

M.A. IN SPECIAL EDUCATION

Overview

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.

Program 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, 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.

At the time of this publication, offering courses with the new Standards of Effective Practice (SEP) are pending final approval from the Minnesota Professional Educator Licensing and Standards Board.

Admission Requirements

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

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

Degree Requirements

M.A. in Special Education

The required curriculum for the M.A. in Special Education comprises a 38-58 credit sequence of courses. 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 2-3 Saturday intensives.

Code	Title	Credits
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.

M.A. in Special Education Concentrations

Concentration in Standards of Effective Practice

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
TEAC 751	Student Teaching Seminar *	1
Total Credits		16

Concentration in Academic Behavioral Strategist

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-Moderate Special Needs (ABS, EBD) & Field Exper †	4
SPED 780 or SPED 786 or SPED 782	ABS: Student Teaching * Academic Behavioral Strategist: Practicum SPED Practicum for Teachers of Other Licenses	3-4
Total Credits		13-14

Concentration in Autism Spectrum Disorders

Code	Title	Credits
SPED 643	Characteristics of ASD (ASD)	2
SPED 645	ASD: Evaluation, Communication, and Intervention Strategies †	4
SPED 649	Planning, Instruction, and Consultation for ASD (ASD)	4
SPED 781 or SPED 787 or SPED 782	ASD: Student Teaching * Autism Spectrum Disorders: Practicum SPED Practicum for Teachers of Other Licenses	3-4
Total Credits		13-14

Concentration in Developmental Disabilities

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 ‡	4
SPED 779 or SPED 784 or SPED 782	DD: Practicum * DD: Student Teaching SPED Practicum for Teachers of Other Licenses	3-4
Total Credits		13-14

Concentration in Emotional/Behavioral Disabilities

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- Moderate Special Needs (ABS, EBD) & Field Exper ‡	4
SPED 783 or SPED 788 or SPED 782	EBD: Student Teaching * EBD: Practicum SPED Practicum for Teachers of Other Licenses	3-4
Total Credits		13-14

Basic Program Sequence

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- Moderate Special Needs (ABS, EBD) & Field Exper ‡	4
Total Credits		10

* Course must be taken for credit at Bethel.

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