- If certification is not obtained within a year of passing the Lamar Proficiency Test (LPE), a candidate must retake the LPE.

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 file. 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 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.
- Do not post derogatory remarks or threats about anyone associated with the Teacher Education programs (e.g. students, faculty, staff, university administrators).
- 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.

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.

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

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

Requirements for Internship (Initial Certification)

Maintained a 2.75 GPA

Earned a C or above in all PEDG coursework

Passed all Lamar Proficiency Exams (LPE) at least one semester prior and

Passed all TExES Exams

How Do I Know I am Ready for Clinical Teaching/Internship/Residency?

If you have taken all but 4 courses in the program, you are ready for Residency. If you have taken all of your coursework with the exception of one course, you are ready for Clinical Teaching.

Beginning in Fall 2024, all initial certification candidates will take Residency which is a 2-semester professional practice at the field site.

If you have questions about your degree plan and Clinical Teaching/Residency, please contact your faculty advisor.

Timeline for Clinical Teachin

****Note.** After passing the LPE, Candidates must pass the content area and the PPR of the TExES to be eligible for clinical teaching, internship, or residency.

****If a candidate has completed courses and has not tested within one academic year, he/she must retake the LPE.**

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*.

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,

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 and responsibilities.

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 email 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.

Procedures for applying for Full Standard Certification with SBEC

Please read all instructions carefully. You can even apply and not pay for until your recommendation has been

APPENDIX B: WEBSITE AND OTHER INFORMATION

Information about Testing Reviews, TExES Examinations and Applications:

<https://www.lamar.edu/education/texas-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>

Initial Certification Important Dates

CLINICAL TEACHING:

Cooperating Teacher training (recorded and provided to cooperating teachers) – provide to cooperating teachers January 5 and due January 12, 2023.

Clinical Teacher training (recorded and provided to clinical teachers) – provide to clinical teachers January 5 and due January 12, 2023.

CT Field Supervisor meeting January 12, 2023

Full Assignment:

1st observation due February 21, 2023

2nd observation due March 28, 2023

3rd observation due April 26, 2023

Split Assignment:

First assignment is from January 17 – March 7, 2023

First observation is due February 21, 2023

Second assignment is from March 8 – May 2, 2023

Second observation is due March 28, 2023

Third observation is due April 26, 2023

FIELD-BASED EXPERIENCE OBSERVATIONS:

FBE Teacher Candidate meeting via ZOOM January 12, 2022

Mentor Teacher training –

Study Plan Review:

The Study Plan Review will provide individualized assignments based upon each student performance on the LU proficiency test. Each assignment is designed to target the competencies and domains that need additional focus, ensuring a greater understanding of the material being tested.

A Study Plan Review will be computer-generated after each failed attempt of the LU proficiency exams. Students must register with the TExES office at texas@lamar.edu for the study plan review.

After the **1st failed attempt** students are required to complete and pass the Study Plan Review before allowed to register and retake the exam.

After the **2nd failed attempt** students are required to contact the faculty of which the exam is associated with the course. Students must complete the Study Plan Review with their professor before they are allowed to register and retake the exam for the **3rd attempt**.

Students **will not** be allowed to retake the LU proficiency exam until **all individualized assignments are completed by the student** and verified by the TExES office.

Once the student complete and pass all assignments in the Study Plan Review, they will be able to register and retake the exam.

The Study Plan Review must be completed online after the **1st failed attempt**.

Students must register for the Study Plan Review by email at texas@lamar.edu.

Please Note: Students are required to complete all assignments of the Study Plan Review.

Study Plan Review Schedule – Spring 2023

Dates	Times
Monday	9:00 am – 11:00 am 1:00 pm – 4:00 pm
Tuesday	3:00 pm – 4:30 pm
Wednesday	3:00 pm – 4:30 pm
Thursday	3:00 pm – 4:30 pm

PLEASE NOTE: The schedule is subject to change at any given time.

Test Code Key Lamar Proficiency Exams

TEST NAME	TEST CODE	TIME LIMIT
EC-12 Pedagogy & Professional Responsibilities (PPR)	160	5 hours
EC-12 Art	178	5 hours
EC-12 Health	157	5 hours

Mathematics	902	(902) 70 minutes
Social Studies	903	(903) 50 minutes
Science	904	(904) 55 minutes
Fine Arts, Health, Physical Education	905	(905) 35 minutes

TEST NAME	TEST CODE	TIME LIMIT
Science of Teacher Reading - (STR)	293	5 hours

TEST NAME	TEST CODE		
Core Subjects 4-8:	211		
(CORE SUBJECTS) English Language Arts and Reading (ELAR)	806		
(CORE SUBJECTS) Mathematics	807		