We are pleased that you are interested in seeking the Learning Behavior Specialist II (LBS II) Endorsement Option in Special Education, Project SET through the Department of Special Education at UIC. This program is offered through the Office of Continuing Education. The Office of Continuing Education is affiliated with University of Illinois at Chicago College of Education.

The UIC College of Education, founded in 1968, is recognized as a leading research college where the development of new knowledge in education and its implications address the challenges and opportunities of urban schools. With the addition of the LBS II endorsement options, the UIC College of Education will continue to expand its commitment to promote leadership through the dynamic interaction of teaching, research, and service in partnership with our racially, ethnically, and linguistically diverse community. The UIC College of Education is also one of the few Chicago institutions of higher education to offer all six Illinois endorsed programs in LBS II.

The six Illinois endorsement programs offered in LBS II are:

- **Behavior Intervention Specialist**
  - Support all students with challenging behavior across settings
  - Conduct functional assessment, functional analyses and implement behavior intervention plans
  - Program leads to optional BCBA certification

- **Transition Specialist**
  - Work with students (ages 14+) and families to improve post school outcomes
  - Design and implement quality Individualized Transition Plans
  - Interface with community organizations and agencies

- **Multiple Disabilities Specialist**
  - Support students with physical and intellectual disabilities and families to enhance the quality of life
  - Interface with agencies, families, and related personnel to implement academic and social outcomes
• Curriculum Adaptation Specialist
  o Differentiate instruction for students with academic and behavioral support needs
  o Implanting adaptations and accommodations at the school and classroom level

• Technology Specialist
  o Classes are crossed-listed with UIC’s Department of Disability and Human Development
  o The four-course program trains professionals to deliver state of the art Assistive Technology clinical services

• Bilingual Specialist
  o The program prepares bilingual special educators to improve the learning experiences for children and youth with disabilities who are ELLs.
  o The coursework addresses research-based practice in racially, ethnically and linguistically diverse schools

The coursework that constitutes our LBS II endorsement option is aligned with the State of Illinois standards for an LBSII Endorsement. Upon program completion, participants will be able to design, implement, and evaluate instructional programs based on their endorsement for special education students.

This admission packet contains the information and required forms you will need to apply to the **LBSII Endorsement Option in Transition through Project SET** (except where noted). Please read the entire packet carefully and submit your completed application portfolio by **March 15**. Notification of acceptance into the program will occur prior to the start of the summer semester.

The Office of Disability Services works to ensure the accessibility of UIC programs, courses and services to students with documented disabilities. For assistance, please contact ODS at (312) 413-2183 (voice), or (312) 413-0123 (TTY).

“Any member of the public who alleges age (under the Age Discrimination Employment Act) or disability (under Title II of the American with Disabilities Act) discrimination on the basis of class may refer to the Public Formal Grievance Procedures. The Public Formal Grievance Procedures addresses complaints of discrimination on the basis of age and/or disability in any activity, policy, rule, standard, or method of administration that is related to the operation of a University program.” Please refer to the policy located at: www.uic.edu/depts/oaе/Public_Formal_Grievance_Procedures_Option_221.doc or contact Caryn Bills, Deputy Associate Chancellor, at (312)996-8670
Office for Access and Equity (M/C 602)
809 South Marshfield, Room 717
Chicago, IL 60612
The Principles that Guide Our Academic and Endorsement Programs
In the Department of Special Education

- Learning about teaching is embedded in scholarly understanding and activities. It requires the ability to think about teaching and learning through multiple lenses, with particular attention to behaviorist, information processing and socio-cultural perspectives.

- Central to learning about teaching is learning about effective instruction for students with disabilities, with an understanding of the interactive influences of culture, language, gender, and ability. The learner is viewed as the center of the instructor’s thinking and decision-making regarding teaching and learning.

- Learning to teach requires active learning—the construction of meaningful understandings—not only about the educational needs of students and how to advance students’ learning, but also about the moral and ethical dilemmas that often confront special educators. Learning to teach requires analysis, examination, a reflective stance, and a commitment to life-long learning and educational reform.

- Becoming a teacher is learning to work collaboratively with families and professionals in the school and community in order to design and offer programs that meet the needs of the student and advocate for the student’s rights to appropriate services.

*Students admitted and enrolled into the LBS II endorsement option will be strongly encouraged to pursue the M.Ed. degree in Special Education if they do not hold the degree upon completing the program.*

**In particular, the program will provide in-depth study in several domains:**

- Foundational knowledge pertaining to educating students with disabilities; with particular emphasis on examining issues of access and equity through historical, political and socio-cultural perspectives;
- Characteristics of students with disabilities, including typical and atypical development along four dimensions: cognition, language, social and emotional functioning;
- Pedagogical approaches focusing on planning, implementing, and assessing students’ academic and social learning performance;
- Models of collaboration for working effectively with families and child-care providers to design and offer effective educational programs;
- An introduction to research design and analysis; and field experiences to advance specific skills and abilities and to better understand the relationship between theory and practice.

For more information on the M.Ed. program, visit the Special Education website at http://education.uic.edu/academics-admissions/departments/department-special-education#overview or call Alex Cantero at 312-996-5650.
ADMISSIONS REQUIREMENTS

Applicants must be **special education teachers who have a state of Illinois FULL LBS1 endorsement (ages 5-21)**. If you do not have a FULL LBS1 endorsement, you are not qualified to apply to Project SET. Please refer to the Illinois State Board of Education ELIS website ([http://www.isbe.net/ELIS/default.htm](http://www.isbe.net/ELIS/default.htm)) to check on the status of your LBS1 endorsement before applying for Project SET.

**Applicants are considered on an individual basis and will be assessed on the quality of their admission portfolio, including:**

1. **A Statement of Professional Goals**
The Statement of Professional Goals must reflect your interests and experiences with students with disabilities and your goals in obtaining your LBSII endorsement as a transition specialist. The appropriate coversheet included in this packet must accompany your statement.

2. **Three Letters of Recommendation**
Please submit 3 typewritten letters on letterhead with specific comments on the applicant’s commitment to teaching in an urban setting and embracing cultural and linguistic diversity in his/her practice. Descriptions of significant actions, accomplishments, and personal qualities related to scholarly achievement are particularly helpful. The typewritten letter, coversheet and the LBS II Candidate Recommendation Form must be in a sealed envelope with the author’s signature on the seal of the envelope for all three of your recommendation letters to be considered for Project SET.

3. **Transcripts**
Two official, sealed copies of your transcripts from each college or university you have attended must be submitted. At least 2.75 GPA (A=4.00) for the final 60 semester hours (90 quarter hours) of undergraduate study, and/or 3.0 GPA for post baccalaureate or graduate coursework (if any) is required.

4. **Resume**
Your resume must include all certificates and degrees you currently hold.

5. **Verification of your FULL LBS1 Endorsement**
You must provide a copy of the screen shot from the ELIS website showing that you have your FULL LBS1 Endorsement ages 5 - 21.

6. **Interview and Impromptu Writing Sample**
You will be contacted by the Department of Special Education to arrange for an impromptu writing sample and faculty interview.

7. **International Applicant**
An international applicant whose native language is not English is required to take the Test of English as a Foreign Language (TOEFL) and submit his/her score to the Special Education office. This test is administered by the Educational Testing Service, Box 899, Princeton, New Jersey 18540. A minimum score of 550 (paper) or 213 (computer) is required for admission to the LBS2 endorsement option in Special Education. A new version of the TOEFL is also offered in certain locations. This new version is called the TOEFL iBT. For information about these requirements, contact the Office of Student Services in the College of Education (312-996-4536).

All coursework must be completed at the University of Illinois at Chicago. Courses from other university programs will NOT be accepted for transferred credit.
LBSII Endorsement
Project SET: Seamless Effective Transition

Admissions Materials Checklist

Please use this checklist to make sure that you have submitted all required materials for the program you are applying for:

Special Education LBS II
Project SET: Seamless Effective Transition

Application deadlines are as follows: March 15 for Summer Session 2

If you seek two or more LBS II endorsements or full admission into the M.Ed. program, then please contact Alex Cantero at (312) 996-5650 with questions about the admissions process and due dates.

The following should be submitted to the Special Education Department:

Special Education LBS II Review Committee
UIC College of Education – (M/C 147)
ATTN: Lindsay Athamanah, Project SET
1040 West Harrison, #1416
Chicago, Illinois 60607-7133

_____ Statement of Professional Goals (including cover sheet)

_____ 3 Letters of Recommendation (letter, cover sheet, and the LBS II Candidate Recommendation Form in a sealed and signed envelope for EVERY recommendation)

_____ Resume

_____ Screen shot from ELIS system for proof of your FULL LBS1 Endorsement, ages 5 - 21

_____ 2 Official sealed transcripts from each College or University you have attended

**Please submit ONE PACKAGE with all application materials above. If you need to send materials separately for any reason, please make sure that your full name is on each submission. Please contact Lindsay Athamanah at (312) 996-3014 to ensure that separate materials have been received.**

When your application materials are complete, you will be contacted by the Department of Special Education to schedule an impromptu writing sample and faculty interview. If you have any questions about the required information, contact Ms. Alex Cantero at 312-996-5650, acante2@uic.edu or Ms. Lindsay Athamanah at (312) 996-3014, projectset.uic@gmail.com.
Directions for the Applicant:
This cover sheet must be completed and attached to the statement of professional goals that you are submitting for admission to the LBS II Program, Project SET at the University of Illinois at Chicago. If any of the information is missing, the statement will not be accepted and your file will be considered incomplete.

Please print or type all information.

Applicant’s Name:____________________________________________________
First                                           Middle                                     Last

Previous Name (if any):____________________________________________________

Current Address:________________________________________________________
________________________________________________________
City                                           State                                       Zip Code

Applicant’s Email:________________________________________________________

Applicant’s Phone:________________________________________________________
The Goal Statement consists of a typed essay of approximately 750 words (double-spaced). It should reflect your interests, related experiences, and goals with regard to teaching students with disabilities. Consider your strengths and achievements as a special educator in connection to the Project SET Leadership Competencies (see below) in at least three of the seven areas. Also, describe areas in which you can improve, and how you intend to make such improvements. Some questions that may help to focus your statement are provided below:

- Why are you applying to the LBS II transition specialist endorsement option?
- Why do you believe that UIC is a good fit for you?
- What experiences have led you to seek an LBS II endorsement in transition?
- What are some of your beliefs/ideas regarding teaching youth with disabilities in urban environments?
- What types of knowledge, skills, and experiences would you like to gain in this program?
- What unique experiences, interests, or knowledge do you bring that will be valuable to your peers?
- How have you demonstrated leadership in your school and community?

SET Leadership Competencies

1.) Demonstrate culturally and linguistically sensitive teaching and advocacy.

2.) Critical analysis of research to practice.

3.) Interpret school and district-wide information to make data-driven decisions to enhance transition services.

4.) Learn a variety of strategies to enhance multiple kinds of collaboration.

5.) Work to enhance family involvement in school and community.

6.) Use assessment to drive planning.

7.) Know about curriculum and adapting it to support student development and quality life experiences after high school.
I. **Instructions to the applicant:**

This cover sheet must be completed and attached to each letter of recommendation that you are submitting to the College of Education for the purpose of admission to the LBS II Program, Project SET. Please provide all information requested in Section I. *Please print or type all information.*

Name of Applicant:___________________________________________________________________________________

Previous Name (if any):_________________________________________________________ ________ ______________________

Current Address:______________________________________________________________________________

City                                             State                                    Zipcode

Applicant’s Email:______________________________________________________________________________

Applicant’s Phone:______________________________________________________________________________

Under the provisions of the Family Educational Rights and Privacy Act of 1974, and if you are admitted and enrolled, you will have access to the information provided in letters of recommendation unless you have waived such access. Please sign and date below to inform us of your decision. Your choice will not affect your eligibility for admission.

I hereby **waive** my rights of access to the letter of recommendation prepared in response to this request OR I **do not waive** my rights of access to the letter of recommendation prepared in response to this request

____________  __________________________                                           ________________  __________________________

Signature of applicant                  Date                                                       Signature of applicant                  Date

If section is not completed, applicant automatically waives his/her right to access.

Once you have read and completed this form, you should provide the writer of each letter of recommendation with the completed form. This form and the letter of recommendation should be included in your package of admissions materials. Please be sure that the letters are on letterhead, in a sealed envelope and that the writer has signed their name across the seal. The College of Education – Special Education Department will **not** accept faxes of recommendation letters or copies of letters given to the applicant.
II. **Instructions to the Recommender:**

The above named person is applying for admission to the Learning Behavior Specialist II in Special Education (LBS II), Project SET: Seamless Effective Transition graduate level program. Upon program completion, applicants are encouraged to pursue a Masters of Education (M.Ed.) degree program if they do not hold the degree. You have been selected by the applicant to submit your comments on the applicant’s qualification.

The information supplied on this form will be used to assess the applicant’s qualifications for admission. Under the provisions of the Family Educational and Privacy Act of 1974, this applicant (if admitted and enrolled) will have access to your comments unless he/she has waived such access. Please attach a typewritten letter on letterhead with specific comments on the applicant’s strengths and limitations for graduate study. Descriptions of significant actions, accomplishments, and personal qualities related to scholarly achievement are particularly helpful. Several paragraphs will be more useful to the admission committee than one or two sentences. You may send this cover letter and the letter of recommendation directly to the applicant or, if necessary, to the College of Education at the address below. In either situation, please make sure the envelope is sealed and that you have signed it across the seal. If you have any questions or need further information, you may contact the Department of Special Education at 312-996-5650. Thank you for your cooperation and assistance.

The **cover letter, recommendation form and letter of recommendation** should be put in a sealed envelope with your signature on the seal. Please mail it directly to the applicant but if necessary, due to time or confidentiality, send directly to:

**Special Education LBS II Review Committee**  
**UIC College of Education – (M/C 147)**  
**ATTN: Lindsay Athamanah, Project SET**  
**1040 West Harrison, #1417**  
**Chicago, Illinois 60607-7133**

**When writing your recommendation, please include information regarding:**

1. Under what circumstances and for how long have you known the applicant.

2. The applicant’s commitment or potential for serving youth with disabilities in urban settings.

3. What you consider the applicant’s primary strengths and weaknesses, and how you feel these will affect the applicant’s performance in graduate study.

4. Your assessment regarding the applicant’s potential contributions to the field of special education with a Learning Behavior Specialist II endorsement in transition.

**Name:_________________________ Position: ________________________________**
(Please print or type)

**Institution:_________________________ Phone Number:________________________**

**Signature:_________________________ Date:_______________________________**
(Please sign)
This top section is to be completed by the applicant before the form is given to the writer of recommendation:

Name of applicant: ________________________________________________________

Your relation to applicant: _________________________________________________

Certificate program(s) sought: **Project SET: Seamless Effective Transition**
**Transition Specialist**

Public Law 93-380 permits the student to inspect this recommendation if the following waiver is not signed. I voluntarily waive my right to access this recommendation under Public Law 93-380 so that it may be kept confidential.

_________________________  __________________________
Signature of candidate

**Writer of Recommendation:**

Please check the box indicating the candidate’s demonstration of the following indicators of professional disposition:

<table>
<thead>
<tr>
<th>Disposition Indicators</th>
<th>An area of strength</th>
<th>No concerns in this area</th>
<th>An area of concern</th>
<th>No occasion to observe</th>
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<tbody>
<tr>
<td>Commits to the democratic ideal of developing all students’ potential</td>
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<td>Shows sensitivity to the dynamics of culture, race, language, and gender as it relates to disability</td>
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<td>Shows commitment to improving the education of students with disabilities who live in urban areas</td>
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<td>Shows respect, dignity and understanding of individuals with disabilities</td>
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<td>Shows respect and partnership with students’ families</td>
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<td>Can respond to emergency and/or emotionally-charged situations with a calm demeanor and thoughtful next steps</td>
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<td>Has built an inclusive learning environment that is a safe zone for students and adults</td>
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<td>Willing to take initiative and try new teaching ideas</td>
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<td>Consistently demonstrates a genuine commitment to professional development</td>
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<td>Shows intellectual curiosity</td>
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<tr>
<td>Consistently seeks learning opportunities to improve one’s own teaching</td>
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<tr>
<td>Disposition Indicators</td>
<td>An area of strength</td>
<td>No concerns in this area</td>
<td>An area of concern</td>
<td>No occasion to observe</td>
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<td>Seeks to know emerging principles of good practice and use them in assessment and teaching and planning</td>
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<td>Shows creativity and resourcefulness in problem solving</td>
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<tr>
<td>Uses self-reflection to make ongoing improvements to teaching and the learning of students</td>
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<td>Shows ability to identify, analyze, and propose solutions in problem solving</td>
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<td>Designs an instructional environment that encourages and challenges students to develop creative solutions to problems</td>
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<td>Shows positive attitude toward collaborating with others</td>
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<td>Shows ability to collaborate respectfully with colleagues in small and large groups</td>
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<td>Shows effective interpersonal skills and ability to work with colleagues, families, and related professionals</td>
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<td>Shows initiative and appropriate leadership</td>
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<td>Shows a belief that all students can be successful academically and socially</td>
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<td>Shows a belief and willingness to teach and support all students</td>
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<td>Demonstrates sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of students</td>
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<td>Shows a willingness to use a wide range of assessments that are non-discriminatory in nature in order to evaluate individual students’ needs</td>
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<td>Shows a public demeanor appropriate for educational settings-voice, demeanor, and movement</td>
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<td>Can organize details and responsibilities</td>
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<td>Shows ability to function in a dependable manner in an organizational framework</td>
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<td>Works hard and systematically to address the responsibilities and expectations of current work position</td>
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<td>Can deal with the unexpected with thoughtfulness and grace</td>
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</table>
If you marked any of the above as areas of concern, please explain and indicate the extent to which the candidate has improved or could improve: