

SPECIAL EDUCATION (SE)

SE 5181 Collaborative Action Research in Special Education (3 Credits)

A course for special education teaching practitioners in which a school-based problem is examined from the standpoint of how it can be best addressed given what is known about evidence-based practices in the field of special education. A blueprint for solving the problem is prepared including a statement and purpose for the action research (including essential definitions), what is known about the issue in the special education literature, the scope, assumptions and limitations of the project, and research questions and hypotheses. Course culmination will include collection of data, analysis of that data, conclusions and recommendations based on the impact on students with disabilities and student outcomes.

SE 5190 Educational Testing (3 Credits)

This course will focus on administering, scoring, interpreting and reporting on achievement, special skill and diagnostic tests used in special education and school psychology. The emphasis will be on diagnosis and prescriptive writing. It is restricted to special education students.

SE 5300 Special Education Law (3 Credits)

This three-credit course will give participants a greater understanding of both federal and New Hampshire special education law. Time will be spent on Section 504 of the Rehabilitation Act of 1973. This course is designed and intended for teachers and special education administrators. You do not need to be a law student to succeed in this class. There is a heavy emphasis in this course on theory to practice, "practical news you can use" the next day in your profession. Students will review the most current cases and trends in special education law, analyze cases, and learn how to research both statutory and case law.

SE 5400 Classroom Interventions and Special Education Strategies (3 Credits)

Analysis of models and dynamics involved in planning, teaching, and evaluating environments for special needs students. An overview of special education, characteristics of individuals with disabilities, individualized educational plans, functional behavior assessment, practical teaching strategies, and the New Hampshire Special Education Process and Policies. An observation component of 15 hours will be required of all students not presently in a school or teaching situation.

SE 5560 Special Topics in Special Education (1-3 Credits)

An in-depth study of a particular topic, contemporary issue or concern. The course will be taught by a specialist within the field being studied or as an alternative methodology. A faculty member will coordinate a series of guest speakers who will meaningfully address the topic. Since topics vary, the course may be repeated with permission of the instructor. Unscheduled.

SE 5561 Identification of Emotional Behavior Disorder (3 Credits)

This course provides an in-depth examination and general overview of the study of behavior disorders of children and youth in educational, clinical, and social settings. The focus of this course will be on the development and implementation of strategies for children and youth with emotional and behavioral concerns associated with atypical behaviors. Information will be presented regarding parent counseling, precision teaching, and other strategies. Basic concepts include: (1) the nature, extent, and history of the problem and conceptual approaches to it; (2) the identification and assessment of the problem(s) at hand; (3) causal factors; (4) the distinct features and elements that define and distinguish disordered emotions and behaviors; (5) effectively teaching students with emotional and behavioral disorders.

SE 5563 PBIS: School-wide Approaches for All Students (3 Credits)

This course provides an in-depth examination of Positive Behavioral Interventions and Support (PBIS) with emphasis on school-wide approaches designed to enhance school climate and the emotional well being of all students. Students will learn how to create and nurture a leadership team of stakeholders who are responsible for school wide implementation as well as evidence based strategies for improving behavior and academic achievement. Topics include developing school wide expectations, creating a behavior matrix, designing teaching scripts to address prosocial behaviors, creating a school wide reinforcement system, determining office versus classroom referrals, designing a data-based system for behavior, and evaluating the universal system using data based decision making and utilizing data for improving practice.

SE 5564 PBIS: Comprehensive Approaches for Students with Intense and Chronic Needs (3 Credits)

This course exposes students to comprehensive, multi-system approaches designed to enhance the emotional well being and reduce the problem behavior of students with intense and chronic needs including those identified as emotionally disturbed under the Individuals with Disabilities Act (IDEA). Using the PBIS approach to systems change, students will learn how to develop and implement, in collaboration with families and community partners, a process for addressing the behavior and functioning of students who are not experiencing success with universal and targeted interventions. Topics include wraparound planning for multiple life domains, interagency coordination, family involvement, community involvement, methods for changing behavior, affect and cognitions, and evaluating the intensive system using data based decision making.

SE 5566 PBIS: Targeted Approaches for Students at Risk (3 Credits)

This course addresses targeted methods designed to enhance the emotional well being and reduce the problem behavior of students who are at risk for school failure but who do not necessarily qualify for special education services. Using the positive behavioral interventions and support approach to systems change, students will learn how to create and nurture a problem solving team of professionals who are responsible for developing evidence based strategies for improving the behavior and academics of students for whom universal, school wide approaches have been insufficient. Topics include completing functional behavioral assessments of targeted students, creating behavior intervention plans based on functional behavioral assessment, designing and implementing targeted group interventions aimed at reducing problem behavior and increasing prosocial behavior and academic achievement of targeted students, and evaluating the targeted system data-based decision making for improving practice.

SE 5568 PBIS: Facilitation Specialist as Coach and Resource Person (3 Credits)

This course provides students with the collaboration and consultation skills necessary to enhance the emotional well being and reduce the problem behaviors of all students in schools, including those identified as emotionally disturbed under the Individuals with Disabilities Act (IDEA). Within the context of a positive behavioral interventions and support model, student will learn how to be a school based PBIS coach in order to support the systems of change process in their schools. Topics include the process of systems change, collaboration with families and community agencies, team development and building, data based decision making and nurturing the PBIS initiative.

SE 5570 Autism and Spectrum Disorders (3 Credits)

This course will deal with the specifics of cognitive impairment focusing on mental retardation, autism, Asperger, PDD, communication disorders and all their subgroups. Specific definitions, special education rights and legislation will be discussed in terms of these special populations. Assessment of intellectual functioning, assessment procedures, classroom adaptations, behaviors, causes and prevention, developing curriculum and goals, independent life skills, transitions to career and functional life skills will be discussed in detail.

SE 5571 Identifying Students with Autism and Spectrum Disorders (3 Credits)

The learner will gain knowledge related to the needs of students with Autism Spectrum Disorder; will collaborate with teams to assess students to determine the existence of Autism Spectrum Disorder. Learners will incorporate the results and recommendations of educational assessments and develop appropriate treatment plans and a system for monitoring case management of students with Autism Spectrum Disorder.

SE 5581 Technology for Diverse Learners (3 Credits)

This course provides an in-depth look of the use of technology with diverse learners. An overview of two federal laws (IDEA and NCLB) and the examination of the research of learning technologies will be presented. Students will be engaged in hands-on experience with desktop software, online resources and specialized software designed to support diverse learners. Opportunities will be provided for students to develop classroom activities and curriculum planning guidelines for integrating technology tools into the content areas to accommodate a range of student learning differences.

SE 5600 Language & Learning Disability (3 Credits)

This introductory course will cover the following areas: definition of LD, reading problems, language deficits both oral and written, mathematics underachievement, social skills deficits, attention and behavioral problems, academic achievement, and comorbidity with other disabilities, prevalence, environmental factors, standardized, criterion referenced, informal reading, curriculum-based measurement, and testing. Educational approaches such as explicit instruction, content enhancement, and placement alternatives will be explored. Current issues and future trends in the field of LD will be discussed.

SE 5601 Advanced Psycho Educational Assessment of Learning Disabilities and Exceptionalities (3 Credits)

This course is designed to provide the student with advanced assessment skills related to special education identification for students with learning disabilities in reading, writing, and math. Students will develop proficiency in the administration, scoring, and interpretive analysis of various assessment instruments, as well as reporting findings using effective written and oral communication skills. Participants are expected to have some prior knowledge of standardized assessment practices, learner differences, teaching methods and curriculum in general and special education, and basic statistical understanding. Characteristics of learning disabilities will be presented with corresponding assessment methods including norm-referenced, standardized assessments, responsive to intervention approach to identification (RTI), curriculum-based measurements (CBMs), and remedial intervention programs. Prerequisites: students must have certification in general special education, and a previous course in special education law.

SE 5700 Advanced Curriculum for Students with Learning Disabilities (3 Credits)

This course will involve teacher candidates in an in-depth study of effective core content-related materials and instructional practices for students with learning disabilities. Teachers will examine student outcome data and student response to intervention to intensify effective instruction. Teacher candidates will also collaborate with general education colleagues in inclusive environments to provide research-based instruction, evaluate student outcomes, and make informed instructional decisions for students with language-related disabilities. Prerequisite(s): students must be certified in general special education and have a course in special education law.

SE 5750 Individual Research in Special Education (1-3 Credits)

Designed so that students may pursue in-depth a personal interest in the field of special education. Students, working with a faculty advisor, carry out the research from design to completion. The final product must be approved by the project director. *Unscheduled.*

SE 5760 Collaboration, Consultation and Leadership in Special Education (3 Credits)

This course is designed to assist participants in examining the nature of collaboration in organizations, the consultation process and essential leadership skills in special education. Students will learn about the nature of collaboration and examine examples of effective collaboration skills, as well as participate in guided practice of those skills. Emphasis will be given to concepts of intervention, management models and an analysis of the variety of special education needs.

Prerequisite(s): SE 5300, SE 5600, SE 5770, and SE 6040.

SE 5765 Working with Families and Children: Ethical and Legal Issues (3 Credits)

Focuses on the ethics of special education laws, regulations and policies. Students will use case studies that pose ethical dilemmas in order to understand the complex issues underlying such issues as inclusion, labeling, IDEA, least restrictive environment (LSE) compliance, due process, parent involvement, awareness of ethical responsibilities, ethical decision making, confidentiality, record keeping, and informed consent. The spirit versus the letter and the morality of special education will also be explored. A special focus will be on transacting an ethic of care in school best practices that promote democratic decision making, advocacy, and the empowerment of parents.

SE 5770 Behavioral Disorders in School Aged Children (3 Credits)

This course is designed to provide teachers with increased understanding of the needs of children who display maladaptive behaviors associated with conduct disorders in school settings. Students will investigate specific causes, diagnosis, assessment methods, interventions, etiology, co-morbidity, subtypes, pharmacotherapy, the role of the classroom teacher, and possible resources.

SE 5910 Independent Study in Special Education (1-3 Credits)

Enrichment of the background of students in education through the pursuit of a special topic pertinent to their interests and abilities. A chance for an in-depth study of a problem in the field of education. Consent of a faculty supervisor and department chair is required.

SE 5960 Special Education Teaching Internship (1-12 Credits)

A supervised field experience in one of several cooperating institutions or agencies. The purpose is to gain meaningful work experience through applying knowledge learned in previous coursework to the on-the-job situation. Commitment includes a negotiated number of hours per week. Supervision is done by the institution or agency concerned and by PSU faculty.

SE 5961 Special Education Teaching Internship (1-12 Credits)

A supervised field experience in one of several cooperating institutions. The purpose is to gain meaningful work experience through applying knowledge learned in coursework to the on-the-job situation. Commitment includes 12 hours per week within the school environment over three days, and one three-hour seminar per month.

SE 5962 Learning Disabilities Internship (3 Credits)

A supervised field experience in one of several cooperating institutions and/or agencies. The purpose is to gain meaningful work experience through applying knowledge learned in previous coursework to the on-the-job situation. Commitment includes a negotiated number of hours per week, 150 hours for 3 credits, these hours to be divided in conjunction with supervisor and student. Supervision is done by the institution or agency concerned and by PSU faculty.

Prerequisite(s): students must be certified in general special education, have a special education law course, and have completed all other requirements in the learning disabilities program.

SE 6040 Curriculum Development in Special Education (3 Credits)

This course is designed to assist candidates in acquiring the skills, knowledge and competencies necessary for curriculum development as it relates to special education and the general education curricula. Each participant will have the opportunity to examine models of curriculum-based assessment designed to generate better educational programs for students with disabilities. Each student will demonstrate an understanding of the instructional process with emphasis on students with disabilities. Keys to this understanding will include management considerations, instructional practices and evaluative and collaborative activities.

SE 7800 Special Educational Leadership Practicum (3-6 Credits)

A collaborative supervised field experience in one of several cooperating institutions or agencies. The purpose is to gain meaningful work experience as a special education administrator through applying knowledge learned in coursework to on-the-job situations.