SPECIAL EDUCATION (BS)

General Undergraduate Admission Requirements

All applicants must meet the general admission requirements for Concordia University Chicago undergraduate programs as published in the Concordia University Chicago academic catalog.

New students are accepted into undergraduate degree-seeking programs for online (ADP) and on-campus (Traditional) study in the fall and spring semesters. If you have any questions please work with your admissions advisors.

Major Requirements

A course in the major must have the grade C or higher to apply to the major. No course in the major may be taken on the Pass/Fail grade option. No course in the approved program may be taken on the Pass/Fail grade option with the exception of the student teaching internship.

General Education Content Courses Required for the Special Education Licensure Program

Code	Title	Hours
EDUC-2020	Human and Cognitive Development (*)	
HIS-1200	History of the American People to 1877 (*)	
or HIS-1250	History of the American People since 1877	
PSY-2125	Child and Adolescent Psychology (*)	

Code	Title	Hours
Foundational Courses in Education		
EDUC-1050	Introduction to American Education [1]	3
EDUC-1070	Media and Technology in the Classroom	3
EDUC-2020	Human and Cognitive Development (This may satisfy a General Education requirement)	3
EDUC-2050	Teaching in Diverse Classrooms	3
EDUC-2090	Characteristics and Instruction of Exceptional Learners	3
Prerequisites to the Special Education Professional Coursework		
EDUC-2500	Foundations of Literacy	3
EDUC-2400	Literature for Children, Adolescents and Young Adults (This may satisfy a General Education requirement)	3
MAT-1411	Mathematics for Teachers: Number and Measurement	3
PSY-2125	Child and Adolescent Psychology (This may satisfy a General Education requirement)	
Professional Education Courses for Teacher Candidacy in Special Education [2]		
Special Education Methods Block I [3]		
EDEL-3500	Content and Methods for Elementary Literacy	3
EDSP-4751	Characteristics of Students with Special Needs: High Incidence	3
EDSP-4752	Instructional Strategies and Curricular Adaptations for Students with Special Needs: High Incidence	4
EDSP-4754	Assessment of Individuals with Disabilities	3
Special Education Methods Block II [3]		
EDEL-4905	Content and Methods for Elementary Math	3
(Prerequisite: MAT-1411, MAT-1805 and MAT-1812 and acceptance into the College of Education)		
EDSP-4761	Characteristics of Students with Special Needs: Low Incidence	3
EDSP-4762	Instructional Strategies and Curriculum Adaptations for Student with Special Needs: Low Incidence	4
EDSP-4763	Adaptive and Assistive Technology for Individuals with Disabilities	3
EDSC-4220	Literacy Instruction in the Content Areas	3
Specail Education Methods Block III [3]		
EDMG-4900	Content and Methods for Middle Grades Literacy	3
EDSP-4771	Educational Collaboration	3
EDSP-4772	Including Individuals with Disabilities in School and Community	3
EDSP-4773	Classroom Behavior Support and Management	3
EDSP-4774	Topics and Procedures in Special Education	3
Student Teaching Internship Semester		
EDSP-4960	Student Teaching Internship - Special Education	15
EDUC-4985	Student Teaching Seminar	0
Minor (Optional)		
Lutheran Teacher Education students automatically fulfill the requirements for a Theology minor		
Electives		
As needed to meet the 121-hour degree requirement		
Total Hours		**83**

1 LTE candidates should take EDUC-1060 Intro to American Education for Public & Lutheran Teachers.

2 Must be admitted to Teacher Candidacy to enroll in the professional methods coursework. The professional coursework sequence focuses on the professional formation of the teacher.

3 Blocks I, II and III are taken in sequence and contain coursework required to be taken as a group in the same semester.

Middle Grades Literacy Endorsement Option for Special Education Majors

Special Education majors take all of the coursework needed to fulfill the requirements for the Middle Grades Literacy Endorsement. The coursework is already embedded into the program. The requirements for the Middle Grades Endorsement, set forth by the state, add value to the special education teacher candidate's preparation by providing a content area endorsement in addition to the Special Education License – LBS1.

This is a subsequent endorsement, requiring a passing score on the Content test in Middle Grades (5-8) Language Arts and an additional ISBE processing fee.

Student Teaching Internship

The Student Teaching Internship is in a special education assignment every day for the 16-week semester under the guidance of a classroom cooperating teacher. Candidates must also enroll in the edTPA Seminar and Colloquium during the internship. The intern will be supported and evaluated by the University supervisor. Candidates must meet the requirements for Transition Point Two: Admission to the Student Teaching Internship Semester to begin the internship. Subsequently, candidates must meet the requirements for Transition Point Three: Completion of the Student Teaching Internship Semester. Attendance at scheduled edTPA seminars and Colloquium is required. The **College of Education Manual** provides details and guidelines for meeting the criteria for successful completion of the Internship Semester and the process for obtaining the Illinois Professional Educator License.

Graduation Requirements

Students in the College of Education must meet all University requirements found in the Academic Information section of this catalog. Specific requirements of the College of Education include the following:

- Earn a minimum cumulative GPA of 2.75 for all college-level coursework completed at CUC.
- Earn a grade of C or higher for courses serving as prerequisites for other courses.
- Earn a grade of D- or higher for general education courses that are not prerequisites for other courses.
- Earn a grade of C or higher in coursework applied to Professional Program requirements.
- Earn a grade of C or higher for Professional Instructional (Methods) course(s).
- A passing score on the Illinois State Licensure Test(s) (taken prior to student teaching for those seeking licensure).
- A passing score on the EdTPA (for those seeking licensure).
- A passing grade for the Student Teaching Internship and a passing grade for both semesters of the DCE internship.

The College of Education Initial Licensure Program has a stipulation indicating that students in the COE may not take ***any*** course as Pass/Fail without permission of the Division Chair or College Dean. Students may not take a course as Pass/Fail if the course is mandated by their licensure program through ISBE. Students may not take a course as Pass/Fail including courses with the following course codes - EDEC, EDEL, EDMG, EDSC, EDSP, EDKS and EDUC. The student teaching internship course and the edTPA course are excluded from this policy because they are automatically Pass/Fail. General education courses outside of the required licensure programs may be taken as Pass/Fail if they are in alignment with the University policy.

In addition to the overall minimum credits for the degree major, minor, endorsement, and special programs (Honors Program for example) requirements are also necessary if they have been declared. Deficiency in any area of the program will delay awarding of the degree and will require filing of a new intent to graduate. Students may elect to drop minors, additional endorsements, or other special programs if they present an obstacle to graduation.