



**LOYOLA
UNIVERSITY
CHICAGO**

Preparing people to lead extraordinary lives

**DIRECTOR OF SPECIAL EDUCATION ENDORSEMENT
PROGRAM HANDBOOK**

2020-2021

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SOCIAL ACTION THROUGH EDUCATION

The School of Education (SOE) is a community comprised of students, faculty, and staff whose success is dependent upon interdependence, collaboration, and mutual respect, in that we recognize, include and capitalize on our many forms of diversity, and pool these resources in our mission as educators. We seek to build on the assets of diverse faculty, staff, and students (including, but not limited to race and ethnicity, culture, language, socioeconomic status, religion, ability, sexual orientation, gender, and gender identity) and hold high expectations for our educational practices that serve these nested groups. The director of special education endorsement (DOSE) program within the SOE sees the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking.

The SOE uses transformative education as a tool for challenging and inspiring students to improve the world around us. We view transformation on a continuum from a highly personal process (requiring risks, vulnerability, and trust) to the transformation of supports, services, and outcomes for our students, community partners, and those whom they serve. Each point on this continuum requires both reflection and a commitment to interdisciplinary and transdisciplinary collaboration that challenges our perceptions and decision-making. Programs incorporate Ignatian pedagogy and traditions, including the four processes of knowing: attention, reflection, judgment, and action and commitment. Transformative education does not have the narrow learning of a knowledge base as its outcome, but rather it prioritizes the notion of disruptive knowledge, a means or process of questioning knowledge and the valuing of learning more. The SOE prepares our candidates to critique the knowledge base and to question knowledge through a social justice lens, and simultaneously to use and contribute to knowledge for just purposes. (Learn more about [Transformative Education](#))

In working to impact both local and global communities, we recognize that we are members of many larger and overlapping communities. Within our local context, we have a deep commitment to urban communities, including attention to the sociocultural and sociopolitical issues that may transcend geography (e.g., lack of resources, educational inequity and inequality). By providing this more expansive definition, we are not limited to geographical context, rather we address injustice in any contexts. We strive to purposefully dismantle traditional boundaries between institution-based and field-based scholarly work and service, to build trust and deep, lasting relationships with our partners in education, to understand that we must work not for communities but to be *OF* those communities, working alongside them, sharing their commitment and responsibility to address their needs, priorities, and goals from a social justice perspective. Faculty, staff, and students are involved in a variety of service-learning activities which influence communities, from service-learning projects, immersion

experiences, field-based learning sequences, clinical placements and internships. Reflection occurs in many classes, from observational papers, reflection papers, and group activities. In the SOE, careful attention is given to ethics and moral decision-making, and steps for developing sound judgment is included and assessed in course work. We aim for graduates of the SOE to be prepared to be aware of their work environments and make solid judgments that lead to social justice action.

The SOE embeds social justice principles throughout course work, research, and service-oriented activities. “The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and [in which] all members are physically and psychologically safe and secure” (Bell, Adams & Griffin, 2013, p. 3). Our efforts are devoted to promoting human rights, reducing inequalities, and increasing the empowerment of society’s most vulnerable groups. Our mission is social justice, but our responsibility is to social action. We work to transcend openness, understanding, tolerance, and acceptance, instead working directly to promote equal representation where there is disproportionality, resilience where there is vulnerability or risk, access where there is isolation, and equality where there is none.

THE COHORT MODEL

Upon entry into this program, each newly-accepted class will be considered a cohort, which means that each class will experience a common core of classes presented in a specific sequence. It is very important that candidates do not experience this program as a series of disconnected courses taken on an individual basis, but rather completed as a part of a dynamic cohort that supports one another and builds strong connections with program faculty. The cohort model allows the program to offer a 20% discount on tuition to all candidates in the program.

Academic Advising

Upon entering the program, each student will be assigned an academic advisor to shepherd them through the program and ensure they successfully complete the program requirements.

To ensure effective communication of program policies and procedures between advisors and students, the program has a student Sakai site. On this site, you will find copies of the handbook, key dates and timelines, as well as other policies and procedures. To access this site, please login to Sakai and you will see a site named “DOSE Student.” Click on this site to find the program policies and procedures.

Candidate Responsibilities

The program of studies is administered through the office of the School of Education Dean. The candidate is responsible for staying abreast of all School of Education requirements and deadlines. In addition, it is the student's responsibility to see that all program requirements are met and accurately recorded. It is also the student's responsibility to see that any proposed exception to standard procedures be properly recommended and affirmed in writing. These must be made in writing from the candidate to the advisor; from the advisor to the program coordinator; from the program coordinator to the Dean of the School of Education.

It should be noted that all candidates are expected to have a strong commitment to social justice, the well-being of others, the cultivation of self-awareness, and a tolerance for cultural and individual differences. Unless determined otherwise, candidate's date of admission determines the rules under which the program requirements must be met. It is the candidate's responsibility to know and to follow those regulations and any additional regulations including deadlines applicable to them. If the candidate's program of studies must be interrupted, a leave of absence should be requested in writing to the Graduate Dean of the School of Education.

GOALS AND OBJECTIVES OF THE PROGRAM

The Director of Special Education (DOSE) program was developed to train administrators in the field of special education to establish effective and equitable systems that support children with special needs. The specific focus of the program is to train school psychologists, special education teachers, school social workers, and other educators with a focus more deeply into the area of administration of services to children with special needs. This in-depth knowledge is reflected in the four required courses coupled with the field experiences. This allows the university program to assess and improve on this knowledge through demonstrable skills. This includes an understanding of law, finance, and supervision of other professionals and cross categorical services within the schools. After completion of the program, candidates are able to apply to the Illinois State Board of Education (ISBE) to have the endorsement added to their current Professional Educator License.

PROGRAM OF STUDIES

The DOSE program is a 30 hour credit program and includes the completion of 12 credits hours (4 courses) over the Fall and Spring semesters. The remaining 18 credits hours are typically applied from the student's Master's and/or Educational Specialist program (see section on Transfer Credits for more information).

Upon successfully completing all coursework (i.e., earn a grade of C- or better), candidates can complete the application for the endorsement with ISBE along with related documents

maintained in their eportfolio (see the section on the **Error! Reference source not found.** for more information).

Transfer Credits

Students can apply up to 18 credit hours from the Masters/Educational Specialist degree towards the 30 credits. Therefore, most students will only need to complete 12 credit hours to apply for the endorsement. As required by ISBE, credits that are applied must be attained in courses related to at least one of the following areas: assessment of the atypical child, exceptional lives, assistive & adaptive technology, transition planning, home school collaboration, and exceptional child.

Upon acceptance into the program, the candidate and the advisor will review graduate school transcripts to determine the number of credits that will be applied to the endorsement. A maximum of 18 credits may be applied. Credits must be earned from an accredited/approved graduate program in one's respective field. A copy of the transcript audit form is available in Appendix A.

Program Format

The DOSE program is an online program which means that all courses, including field supervision, are offered online.

Sakai: Course content will be delivered via Sakai, the Loyola course management system. For more information on using Sakai, please click [here](#).

Zoom: In addition to Sakai, students may be asked to join video meetings using Zoom, which is the University's online, video platform. For more information on how to use Zoom, please click [here](#).

The exact structure of the online courses is up to the faculty member who teaches the course. Therefore, each course may vary in the use of Zoom, Sakai, and other online interactive systems. Regardless of the course, all courses during the Fall and Spring semesters will be offered completely online (no in-person sessions).

Course Sequence

The faculty has developed a sequence of courses (12 credits) that have been designed to align with national and Illinois state standards. All courses in this program have been aligned with standards from the State of Illinois, ISLLC Educational Leadership Policy, Council for Exceptional

Children, and the Council for the Accreditation of Educator Preparation (CAEP). The course sequence can be found in Appendix B.

Eportfolio

Candidates are expected to maintain an eportfolio in Digication to keep track of documents that they need when applying for their endorsement to ISBE. The eportfolio also allows candidates to keep track of the projects they complete in courses. Candidates are responsible for signing up for a [Digication](#) account.¹

Evaluation of Students

Students are evaluated using multiple methods from multiple sources across multiple settings in order to determine their readiness for professional practice. The following tools/procedures used throughout the program to evaluate students.

Evaluation of Knowledge Acquisition: All courses will require students to complete projects to demonstrate their knowledge on the topic explored in the course. Students must earn a grade of B or better in all required coursework in order to demonstrate they have a sufficient knowledge base.

Evaluation of Professional Dispositions: All candidates meet with their advisor to receive feedback on their dispositions as a student at Loyola in the areas of professionalism, inquiry, and social justice. Dispositions are evaluated in each course (faculty conduct the evaluations) using Digication. Candidates may find feedback on their dispositions at the end of each semester by checking their Digication account.

PROGRAM COMPLETION

The program is designed for all course work to be completed in two semesters, beginning in Fall. Therefore, it is expected that a candidate will only be enrolled for one academic year. Depending on a candidate's transcript review, there may be other courses recommended in order for a candidate to be eligible for the endorsement based on ISBE requirements.

Candidates have completed the program when they have passed the four required courses in two consecutive semesters and have 30 credits that cover the required areas of study outlined by ISBE (see section on TRANSFER CREDITS). Once all program requirements have been met,

¹ Note that the University will not begin using Digication until the Fall 2021 semester. Students enrolled in the program during the 2020-2021 academic year will not be expected to create a Digication account.

candidates will work with their advisor to complete forms that will be submitted to ISBE so that the endorsement can be added to the candidate's license.

Endorsement Exam

In addition to the required paperwork, ISBE requires all applicants for the endorsement to take the Director of Special Education (180) Test. Candidates can find more information about the test, including how to register, by visiting ISBE's testing website or by clicking [here](#).

Teacher and Principal Evaluator Training

Candidates who are in search of credentials to evaluate teachers and principals will need to complete further training outside of this program. Required training is offered through ISBE. Candidates can find more information about ISBE's evaluator training program by visiting their website or by clicking [here](#).

STUDENT RIGHTS AND RESPONSIBILITIES

PROGRAM COMMUNICATION

E-mail is our primary means of communication and it is critical that you regularly check and respond to your Loyola e-mail. Many candidates choose to have their Loyola e-mails forwarded to another account. However, because we communicate important program-related information via e-mail, it is critical that candidates have a system for regularly accessing Loyola e-mail. All candidates must adhere to Loyola's policy on use of email, which can be found here: https://luc.edu/its/itspoliciesguidelines/policy_email_general.shtml

The School of Education also sends a student newsletter that includes important information about deadlines, events, and funding opportunities. The newsletter typically comes from Ms. Nancy Goldberger, so please open these newsletters for important information.

ACADEMIC INTEGRITY/PROFESSIONAL ETHICS

The DOSE program adheres to The [School of Education's Policy on Academic Integrity](#) and the [Graduate School Policy on Academic Integrity](#). Failure to adhere to these standards (i.e., through cheating, misrepresentation of credentials or hours) may result in immediate dismissal from the program.

ACCESSIBILITY

Any student registered with the [Student Accessibility Center](#) who intends on using their accommodations must provide faculty with an accommodation letter (printed or via email). While students are encouraged to provide faculty with their letter during the first two weeks of

classes, students can register with SAC at any point in the semester. Accommodations are not retroactive and should be provided with advanced notice in order for faculty to facilitate accommodations. If you have any questions about how to implement accommodations in your course, please contact SAC at SAC@luc.edu or 773-508-3700.

ETHICSLINE REPORTING HOTLINE

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third-party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report [here](#) on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico).

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

ELECTRONIC COMMUNICATION POLICIES AND GUIDELINES

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. Here is a link to the Loyola University Chicago and School of Education official policies and guidelines: [Loyola Electronic Communication Policies](#).

STUDENT ACADEMIC, HEALTH, FINANCIAL, AND PERSONAL RESOURCES

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), we strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support. More information about CARE Referrals can be found through the [Center for Student Assistance and Advocacy \(CSAA\)](#). If you are uncomfortable doing so on your own, please know that your instructor can submit a referral on your behalf.

Academic Support Services

- Loyola Writing Center (<https://www.luc.edu/writing/>)

- Academic Advising & Support Services (<https://www.luc.edu/advising/>)
- Library Services (<http://libraries.luc.edu/students>)
- Graduate School (<https://www.luc.edu/gradschool/currentstudents.shtml>)
- Loyola Technology Services
(<https://www.luc.edu/digitalmedia/digitalmedialabs/lablocations/>).

Financial Support Services

- Graduate School (<https://www.luc.edu/gradschool/gradstudentfinance/>)
- Loyola Financial Aid office
(https://www.luc.edu/finaid/index.shtml?utm_medium=redirect&utm_campaign=finaid-redirects&utm_source=finaid/index-html)

Health and Wellness Support Services

- Loyola Wellness Center (<https://www.luc.edu/wellness/>)
- Loyola Center for Student Assistance and Advocacy (www.LUC.edu/csaa)
- Student Accessibility Center (www.LUC.edu/sac)

Personal Support Services

- Loyola Campus Ministry
(<https://www.luc.edu/campusministry/faithprograms/index.shtml>)
- Student Diversity and Multicultural Affairs Office
(<https://www.luc.edu/diversity/programs/>).
- International Students and Scholars office (<https://luc.edu/iss/>)

REMEDIATION AND GRIEVANCE PROCEDURES

Remediation Procedures

Faculty discuss student progress on a regular basis and in a formal manner once a year, at which time you will receive the results of this performance evaluation during an individually scheduled meeting. Part of the performance evaluation will be an assessment of dispositions. If during this process, faculty determine that a student concern exists in any component related to performance in the program (e.g., dispositions, progress in course work, length of time for program completion), the program chair and program faculty will develop a remediation plan as part of the process in helping students to adequately meet program benchmarks. The remediation plan will focus on objectively determining the concern and making a plan for remediation.

Remediation plans will focus on setting goals and measurable outcomes for improvement. The student will then be expected to successfully complete the parameters of the remediation plan within a designated timeline. The remediation plan will be reviewed on an ongoing basis and the student and faculty will work together to monitor progress. If progress is not made on the goals, then the faculty may recommend that the student not continue in the program. In this case, a recommendation will be made to the Deans of the School of Education for dismissal. In addition, the program faculty reserves the right to make an immediate recommendation for dismissal when an egregious situation occurs (e.g., ethical violations, etc.).

Grievance Procedures

If, as a student in the program, you have any concerns about your experiences, course-work or any academic concerns, you may initiate the grievance procedures.

Step 1: Informal Problem-Solving. Your first general approach would be to approach the instructor for course concerns, university supervisor for practicum concerns, or the Program Chair for program-level concerns. Most issues can be resolved in an informal manner through individual consultation. However, if you continue to have concerns about the program and your experiences at Loyola, your subsequent step would be to approach the Program Chair to discuss the concerns. If the issue cannot be resolved at the level, you can meet with the Assistant Dean for Academic Affairs to discuss any concerns or issues. If the issue is not resolved satisfactorily, then you can file a formal grievance.

Step 2. Formal Remediation and Grievance Procedures. To file a formal grievance, students should first follow the School of Education Grievance procedures, which can be found here: https://www.luc.edu/media/lucedu/education/pdfs/SOE_Graduate_Academic_Regulations.pdf

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APPENDIX A: TRANSCRIPT AUDIT FORM

Name: _____

Date: _____

LICENSURE

Current Teaching or Professional Education License:

Field of Specialization	License #	Expiration Date	ELIS #

WORK EXPERIENCE

Number of years of experience in relative field (2 years minimum):

Professional Experience	Years	Relevance to Endorsement

TRANSCRIPTS

	Title of Degree	University	Transcript	GPA*
MEd/MA/ MS/MSW			<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
PhD/EdD/ PsyD			<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
EdS			<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no

*Minimum GPA of 3.0 is required.

COURSE REQUIREMENTS

Students who hold a Graduate degree and a state educators license may complete the course requirements for the Director of Special Education endorsement by completing the specified courses below. A total of 30 credits of coursework are required for the endorsement. Students may apply up to 18 credits towards the required total of credits from their Graduate degree programs.**

Courses	Applied
Assessment of the Atypical Child	
Exceptional Lives	
Assistive & Adaptive Technology	
Transition Planning	
Home School Collaboration	
Exceptional Child	
TOTAL CREDITS	

**Note that no more than 18 credits can be applied from a previous degree/coursework towards the endorsement. Only graduate level courses and courses with a grade of B or higher can be applied.

APPENDIX B: COURSE SEQUENCE GRID

	Course Number and Title	Number of Credits	Program Requirements
Year 1 Fall Semester	ELPS 486: Problems in Finance and Business Management	3	✓ Complete transfer of credits
	CIEP 527: Legal and Ethical Issues in Special Education	3	
Year 1 Spring Semester	ELPS 472: Administration of Special Education Pupil Services	3	✓ Gather documentation for ISBE endorsement application ✓ Submit portfolio documents to Digication
	CIEP 510: Assessing and Adapting the General Education Curriculum	3	
Total Credits		12	