

Lamar University



**Department of Counseling and Special Populations
College of Education and Human Development**

ADMISSION POLICIES

FOR

**SPECIAL EDUCATION CERTIFICATION PROGRAMS
(Autism/ESL/Educational Diagnostician/Gifted/Special Education)**

Dr. Anna Nguyen (Special Education/Educational Diagnostician)

Dr. J. Darrell Mohr (Special Education/Autism)

Dr. Sedef Smith (ESL)

Dr. Debbie Troxclair (Special Education/Gifted Education)

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ADMISSION POLICIES FOR SPECIAL EDUCATION CERTIFICATION PROGRAMS

Certificate in Autism

All students interested in pursuing a certificate of specialization in Autism Spectrum Disorders must meet all initial university admission requirements. In addition, the following requirements must be met:

- Applicants must complete the Autism Spectrum Disorders Questionnaire
- Completed Lamar University Certificate Program Application
- Must hold a conferred bachelor's or masters' degree in education, psychology, or other related human services field
- Official transcripts from all institutions attended
- Letter of Intent (typewritten, double-spaced) stating:
 - 1) why you selected the Lamar ASD certificate program
 - 2) what you personally hope to accomplish during this program
- Minimum 2.75 GPA
- Current professional resume
- Successful completion of all certificate course prerequisites

Preparation Program for ESL Certification

All interested students must meet the following admission requirements:

- A Bachelor's or more advanced degree from an accredited institution.
- Official transcripts from all colleges/universities attended. Official transcripts are sealed transcripts sent from the sending institution.
- Minimum GPA of 2.75
- PreK-12 teaching certificate from any state. (Students pursuing ESL certification must obtain a valid teaching certificate before meeting their states' testing requirements for ESL endorsement)
- For international students and U.S. students who want to teach English as a foreign language overseas, request for waivers of the required teaching certificate can be addressed to luacademic@lamar.edu
- Completion of the Language Attitudes of Teachers survey

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Certificate in Gifted and Talented

All interested students must meet the following admission requirements:

- Meet all initial university admission requirements
- A Bachelor's or more advanced degree from an accredited institution.
- Official transcripts from all colleges/universities attended. Official transcripts are sealed transcripts sent from the sending institution.
- Minimum GPA of 2.75
- PreK-12 teaching certificate from any state. (Students pursuing certification in gifted education must obtain a valid teaching certificate before meeting their states' testing requirements)
- For international students, request for waivers of the required teaching certificate can be addressed to luacademic@lamar.edu
- Completion of the Assessment of Knowledge of Gifted Learners survey

Certificate in Special Education

All interested students must meet the following admission requirements:

- Meet all initial university admission requirements
- A Bachelor's or more advanced degree from an accredited institution.
- Official transcripts from all colleges/universities attended. Official transcripts are sealed transcripts sent from the sending institution.
- Minimum GPA of 2.75
- PreK-12 teaching certificate from any state in any area of certification.
- For international students, request for waivers of the required teaching certificate can be addressed to luacademic@lamar.edu
- Completion of the Teacher Candidate Questionnaire for Programs in Special Education

Certificate in Educational Diagnostician

All interested students must meet the following admission requirements:

- Meet all initial university admission requirements.
- Hold a bachelor's or more advanced degree from an accredited institution.
- Submit official transcripts from all colleges/universities attended. Official transcripts are sealed transcripts sent from the sending institution.
- Have a minimum GPA of 2.75.
- Hold a PreK-12 teaching certificate from any state in any area of certification.
- For international students, request for waivers of the required teaching certificate can be addressed to luacademic@lamar.edu.
- Have a minimum of 2 years teaching experience.
- Complete the Teacher Candidate Questionnaire for Programs in Special Education.

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ADMISSIONS SCREENING SURVEYS

Screening Survey for Certificate in Autism

The following statements offer ideas with which some people agree and others disagree. Please rate how much you personally agree or disagree with these statements. For each of the statements below, place a check in the box that indicates your level of agreement. There is no right or wrong answer. All that is important is that you indicate your personal viewpoint.

Please respond to the following:	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Training for individuals with ASD should primarily utilize practices based on the principles of behaviorism.					
Training for individuals with ASD should be individualized.					
Methods such as discrete trial training should be discouraged.					
Knowledge and awareness of research-based practice is essential in teaching learners with ASD.					
Parents of children with ASD should be kept informed, but not participate in the training of their children.					
Once I have obtained by certificate, I will probably continue to increase my professional knowledge and skills.					
Applied behavior analysis is a questionable approach to teaching children with ASD in terms of its lack of support in the research literature.					
Regular data collection impacts a trainer's ability to develop instruction and provide for individual learning needs.					

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Scoring Key

Please respond to the following:	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Training for individuals with ASD should primarily utilize practices based on the principles of behaviorism.	1	2	3	4	5
Training for individuals with ASD should be individualized.	1	2	3	4	5
Methods such as discrete trial training should be discouraged.	5	4	3	2	1
Knowledge and awareness of research-based practice is essential in teaching learners with exceptionalities.	1	2	3	4	5
It is best if parents of children with ASD are kept informed, but not participate in the training of their children.	5	4	3	2	1
Once I have obtained my certificate, I will probably continue to increase my professional knowledge and skills.	1	2	3	4	5
Applied behavior analysis is a questionable approach to teaching children with ASD in terms of its lack of support in the research literature.	5	4	3	2	1
Regular data collection impacts a trainer's ability to develop instruction and provide for individual learning needs.	1	2	3	4	5

Highlighted questions represent items that are reverse-coded.

Maximum possible score is 40 points. Score ranges for the purpose of evaluating program candidates are as follows:

Desirable	35-40 pts.
Acceptable	30-34 pts.
Questionable	25-30 pts.
Undesirable	< 25 pts.

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Screening Survey for the Preparation Program for ESL Certification

The Language Attitude of Teachers Scale (LATS)¹

Read each statement then circle only one response for each statement that most closely reflects your attitude.

1. To be considered American, one should speak English.
 1. Strongly disagree
 2. Disagree
 3. Uncertain
 4. Agree
 5. Strongly agree.

2. I would support the government spending additional money to provide better programs for linguistic minority students in the public schools.
 1. Strongly disagree
 2. Disagree
 3. Uncertain
 4. Agree
 5. Strongly agree

3. Parents of non- or limited-English-proficient students should be counseled to speak English with their children whenever possible.
 1. Strongly disagree
 2. Disagree
 3. Uncertain
 4. Agree
 5. Strongly agree

¹ Source: Byrnes, D. A., & Kiger, G. (1994). Language attitudes of teachers scale. *Educational and Psychological Measurement*, 54, 227–231.
doi:10.1177/0013164494054001029

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4. It is important that people in the U.S. learn a language in addition to English.
 1. Strongly disagree
 2. Disagree
 3. Uncertain
 4. Agree
 5. Strongly agree

5. It is unreasonable to expect a regular-classroom teacher to teach a child who does not speak English.
 1. Strongly disagree
 2. Disagree
 3. Uncertain
 4. Agree
 5. Strongly agree

6. The rapid learning of English should be a priority for non- English-proficient or limited-English-proficient students even if it means they lose the ability to speak their native language.
 1. Strongly disagree
 2. Disagree
 3. Uncertain
 4. Agree
 5. Strongly agree

7. Local and state governments should require that all government business(including voting) be conducted only in English.
 1. Strongly disagree
 2. Disagree
 3. Uncertain
 4. Agree
 5. Strongly agree

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8. Having a non- or limited-English-proficient student in the classroom is detrimental to the learning of the other students

1. Strongly disagree
2. Disagree
3. Uncertain
4. Agree
5. Strongly agree

9. Regular-classroom teachers should be required to receive pre-service or in-service training to be prepared to meet the needs of linguistic minorities.

1. Strongly disagree
2. Disagree
3. Uncertain
4. Agree
5. Strongly agree

10. Most non- and limited-English-proficient children are not motivated to learn English.

1. Strongly disagree
2. Disagree
3. Uncertain
4. Agree
5. Strongly agree

11. At school, the learning of the English language by non- or limited-English proficient children should take precedence over learning subject matter.

1. Strongly disagree
2. Disagree
3. Uncertain
4. Agree
5. Strongly agree

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12. English should be the official language of the United States.

1. Strongly disagree
2. Disagree
3. Uncertain
4. Agree
5. Strongly agree

13. Non- and limited-English-proficient often use unjustified claims of discrimination as an excuse for not doing well in school.

1. Strongly disagree
2. Disagree
3. Uncertain
4. Agree
5. Strongly agree

Scoring Key

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Screening Survey for Certificate in Gifted and Talented

Assessment of Knowledge of Gifted Learners

1=I strongly agree 2= I agree 3=I have no opinion 4=I disagree 5=I strongly disagree

1.	As schools are currently organized, it is not always possible for gifted learners to receive appropriate educational experiences without special programs.
2.	Equal opportunity in education does not mean having the same curriculum and activities for everyone, but rather educational experiences adapted to meet the specific needs of each child.
3.	Gifted children, although interested in many things, usually are not gifted in everything.
4.	Difficulty conforming to group tasks may be the result of the unusually varied interests or advanced comprehension of a gifted learner.
5.	Teachers often see gifted learners as challenging their authority, disrespectful, and disruptive.
6.	Work that is too easy or boring frustrates a gifted learner, just as work that is too difficult frustrates an average learner.
7.	Commonly used sequences of learning are often inappropriate and can be limiting to gifted learners.
8.	Gifted children, who can be very critical of themselves, often hold lower than average self-concepts.
9.	Gifted children often expect others to live up to standards they have set for themselves, resulting in problems in interpersonal relations.
10.	Gifted learners are more challenged and more motivated when they work with students at their level of ability.
11.	The ability of gifted learners to generalize, synthesize, solve problems, study in depth, engage in abstract and complex thought patterns, and think at an accelerated pace most commonly differentiates gifted from average learners; therefore, programs for gifted students should stress using these abilities.
12.	The persistent, goal-directed behavior of gifted learners can result in others perceiving them as stubborn, willful, and uncooperative.
13.	People who work with, study, and try to understand gifted learners. have more success educating them than do those who have limited contact and have not educated themselves as to the unique needs of these learners.

Scoring: The more “1-I strongly agree” answers you were able to give, the more closely your opinions match those of people who have devoted their energy to understanding gifted learners.

- 10+ scores of #1 = strong affinity for gifted education
- 8-9 scores of #1 = affinity for gifted education
- <8 scores of #1 = affinity for gifted education needs development

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**Screening Survey for Certificate in Special Education
&
Screening Survey for Certificate in Educational Diagnostician**

Teacher Candidate Questionnaire for Programs in Special Education

The following statements offer ideas with which some people agree and others disagree. Please rate how much you personally agree or disagree with these statements. For each of the statements below, place a check in the box that indicates your level of agreement. There is no right or wrong answer. All that is important is that you indicate your personal viewpoint.

Please respond to the following:	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Teachers and schools should maintain challenging expectations for students with exceptionalities.					
Students with disabilities should be included with their same-aged peers in all aspects of school.					
Teachers should work independently of colleagues.					
Knowledge and awareness of research-based practice is essential in teaching learners with exceptionalities.					
Teachers should not be expected to belong to professional organizations unless they want to.					
Once certified, I will probably continue to increase my professional knowledge and skills.					
Supporting the physical and psychological safety of students with exceptionalities is beyond the scope of what teachers should be expected to do.					
Regular data collection in classroom is helpful in improving a teacher's ability to develop instruction and provide for individual learning needs.					

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Scoring Key

Please respond to the following:	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Teachers and schools should maintain challenging expectations for students with exceptionalities.	1	2	3	4	5
Students with disabilities should be included with their same-aged peers in all aspects of school.	1	2	3	4	5
Teachers should work independently of colleagues.	5	4	3	2	1
Knowledge and awareness of research-based practice is essential in teaching learners with exceptionalities.	1	2	3	4	5
Teachers should not be expected to belong to professional organizations unless they want to.	5	4	3	2	1
Once certified, I will probably continue to increase my professional knowledge and skills.	1	2	3	4	5
Supporting the physical and psychological safety of students with exceptionalities is beyond the scope of what teachers should be expected to do.	5	4	3	2	1
Regular data collection in classroom is helpful in improving a teacher's ability to develop instruction and provide for individual learning needs.	1	2	3	4	5

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