

SPECIAL EDUCATION (MED)

Education, Democracy, and Social Change

Plymouth State's General Special Education certification programs are accredited by the Association for Advancing Quality in Education Preparation (AAQEP) and the state of New Hampshire. Coursework in special education address competencies in such areas as classroom management, categories of disability under IDEA, learning differences, assessment, UDL/Differentiation/Classroom Adaptations, and inclusive teaching strategies. Our faculty will address issues such as development and characteristics of learners, co-teaching and collaboration, learning differences, instructional strategies, special education law and inclusive best practices for a wide range of learners.

Plymouth State University offers the following options in Special Education:

- MEd General Special Education, K-12 Certification
- General Special Education, K-12 Certification Only
- One-Year Intensive MEd General Special Education, K-12 Certification

Students who are interested in a non-licensure option should explore the Inclusive Education concentration of the M.Ed in Teaching and Curriculum Development

Admission Requirements

The Special Education programs require the following materials to be submitted through our online application (<https://www.plymouth.edu/apply/>):

- Recommended 3.0 or better GPA in undergraduate coursework
- Official transcripts from any/all college level work
- Three professional recommendations
- Current Resume
- Statement of interest
- NH Residency Verification form (NH residents only)

Deadlines

Students can apply for admission to any of the upcoming semesters.

- Fall – August 1
- Spring – December 1
- Summer – April 15

**The One Year Intensive program begins in the Summer semester only.*

Degree Requirements

Optional Concentrations in this Major

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/>).

Curriculum Requirements

Course	Title	Credits
Professional Competencies (if not previously met)		
ED 5400	Introduction to the Professional Education Standards	2
ED 5410	Intermediate Level: Professional Education Standards	2
ED 5420	Advanced Level: Professional Education Standards	2
Special Education Core		
SE 5100	Foundations in Special Education	3
SE 5110	Development and Characteristics of Learners	3
SE 5120	Understanding Learning Differences	3
SE 5130	Learning Environments, Social Environments & Curricular Knowledge	3
SE 5140	Assessment in Special Education	3
SE 5150	Instructional Planning & Strategies in English Language Arts	3
SE 5155	Instructional Planning & Strategies in Math	3
SE 5160	Collaboration, Professional Practice & Advocacy in Special Education	3
Elective Component (Choose 1)		3
SE 5570	Autism and Spectrum Disorders	
SE 5770	Behavioral Disorders in School Aged Children	
SE 5581	Technology for Diverse Learners	
Capstone Experience		
SE 5965	Internship Seminar	1-9
Total Credits		34-42

General Special Education, K-12 Certification Only

Our k-12 special education licensure only option allows teacher candidates to complete the requirements to be recommended for licensure in the state of New Hampshire. For candidates intetested in licensure, a transcript analysis will be completed upon acceptance into the program to determine which competencies, if any, have been previously met. Based on this analysis, competencies still needed and aligned courses will be identified.

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
Professional Competencies (if not previously met)		
ED 5400	Introduction to the Professional Education Standards	2
ED 5410	Intermediate Level: Professional Education Standards	2
ED 5420	Advanced Level: Professional Education Standards	2
Special Education Core		
SE 5100	Foundations in Special Education	3
SE 5110	Development and Characteristics of Learners	3

SE 5120	Understanding Learning Differences	3
SE 5130	Learning Environments, Social Environments & Curricular Knowledge	3
SE 5140	Assessment in Special Education	3
SE 5150	Instructional Planning & Strategies in English Language Arts	3
SE 5155	Instructional Planning & Strategies in Math	3
SE 5160	Collaboration, Professional Practice & Advocacy in Special Education	3
Capstone Experience		
SE 5965	Internship Seminar	1-9
Total Credits		31-39

One-Year Intensive MEd General Special Education, K-12 Certification

Program Coordinator: Sara Scribner, PhD
E-mail: Sara.scribner@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 an online format (some synchronous online courses, as well as some asynchronous) 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 disabilities 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.

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), as well as passed the Praxis Core/similar Pearson exam or otherwise met this requirement (such as using SAT scores).

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
Professional Competencies (if not previously met)		
ED 5400	Introduction to the Professional Education Standards	2
ED 5410	Intermediate Level: Professional Education Standards	2
ED 5420	Advanced Level: Professional Education Standards	2
Special Education Core		
SE 5100	Foundations in Special Education	3
SE 5110	Development and Characteristics of Learners	3
SE 5120	Understanding Learning Differences	3
SE 5130	Learning Environments, Social Environments & Curricular Knowledge	3
SE 5140	Assessment in Special Education	3
SE 5150	Instructional Planning & Strategies in English Language Arts	3
SE 5155	Instructional Planning & Strategies in Math	3
SE 5160	Collaboration, Professional Practice & Advocacy in Special Education	3
Elective Component (Choose 1)		3
SE 5570	Autism and Spectrum Disorders	
SE 5770	Behavioral Disorders in School Aged Children	
SE 5581	Technology for Diverse Learners	
Capstone Experience		
SE 5965	Internship Seminar	6
Total Credits		39

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 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.