

B.A. IN SPECIAL EDUCATION K-12 ACADEMIC BEHAVIORAL STRATEGIST

The Academic Behavioral Strategist (ABS) teaching program (<https://www.bethel.edu/undergrad/academics/education/majors-minors/special-education/>) is designed to prepare teachers for teaching in a K-12, mild-moderate special education setting. The program is developed to give ABS teachers a solid foundation in the liberal arts, knowledge and understanding of human development and learning processes for students with exceptionalities, methods of teaching students with mild-moderate disabilities in the areas of academic and behavior, and required due process procedures related to special education.

NOTE: With the exception of interim, the add, drop, and withdrawal deadlines for the B.A. in Special Education K-12 Academic Behavioral Strategist program (<https://www.bethel.edu/undergrad/academics/education/majors-minors/special-education/>) follows the College of Adult and Professional Studies calendar (<https://catalog.bethel.edu/adult-professional-studies/academic-calendar/>) published in the catalog.

| Code | Title | Credits |
|---|---|---------|
| Major in K-12 Special Education: Academic Behavioral Strategist (B.A.) | | |
| EDU 200 | Introduction to Education | 3 |
| EDU 201 | Introduction to Education Field Experience | 1 |
| EDU 203 | School Health and Drugs | 2 |
| EDU 220 | Introduction to Middle Level Education | 3 |
| EDU 240 | Educational Psychology | 3 |
| EDU 241 | Educational Psychology Field Experience | 1 |
| EDU 317GZ | Educational Equity | 4 |
| EDU 320 | Pedagogy and the Young Adolescent Learner | 1 |
| EDU 321 | Integrated Literacy in the Content Areas | 1 |
| SPD 205 | Introduction to Special Education | 2 |
| SPD 208 | Introduction to Academic and Behavior Management for the Exceptional Learner | 3 |
| SPD 220 | Reading Foundation | 3 |
| SPD 221 | Reading Field Experience | 1 |
| SPD 300 | Characteristics of Mild-Moderate Disabilities | 3 |
| SPD 310 | Norm-Referenced Assessment | 4 |
| SPD 318 | Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities | 4 |
| SPD 325 | Special Education Planning and Programming | 3 |
| SPD 331 | Responsive Instruction, Intervention, and Assessment | 3 |
| SPD 341 | Introduction to Behavioral Methods & Mental Health for Mild to Moderate Special Needs | 3 |
| SPD 355 | Classroom-Based Assessment | 3 |
| SPD 370 | Assessment Field Experience | 1 |
| SPD 373 | Academic Behavioral Strategist Field Experience | 1 |
| SPD 375 | Consultation, Collaboration, & Resources | 3 |
| SPD 480 | Student Teaching - Academic Behavioral Strategist | 14 |
| Select one of the following: | | 3 |

B.A. in Special Education K-12 Academic Behavioral Strategist 2

| | | |
|------------------------------|--|----------------|
| MAT 101M | Mathematics for the 21st Century | |
| MAT 201M | Mathematics for Elementary Education 1 | |
| Select two of the following: | | 4 |
| NAS 101D | Science Concepts -Life Science | |
| NAS 102D | Science Concepts - Earth/Space Science | |
| NAS 103D | Science Concepts -Chemistry | |
| NAS 104D | Science Concepts - Physics | |
| Code | Title | Credits |
| Major | | 77 |
| General Education | | 39-40 |
| Electives | | 5-6 |
| Total Credits | | 122 |

Courses whose number is followed by a letter fulfill a General Education requirement.

SPD 205 • Introduction to Special Education 2 Credits

Identification of the impact historical and philosophical foundations, legal bases, and contemporary issues have on special education. Identification of common disability category characteristics. Description of the impact culture, faith, and linguistics have on special education. Description of how the Individuals with Disabilities Education Act (IDEA) impacts special education.

Prerequisites: EDU 200; EDU 201; Admission to the Teacher Education program. Offered: See your advisor for course rotation.

SPD 208 • Introduction to Academic and Behavior Management for the Exceptional Learner 3 Credits

Introduction to how special education and general education academic systems work together. Identification of functional behavioral assessments, processes, and principles of individual and school-wide systems of supports. Demonstration of how evidence-based instruction can be adapted. Identification of how required curricular components direction instruction. Analysis of positive instructional environments.

Prerequisites: EDU 200 and EDU 201. Offered: See your advisor for course rotation.

SPD 220 • Reading Foundation 3 Credits

Identification of relationships among reading, writing, and oral language, comprehension processes, and instructional strategies. Description of the structure of the English language and word identification strategies, and the role of vocabulary knowledge in language. Analysis of different texts for K-12 classrooms. Assessment strategies for reading and writing needs.

Prerequisites: EDU 200 and EDU 201. Offered: See your advisor for course rotation. Special Notes: See your advisor if you have already taken EDU 272.

SPD 221 • Reading Field Experience 1 Credit

Identification of relationships among reading, writing, and oral language, comprehension processes, and instructional strategies. Description of the structure of the English language and word identification strategies, and the role of vocabulary knowledge in language. Analysis of different texts for K-12 classrooms. Assessment strategies for reading and writing needs.

Prerequisites: SPD 220. Offered: See your advisor for course rotation. Special Notes: See your advisor if you have already taken EDU 273.

SPD 300 • Characteristics of Mild-Moderate Disabilities 3 Credits

Exploration of the five disability categories represented under Academic Behavioral Strategist (ABS). Identification of strategies that support stakeholders of children with mild-moderate needs. Explanation of topics that form the basis for special education practice for students with mild-moderate disabilities. Identification of the impact culture and linguistics has on special education.

Prerequisites: EDU 200 and EDU 201. Offered: See your advisor for course rotation.

SPD 310 • Norm-Referenced Assessment 4 Credits

Description of standards and critical elements in the special education assessment process. Identification of test development principles and evaluation of standardized assessment instruments for special education decision-making. Description of responsibilities of assessment team members. Synthesis of assessment data. Application of scriptural principles to assessment in special education. *Prerequisites: Major in special education. Corequisites: Must be taken concurrently with SPD 370. Offered: See your advisor for course rotation.*

SPD 318 • Foundations of Instructional Strategies for Students with Mild-Moderate Disabilities 4 Credits

Development of an instructional sequence for students in special education. Evaluation of data for making accommodations and modifications. Identification of differentiation strategies. Application of evidence-based practices. Identification of the relationship between teaching and learning theories and academic standards. Exploration of the relationship between faith concepts and instruction in special education. *Prerequisites: EDU 200 and EDU 201. Offered: See your advisor for course rotation.*

SPD 325 • Special Education Planning and Programming 3 Credits

Development and evaluation of an individual education program based on student assessment results. Consideration of technology, supplementary aids, services, and transition needs of students. Synthesis of cultural, ethnic, and linguistic diversity. Demonstration of best practice and collaboration techniques between school, family, and outside agencies. *Prerequisites: Major in special education. Offered: See your advisor for course rotation.*

SPD 331 • Responsive Instruction, Intervention, and Assessment 3 Credits

Identification of appropriate assessment measures and professional resources related to interventions. Interpretation of assessment and progress monitoring data to make informed instructional and placement decisions. Creation of research-based interventions, instruction, and modifications based on data collected through collaboration with stakeholders. Description of student assessment results. *Prerequisites: EDU 200 and EDU 201. Offered: See your advisor for course rotation.*

SPD 341 • Introduction to Behavioral Methods & Mental Health for Mild to Moderate Special Needs 3 Credits

Introduction to behavior methods and mental health for students with mild/moderate special education needs. Interventions for K-12 students with mental health and behavioral needs. Impact of mental health and behavioral diagnoses within K-12 education. Identification of roles of professionals within and outside the school related to mental health. *Prerequisites: EDU 200 and EDU 201. Offered: See your advisor for course rotation.*

SPD 355 • Classroom-Based Assessment 3 Credits

Description of legal, professional, and ethical standards in assessment related to informal assessment measures and environmental factors influencing student achievement and behavior. Description of student's learning style, strengths, and analysis of behavior based on observations and assessment data. Identification of the influence diversity, age, and gender have on assessment. *Prerequisites: Major in special education. Corequisites: Must be taken concurrently with SPD 370. Offered: See your advisor for course rotation.*

SPD 370 • Assessment Field Experience 1 Credit

Identification of students' strengths and needs through assessment. Identification of the purpose of multidisciplinary teams. Development of an evaluation report. Explanation of assessment results with family, student, and staff. Creation of interventions. Development of a plan for continued professional development in the area of assessment. 30 hours/10 weeks. *Prerequisites: Major in special education. Corequisites: Must be taken concurrently with SPD 310 and SPD 355. Offered: See your advisor for course rotation.*

B.A. in Special Education K-12 Academic Behavioral Strategist 4

SPD 373 • Academic Behavioral Strategist Field Experience 1 Credit

Identification of students with mild to moderate disabilities through the special education referral, evaluation, and eligibility process. Clarification of IEP team meeting and development components, as well as roles and responsibilities of IEP team members. Identification of effective academic and behavioral interventions, accommodations, and modifications. Integration of faith and teaching.

Prerequisites: Major in special education. Offered: See your advisor for course rotation.

SPD 375 • Consultation, Collaboration, & Resources 3 Credits

Focus on the communication skills necessary to consult and collaborate effectively with parents, administrators, teachers, paraprofessionals, and agency personnel about the special needs of students. Identification of resources, outside agencies, as well as transition needs and services. Clarification of personal beliefs and adjusting to diverse student needs within special education.

Prerequisites: Major in special education. Offered: See your advisor for course rotation.

SPD 480 • Student Teaching - Academic Behavioral Strategist 14 Credits

Management of a special education teacher's responsibilities, implementation of procedures necessary to incorporate referral, assessment and evaluation, and IEP planning. Consultation with parents and professionals to provide special education services to students. Implementation of interventions. Analysis of personal and professional growth, development, and efficacy. 12 weeks supervised student teaching.

Prerequisites: Admission to student teaching; 2.75 GPA; Major in special education. Offered: See your advisor for course rotation.