SPECIAL EDUCATION (MED)

Education, Democracy, and Social Change

Program Coordinator: Ann Berry, PhD
E-mail: abberry@plymouth.edu

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
- MEd Special Education, K-12 Administrator Certification
- Special Education Administrator, K-12 Specialist Certification Only

Note: Students may also pursue a post-master’s Certificate of Advanced Graduate Studies (CAGS) in Educational Leadership with a concentration in Special Education Administrator K-12 Certification.

Degree Requirements

Optional Concentrations in this Major

MEd in Special Education (Non-certification)

Curriculum Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 5030</td>
<td>Research Design</td>
<td>3</td>
</tr>
<tr>
<td>ED 5060</td>
<td>Theories of Learning and Cognitive Development</td>
<td>3</td>
</tr>
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</table>

General Special Education Component

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE 5300</td>
<td>Special Education Law</td>
<td>3</td>
</tr>
<tr>
<td>SE 5581</td>
<td>Technology for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>SE 5600</td>
<td>Language &amp; Learning Disability</td>
<td>3</td>
</tr>
<tr>
<td>SE 5760</td>
<td>Collaboration, Consultation and Leadership in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SE 5765</td>
<td>Working with Families and Children: Ethical and Legal Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Component

Complete four courses of the following (or 5xxx courses in AD, CO, ED, 12 IN, OH, RL, SE, SY or TE):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>SE 6040</td>
<td>Curriculum Development in Special Education</td>
</tr>
<tr>
<td>IN 5970</td>
<td>Integrating the Arts</td>
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<tr>
<td>IN 5400</td>
<td>Imagination, Creativity and Innovation</td>
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<tr>
<td>ED 5140</td>
<td>Assessment: Principles and Practices</td>
</tr>
<tr>
<td>CE 5040</td>
<td>Technology &amp; Innovation</td>
</tr>
<tr>
<td>SE 5190</td>
<td>Educational Testing</td>
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</tbody>
</table>

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/).

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

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<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ED 5000</td>
<td>Social Behavior in a Diverse Society</td>
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<tr>
<td>SE 5765</td>
<td>Working with Families and Children: Ethical and Legal Issues</td>
<td>3</td>
</tr>
<tr>
<td>ED 5030</td>
<td>Research Design</td>
<td>3</td>
</tr>
<tr>
<td>or SE 5181</td>
<td>Collaborative Action Research in Special Education</td>
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Learning Theory Component

<table>
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<tbody>
<tr>
<td>ED 5060</td>
<td>Theories of Learning and Cognitive Development</td>
<td>3</td>
</tr>
<tr>
<td>SE 5600</td>
<td>Language &amp; Learning Disability</td>
<td>3</td>
</tr>
<tr>
<td>Choose one option:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SE 5400</td>
<td>Classroom Interventions and Special Education Strategies</td>
<td>3</td>
</tr>
<tr>
<td>SE 5570</td>
<td>Autism and Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>TE 5050</td>
<td>Mainstream Classroom Strategies for English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>IN 5970</td>
<td>Integrating the Arts</td>
<td>3</td>
</tr>
<tr>
<td>SE 5581</td>
<td>Technology for Diverse Learners</td>
<td>3</td>
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Specialization Component

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SE 5300</td>
<td>Special Education Law</td>
<td>3</td>
</tr>
<tr>
<td>SE 5770</td>
<td>Behavioral Disorders in School Aged Children</td>
<td>3</td>
</tr>
<tr>
<td>SE 5190</td>
<td>Educational Testing</td>
<td>3</td>
</tr>
<tr>
<td>SE 5760</td>
<td>Collaboration, Consultation and Leadership in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SE 6040</td>
<td>Curriculum Development in Special Education</td>
<td>3</td>
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</tbody>
</table>
Capstone Experience
SE 5960 Special Education Teaching Internship 6
Total Credits 42

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
Learning Theory Component
ED 5060 Theories of Learning and Cognitive Development 3
SE 5600 Language & Learning Disability 3
Choose one option:
SE 5400 Classroom Interventions and Special Education Strategies 3
SE 5570 Autism and Spectrum Disorders 3
IN 5970 Integrating the Arts 3
TE 5050 Mainstream Classroom Strategies for English Language Learners 3
SE 5581 Technology for Diverse Learners 3
Specialization Component
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
Capstone Experience
SE 5960 Special Education Teaching Internship 6
Total Credits 33

One-Year Intensive MEd General Special Education, K-12 Certification
Program Coordinator: Ann Berry, PhD
E-mail: abberry@plymouth.edu

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
Major Requirements
SE 5181 Collaborative Action Research in Special Education Research Design 3
or ED 5030
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
Total Credits 42

MEd Special Education, K-12 Administrator Certification
Program Coordinator: Marcel Lebrun, PhD
E-mail: mrlebrun@plymouth.edu

Graduates of this concentration are eligible for certification as a special education administrator in New Hampshire. Reciprocity through inter-state compacts extends this certification to additional states.
This program requires previous certification in K–12 General Special Education as well as five years of teaching experience.

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/%20).

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<td>Research Design for the Professions</td>
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<td>ED 5000</td>
<td>Social Behavior in a Diverse Society</td>
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#### Initial Course in Educational Leadership Component

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<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>AD 5010</td>
<td>Organizational Leadership in Schools</td>
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#### Educational Leadership Component

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<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>AD 5020</td>
<td>Staff Development &amp; Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>AD 5300</td>
<td>Managing Educational Resources</td>
<td>3</td>
</tr>
<tr>
<td>AD 5700</td>
<td>School Law</td>
<td>3</td>
</tr>
<tr>
<td>or SE 5300</td>
<td>Special Education Law</td>
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#### Special Education Component

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SE 5564</td>
<td>Multi-Tiered System of Supports: Comprehensive and Intensive Interventions</td>
<td>3</td>
</tr>
<tr>
<td>SE 5760</td>
<td>Collaboration, Consultation and Leadership in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SE 6040</td>
<td>Curriculum Development in Special Education</td>
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#### Capstone Experience

<table>
<thead>
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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SE 7800</td>
<td>Special Educational Leadership Practicum</td>
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</table>

| Total Credits | 36 |

### Special Education Administrator, K-12 Specialist Certification Only

Students in this program must already have prior certification in General Special Ed K–12. Students must already have a master's degree or be awarded a master's degree at the same time this credential is awarded. 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.

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<td>ED 5060</td>
<td>Theories of Learning and Cognitive Development</td>
<td>3</td>
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<tr>
<td>AD 5700</td>
<td>School Law</td>
<td>3</td>
</tr>
<tr>
<td>or SE 5300</td>
<td>Special Education Law</td>
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#### Capstone Experience

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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SE 7800</td>
<td>Special Educational Leadership Practicum</td>
<td>3</td>
</tr>
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</table>

| Total Credits | 27 |

### Graduate Certificate

#### Positive Behavioral Interventions and Support (PBIS) Certificate

**Program Coordinator:** Marcel Lebrun, PhD  
**E-mail:** mllebrun@plymouth.edu

The Positive Behavioral Interventions and Support (PBIS) graduate certificate is designed for teachers, para-educators, administrators, guidance counselors, psychologists and other school or community providers, and family members interested in increasing their understanding of the process of enhancing the emotional well being of students through systemic, positive, prevention-focused, and data-based decision making in schools. This program may be completed fully online.

#### Program Requirements

- The candidate must hold a baccalaureate degree in education or a related field.
- The special education program coordinator must interview the candidate.
- The candidate must complete 12 credits from the PBIS course list. Courses will be determined according to the student's needs and must be approved by the program coordinator.
- The student must maintain a 3.0 grade point average or higher in the program.

#### Competencies

- Knowledge and application of positive behavioral interventions and supports designed to enhance the emotional well-being of all students in schools.
- Knowledge and application of universal, positive, and proactive school-wide approaches designed to enhance discipline practices and school climate, including:
  - developing skills in collaboration and consultation with colleagues and families;
  - developing and implementing school-wide expectations;
  - developing and implementing a behavior matrix of expectations across settings;
  - developing and implementing teaching scripts to address pro-social behaviors;
  - developing and implementing a school-wide reinforcement system;
  - determining office versus classroom referrals;
  - developing and implementing a database system for behavior;
  - evaluating the universal system using data-based decision making for improving practice.
- Knowledge and application of targeted approaches aimed at addressing the behavior of students for whom universal interventions are insufficient, including:
  - developing skills in collaboration and consultation with colleagues and families;
  - developing and implementing a process for addressing the behavior of students who are not experiencing success with universal interventions;
  - completing functional behavioral assessments on targeted students;
• completing behavior intervention plans based on functional behavioral assessments;
• designing and implementing targeted group interventions aimed at reducing problem behavior and increasing pro-social behavior and academic achievement;
• evaluating the targeted system using data-based decision making for improving practice.
• Knowledge and application of intensive approaches aimed at addressing the behavior of students for whom targeted interventions are insufficient, including:
  • developing skills in collaboration and consultation with colleagues and families;
  • developing and implementing a process for addressing the behavior of students who are not experiencing success with universal and targeted interventions;
  • developing skills in wrap-around planning;
  • developing skills in inter-agency coordination;
• evaluating the intensive system using data-based decision making for improving practice.

### Curriculum Requirements

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>SE 5563</td>
<td>Multi-Tiered System of Supports: Universal Interventions</td>
<td>3</td>
</tr>
<tr>
<td>SE 5564</td>
<td>Multi-Tiered System of Supports: Comprehensive and Intensive Interventions</td>
<td>3</td>
</tr>
<tr>
<td>SE 5566</td>
<td>Multi-Tiered: Targeted Secondary Interventions</td>
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<tr>
<td>SE 5568</td>
<td>Multi-Tiered Systems of Support: Facilitation and Leadership</td>
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Total Credits 12

Students who are part of a school that is implementing PBIS may register and receive graduate credits for some of the work that they are doing at the school level.