

# SPECIAL EDUCATION (MED)

## Education, Democracy, and Social Change

Plymouth State's General Special Education certification programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and aligned with the national Council for Exceptional Children (CEC) standards. Coursework in special education address competencies in such areas as classroom management, survey of exceptionalities, human development, foundations, assessment, and teaching strategies. Our experienced faculty will address issues such as development and characteristics of learners, language development, learning differences, instructional strategies, special education law, and language.

Plymouth State University offers the following options in Special Education:

- MEd in Special Education (Non-certification)
- MEd General Special Education, K-12 Certification
- General Special Education, K-12 Certification Only
- One-Year Intensive MEd General Special Education, K-12 Certification

## Degree Requirements

### Optional Concentrations in this Major

#### MEd in Special Education (Non-certification)

#### Curriculum Requirements

Course	Title	Credits
<b>Learning Theory Component</b>		
ED 5030	Research Design	3
ED 5060	Theories of Learning and Cognitive Development	3
<b>General Special Education Component</b>		
SE 5300	Special Education Law	3
SE 5581	Technology for Diverse Learners	3
SE 5600	Language & Learning Disability	3
SE 5760	Collaboration, Consultation and Leadership in Special Education	3
SE 5765	Working with Families and Children: Ethical and Legal Issues	3
<b>Elective Component</b>		
Complete four courses of the following (or 5xxx courses in AD, CO, ED, 12 IN, OH, RL, SE, SY or TE):		
SE 6040	Curriculum Development in Special Education	
IN 5970	Integrating the Arts	
IN 5400	Imagination, Creativity and Innovation	
ED 5140	Assessment: Principles and Practices	
CE 5040	Technology & Innovation	
SE 5190	Educational Testing	
SE 5570	Autism and Spectrum Disorders	
SE 5563	Multi-Tiered System of Supports: Universal Interventions	
SE 5564	Multi-Tiered System of Supports: Comprehensive and Intensive Interventions	
SE 5566	Multi-Tiered: Targeted Secondary Interventions	
SE 5568	Multi-Tiered Systems of Support: Facilitation and Leadership	

SE 5770	Behavioral Disorders in School Aged Children	
<b>Capstone Experience</b>		
ED 6900	Graduate Capstone Project	3
or SE 5181	Collaborative Action Research in Special Education	
<b>Total Credits</b>		<b>36</b>

## MEd General Special Education, K-12 Certification

Courses in special education address competencies in such areas as classroom management, survey of exceptionalities, human development, foundations, assessment, and teaching strategies. This concentration is aligned with the Council of Exceptional Children standards and is nationally accredited.

Requirements for certification may change, subject to changes made by the New Hampshire Department of Education (NHDOE). Teacher candidates can find the latest NHDOE standards at [education.nh.gov/index.htm](http://education.nh.gov/index.htm) (<http://education.nh.gov/>).

Plymouth State University's General Special Education certification programs are aligned with the national Council for Exceptional Children (CEC) Standards and are nationally accredited.

#### Curriculum Requirements

Course	Title	Credits
<b>Master's Core Component</b>		
ED 5000	Social Behavior in a Diverse Society	3
SE 5765	Working with Families and Children: Ethical and Legal Issues	3
ED 5030	Research Design	3
or SE 5181	Collaborative Action Research in Special Education	
<b>Learning Theory Component</b>		
ED 5060	Theories of Learning and Cognitive Development	3
SE 5600	Language & Learning Disability	3
Choose one option:		3
SE 5400	Classroom Interventions and Special Education Strategies	
SE 5570	Autism and Spectrum Disorders	
TE 5050	Mainstream Classroom Strategies for English Language Learners	
IN 5970	Integrating the Arts	
SE 5581	Technology for Diverse Learners	3
<b>Specialization Component</b>		
SE 5300	Special Education Law	3
SE 5770	Behavioral Disorders in School Aged Children	3
SE 5190	Educational Testing	3
SE 5760	Collaboration, Consultation and Leadership in Special Education	3
SE 6040	Curriculum Development in Special Education	3
<b>Capstone Experience</b>		
SE 5960	Special Education Teaching Internship	6
<b>Total Credits</b>		<b>42</b>

## General Special Education, K-12 Certification Only

Additional information regarding credits for the Certification only options can be found at Certification Programs, Educator and Specialist – Advanced Degrees (<https://coursecatalog.plymouth.edu/holmes-center->

school-partnerships-educator-preparation/) on the Holmes Center for School Partnerships and Educator Preparation.

### Curriculum Requirements

Course	Title	Credits
<b>Learning Theory Component</b>		
ED 5060	Theories of Learning and Cognitive Development	3
SE 5600	Language & Learning Disability	3
Choose one option:		3
SE 5400	Classroom Interventions and Special Education Strategies	
SE 5570	Autism and Spectrum Disorders	
IN 5970	Integrating the Arts	
TE 5050	Mainstream Classroom Strategies for English Language Learners	
SE 5581	Technology for Diverse Learners	3
<b>Specialization Component</b>		
SE 5300	Special Education Law	3
SE 5770	Behavioral Disorders in School Aged Children	3
SE 5190	Educational Testing	3
SE 5760	Collaboration, Consultation and Leadership in Special Education	3
SE 6040	Curriculum Development in Special Education	3
<b>Capstone Experience</b>		
SE 5960	Special Education Teaching Internship	6
<b>Total Credits</b>		<b>33</b>

## One-Year Intensive MED General Special Education, K-12 Certification

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This concentration is designed for the professional who would like to engage in intensive training to gain knowledge and skills in the field of special education. The one-year intensive program follows a prescribed sequence of coursework paired with a special education internship. Through this intensive format, candidates receive a Master of Education (MED) with NH General Special Education K–12 certification in one year. Taught by faculty who are specialists and leaders in the field, courses are designed to provide candidates with the knowledge and skills crucial to teaching effectively in today's inclusive classrooms.

This 42-credit full-time program is for candidates who have completed an undergraduate degree in a teacher certification program or related educational field and are interested in working effectively in today's inclusive classrooms or related fields. Courses in this program are taught using a hybrid format (some face-to-face meetings with some online components) and are designed in scope and sequence to allow candidates to apply course concepts in school settings, to collaborate with professionals in the field, and to collaborate within a cohort model. Beginning in the summer term, candidates progress through the program three to four courses at a time over one year. In addition, candidates engage with students with exceptionalities through an internship in the fall and spring terms, providing candidates with a variety of opportunities for field-based project completion and practical application of course concepts. Plymouth State University's General Special Education certification programs are aligned with the national

Council for Exceptional Children (CEC) Standards and are nationally accredited.

### Program Requirements

The candidate must have successfully completed an undergraduate degree in K–3, K-6, K–8, K–12, 5–12, or 7–12 teacher certification, or related educational field (e.g., Adventure Education, Early Intervention, Social Work).

The candidate must successfully complete a comprehensive screening interview with the special education program coordinator in addition to meeting graduate admissions requirements. Application materials must be received by April 15 of the admitting year with courses to begin in June.

### Required Courses

The cohort groups will be formed at the onset of the program, summer term, and will be monitored by the special education program coordinator. Students entering the program must meet the following prerequisite: courses in human development, diversity, general exceptionalities, philosophy, and literacy.

### Curriculum Requirements

Course	Title	Credits
<b>Major Requirements</b>		
SE 5181	Collaborative Action Research in Special Education	3
or ED 5030	Research Design	
SE 5190	Educational Testing	3
SE 5300	Special Education Law	3
SE 5570	Autism and Spectrum Disorders	3
SE 5581	Technology for Diverse Learners	3
SE 5600	Language & Learning Disability	3
SE 5760	Collaboration, Consultation and Leadership in Special Education	3
SE 5765	Working with Families and Children: Ethical and Legal Issues	3
SE 5770	Behavioral Disorders in School Aged Children	3
TE 5050	Mainstream Classroom Strategies for English Language Learners	3
SE 6040	Curriculum Development in Special Education	3
SE 5961	Special Education Teaching Internship	9
<b>Total Credits</b>		<b>42</b>

## Learning Outcomes

- Understand theories of child and adolescent development and principles of learning.
- Have the ability, as a member of the educational team to develop the Individualized Education Plan/Individualized Family Support Plan and to identify, design and promote individualized supports, strategies, accommodations and modifications that meet children's educational needs.
- Understand and demonstrate knowledge of federal and state laws and local policies that pertain to individuals with disabilities.
- Have the ability to identify and utilize evidence-based practices to maximize student learning outcomes for students with disabilities.
- Understand and demonstrate knowledge of how significant variations in development impact learning.

- Have the ability to identify and use appropriate instructional methods curriculum and technologies that support children with disabilities: a-access information, b-communication skills, c-interact with peers, adults and their environment, d-demonstrate learning.
- Demonstrate competency in collaboration, advocacy, coordination of family and school educational efforts and case management.
- Have the ability, in collaboration within a team, including parents to facilitate the development of social, behavioral and academic skills in students and work in partnerships with families to promote their full participation in the educational process.
- Understand and collaboratively solve ethical and legal dilemmas that arise in the education of students with disabilities.
- Design, implement and evaluate a variety of strategies including positive behavioral supports and interventions.
- Have the ability to administer, as a member of the educational team, appropriate assessments to: a-determine eligibility for special education, b-develop the Individualized Education Plan/Individualized Family Support Plan, c-plan instruction, d-evaluate progress, e-review and revise programs and f-communicate educational results to others.
- Display conduct characteristic of developing professionals.
- Have knowledge of differential characteristics of individuals with various types and natures of disabilities, as well as the implications for the development and implementation of programs and services.
- Have the ability to organize and help groups accomplish objectives and bring about change as well as collaborate and engage in shared decision making with building and agency administrators to support appropriate programs for students with disabilities.
- Have the ability to lead effective planning, implementation and review of improvement processes.
- Have knowledge of systems and organizations and their management theories.
- Have the ability to manage personnel practices including recruitment, selection, performance evaluation and improvement plans.
- Have knowledge of current issues, principles of adult learning and models of effective professional development in educational settings; and the ability to design and implement professional development opportunities at district, building and individual levels to improve results for students with disabilities.
- Have the ability to plan, develop and monitor budgets, audit fiscal reports and procure reimbursement from any state or federal sources which are available.
- Have the ability to make decisions which reflects a thorough knowledge of current federal law and regulations and state law and rules for students with disabilities as well as the ability to locate, use and cite New Hampshire laws and rules pertaining to the operation of schools.
- Have the knowledge of a wide array of curriculum and instructional practices designed for students with disabilities to promote the development of critical knowledge and skills and the ability to develop and implement service-delivery programs based on effective practices which address the range of students with disabilities.
- Will understand theories of child and adolescent development and principles of learning.
- Have knowledge of principles of assessment of students with disabilities including valid evaluation tools and their use in eligibility determination, development of individualized education plans and monitoring student progress.
- Display conduct characteristic of developing professionals.