

SPECIAL EDUCATION (MED)

Education, Democracy, and Social Change

Program Coordinator: Ann Berry, PhD

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PSU offers a MEd in Special Education (non-certification), which is the most flexible option for students who are not interested in pursuing certification. In addition to the major, students may choose from the following concentrations:

- General Special Education K–12 Certification
- One-Year Intensive General Special Education K–12 Certification
- K–12 Administrator Certification

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

Course	Title	Credits
Learning Theory Component		
ED 5030	Research Design	3
ED 5060	Theories of Learning and Cognitive Development	3
General Special Education Component		
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
Elective Component		
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	PBIS: School-wide Approaches for All Students	
SE 5564	PBIS: Comprehensive Approaches for Students with Intense and Chronic Needs	
SE 5566	PBIS: Targeted Approaches for Students at Risk	
SE 5568	PBIS: Facilitation Specialist as Coach and Resource Person	
SE 5770	Behavioral Disorders in School Aged Children	
Capstone Experience		
ED 6900	Graduate Capstone Project	3

or SE 5181 Collaborative Action Research in Special Education	
Total Credits	36

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.

Curriculum Requirements

Course	Title	Credits
Master's Core Component		
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	
Learning Theory Component		
ED 5060	Theories of Learning and Cognitive Development	3
SE 5600	Language & Learning Disability	3
SE 5400	Classroom Interventions and Special Education Strategies	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		42

General Special Education, K-12 Certification Only

Curriculum Requirements

Course	Title	Credits
Learning Theory Component		
ED 5060	Theories of Learning and Cognitive Development	3
SE 5600	Language & Learning Disability	3
SE 5400	Classroom Interventions and Special Education Strategies	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 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.

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 May 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-sites: 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	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
Total Credits		42

Special Education, K-12 Administrator Certification

Program Coordinator: Marcel Lebrun, PhD
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Graduates of this concentration are eligible for certification as a special education administrator in New Hampshire. Reciprocity through interstate 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>).

Curriculum Requirements

Course	Title	Credits
Master's Core Component		
AD 5030	Research Design for the Professions	3
ED 5000	Social Behavior in a Diverse Society	3
IN 5400	Imagination, Creativity and Innovation	3
ED 5060	Theories of Learning and Cognitive Development	3
Initial Course in Educational Leadership Component		
AD 5010	Organizational Leadership in Schools	3
Educational Leadership Component		
AD 5020	Staff Development & Evaluation	3
AD 5300	School Finance and Negotiation	3
AD 5700	School Law	3
or SE 5300	Special Education Law	
Special Education Component		
SE 5564	PBIS: Comprehensive Approaches for Students with Intense and Chronic Needs	3
SE 5760	Collaboration, Consultation and Leadership in Special Education	3

SE 6040	Curriculum Development in Special Education	3
Capstone Experience		
SE 7800	Special Educational Leadership Practicum	3
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.

Curriculum Requirements

Course	Title	Credits
Special Education Administration Certification Component		
AD 5010	Organizational Leadership in Schools	3
AD 5020	Staff Development & Evaluation	3
AD 5300	School Finance and Negotiation	3
SE 5564	PBIS: Comprehensive Approaches for Students with Intense and Chronic Needs	3
SE 5760	Collaboration, Consultation and Leadership in Special Education	3
SE 6040	Curriculum Development in Special Education	3
ED 5060	Theories of Learning and Cognitive Development	3
AD 5700	School Law	3
or SE 5300	Special Education Law	
Capstone Experience		
SE 7800	Special Educational Leadership Practicum	3
Total Credits		27

Graduate Certificate

Positive Behavioral Interventions and Support (PBIS) Certificate

Program Coordinator: Marcel Lebrun, PhD
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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 interagency coordination;
 - evaluating the intensive system using data-based decision making for improving practice.

Curriculum Requirements

Course	Title	Credits
PBIS Component		
SE 5563	PBIS: School-wide Approaches for All Students	3
SE 5564	PBIS: Comprehensive Approaches for Students with Intense and Chronic Needs	3
SE 5566	PBIS: Targeted Approaches for Students at Risk	3

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SE 5568	PBIS: Facilitation Specialist as Coach and Resource Person	3
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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.