

EDUCATION (ED)

ED 5000 Social Behavior in a Diverse Society (3 Credits)

Recognizing that social behavior occurs within an intercultural context, that include ethical components, students will develop the basic knowledge and foundations necessary to understand and influence social behavior in a diverse society. Texts, readings, and learning modules have been chosen and/or designed to facilitate the student's ability to understand the nature of social behavior cross culturally.

ED 5010 Philosophy, Ethics & Education (3 Credits)

A study of the historical, philosophical, and social-philosophic foundations of education. Emphasis is placed upon the ideas of the classical, medieval, Enlightenment, and post-Enlightenment periods that have influenced types of American educational systems relative to their mission and purpose. Analysis of how these systems have defined ethics and the characteristics of the virtuous person.

ED 5030 Research Design (3 Credits)

Knowledge and understanding of the commonly accepted research designs. Study of research instruments and statistics used in educational research. Wide reading in various types of research design. Critical analysis of research design.

ED 5050 Mainstream Classroom Strategies for English Language Learners (3 Credits)

This course is designed especially for mainstream teachers who want to know more about how to better meet the needs of English language learners (ELLs) in their classroom. It provides an in-depth examination of widely-used, evidence-based techniques for teaching non-native speakers of English within the mainstream classroom. In addition to an overview of current theories for teaching English language learners, the course foregrounds strategies and practical hands-on ways for engaging, teaching and assessing ELLs within the K-12 mainstream classroom. Participants gain a theoretical grounding as well as practice with scaffolding content for language learners, and developing individualized learner strategies. This course includes instruction in using CALLA, the Cognitive Academic Language Learning Approach, and SIOP (Sheltered Instruction Observation Protocol), with ELLs.

ED 5060 Theories of Learning and Cognitive Development (3 Credits)

An overview of current theories concerning the brain, development, and learning. Analysis of developmental concepts from birth through adolescence and adulthood. Discussion of language acquisition, thinking and learning styles, multiple intelligence, and creativity. Topics include teaching, learning, and assessment issues related to cultural diversity, technology, and learning differences.

ED 5080 Instructional Strategies and Curriculum Design (3 Credits)

Focuses on providing students interested in elementary or secondary teaching with prerequisite skills necessary for successful student teaching. Students will demonstrate competence in: knowledge of curriculum, lesson and interdisciplinary unit planning, organizing and delivering instruction, adjusting instruction for diverse learning styles, individual needs and cultures, evaluating outcomes of instruction and use of a variety of classroom management strategies. Seminars will address issues related to teaching and emphasize student reflection and evaluation of their teaching. All students will be required to complete directed observation, participation and teaching in an assigned school. Discussions of ethical practices and professionalism will permeate the course.

Prerequisite(s): ED 5270.

ED 5090 Crucial Issues in Education (1-3 Credits)

Explores significant problems affecting contemporary education. Focuses on identification of the problems, research and recommendations leading to solutions. Major emphasis on research elements. Unscheduled. Repeatable for a max of 3 credits.

ED 5140 Assessment: Principles and Practices (3 Credits)

The emphasis throughout this course is on the practical application of appraisal techniques in education. Critical concepts related to assessment and the integration of assessment into teaching and learning include: the role of assessment in teaching, how validity is determined, factors influencing reliability, avoiding stereotypes, understanding and using numerical data, using standardized assessment to improve instruction, and ideas and strategies for mining and reporting assessment data.

ED 5180 Collaborative Action Research (1-3 Credits)

A course for teaching/administrative practitioners in which a local educational problem is examined from the standpoint of how it can best be studied and solved. A blueprint for solving the problem is prepared including: statement and purpose, scope, assumptions/hypotheses, limitations and essential definitions. Course culmination will include collection of data, analysis of that data, conclusions and recommendation preparation that follow appropriate form and style. Repeatable for a max of 3 credits.

ED 5190 Introduction to Grant Proposal Writing (3 Credits)

Students will be introduced to the art of grant proposal writing for public and private funding sources. Students will develop a grant proposal as part of the course. Sources of funding will be provided. Offered according to demand.

ED 5210 Graduate Practicum (1-6 Credits)

A supervised practicum experience in one of several cooperating institutions or agencies in New Hampshire. The purpose is to gain meaningful work experience through applying knowledge learned in previous course work to the on-the-job situation. Commitment includes a negotiated number of hours per week and participation in seminars. Supervision is by the institution or agency concerned, and by Plymouth faculty. Students anticipating more than three hours of credit should confer early in their program with the department chair to free up sufficient blocks of time. Permission of advisor, department chair and Associate Vice President is required.

ED 5270 Foundations of Teaching (3 Credits)

An introduction to the teaching profession and the realities of teaching in today's schools. A series of seminars includes such topics as the history and structure of education, societal issues, the role of the teacher, instructional planning, legal rights and responsibilities of students and teachers, learning styles and effective teaching. A school observation/participation experience of a minimum of 30 hours is required.

ED 5310 Young Adolescent Learners Institute (2-3 Credits)

Participants will develop a clear vision of what comprises effective teaching at the middle level and learn strategies that address many challenges classroom educators face every day. This information is the foundation for making solid decisions throughout an educational career. This course is designed for participating middle level educators who want to develop tools to more effectively teach young adolescents. Participants will have certain latitude to investigate topics and strategies that will have the greatest individual meaning. Practical, meaningful and appropriate learning practices are the foundations of these courses.

ED 5320 Active Learning Classrooms (2-3 Credits)

Participants will explore all aspects of developing an instructional plan from accessing and building prior knowledge to making connections across the curriculum. The focus will be design strategies that engage each student in the processes of learning. This course is designed for participating middle level educators who want to develop tools to more effectively teach young adolescents. Participants will have certain latitude to investigate topics and strategies that will have the greatest individual meaning. Practical, meaningful and appropriate learning practices are the foundations of these courses.

ED 5330 Personalizing Learning (2-3 Credits)

A meaningful relationship among faculty and students enhances academic achievement. Creating personalization of student learning, developing student ownership and responsibility in a school through an advisory, supports students' affective and academic needs. Personal connections are necessary for successful middle level learning. This course is designed for participating middle level educators who want to develop tools to more effectively teach young adolescents. Participants will have certain latitude to investigate topics and strategies that will have the greatest individual meaning. Practical, meaningful and appropriate learning practices are the foundations of these courses.

ED 5340 Differentiating Middle Level Instruction (2-3 Credits)

This course will guide participants from planning to practice of differentiated instruction at the middle level. Participants should bring a teacher's edition and any ancillary materials so that they can plan lessons or a unit of work. Teams will have the opportunity to develop an integrated unit of work. This course is designed for participating middle level educators who want to develop tools to more effectively teach young adolescents. Participants will have certain latitude to investigate topics and strategies that will have the greatest individual meaning. Practical, meaningful and appropriate learning practices are the foundations of these courses.

ED 5350 Formative Assessment (2-3 Credits)

This course is designed to examine current classroom assessment strategies used to check students' prior knowledge before beginning instruction and to check what they are really learning. Bring unit and/or lesson assessment you are currently using or have used. Students will incorporate the use of formative assessment strategies to guide instruction and improve student learning. This course is designed for participating middle level educators who want to develop tools to more effectively teach young adolescents. Participants will have certain latitude to investigate topics and strategies that will have the greatest individual meaning. Practical, meaningful and appropriate learning practices are the foundations of these courses.

ED 5360 Developing Quality Education Teams (2-3 Credits)

Designed to help educators create teams that are terrific, this course addresses the question of what teams should be doing to improve student learning. Team protocols, qualities of excellence, and key teaming practices will be modeled and identified. Participants will have a deeper understanding of what is needed for teacher teams to assist each young adolescent student to learn to high levels. This course is designed for participating middle level educators who want to develop tools to more effectively teach young adolescents. Participants will have certain latitude to investigate topics and strategies that will have the greatest individual meaning. Practical, meaningful and appropriate learning practices are the foundations of these courses.

ED 5370 NELMS Leadership Institute (2-3 Credits)

Participants will expand their leadership capacity and learn about the tools necessary for leaders to be successful at the school or district level. This interactive Institute is based on "Breaking Ranks in the Middle" (BRIM) concepts and includes modeling, reflecting and transferring knowledge. Participants will learn what works in schools where young adolescents learn to high levels. This course is designed for participating middle level educators who want to develop tools to more effectively teach young adolescents. Participants will have certain latitude to investigate topics and strategies that will have the greatest individual meaning. Practical, meaningful and appropriate learning practices are the foundations of these courses.

ED 5430 Internship in College Teaching (1-3 Credits)

Supervised internship in the development of a first-teaching field under the mentorship of an assigned faculty member. Development of a learning framework for teaching at the post-secondary level with attention to models of instruction, learning styles and needs of the college student and non-traditional learner. Presentation of course syllabus, course topics and concept lectures, course projects, tests and related materials. May be repeated with permission of instructor. Fall and offered on demand.

ED 5500 Special Topics in 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 address the topic. Since topics vary, the course may be repeated with permission of the instructor.

ED 5505 The Reflective Teacher (3 Credits)

Participants will develop an understanding of the Shanghai American School Components of Professional Practice. They will explore current research on best practices in effective instructional strategies, effective classroom curriculum design, and effective classroom management strategies. They will learn how to demonstrate that they have met a professional standard and benchmark. Participants will also use goal setting and reflection as tools to improve their professional practice.

ED 5510 Developing a Learning Community (3 Credits)

The structure of this course allows participants to select a topic for inquiry (about facilitation or professional learning communities) then engage in theoretical and practical learning that explores that topic of inquiry. Through this course, participants will be able to understand the components of Critical Friends Group values, processes, protocols, dispositions, strategies, and tools; apply Critical Friends constructs, values, processes, protocols, dispositions, strategies, and tools to existing groups in which they participate; reflect on their practice at Shanghai American School; and seek out colleagues who might like to participate in Critical Friends Groups as a means to develop learning communities across the school.

ED 5515 Teacher Leadership I (3 Credits)

Teacher Leadership: Leading Collegial Grade Level Teams and Curricular Departments. Participants will develop educational leadership and facilitation skills, improve communication skills and their ability to have difficult conversation, experience using and leading an inquiry based method of examining student work to inform teacher practice, and use reflection as a tool to improve their leadership skills.

ED 5516 Teacher Leadership II (3 Credits)

Teacher Leadership: Leading Professional Development in International Schools. Participants will communicate Shanghai American School (SAS) professional development structure, work, and processes to divisional faculties, guide the implementation of SAS Professional Development Plans, gather and analyze data on efficacy of professional development at SAS, and make recommendations based on the findings.

ED 5525 Differentiated Instruction (3 Credits)

Participants will complete ASCD's online Differentiation Course (several courses available), designed to enhance their understanding of how to better meet the needs of many different learners. They will examine the characteristics of a differentiated classroom, learn how to frame instruction around concepts and essential understandings, identify techniques for differentiating content, process, and product, explore how to differentiate on the basis of students' readiness, interest, and learning profile, reflect on their beliefs and practices relative to differentiation, and read and analyze examples of differentiated learning activities.

ED 5530 Understanding by Design (3 Credits)

Participants will describe, explain, and apply the design principles and strategies associated with the Understanding by Design framework. They will use the three stages of backward design to create instructional units, critique units using evaluation criteria advocated by Understanding by Design authors, and apply Understanding by Design principles to improve school-based curriculum.

ED 5535 Curriculum Development (3 Credits)

Participants will research best practices for age-appropriate curriculum delivery in elementary, middle, and secondary courses, review and refine benchmarks with common learning evidences for courses at the elementary, middle, and secondary levels, and draft and adopt Essential Teaching Agreements aligned with best practices. Participants will also draft, refine, and adopt Principles of Learning for grades preK-12 and over-arching ideas guiding questions for a 21st century program. They will collaborate to articulate key facets of a well-articulated curriculum which integrates with the Shanghai American School mission, collaborate to examine and analyze student work across the divisions, and research, determine, and adopt resources and subscriptions ideal for a 1:1 laptop environment.

ED 5540 Graduate Seminar (3 Credits)

Participants in this course will utilize myPlymouth to access email, online course, and Lamson Library and Learning Commons' resources along with navigate and operate within Moodle, download resources, and upload documents. Participants will research using Google Scholar and Lamson Library's online resources, identify and critique scholarly literature, practice synthesizing literature, format writing and identify sources using APA formatting, and critique others' writing offering suggestions for substantive improvement.

ED 5541 Arts and Learning (3 Credits)

This course examines the connection between arts and learning in the classroom by providing opportunities for exploration in the arts as a way for students to understand, firsthand, how arts integration helps to engage and empower learners. Students will participate in a wide variety of arts experiences and will discuss how the arts can be used to enhance classroom instruction as well as the connection between the arts and learning theory.

ED 5545 Creating a Language Rich Environment (3 Credits)

One of the most important tasks for children in the first five years of life is the developments of language. Children enter early care settings with vast differences in vocabulary and oral language development, and early educators can meet this challenge by providing language-rich learning environments. This workshop will provide early childhood educators with an understanding of young children's oral language development and appropriate approaches for promoting language and emergent literacy in their classrooms. This workshop will focus on effective methods for developing children's vocabulary knowledge through book reading and discussions, and advancing children's language through extended conversations. Additionally, participants will learn to create opportunities for rich discourse and build children's background knowledge. Workshop assignments will invite participants to apply relevant content and plan meaningful, language-rich curricular activities.

ED 5550 Engaging K-12 Students with Digital Portfolios (3 Credits)

This course is for teachers interested in helping their students develop a reflective digital portfolio that meets New Hampshire's ICT Literacy Program standards and engages and motivates students. Participants will learn about characteristics of reflective portfolios, be introduced to tools and process steps for creating digital portfolios, and review examples of portfolio contents and organization. As a final product, each course participant will create a sample student digital portfolio and a plan for improving student engagement in the portfolio process.

ED 5555 NH Bullying Law: Policies & Procedures (3 Credits)

NH created the Pupil Safety and Violence Prevention Act in 2000 that required school boards to adopt a policy that addressed bullying in our schools. The problem was growing nationwide then and has continued to grow since. In 2010, the NH state legislature affirmed our belief in developing a culture and climate in our schools that was safer and promoted learning by strengthening the law. Bullying occurs in many forms, with cyberbullying becoming more prominent as technology and connectivity increases. In this course, you will examine the problem of bullying as it relates to the education and protection of our children. You will become familiar with strategies of prevention and for dealing with victims and perpetrators alike. Finally, you will review pathways for adding instructional activities dealing with bullying and creating a safe environment for learning into your school curriculum. As a final project, you will develop an action plan for implementing some of these strategies into your schools.

ED 5560 Facilitating an OPEN NH Course (3 Credits)

This course is designed for educators with some online course experience who have a strong desire to facilitate online courses for adults or students. Already trained OPEN NH facilitators as well as those with strong desire or other online experiences will be able to update and enhance your skills and knowledge about how to effectively facilitate an online course. While the general focus will be on the online model used for the OPEN NH program, you will also explore national standards for quality of online courses and programs. This course will cover requirements necessary to facilitate, complete and submit paperwork pertinent to the facilitator and course participants. In addition to these topics, the course will also provide a refresher "how to" in the Moodle course delivery system, as well as look at some Web 2.0 tools that are useful for 21st century course facilitators.

ED 5565 Project-based Approaches (3 Credits)

Using specific classroom scenarios, teachers explore characteristics and benefits of Project-Based Learning (PBL). Throughout the course, teachers consider their own teaching practice as they follow a teacher new to project-based learning who discusses strategies with a mentor teacher. They also consider the ways that technology supports project-based approaches. Planning and project design modules guide teachers through organizing the curriculum, the classroom, technology, and students for successful 21st century projects. The assessment module demonstrates strategies for assessing students' 21st century skills throughout an open-ended project. The course offers opportunities to apply the PBL concepts with action planning exercises.

ED 5567 Differentiating Instruction to Accommodate Learning Styles (3 Credits)

Every classroom is made up of individuals with diverse strengths, backgrounds, and approaches to learning. Understanding and responding to students' individual learning styles and needs can be a challenge for teachers. The World Wide Web contains a vast number of resources to assist teachers both in understanding the difference in their students' learning styles and in differentiating their instruction accordingly. Participants in this workshop will be introduced to learning theory related to learning styles and multiple intelligences, as well as web-based resources to assist teachers in both identifying students' learning styles and intelligences and engaging students in activities, which best suit, those styles and intelligences. Participants will become familiar with teaching strategies and tools targeted for each learning style and intelligence and develop a preliminary lesson plan using those strategies and tools.

ED 5575 Classroom Assessment (3 Credits)

Participants in this course will develop an understanding of the Shanghai American School Components of Professional Practice. They will explore current research on best practices in formative assessment techniques, assessment design, report assessment results and using assessment to inform instruction. Students will implement a change in their use of assessment in their classroom. The course will also offer participants how to demonstrate that they have met a professional standard and benchmark and to use goal setting and reflection as tools to improve their professional practice.

ED 5580 Individual Research in Education (3 Credits)

A research project that requires students to demonstrate the ability to synthesize salient elements from the core, professional and specialty areas. In essence, the student's research should be the natural result of the focus and direction of planned study. The project should emanate from the area of specialization and incorporate relevant concepts learned through coursework and experience. Using sound research practices, a student should illustrate ability to interpret, reflect, summarize and conclude. The written product of this effort will be defended in a seminar before faculty and the student's peers. Students should contact the advisor to plan for this project. Topic approval is needed from the advisor. Offered according to demand.

ED 5610 Research-Based Teaching and Learning (3 Credits)

Participants will study research-based practices that support life-long learning. A common language will be developed to identify and articulate good instruction. The role of observation will be examined as part of a continuous cycle of improvement. Educator and learner perspectives will be emphasized.

ED 5630 Mentor Roles and Responsibilities (3 Credits)

Participants will examine the many and varied roles and responsibilities of mentors, including the initial selection of mentors. In this individualized course, students will examine and apply the skills needed for different educator roles, including student teachers, new teachers, special education teachers, alternative 4 candidates, administrators, and paraprofessionals. Advocacy and evaluation of mentor programs will be studied.

ED 5640 Practicum in Mentoring (3 Credits)

This is a supervised practicum experience in collaboration with institutions or agencies in New Hampshire. The purpose is to gain meaningful work experience through applying knowledge learning in previous coursework to the on-the-job situation.

ED 5900 Continuation (0 Credits)**ED 5910 Independent Study (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.

ED 5950 Graduate Thesis (1-9 Credits)

Students select a topic for study in consultation with their program advisor and related faculty. A time-line, thesis publication and defense are outlined. Three copies of the thesis must be submitted with a bound copy that remains on file at Lamson Library.

ED 5960 Internship in Teacher Education (1-12 Credits)

Student teaching for students in the Master of Education Elementary or Secondary Education programs. Students must have all course work for the degree, including any required undergraduate prerequisites, completed before taking this course.

ED 6100 Curriculum Integration and Performance -Based Assessment (3 Credits)

This course will focus on assessing curricula and assessment practices which correlate with state and national standards. Students will be introduced to a range of curriculum models. Various strategies and the administration of performance-based assessment will be studied. This course is designed for students in the Elementary and Secondary Teacher Certification programs.

ED 6900 Graduate Capstone Project (1-12 Credits)

The purpose of the graduate capstone is to apply knowledge learned in previous coursework through an approved project. Capstone projects should focus on the following questions: How will the theories learned throughout the program be integrated into a coherent project or experience? How will this work enhance individual career goals? Who are the stakeholders and how will this work assist them? How does this work serve the professional community? How will this work help move the profession forward? Process: Students should plan for approximately 40 hours of work per credit to be earned. The total number of credits earned must be approved by their advisor and noted on their program contract. Candidates must submit Graduate Capstone Project forms with their registration and Capstone Projects must be approved by candidates' advisors and the Associate Vice President for Graduate Studies. Once completed, candidates are expected to present their final products to their adviser and/or PSU faculty members. Students who anticipate working on their project for more than one term should register for the appropriate number of credits in each term so that they remain registered throughout the course of the project. Repeatable up to 12 credits.