



First degree Licensure Only 2nd degree

MAJOR EVALUATION FORM – REVISED FALL 2017
SPECIAL EDUCATION Learning Behavior Specialist (LBS1)
 Overall GPA of 2.75; Major GPA of 2.75 or higher;
 All courses must have a grade of C- or higher

Name _____ eNumber _____

Application to the Special Education Program requires a **minimum overall GPA of 2.75** and passing scores on the Test of Academic Proficiency or its equivalent. See the **Application for Admission to a Teacher Education Program** in your Admission packet or the Education Department for admission criteria and procedures.

All courses on this form require grades of C-(1.70) or higher to fulfill licensure requirements. In addition, other courses may require grades of C- (1.70) or higher to fulfill licensure, minor, endorsement, or approval requirements. All educator preparation programs are subject to revisions required by changes from the Illinois State Board of Education.

All students must complete at least half of their Education courses at Elmhurst College, excluding SPE-300, 350, 450 and student teaching, and **must complete three full terms** [Fall/Spring] at EC prior to student teaching.

Elmhurst College is in the process of converting from course credits to semester hours. Please note this will not change the relative value of each class, only the way it is transcribed. 1.0 course credit = 4 semester hours

EC Course #	EC Course Title	Transfer Institution	Transfer Course #	Course Credit	Grade
Required Prerequisite Courses – grade of C- (1.70) or higher					
EDU 104	Cultural Foundations of Education in the United States				
EDU/SPE 223	Education of PK-12 Learners with Exceptionalities				
EDU/SPE 311	Educational Psychology				
MTH 325	Mathematical Concepts for Elementary Teachers I (or MTH 121 or higher)				
Major/Professional Education Courses – Grades of C or higher					
SPE 300	Introduction to Curriculum, Planning and Instruction [.75 course]				
SPE 301	Special Education Practicum I [.25 course]				
SPE 316	K-12 Literacy Instructional Strategies and Interventions [.75 course]				
SPE 338	Characteristics of Learners with Exceptionalities [.75 course]				
SPE 434	Curriculum, Assessment, Instructional Strategies for High Incidence Disabilities [.75 course]				
JANUARY TERM					
TEL 212	Theoretical Foundations of Teaching English Language Learners [.75 course]				
SPRING TERM					
SPE 350	Curriculum, Instruction and Assistive Technology [.75 course]				
SPE 352	Special Education Practicum II [.25 course]				
SPE 438	Curriculum, Assessment, Instructional Strategies for Low Incidence Disabilities [.75 course]				
SPE 439	Characteristics & Specific Needs of Students with Physical, Health and Sensory Impairments [.50 course]				
CSD 245	Survey of Communication Sciences and Disorders: Educational Setting [.50 course]				
TEL 317	Methods and Materials for Teaching English Language Learners [.75 course]				
FALL TERM					
SPE 435	The Learning Environment/Positive Behavior Support [.75 course]				
SPE 440	Diagnosis & Remediation of Reading Difficulties [.75 course]				
SPE 442	Remediation of Difficulties in Understanding & Applying Mathematics [.50 course]				
SPE 450	Special Education Practicum III: Collaboration & Professional Practice				
TEL 439	Assessment of English Language Learners [.75 course]				
JANUARY TERM					
SPE 320	Establishing Professional Relationships: Communication & Collaboration [.75 course]				
SPRING TERM					
SPE 458 A & SPE 458 B	Student Teaching in Special Education [1.5 course each placement]				

Notes:

Evaluator _____ Date _____ Update(s) _____

Date(s) Sent to Student _____