

DEVELOPMENTAL DISABILITIES K-12 LICENSE

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.

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.
- 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.

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- 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.

License Requirements

To be recommended for a license students must:

- Maintain academic success, which is defined as completion of each teacher licensure course and each content course with a passing grade: S, C, or higher.
- Maintain character, ethics, and relational skills consistent with the professional educator's role and responsibility. Any student failing to meet this expectation may be asked to discuss other viable options for professional development with the program director.
- Complete required license standards, which are subject to change at any time by the Professional Education Licensing and Standards Board (PELSB).
- Meet the PELSB license standards in place at the time of program completion.

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.

Developmental Disabilities K-12 License (37-54 credits)

The curriculum for the Developmental Disabilities K-12 License is 37-54 credits. Courses are designated as Standards of Effective Practice (SEP) courses, Special Education License Core (SPED) courses, and DD License (DD) courses. Students with a full professional teaching license take only the SPED Core and DD courses. Students with a qualifying special education license take only the DD courses. All others take the SEP, SPED Core, and DD courses.

Code	Title	Credits
Standards of Effective Practice courses: 16 credits ²		
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 ²	1
Special Education License Core courses: 16 credits		
SPED 602	Introduction to Special Education: History, Law, Academics, and Behavior	4
SPED 617	Norm-Reference Assessment and Field Experience ²	4
SPED 623	Consultation, Collaboration, and Resources	2
SPED 627	Programming and Planning for Special Education	2
SPED 629	Reading Foundations and Field Experience ²	4
DD License courses: 21-23 credits		

SPED 618	Instructional Strategies for Students with Mild-Moderate Disabilities	4
SPED 655	Classroom-based Assessment and Field Experience	4
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 ²	4
SPED 774 or SPED 782	DD: Student Teaching ¹ SPED Practicum for Teachers of Other Licenses	3-5
Total Credits		37-54

Developmental Disabilities K–12 (DD) add-on License (13 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 ²	4
SPED 779	DD: Practicum	3
Total Credits		13

¹ Course must be taken for credit at Bethel.

² This course requires 30 hours of field work in a K-12 setting.