

M.A. IN SPECIAL EDUCATION

The purpose of the M.A. in Special Education, and Special Education License programs, is to equip, educate, empower, and engage special education teachers for the 21st century across the state of Minnesota and beyond. The Special Education programs emphasize the practical application of the theoretical and research bases of the discipline, special education foundations, data-based decision-making, as well as ethical/spiritual issues related to the profession. Students will learn from current researchers in the field along with current practitioners in Minnesota K-12 public schools. Students will have the option to choose from four different license tracks: Academic Behavioral Strategist, Autism Spectrum Disorders, Developmental Cognitive Disabilities, and/or Emotional Behavioral Disorders.

Program Outcomes

1. Students will develop habits of self-directed, lifelong learning in order to navigate the evolving field of special education. (CORE, License)
2. Students will utilize critical thinking and data-based decision making in the implementation of appropriate special education programming. (CORE, License)
3. Students will apply ethical principles to the profession of special education. (CORE, License)
4. Students will demonstrate effective collaboration skills to use with K-12 public schools, families, and outside agencies. (CORE, License)
5. Students will respond appropriately to cultural and faith differences at school and in the family. (SEP, CORE, License Specific)
6. Students will integrate a Christian perspective and personal values with the professional practice of special education. (Institution)
7. Demonstrate a synthesis of license-specific standards and general best practices.
8. Students will be able to write effectively to communicate with all stakeholders, including an academic audience.

Design and Delivery

Courses offered are generally taken one at a time sequentially throughout the calendar year, including the summer months. M.A. in Special Education courses are delivered fully online with 2-4 Saturday intensives over the course of 18-29 months.

Accreditation

Bethel's graduate teacher education degree programs are accredited by the Minnesota Professional Educator Licensing and Standards Board (PELSB) which has approved Bethel's Graduate education programs leading to initial and add-on licenses in various K-12, 9-12, 5-8, and 5-12 content areas; initial and add-on licenses in various special education disability areas; as well as an add-on license in Teacher Coordinator of Work-based Learning.

If the MN Professional Educator Licensing and Standards Board (PELSB) changes any content standards or education standards after a student is admitted into a Bethel education program, the student is responsible to complete and pay for appropriate classes to meet the standard(s) either at Bethel or another college/university.

Admission Requirements

The M.A. degree and licenses in special education will consider applicants who:

- Meet the general requirements (<https://catalog.bethel.edu/admissions/graduate-admissions-requirements/>) for admission to the Graduate School.

M.A. in Special Education 2

- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate degree and official transcripts or NACES or AICE evaluations from all undergraduate and graduate schools attended. Undergraduate transcript(s) may be waived if transfer credit(s) are not used being used to fulfill content area requirements.
- Have earned a baccalaureate degree or higher from an institutionally accredited (or internationally recognized as equivalent) institution.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Submit two professional *Admission References*.
- Submit a written *Statement of Purpose*.¹
- Interview with the program director or enrollment counselor.¹
- Submit a copy of current or most recent state or internationally recognized teaching license at the elementary, secondary, or K–12 (or equivalent) level. Applicants without a current teaching license will be considered for admission to the special education program.
NOTE: Students who become licensed in *ABS K–12*, *ASD B–21*, *DD K-12* or *EBD K–12* but do not have a regular teaching license prior to entering the program will only be eligible to teach in those areas of special education license, not as regular education teachers.
- Submission of current Tier 3 or 4 Minnesota teaching license is sufficient documentation of completion of equivalent Standards of Effective Practice (SEP) coursework listed in the degree requirements.
- Submit a current resume.

Students who have not achieved the minimum GPA, grade standards, or other assessment criteria may still apply to be considered for provisional acceptance. See *Admission Categories*.

¹ Required if this is the student's first special education license.

Students must complete one to two of the following concentrations: Standards of Effective Practice, Academic Behavioral Strategist K–12; Autism Spectrum Disorders B–21, Developmental Disabilities K–12, and/or Emotional/Behavioral Disorders K–12; or complete the basic program sequence. Bethel offers each concentration fully online with 2-4 Saturday intensives.

| Code | Title | Credits |
|---|--|--------------|
| Special Education (M.A.) | | |
| Bethel Core Courses | | |
| EDUC 795 | Writing the Thesis * | 4 |
| SPED 618 | Instructional Strategies for Students with Mild-Moderate Disabilities | 4 |
| SPED 655 | Classroom-based Assessment and Field Experience | 4 |
| Minnesota PELSB Special Education Core | | |
| SPED 602 | Introduction to Special Education: History, Law, Academics, and Behavior | 4 |
| SPED 617 | Norm-Reference Assessment and Field Experience | 4 |
| SPED 623 | Consultation, Collaboration, and Resources | 2 |
| SPED 627 | Programming and Planning for Special Education | 2 |
| SPED 629 | Reading Foundations and Field Experience | 4 |
| Select one to two concentrations | | 10-30 |
| Total Credits | | 38-58 |

* Course must be taken for credit at Bethel.

Academic Behavioral Strategist Concentration (13-15 credits)

| Code | Title | Credits |
|----------------------|---|--------------|
| SPED 633 | Characteristics of Mild-Moderate Disabilities (ABS) | 4 |
| SPED 635 | Responsive Instruction, Intervention, and Assessment (ABS) | 2 |
| SPED 639 | Intro to Behavioral Methods & Mental Health for Mild-Mod Special Needs (ABS, EBD) & Field Experience ¹ | 4 |
| SPED 770 | ABS: Student Teaching ² | 3-5 |
| or SPED 782 | SPED Practicum for Teachers of Other Licenses | |
| or SPED 786 | Academic Behavioral Strategist: Practicum | |
| Total Credits | | 13-15 |

Autism Spectrum Disorders Concentration (13-15 credits)

| Code | Title | Credits |
|----------------------|---|--------------|
| SPED 643 | Characteristics of ASD (ASD) | 2 |
| SPED 645 | ASD: Evaluation, Communication, and Intervention Strategies and Field Experience ¹ | 4 |
| SPED 649 | Planning, Instruction, and Consultation for ASD (ASD) | 4 |
| SPED 771 | ASD: Student Teaching ² | 3-5 |
| or SPED 782 | SPED Practicum for Teachers of Other Licenses | |
| or SPED 787 | Autism Spectrum Disorders: Practicum | |
| Total Credits | | 13-15 |

Developmental Disabilities Concentration (13-15 credits)

| Code | Title | Credits |
|----------------------|---|--------------|
| SPED 661 | Foundations of Developmental and Cognitive Disabilities/ Intellectual Disabilities | 2 |
| SPED 667 | Instruction and Intervention for Students with Intellectual Disabilities | 4 |
| SPED 669 | Supporting Students with Intellectual Disabilities Across Systems and Field Experience ¹ | 4 |
| SPED 774 | DD: Student Teaching | 3-5 |
| or SPED 782 | SPED Practicum for Teachers of Other Licenses | |
| or SPED 779 | DD: Practicum | |
| Total Credits | | 13-15 |

Emotional/Behavioral Disabilities Concentration (13-15 credits)

| Code | Title | Credits |
|-------------|---|---------|
| SPED 604 | Child & Adolescent Psychopathology | 3 |
| SPED 613 | Intervention Strategies for Moderate to Severe Behavioral Disabilities | 3 |
| SPED 639 | Intro to Behavioral Methods & Mental Health for Mild-Mod Special Needs (ABS, EBD) & Field Experience ¹ | 4 |
| SPED 773 | EBD: Student Teaching ² | 3-5 |
| or SPED 782 | SPED Practicum for Teachers of Other Licenses | |

| | |
|-------------|----------------|
| or SPED 788 | EBD: Practicum |
|-------------|----------------|

Total Credits**13-15****Standards of Effective Practice Concentration (15 credits)**

In order for students to be able to access financial aid for the standards of effective practice (SEPs) courses, the 16 credits of SEPs must be part of the Master's degree program as an additional required concentration. Students who enroll with a Minnesota Tier 3 or 4 teacher license are not required to take this SEP concentration.

| Code | Title | Credits |
|----------------------|---|----------------|
| TEAC 521 | Foundations of Education | 2 |
| TEAC 524 | Educational Psychology | 4 |
| TEAC 526 | General Methods of Instruction | 4 |
| TEAC 528 | Diversity, Equity, and Inclusion in Education | 4 |
| TEAC 595 | School-Wide Systems Field Experience ¹ | 1 |
| Total Credits | | 15 |

Basic Program Sequence (10 credits)

| Code | Title | Credits |
|----------------------|---|----------------|
| SPED 633 | Characteristics of Mild-Moderate Disabilities (ABS) | 4 |
| SPED 635 | Responsive Instruction, Intervention, and Assessment (ABS) | 2 |
| SPED 639 | Intro to Behavioral Methods & Mental Health for Mild-Mod Special Needs (ABS, EBD) & Field Experience ¹ | 4 |
| Total Credits | | 10 |

¹ This course requires 30 hours/8 weeks in a school setting.

² Course must be taken for credit at Bethel.