# Administration and Educational Leadership

## AD - Administration

<table>
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<tr>
<th>CRN</th>
<th>Title</th>
<th>Instructor</th>
<th>Credits</th>
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<td>20001</td>
<td>STAFF DEVELOPMENT &amp; EVALUATION</td>
<td>William Lander</td>
<td>3</td>
<td>Plymouth – Rounds Hall 303</td>
<td>Thursday 5:30PM – 8:30PM, 12/8, 12/15, 1/5, 1/12, 1/19, 1/26, 2/2; Saturday 9AM – 3:30PM, 12/17, 1/14, 1/28</td>
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<td>20133</td>
<td>STAFF DEVELOPMENT &amp; EVALUATION</td>
<td>Christie Sweeney</td>
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<td>20141</td>
<td>SCHOOL FINANCE AND NEGOTIATION</td>
<td>Michael Morgan</td>
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<td>Seacoast Professional Development Center, Exeter NH</td>
<td>Thursday 4:30PM – 8:30PM, 12/1, 12/8, 12/15, 1/5, 1/12, 1/19, 2/2</td>
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<td>20002</td>
<td>LEADERSHIP IN CURRICULUM DEVELOPMENT AND ASSESSMENT</td>
<td>Rose Colby</td>
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<td>Online Course</td>
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<td>20134</td>
<td>LEADERSHIP IN CURRICULUM DEVELOPMENT AND ASSESSMENT</td>
<td>Kathleen McCabe</td>
<td>3</td>
<td>Plymouth – Highland Hall 039</td>
<td>Wednesday 4:30PM – 9PM, 1/11, 1/25, 2/8, 2/13; Saturday 8:30AM – 4:30PM, 1/7, 1/21</td>
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<td>20135</td>
<td>SCHOOL LAW</td>
<td>Theodore Comstock</td>
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<td>Concord (2 Pillsbury Street)</td>
<td>Monday 6PM – 9PM, 1/9, 1/23, 1/30, 2/13, 2/18; Saturday 8:30AM – 4:30PM, 2/18</td>
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<td>20003</td>
<td>PRACTICUM IN EDUCATIONAL LEADERSHIP: THE PRINCIPALSHIP</td>
<td>Christie Sweeney</td>
<td>3 – 6</td>
<td>Plymouth – Rounds Hall 203</td>
<td>Thursday 5PM – 8PM, 12/8, 1/12, 2/23; 3 Credits Syllabus</td>
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PRACTICUM IN EDUCATIONAL LEADERSHIP: THE PRINCIPALSHIP
Concord (2 Pillsbury Street) 3 – 6 Credits
Thursday 5PM – 8PM 12/8, 1/12, 2/23

A practical encounter with the administrative practices, strategies and policies presently used in the public schools. Practicum visitations are required as part of the course and will be especially designed to match the experience, occupational aspirations and interests of the student. Conference with the instructor and meetings with fellow students will provide for exchange of ideas and reports of observations. AD 5010 and AD 5020 recommended but not required. It is recommended that this course be taken near the end of the candidate's program.

EDUCATIONAL PLANNING AND PROBLEM SOLVING
Concord (2 Pillsbury Street) 3 Credits
Tuesday 4:30PM – 7:30PM 12/20, 1/3
Thursday 4:30PM – 7:30PM 1/5

An overview of sound planning and evaluation models as applied to specific educational problems. Discussion will include collaborative strategies to implement effective change within the school setting. This course should be taken as the final course in either the MEd in Educational Leadership or the School Principal K-12 Professional Certification.

COLLABORATIVE LEADERSHIP
Concord (2 Pillsbury Street) 3 Credits
Saturday 8:30AM – 3:30PM 12/3, 1/7, 1/21, 2/4

In this course, students will explore major concepts related to developing partnerships and communities of learners. Course topics include the change process, forms of school and community governance, school culture, the concept of collaboration, and agencies and organizations involved in community programs and initiatives. Special attention is focused on planning and implementing system-wide and building-level networks. Students will develop and evaluate a framework for collaboration and demonstrate systems thinking. Typically the first course completed in the CAGS program.

PLANNING IN EDUCATION AND HUMAN SERVICES
Plymouth – Lamson Library 031 3 Credits
Saturday 8:30AM – 12:30PM 12/10, 12/17, 1/7, 1/14, 1/21, 2/11

The purpose of this course is to develop effective collaborative planners. This course presents the major stages in the process of developing a strategic plan, including forming a mission statement, drafting and implementing the plan, and evaluating plan performance. It provides a theoretical and practical overview of the skills, strategies, and resources required through each stage of the systemic planning process. (Prerequisite: EP 7020).

QUALITATIVE METHODOLOGY AND APPLIED RESEARCH
Concord (2 Pillsbury Street) 3 Credits
Saturday 8:30AM – 3:30PM 12/10, 1/14, 1/28, 2/11

This course addresses qualitative research methodologies with a particular emphasis on constructing grounded theory. Candidates will engage in the process, design, and critique of qualitative inquiry and research. Organizational and community issues will be explored and discovered through the analysis of patterns of beliefs, attitudes, and behaviors within interpersonal and intercultural contexts. Descriptive analysis of initiating the inquiry, gathering and picturing the data, recording and analyzing data, and evaluating the study. (Prerequisite: EP 7020, EP 7030, and a course in research design).

LEGAL ISSUES IN POLICY MAKING
Concord (2 Pillsbury Street) 3 Credits
Tuesday 4PM – 8PM 12/6, 12/13, 12/20, 1/3, 1/10, 1/17, 1/24, 2/7

This course presents a discussion of ways institutions and their communities must deal with the legal and political environment in which they exist. Topics include current legal issues and how the stakeholders in society can use the law as a tool for social change. Institutions must advocate for positive change through the development of thoughtful legal policies and practices.

SCHOOL LABOR RELATIONS, NEGOTIATIONS AND PERSONNEL MANAGEMENT
Seacoast Professional Development Center, Exeter NH 3 Credits
Saturday 8:30AM – 4:30PM 1/7, 1/21, 1/28, 2/11
Focus on policies and procedures affecting personnel management in the schools. Discussion of staffing, program and personnel evaluations, office procedures and record keeping, decision making, and negotiations. Emphasis on collective bargaining statutes, case law, grievance processing, mediation, employee relations boards, union security provisions, scope of bargaining, and the administration of the negotiated contract.

EP7800.01  CRN: 20139  PRACTICUM IN EDUCATIONAL LEADERSHIP: THE SUPERINTENDENCY
Plymouth  Phillip McCormack  pgmccormack@plymouth.edu
1 – 6 Credits

Please contact instructor (pgmccormack@plymouth.edu) to arrange meeting times and dates.

A collaborative supervised field experience in one of several cooperating institutions or agencies. The purpose is to gain meaningful work experience as an administrator through applying knowledge learned in coursework to on-the-job situations. It is recommended that this course be taken near the end of the candidate's program.

EP7830.COP  CRN: 20144  PRACTICUM: K-12 CURRICULUM ADMINISTRATOR
Concord (2 Pillsbury Street)  Kathleen Sciarappa  k_sciarappa@plymouth.edu
1 – 6 Credits

Wednesday  5:30PM – 8:30PM  12/7, 1/4, 2/1, 2/22

This course is designed as the culminating field experience for enrolled advanced graduate students seeking New Hampshire Department of Education (NHDOE) Certification as a K-12 Curriculum Administrator. The Practicum is a performance-based analysis of the role of the K-12 Curriculum Administrator in practice with emphasis on changes in society and schools as well as with reference to job responsibilities of the position—the art and science of school system leadership. Students enrolling in the practicum are expected to spend time interacting with a practicing curriculum administrator and completing a practicum project to fulfill requirements meeting state certification. Practicum readings and activities are designed to provide experiences relevant to building a required certification portfolio that demonstrates formal knowledge of executive leadership and management, dispositions (using that knowledge to reflect on experiences), and performances (school-based applications) as described in the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders and New Hampshire Education Standards for Curriculum Administrator. Pre-requisites: Completion of required Curriculum Administrator coursework and permission of instructor.

EP - Doctor of Education (EdD) in Learning, Leadership, and Community

EP8025.01  CRN: 20187  WRITING A LITERATURE REVIEW
Plymouth – Boyd Hall 001  Kathleen Norris  knorris@plymouth.edu
3 Credits

Saturday  9AM – 4PM  12/3, 12/10, 1/7, 2/4, 2/25

This course will provide an organized and collaborative support system for doing the research and writing of the required Review of Literature, which is Dissertation Block One (and becomes Dissertation Chapter Two) as early as possible in the doctoral program. Cohort members will gather on Saturdays throughout the winter and spring terms to collaborate on the writing process, provide feedback and support, and meet their own goals for researching and writing relative to the review of literature that is incorporated into the dissertation in a later term.

EP8030.01  CRN: 20096  LEADERSHIP IN A DIVERSE WORLD
Plymouth – Boyd Hall 005  Michael Fischler  mfischle@plymouth.edu
3 Credits

Friday  5PM – 9PM  1/6, 1/13
Saturday  9AM – 5PM  1/7, 1/14
Sunday  9AM – 5PM  1/8, 1/15

Leaders often find themselves making decisions, facilitating programs, and mediating conflicts that emanate from the many ways in which humans differ, including ethnicity, race, religion, sexual orientation, and cultural beliefs. In this course, attention will be given to central topics and critical issues that address global leadership competencies in working with diverse populations. Students will critically examine the complexity of culture, the building of community, and the promotion of social justice from individual, community, and global perspectives. Furthermore, students will consider and evaluate both reactive and proactive roles for leaders in educational, social, and political settings.

Adult Learning

AL - Adult Learning

AL5090.OL  CRN: 20004  PROGRAM DESIGN AND EVALUATION
Online Course  Cheryl Baker  cbaker@plymouth.edu
3 Credits  Syllabus

This is an online course. Online sessions begin 12/1/11 and end 2/28/12.

This course addresses a broad spectrum of program development ranging from an individual course to a complete program of major learning activities conducted over a period of time. Participants will design programs based on their own special interests, for example, adult higher education, business and industry training, adult basic education, etc. Major emphasis will also be placed on designing program evaluations tailored to meet specified goals.

Art, Integrated Arts and Music

AE - Art Education
This course provides extended study of holistic methodology and inquiry based on learning for art education and diverse student populations, with an emphasis on adolescent development and instructional planning at the middle and high school levels. Components include community and citizenship, multicultural education, diversity issues, and inclusion. Standards-based unit planning at the secondary level will address interdisciplinary and multicultural social themes. A 20-hour school observation and teaching component is required. Study will encompass content of undergraduate course AE 3060 and extend to an applied research project and expanded theoretical readings in art education.

The culminating public school field-based teaching experience for MAT Art Education majors that fulfills the student teaching requirements for New Hampshire K-12 teacher certification in art education. The internship is a continuous, full-time (five days per week) experience at both elementary and secondary levels during which, after a period of structured observation, students gradually assume responsibility for a full range of visual art teaching activities encountered in a school situation, thereby demonstrating the appropriate professional skills and attitudes essential for successful teaching of diverse populations of students. The internship is conducted under the supervisory guidance of certified K-12 school art faculty and PSU Art Education Clinical Faculty. Required seminars complement the experience. Falls and Springs. Prerequisite: Completion of all course requirements for the MAT in Art Education. All the policies related to the undergraduate and graduate field experience apply to this course.

Students will gain experience in the process of creating and presenting a community-based educational theatre piece for family audiences. Each practicum is individually tailored to meet student needs and expectations. Students will have an opportunity to work with a variety of theatre practitioners invested in the educational theatre process.

Students will gain knowledge and experience developing quality arts experiences for children through participation in a major integrated arts project based either at the University or in the community. Following this experience, students will have the opportunity to develop an integrated arts project within their own classrooms or organizations using visual arts, music, movement, and drama to bring the curriculum to life. Class dates and times will be individualized for each student in order to ensure maximum participation.

A supervised practicum experience in a candidate's school, employment setting or at one of several cooperating institution or arts organizations in New Hampshire where additional experience in integrated arts can be gained and practiced. Commitment includes a negotiated number of hours per week and a series of journals, a portfolio, and meetings with the faculty supervisor.

The goal of this practicum-based course is to give educators an opportunity to apply aspects of their experience at the 2012 Integrated Arts Conference themed around "The Wild Swans" in their own classrooms. Students will create and implement an integrated arts project within their school or employment setting, documenting the experience through photos, reflections, and student work to share with other class members. Additional class meeting dates & times will be individualized for each student and will include online journaling.
AT - Athletic Training

AT5200.OL CRN: 20005 PHARMACOLOGY - SPORTS MEDICINE
Online Course Carla Maslakowski cmaslakowski@plymouth.edu
2 Credits
This is an online course. Online sessions begin 12/1/11 and end 2/28/12.

This course will examine knowledge, skills, and values required of the entry-level athletic trainer on pharmacological applications including awareness of the indications, contraindications, precautions and interactions of medications, and governing regulations relevant to the treatment of injuries to and illnesses of athletes and others involved in physical activity.

AT5500.01 CRN: 20006 MODALITIES IN SPORTS MEDICINE
Plymouth – Draper and Maynard Hall 401 Liesl Lindley llindley@plymouth.edu
3 Credits

Monday 8AM – 12PM 1/2, 1/9, 1/23
Tuesday 8AM – 12PM 1/3, 1/10, 1/17, 1/24
Wednesday 8AM – 12PM 1/4, 1/11, 1/18, 1/25
Thursday 8AM – 12PM 1/5, 1/12, 1/19, 1/26
Friday 8AM – 12PM 1/6, 1/13, 1/20, 1/27

This is a comprehensive course in the theory and use of therapeutic modalities in a sports medicine setting. Principles of neurophysiology, pain control, and the electromagnetic and acoustic spectra will be discussed and applied through lab experiences.

AT5780.01 CRN: 20193 PRACT IN ATHLETIC TRAINING IV
Plymouth – Draper and Maynard Hall 401 Liesl Lindley llindley@plymouth.edu
3 Credits

Monday 3PM – 7PM 12/5, 12/12, 12/19, 12/26, 1/2, 1/9, 1/16, 1/23, 1/30, 2/6, 2/13, 2/20, 2/27, 12/5(8AM-8:50AM), 12/12(8AM-8:50AM), 12/19(8AM-8:50AM), 12/26(8AM-8:50AM), 1/2(8AM-8:50AM), 1/9(8AM-8:50AM), 1/16(8AM-8:50AM), 1/23(8AM-8:50AM), 1/30(8AM-8:50AM), 2/6(8AM-8:50AM), 2/13(8AM-8:50AM), 2/20(8AM-8:50AM), 2/27(8AM-8:50AM)
Tuesday 3PM – 7PM 12/6, 12/13, 12/20, 12/27, 1/3, 1/10, 1/17, 1/24, 1/31, 2/7, 2/14, 2/21, 2/28
Wednesday 3PM – 7PM 12/7, 12/14, 12/21, 12/28, 1/4, 1/11, 1/18, 1/25, 2/1, 2/8, 2/15, 2/22
Thursday 3PM – 7PM 12/1, 12/8, 12/15, 12/22, 12/29, 1/5, 1/12, 1/19, 1/26, 2/2, 2/9, 2/16, 2/23
Friday 3PM – 7PM 12/2, 12/9, 12/16, 12/23, 12/30, 1/6, 1/13, 1/20, 1/27, 2/3, 2/10, 2/17, 2/24

Practicum in Athletic Training is designed to provide the graduate student in Athletic Training some hands-on experiences with which to understand, recognize, evaluate and treat athletic injuries and illnesses using the range of skills required of an athletic training professional. Experience is completed under the direct supervision of a certified athletic trainer.

Business

BU - Business

BU5110.COP CRN: 20008 MANAGING ORGANIZATIONAL BEHAVIOR
Concord (2 Pillsbury Street) John Pappalardojpappalardo@plymouth.edu
3 Credits Syllabus

Wednesday 6PM – 9:30PM 12/7, 12/14, 12/21, 1/4, 1/11, 1/18, 1/25, 2/1, 2/8, 2/15

BU5110.OL CRN: 20025 MANAGING ORGANIZATIONAL BEHAVIOR
Online Course Bonnie Bechardbbechard@plymouth.edu
3 Credits Syllabus

This is an online course. Online sessions begin 12/5/11 and end 2/17/12.

A review of theory and research findings in the field of organizational behavior, with emphasis on applications by practicing managers. Topics to be covered include perception, motivation, leadership, communication, group dynamics, conflict management and organization theory. Pedagogical techniques include case analysis, presentations, role plays and other experiential activities. Prerequisite: Behavioral Science competency.

BU5120.CP1 CRN: 20009 FINANCIAL ANALYSIS AND DECISION MAKING
Concord (2 Pillsbury Street) Christina Bradbury cjbradbury@plymouth.edu
3 Credits Syllabus

Saturday 9AM – 5PM 12/3, 12/17, 1/7, 1/21, 2/4

BU5120.OL CRN: 20023 FINANCIAL ANALYSIS AND DECISION MAKING
Online Course Christina Bradbury cjbradbury@plymouth.edu
3 Credits Syllabus

This is an online course. Online sessions begin 12/5/11 and end 2/17/12.

A complete corporate financial management course. Content covers the classic areas of valuation, capital structure and budgeting as well as more specialized financial topics. Online version incorporates online course materials and exercises. Prerequisite: BU 5190 or permission of the instructor.
Syllabus

BU5190.OL CRN: 20026
ACCOUNTING FOR MANAGERS
Online Course
3 Credits
Yvette Lazdowski ylazdowski@plymouth.edu
This is an online course. Online sessions begin 12/5/11 and end 2/17/12.

Budgetary accounting and cost accounting including profit planning and control systems, budget process, cost systems, and their managerial applications. Prerequisite: demonstration of competency in Financial Accounting.

BU5210.WV CRN: 20010
ECONOMIC ANALYSIS
Silver Fox Inn, Waterville Valley, NH
3 Credits
Soo Jang sjang@plymouth.edu
This is a residential course packaged with an additional meals and room fee of $520.00. Students must register by 1/05/12. Mandatory pre-reading assignments are available online upon registration, which is accessible through the myPlymouth portal.

Thursday 9AM – 9PM 1/19
Friday 9AM – 9PM 1/20
Saturday 9AM – 9PM 1/21
Sunday 9AM – 3PM 1/22

BU5210.WV1 CRN: 20013
ECONOMIC ANALYSIS
Silver Fox Inn, Waterville Valley, NH
3 Credits
Soo Jang sjang@plymouth.edu
This is a commuter course packaged with an additional meals fee of $175. Students must register by 1/05/12. Mandatory pre-reading assignments are available upon registration which is accessible through the myPlymouth portal.

Thursday 9AM – 9PM 1/19
Friday 9AM – 9PM 1/20
Saturday 9AM – 9PM 1/21
Sunday 9AM – 3PM 1/22

BU5210.OL CRN: 20024
ECONOMIC ANALYSIS
Online Course
3 Credits
Soung Lee sclee1@plymouth.edu
This is an online course. Online sessions begin 12/5/11 and end 2/24/12.

A basic understanding of legal problems is expanded, analytical ability is developed, and an awareness of the presence of legal problems that surround the businessperson is explored. Freedom of choice, taxation, stockholder status, acquisitions and divisions, antitrust, employment, administrative law, and bankruptcy are covered as time allows.

BU5220.DM CRN: 20011
THE LEGAL ENVIRONMENT OF BUSINESS
Dartmouth Hitchcock Med Ctr, Lebanon
3 Credits
Richard Gerken rgerken@plymouth.edu
Please note that the class meets in Borwell 758W.
Thursday 6PM – 9:30PM 12/1, 12/8, 12/15, 1/5, 1/12, 1/19, 1/26, 2/2, 2/9, 2/16

BU5220.OL CRN: 20022
THE LEGAL ENVIRONMENT OF BUSINESS
Online Course
3 Credits
Samuel Brickley sdbrickley1@plymouth.edu
This is an online course. Online sessions begin 12/5/11 and end 2/24/12.

A basic understanding of legal problems is expanded, analytical ability is developed, and an awareness of the presence of legal problems that surround the businessperson is explored. Freedom of choice, taxation, stockholder status, acquisitions and divisions, antitrust, employment, administrative law, and bankruptcy are covered as time allows.

BU5410.OL CRN: 20028
HUMAN RESOURCES IN HEALTH CARE ADMINISTRATION
Online Course
3 Credits
Diane Holmes deholmes@plymouth.edu
This is an online course. Online sessions begin 12/5/11 and end 2/17/12.

BU5410.AU7 CRN: 20034
HUMAN RESOURCES IN HEALTH CARE ADMINISTRATION
Online, American University of Antigua
3 Credits
Diane Holmes deholmes@plymouth.edu
This is an online course. Online sessions begin 12/5/11 and end 2/17/12. Please note that this course is for MBA students that have been admitted into the American University of Antigua (AUA) partnership program ONLY!
This course will address managing organizational behavior issues and techniques with a specific focus on Human Resource management issues unique to the health care industry.

**BUS420.AU2**  CRN: 20029  **HEALTH CARE LAW AND ETHICS**
Online, American University of Antigua  Constance Morrison  camorrison@plymouth.edu
3 Credits  Syllabus
This is an online course. Online sessions begin 12/5/11 and end 2/17/12. Please note that this course is for MBA students who have been admitted into the American University of Antigua (AUA) partnership program ONLY!

This course is specifically designed for graduate students enrolled in the Health Care Administration Certificate Program and/or an MBA with a health administration specialty. This course will focus on: The principles and theories of law as it relates to health care delivery; health care management and administration; examination of the applications of laws in relation to health care liability prevention and risks facing administrators, managers and practitioners.

**BUS430.AUX**  CRN: 20037  **HEALTH CARE ADMINISTRATION AND FINANCIAL MANAGEMENT**
Online, American University of Antigua  Danielle Phillipson  dmphilipson@plymouth.edu
3 Credits  Syllabus
This is an online course. Online sessions begin 12/5/11 and end 2/17/12. Please note that this course is for MBA students who have been admitted into the American University of Antigua (AUA) partnership program ONLY!

This course presents an in-depth review of the financial management of health care organizations. This includes but is not limited to: budget formulation process specific to health care delivery systems, funding sources and payment methodology, managing working capital and capital budgeting, the unique characteristics of non-profit organizations, and financial analysis of such organizations. Students will also do case study analysis in the previously mentioned topics.

**BUS490.AU4**  CRN: 20031  **CAPSTONE: HEALTH CARE TOPICS**
Online, American University of Antigua  Robert MacLeod  rmacleod@plymouth.edu
3 Credits  Syllabus
This is an online course. Online sessions begin 12/5/11 and end 2/17/12. Please note that this course is for MBA students who have been admitted into the American University of Antigua (AUA) partnership program ONLY!

This course will be a seminar style presentation of current health care topics. This will be an integrative course which incorporates all previous coursework into a cohesive body of knowledge. The topics will include but will not be limited to: health care policy, quality initiatives, marketing in health care, current issues within Medicare and Medicaid, strategic decision making and public health.

**BUS500.MVS**  CRN: 20015  **SMALL BUSINESS PROBLEMS AND STRATEGY: SBI PART I**
Meredith Village Savings Bank, Plymouth – Off Campus Location  Craig Zamzow  czamzow@plymouth.edu
3 Credits  Syllabus
Please contact instructor (czamzow@plymouth.edu) to arrange meeting dates and times.

Student teams examine, research and present case findings and recommendations orally and in writing. Constant attention is given to those problems unique to small businesses. Students will go out into the field with the instructor as a team. Students will act as business consultants to a business in the area under the Small Business Institute Program at Plymouth State University.

**BUS501.MVS**  CRN: 20016  **SMALL BUSINESS ANALYSIS: SBI PART II**
Meredith Village Savings Bank, Plymouth – Off Campus Location  Craig Zamzow  czamzow@plymouth.edu
3 Credits  Syllabus
Please contact instructor (czamzow@plymouth.edu) to arrange meeting dates and times.

Required for a six-credit Small Business Institute project which includes primary and secondary research, complex financial analysis and a comprehensive plan including specific recommendations for improvements in business operations. Final report preparation of findings and recommendations to the small business client are requirements of this course.

**BUS540.AU1**  CRN: 20033  **OPERATIONS MANAGEMENT**
Online, American University of Antigua  Roxana Wright  rwright01@plymouth.edu
3 Credits  Syllabus
This is an online course. Online sessions begin 12/5/11 and end 2/17/12. Please note that this course is for MBA students who have been admitted into the American University of Antigua (AUA) partnership program ONLY!

Examination of the nature and structure of decision-making in the midst of uncertainty. Formal techniques for measurement of risks and rewards are applied to case studies based chiefly on production systems. Concludes with a survey of current techniques for operations analysis, planning and control.
This travel study course introduces students to the culture, history, and business environment in China. Students will participate in pre-departure study focused on the political, economic, legal, and cultural environments of China. During the course students will travel to the three most important commercial, cultural and governmental cities in China–Beijing, Shanghai, and Hong Kong. The travel component will feature company visits, cultural activities, and in-country presentations by Chinese tour leaders, university business faculty, and company representatives. Participants will observe, discuss, and reflect on their travel experiences and report on their learning as part of their post-trip class activities. Permission of the instructor is required.

This course takes a comprehensive look at a broad range of technologies used throughout the health care industries and continuum of care. This includes and not limited to, Medical Informatics, Administrative Applications, Medical Office Automation, Telemedicine and Electronic Medical Record. The course will also cover technology in Surgery and informational resources access and use.

The International Business course provides an opportunity to develop an understanding of the managerial dimensions of world trade through readings and through contemporary case studies. Through an individual term project, students will have an opportunity to bring global thinking to bear on their own business careers.

This course is designed to meet the needs of graduate students from all degree programs. It will explore a variety of current issues and challenges related to career management from both the individual and organizational perspectives. The course will be structured around the latest fourth edition of the classic career management textbook by Greenhaus, Callanan, and Godshalk (2009). The course will blend theory and practice through extensive use of case studies to develop two sets of skills in students: (1) skills in personal career management, and (2) skills in developing and management the careers of subordinates in the workplace, in order to promote overall organizational success. The course will cover the latest trends in the business world as well as wider economic and global environmental influences on career decisions.

Social media is not a fad. The Internet has forever changed the way humans communicate. Web-based social media outlets are woven into the fabric of our lives; directly and indirectly. For businesses, social media presents strategic opportunities and challenges related to product offerings, promotion, pricing strategies, delivery of products or service, as well as presentation of brand. Through this course students will: (1) Gain a strong understanding of the current face look of social media; (2) Develop the ability to stay up-to-date as social media evolves; and (3) Learn how businesses can successfully leverage social media techniques to achieve strategic objectives.

This is a residential course packaged with an additional meals and room fee of $360.00. Students must register by 12/23/11. Mandatory pre-reading assignments are available online upon registration, which is accessible through the myPlymouth portal.

**Friday** 9AM – 9PM  1/6
**Saturday** 9AM – 9PM  1/7
**Sunday** 9AM – 3PM  1/8
An understanding of issues management, media relations, and crisis planning are crucial to an organization's survival in today's volatile environments. This course examines the tactical communication skills necessary to strategically plan for these topics. From common readings, individual cases, lectures, videos, guest speakers, and student presentations, an understanding of current corporate communication functions relating to these issues will be examined. The culmination of this course will be the development of a Crisis Communication Plan for each student's profit or non-profit organization.

The objective of this course is to help students develop a broad understanding of marketing techniques, strategies and tactics employed by the marketing manager. This course will cover the use of the 'marketing mix' elements as they pertain to the planning and implementation of the marketing plan.

From a decision-makers point of view, students will participate in a seminar involving middle and upper-level managerial responsibilities, as well as discussions concerning 'state-of-the-art' methodologies appropriate to all levels of management. Case studies and group projects will be combined with informal lectures and discussions involving such areas as strategic planning, action planning techniques, policy-making, managerial ethics, decision-making methods, control systems and the integration of all resources for optimum performance. Prerequisite: Basic Management core courses (BU 5190, BU 5120 and BU 5210) and/or commensurate work experience.
### THE INTEGRATION OF TECHNOLOGY

**CE5120.COP CRN: 20059**

**3 Credits**

Kiley Kapp  krkapp@plymouth.edu

This course has an online component.

**Wednesday 5PM – 8PM**

12/7, 12/14, 12/21, 1/4, 1/11, 1/18

This course is designed to provide K-12 educators, school librarians/media teachers, and administrators with an understanding of the ways that current and emerging technologies can be used to facilitate teaching, learning, and managing instruction. Discussions will focus on issues, trends, and current uses of technology in K-12 education. Lab sessions will focus upon gaining experience on IBM compatible or Macintosh computers, learning software applications with Microsoft Office, evaluating educational software, designing technology-enhanced lessons, and utilizing telecommunications for K-12 curriculum integration. This is an introductory course and is specifically focused on educators wanting a hands-on approach to learning new technology skills.

### ELECTRONIC PORTFOLIO DEVELOPMENT AND ASSESSMENT

**CE5140.OL CRN: 20058**

**3 Credits**

Ethel Gaides e_gaides@plymouth.edu

This course is designed to investigate the principles of assessment educational technology that relate to the design, development, and assessment of electronic portfolios. Students will learn about the history, types, components, process, delivery, presentation, and assessment of electronic portfolios. Student will be expected to define the assessment approach, construct an electronic portfolio, and collaboratively design assessment tools that will be used to evaluate electronic portfolios. Additional areas of study in the course may include the influence of educational policy on the implementation of electronic portfolios, the role of the electronic portfolios in professional development and recertification, or innovate technologies used in electronic portfolio development.

### TEACHING AND LEARNING IN A NETWORKED CLASSROOM

**CE5160.OL CRN: 20057**

**3 Credits**

Kimberley Tufts katufts@plymouth.edu

This is an online course. Online sessions begin 12/1/11 and end 2/28/12.

The evolution of the World Wide Web from what is being called Web 1.0 to Web 2.0 has brought about a new way of teaching and learning in this digital age. The use of Web 2.0 tools such as blogs, wikis, podcasting, videocasting, and a host of other free tools are allowing educators to connect to knowledge and each other like never before. Learners will gain hands-on experiences with Web 2.0 tools and explore the learning theory that supports their use a networked classroom environment.

### ST:EMERGING TECHNOLOGIES IN EDUCATION (WEB 2.0)

**CE5560.OL CRN: 20145**

**3 Credits**

Sherry Hegstrom shegstrom@plymouth.edu

This is an online course. Online sessions begin 12/1/11 and end 2/28/12.

The primary advantage of Web 2.0 technologies, and perhaps the reason for its popularity, is that it allows for easy collaboration. This is a fundamental shift from the past when there were barriers to collaboration. For the most part, it had to be synchronous (live) vs. asynchronous (Email, voicemail, YouTube, message boards, chatting, etc.). This change in collaboration has allowed for much larger groups of people to find each other and contribute to each other’s interests. Sites like Wikipedia, Reddit and YouTube are but a few of the examples. In this course we will take the time to take advantage of the new participatory learning culture where learners build, tinker with, explore, share, and collaborate with others online. It is also time exploit free and open educational resources, open courseware, learning portals, and open source software (moodle and Mahara) across educational sectors and income levels. This course, therefore, will be a journey into the learning technologies (i.e., nature), pedagogical opportunities (i.e., nurture. We will create wiki’s, blogs, personal WebPages, digital stories and finish with your own presentation on a new Web 2.0 tool or technology for the classroom.

### LEADERSHIP IN EDUCATIONAL TECHNOLOGY

**CE5700.COP CRN: 20060**

**3 Credits**

Cathy Higgins c_higgins@plymouth.edu

This course is designed to enable the educational leader to develop the knowledge and skills necessary to provide solid instructional leadership through research, decision making and modeling. Today's instructional leader must understand the importance and role of various technologies and how the financial expenses relate to human collateral such as professional time and energy spent creating budgets, scheduling, connecting with colleagues and evaluating staff. Credible technology leadership in today's schools includes the ability to model technology use in order to perform the duties and responsibilities of the position with the highest level of ethical and legal standards.
This course is designed for students in the Educational Leadership and Counseling programs. Students will gain knowledge of statistical concepts, including reliability and validity, scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. Each student will develop a complete proposal for a program in their profession, including a needs assessment, data collection design, review of related literature, and plans for implementation and evaluation. Prerequisite SY 6010 or CO 5010.

This course is a 100-hour field-based experience that focuses on developing competency in basic counseling skills through work with individuals and groups. Students will complete field experiences in approved community sites appropriate for their concentration and participate in group seminar as well as in required on-site and university supervision. Successful completion of at least 100 hours of field work, including 40 hours of direct service to clients and successful completion of the practicum course is required to be eligible for internship. Prerequisites: Completion of all courses in program contract and submission of Intent to Enroll form by departmental deadline. Selected courses may be allowed as co-requisites with prior approval of course instructor.

This clinical experience is a capstone course for those enrolled in the eating disorders certificate program. Students will be able to choose a focus on awareness and prevention, and education experience or a clinical experience working in an eating disorders treatment facility for 120 hours. Prerequisite: 12 credits of eating disorders certificate program. Also presented as HL 5150.

An introduction to career development theories and their application to the counseling process. Students will understand and utilize career information and assessments as they pertain to counseling and career development. Students will apply theory and practice to current or potential work settings. There is a 20-hour pre-practicum field experience as part of this course.

Focuses on developing competency in a variety of areas surrounding parenting education, including the following: understanding of parental issues and concerns within diverse family systems; understanding the dimensions of parenting children from birth to adolescence; and knowledge of multicultural perspectives in parenting.

This course provides a comprehensive understanding of theory, practice, and ethics in group counseling across the lifespan within clinical, school and other professional settings. This course provides students an opportunity to develop group counseling skills through classroom facilitation and supervision. In addition to the didactic portion of this class students will also participate as group members in an in-class 10-hour facilitated experiential group process. Prerequisite or corequisite: CO 5010 or SY 6010, and CO 5260.
ST:MIND BODY TECHNIQUES FOR STRESS AND HEALTH
Silver Fox Inn, Waterville Valley, NH – Draper and Maynard Hall 404
Margaret Burckes-Miller margaret@plymouth.edu
3 Credits
This is a residential course packaged with an additional meals and room fee of $253.00. Students must be registered by 11/22/11. Please note that the January classes will be meeting on campus in D&M 404. Please e-mail instructor (margaret@plymouth.edu) for additional information.
Friday 2PM – 9PM 12/9, 1/6 (5PM-9PM)
Saturday 9AM – 9PM 12/10, 1/7 (8:30AM-4:30PM)
Sunday 9AM – 3PM 12/11
The focus of this course will be to introduce the student to mind-body techniques for stress management and health issues. Some of the techniques will include yoga, breathing, meditation, progressive relaxation, imagery, and massage as well as an introduction to the field of integrative medicine. Some of the therapies discussed will include energy medicine, aromatherapy, and acupuncture. Will be accepted as one credit in stress management. Offered Spring Term of even years.

MINDFULNESS MEDITATION: THEORY AND PRACTICE
Silver Fox Inn, Waterville Valley, NH
Nancy Puglisi npuglisi@plymouth.edu
3 Credits
Syllabus
This is a residential course packaged with an additional meals and room fee of $360.00. Students must register by 12/23/11. Mandatory pre-reading assignments are available online upon registration, which is accessible through the myPlymouth portal.
Friday 9AM – 9PM 1/6
Saturday 9AM – 9PM 1/7
Sunday 9AM – 9PM 1/8
Designed to review the theory and practice relative to mindfulness meditation. Focus on the practice of the body scan, sitting meditation, healing meditation, eating meditation and walking meditation. Extended periods of meditation practice each day are interspersed with group discussions, presentations and small group work. Provides students with the theories surrounding the use of meditation as a healing tool while at the same time providing an opportunity for students to learn and practice meditation techniques. Focus will be on: learning the theories of mindfulness meditation; learning and practicing mindfulness techniques; incorporating mindfulness practice into our personal and professional lives; the authentic use of mindfulness practice as a teaching tool. Also Winterim and summer. Students are required to pay additional fees to participate in this course.

ASSESSMENT, DIAGNOSIS, AND TREATMENT PLANNING
Plymouth
Celia Gibbs cjgibbs@plymouth.edu
3 Credits
Please note this course will meet in the Robert Frost House conference room.
Thursday 5PM – 8:45PM 12/1, 12/8, 12/15, 12/22, 1/12, 1/19, 1/26, 2/2, 2/9, 2/16, 2/23
This course is designed to develop competencies in clinical interviewing, diagnostic assessment, case conceptualization, and treatment planning. Diversity considerations and current models of evidence-based practice will be emphasized. Prerequisites: CO 5010, CO 5020, CO 5260, CO 5770, or permission of the instructor.

SEMINAR AND INTERNSHIP IN SCHOOL COUNSELING
Plymouth – Counseling Center
Gary Goodnough ggoodno@plymouth.edu
1 – 6 Credits
Thursday 5:30PM – 8PM 12/1, 12/8, 12/15, 12/22, 1/12, 1/26, 2/2, 2/9, 2/16, 2/23
Personal, educational and career guidance and counseling experiences performed under supervision of a certified counselor and conducted in a public school setting. In addition to the required field experiences totaling 600 hours, students must attend seminar meetings on campus with fellow student interns and the Plymouth supervisor to exchange viewpoints and feedback. Designed to be the culminating experience in the Counselor Education program. Prerequisite: Completion of all required courses, school counseling and consent of instructor.

SEMINAR AND INTERNSHIP IN MENTAL HEALTH COUNSELING
Plymouth – Hyde Hall 314
Torey Portrie-Bethke tlportrie@plymouth.edu
1 – 12 Credits
Syllabus
Please contact instructor (tlportrie@plymouth.edu) to arrange individual/triadic supervision.
Thursday 5PM – 8PM 12/1, 12/8, 12/15, 1/5, 1/12, 1/19, 1/26, 2/2, 2/9, 2/16, 2/23
A 600-hour clinical counseling experience under supervision and conducted in a mental health counseling setting. Students must attend an on-campus seminar with fellow student interns that provides an opportunity for case presentation and professional development. Designed to be the culminating experience in the Mental Health Counseling concentration. Students must provide evidence of liability insurance. Prerequisites: completion of all required courses in the Mental Health Counseling concentration and consent of the Plymouth internship supervisor. Variable and repeatable.
SY6300.01  CRN: 20051  **SOCIAL/EMOTIONAL/BEHAVIORAL ASSESSMENT**  
Plymouth – Highland Hall 039  
3 Credits  
*Syllabus*  
**Tuesday 5PM – 8:45PM**  
12/6, 12/13, 12/20, 1/3, 1/10, 1/17, 1/24, 1/31, 2/7, 2/14  

To provide a clear, balanced presentation of the learner's social/emotional characteristics. The student will be introduced to the areas of assessment of behavior by interview, observation and norm-referenced techniques. Functional behavior assessment will also be addressed. Objective and projective techniques will be introduced and the student will have the opportunity to learn about the history and practical administration of these instruments. Prerequisite SY 6010.

SY6700.COP  CRN: 20046  **PRACTICUM I: ASSESSMENT, INTERVENTION, & CONSULTATION**  
Concord (2 Pillsbury Street)  
3 Credits  
**Monday 5PM – 8:45PM**  
12/5, 12/12, 12/19, 1/9, 1/23, 2/6, 2/20, 2/27  

Assessment, Intervention, and Consultation. This is a 3 credit course involving 50 clock hours at a field site under the supervision of a certified school psychologist. It is intended for candidates to practice their skills in assessment, consultation, counseling, and prevention and intervention. An on-campus seminar will be given for candidates to demonstrate their skills and share their experiences. Typically, candidates would take SY 6400 Administering Individual Intelligence Tests concurrently with Practicum I. Candidates should arrange their practicum placement prior to the beginning of the course to ensure a full semester experience.

SY6800.01  CRN: 20052  **SCHOOL PSYCHOLOGY INTERNSHIP AND SEMINAR**  
Plymouth – Boyd Hall 005  
1 – 12 Credits  
**Wednesday 5PM – 8:45PM**  
12/14, 1/11, 1/25, 2/8, 2/29  

As the culminating component in the school psychology program, this field experience will be done in a public school setting under the supervision of a certified school psychologist. Students will also attend a seminar on campus to discuss their experiences, present psychological evaluations and interventions, and engage in mutual problem solving relative to dilemmas and issues encountered in the field experience. Prerequisites include completion of all required courses and permission of the internship instructor. Students are required to take the Praxis II exam.

**Education**

**ED - Education**

**ED5010.OL**  CRN: 20065  **PHILOSOPHY, ETHICS & EDUCATION**  
Online Course  
3 Credits  
*Syllabus*  
This is an online course. Online sessions begin 1/3/12 and end 2/11/12.

**ED5010.ON**  CRN: 20066  **PHILOSOPHY, ETHICS & EDUCATION**  
Online Course  
3 Credits  
*Syllabus*  
This is an online course. Online sessions begin 1/3/12 and end 2/11/12.

**ED5010.01**  CRN: 20067  **PHILOSOPHY, ETHICS & EDUCATION**  
Plymouth – Hyde Hall 314  
3 Credits  
This course has an online component.  
**Wednesday 5PM – 8PM**  
12/7, 12/14, 12/21, 1/4, 1/11, 1/18, 1/25, 2/1, 2/8, 2/15

**ED5010.EX**  CRN: 20068  **PHILOSOPHY, ETHICS & EDUCATION**  
Seacoast Professional Development Center, Exeter NH  
3 Credits  
*Syllabus*  
This course has an online component.  
**Saturday 9AM – 12PM**  
12/17, 1/21, 2/18

**ED5010.COP**  CRN: 20122  **PHILOSOPHY, ETHICS & EDUCATION**  
Concord (2 Pillsbury Street)  
3 Credits  
*Syllabus*  
This course has an online component.  
**Monday 5PM – 9PM**  
1/23, 2/6, 2/13  
**Tuesday 5PM – 9PM**  
1/17, 2/28  
**Saturday 10AM – 2PM**  
2/4

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.
**SOCIAL BEHAVIOR IN A DIVERSE SOCIETY**

Plymouth – Rounds Hall 124  
3 Credits  
Syllabus  
This course has an online component.  
Saturday 10AM – 2PM  
12/3, 12/17, 1/7, 1/21, 2/4, 2/18

**SOCIAL BEHAVIOR IN A DIVERSE SOCIETY**

Online Course  
3 Credits  
This is an online course. Online sessions begin 12/1/11 and end 2/28/12.

Seeks to examine the manner in which the behavior, feelings, or thoughts of one individual are influenced by the behavior or characteristics of others. Topics to be considered include social perception, attitudes, gender, social cognition, conflict, social influence, intercultural awareness, prejudice, discrimination, aggression, and group behavior. Fall, spring, and summer.

**SOCIAL PSYCHOLOGY AND MYTHOLOGY ACROSS CULTURES**

Online Course  
3 Credits  
This is an online course. Online sessions begin 12/1/11 and 2/28/12.

This course will provide an in-depth study of the social/cultural basis of behavior and examine the role of mythology as a vehicle for intrapersonal and interpersonal understanding. The major theoretical, empirical, and applied lines of work in the following topics in contemporary social psychology will be explored, including social cognition, interpersonal perception, attitudes, stereotyping and prejudice, the self, and interpersonal and group relations. Mythology will be employed as a mechanism for cross-cultural comparison and as a unifying construct to enhance multicultural understanding.

**RESEARCH DESIGN**

Online Course  
3 Credits  
This is an online course. Online sessions begin 12/1/11 and end 2/28/12.

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.
ED5060.ON CRN: 20173  THEORIES OF LEARNING AND COGNITIVE DEVELOPMENT
Online Course            Kimberly Williams    kmwilliams3@plymouth.edu
3 Credits
This is an online course. Online sessions begin 12/11/11 and end 2/28/12.

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.

ED5080.OL CRN: 20111  INSTRUCTIONAL STRATEGIES AND CURRICULUM DESIGN
Online Course            Raquel Mongillo    rbmongillo@plymouth.edu
3 Credits        Syllabus
This is an online course. Online sessions begin 12/1/11 and end 2/28/12.

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: ED 5270.

ED5140.OL CRN: 20112  ASSESSMENT: PRINCIPLES AND PRACTICES
Online Course            Kathleen Norris    knorris@plymouth.edu
3 Credits        Syllabus
This is an online course. Online sessions begin 12/1/11 and end 2/28/12.

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.

ED5210.OL CRN: 20113  GRADUATE PRACTICUM
Online Course            Susan Shapiro    sashapiro@plymouth.edu
1 – 6 Credits        Syllabus
This is an online course. Online sessions begin 12/1/11 and end 2/28/11. PRIOR TO REGISTERING, students must submit an Internship/Practicum Confirmation form to (jmkuras@plymouth.edu) and contact the instructor (sashapiro@plymouth.edu) to arrange two individual meeting dates, and obtain information about Mahara/e-portfolio training sessions. Any questions or concerns regarding the course or registration process, please contact Jim Kuras (jmkuras@plymouth.edu).

ED5210.01 CRN: 20169  GRADUATE PRACTICUM
Plymouth – Lamson Library 124    Megan Birch    mlibirch@plymouth.edu
1 – 6 Credits
This section is designed for ENGLISH Education students ONLY. Please note that this course will span two terms, winter and spring. This winter section will begin in January 2012. PRIOR TO REGISTERING, students must submit an Internship/Practicum Confirmation form to (jmkuras@plymouth.edu). Any questions or concerns regarding the course or registration process, please contact Jim Kuras (jmkuras@plymouth.edu).

Friday
1PM – 3:30PM 2/10

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.

ED5270.COP CRN: 20070  FOUNDATIONS OF TEACHING
Concord (2 Pillsbury Street)    William Lander    wplander@plymouth.edu
3 Credits

Wednesday 5:30PM – 8:30PM
1/4, 1/11, 1/18, 1/25, 2/1, 2/8, 2/15
Saturday 9AM – 3PM
1/21, 2/4, 2/18

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.
ED5000.COP CRN: 20142  ST: ELEMENTARY MATH CURRICULUM AND METHODS
Concord (2 Pillsbury Street)  Shawn Hackshaw  s_hackshaw@plymouth.edu
3 Credits
Tuesday 4PM – 7PM  12/6, 12/13, 1/3, 1/10, 1/17, 1/24, 1/31, 2/7, 2/14, 2/21, 2/28
Students will discover the mathematical concepts and pedagogical skills needed to become a successful teacher of mathematics in grades K-8. Students will be actively engaged in exploring how they learn concepts such as fractions, ratio and proportion, Geometry, and measurement. A number of activities will help strengthen students’ understanding of these concepts allowing them to bring this knowledge into the classroom. Other topics to be discussed include student assessment, national and state standards (including the Common Core State Standards for Mathematics) and the appropriate use of technology in the classroom.

ED5910.02 CRN: 20202  IS: WINTER EXPEDITIONS
Plymouth  James Hannon  jhannon@plymouth.edu
2 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, department chair and the Associate Vice President is required.

ED5960.OL CRN: 20114  INTERNSHIP IN TEACHER EDUCATION
Online Course  Susan Shapiro  sashapiro@plymouth.edu
1 – 12 Credits
This is an online course. Online sessions begin 12/1/11 and end 2/28/11. PRIOR TO REGISTERING, students must submit an Internship/Practicum Confirmation form to (jmkuras@plymouth.edu) and contact the instructor (sashapiro@plymouth.edu) to arrange two individual meeting dates, and obtain information about Mahara/e-portfolio training sessions. Any questions or concerns regarding the course or registration process, please contact Jim Kuras (jmkuras@plymouth.edu).

ED5960.01 CRN: 20170  INTERNSHIP IN TEACHER EDUCATION
Plymouth – Lamson Library 124  Megan Birch  mbirch@plymouth.edu
1 – 12 Credits
This section is designed for ENGLISH Education students ONLY. Please note that this course will span two terms, winter and spring. This winter section will begin in January 2012. PRIOR TO REGISTERING, students must submit an Internship/Practicum Confirmation form to (jmkuras@plymouth.edu). Any questions or concerns regarding the course or registration process, please contact Jim Kuras (jmkuras@plymouth.edu).

ED6900.01 CRN: 20099  GRADUATE CAPSTONE PROJECT
Plymouth  Marcel Lebrun  mrlebrun@plymouth.edu
1 – 12 Credits
Please contact instructor (mrlebrun@plymouth.edu) to arrange meeting dates and times.
A culminating, supervised project or practicum experience in a work environment or cooperating institution or agency. The purpose is to apply knowledge learned in previous coursework to the work environment or through an approved project. The candidate works with a field supervisor on site and presents their final product to PSU faculty. 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. Students should anticipate planning approximately 40 hours of work for each credit to be earned and the number of credits to be earned in total must be approved by their advisor and noted on their program contract. The candidate must submit a Graduate Capstone Project form with their registration and the Capstone Project must be approved by the advisor and Associate Vice President for Graduate Studies.

EN5000.COP CRN: 20072  TEACHER ACTION RESEARCH
Concord (2 Pillsbury Street)  Meg Petersen  megp@plymouth.edu
3 Credits
This course has an online component.
Tuesday 5PM – 8PM  12/6, 12/13, 12/20, 1/3, 1/10, 1/17, 1/24, 1/31, 2/7, 2/14, 2/21
This course is designed to provide a background in qualitative classroom-based research. Students design a research project in which they find and frame a research question that they will investigate through interview, observations, participant observations and/or analysis of artifacts. They will write up and present the results of this limited study.
ST: WRITING OUR COMMUNITIES
Plymouth  Lois Juris  lejuris@plymouth.edu
1 – 3 Credits

Various topics related to the teaching of writing not covered in other English courses. May be repeated with different topics.

TEACHING LITERATURE FOR CULTURAL UNDERSTANDING
Plymouth – Rounds Hall 322  Megan Birch  mbirch@plymouth.edu
3 Credits

This course has an online component.

Monday 5:30PM – 8PM
12/5, 12/12, 12/19, 1/9, 1/16, 1/23, 1/30, 2/6, 2/13, 2/20, 2/27

This course provides an introduction to the use of multicultural literature appropriate for K-12 classes to increase cultural understanding. Students will apply a spectrum of intercultural sensitivity as a guide for working with their students. The course involves the planning and implementation of a unit of study involving the teaching of multicultural literature in the K-12 school and integrating writing and the arts.

EATING DISORDERS CLINICAL
Plymouth  Margaret Burckes-Miller  margaret@plymouth.edu
Laura Clauss  ljclauss@plymouth.edu
1 – 3 Credits

Students must contact instructor (margaret@plymouth.edu) no later than 9/30/11 to arrange meeting dates, times, and winter clinical.

This clinical experience is a capstone course for those enrolled in the eating disorders certificate program. Students will be able to choose a focus on awareness, prevention, and education experience or a clinical experience working in an eating disorders treatment facility for 120 hours. Prerequisite: 12 credits of Eating Disorders certificate program.

ST: CPR FIRST AID INSTRUCTOR
Plymouth – Draper and Maynard Hall 404  Margaret Burckes-Miller  margaret@plymouth.edu
1 – 3 Credits

Friday 5:30PM – 9:30PM  1/13, 1/20
Saturday 8AM – 12PM  1/14
Sunday 9AM – 2PM  1/15

The course is designed to train students as first aid and CPR instructors. Upon successful completion of the course students will be eligible to receive a certificate as an instructor for first aid, CPR and AED.

ST: CPR/AED FIRST AID
Plymouth – Draper and Maynard Hall 404  Margaret Burckes-Miller  margaret@plymouth.edu
1 Credit

Monday 5PM – 9:30PM  1/2
Wednesday 5PM – 9:30PM  1/4
Sunday 5PM – 9:30PM  1/8

Learn life saving skills for First Aid and CPR/AED for adults and children and infants. Topics include: bleeding, infectious control, seizures, stroke, diabetes, asthma, and allergies. Students will be eligible for CPR and AED certification for adults and infant and children, as well as Standard First Aid.

INTRODUCTION TO HEALTH EDUCATION AND HEALTH PROMOTION
Plymouth – Draper and Maynard Hall 404  Margaret Burckes-Miller  margaret@plymouth.edu
3 Credits

Friday 5PM – 9PM  12/2, 1/27
Saturday 8AM – 4PM  12/3, 1/28
Sunday 8AM – 2PM  12/4, 1/15(5PM- 9PM)

Provides health educators with the opportunity to interpret concepts, purposes, philosophies and theories of health education and wellness. Students will investigate physical, social, emotional and intellectual factors influencing health behavior. Offered Winters.
### MIND BODY TECHNIQUES FOR STRESS AND HEALTH

**HP5090.WV  CRN: 20063**  Margaret Burckes-Miller  margaret@plymouth.edu  
3 Credits  
This is a residential course packaged with an additional meals and room fee of $253.00. Students must be registered by 11/22/11. Please note that the January classes will be meeting on campus in D&M 404. Please e-mail instructor (margaret@plymouth.edu) for additional information.  

**Friday**  2PM – 9PM  12/9, 1/6(5PM- 9PM)  
**Saturday**  9AM – 9PM  12/10, 1/7(8:30AM- 4:30PM)  
**Sunday**  9AM – 3PM  12/11  

The focus of this course will be to introduce the student to mind-body techniques for stress management and health issues. Some of the techniques will include yoga, breathing, meditation, progressive relaxation, imagery, and massage as well as an introduction to the field of integrative medicine. Some of the therapies discussed will include energy medicine, aromatherapy, and acupuncture. Will be accepted as one credit in stress management. Offered Winters.

### ST:INTRO TO MASSAGE THERAPY

**ST:INTRO TO MASSAGE THERAPY**  
**HP5560.01  CRN: 20153**  James Hannon  jhannon@plymouth.edu  
2 Credits  
This course has an online component. This course introduces the fundamentals of massage therapy techniques. Students will examine history, basic principles and energy theory. Holism, self-care and massage effects on pain and various body systems will be discussed. Students will practice a variety of massage techniques designed to reduce pain and stress and increase healing.  

**Friday**  4PM – 9:30PM  1/13, 1/20  
**Saturday**  8AM – 5PM  1/14

This course will cover various topics in Health Promotion.

### ST:MASSAGE THERAPY LAB

**ST:MASSAGE THERAPY LAB**  
**HP5560.02  CRN: 20154**  Christian Bisson  cbisson1@plymouth.edu  
1 Credit  
This course introduces the fundamentals of massage therapy techniques. Students will examine history, basic principles and energy theory. Holism, self-care and massage effects on pain and various body systems will be discussed. Students will practice a variety of massage techniques designed to reduce pain and stress and increase healing. Please note this course can only be taken in conjunction with ST:Introduction to Massage Therapy for Health and Healing.  

**Friday**  9PM – 9:30PM  1/13

### PE - Physical Education

**PE5560.OL  CRN: 20188**  
2 Credits  
This is an online course. Online sessions begin 1/5/12 and end 2/24/12.  
This on-line course review principles and current practices in experiential education program risk management for public and private school, profit and not for profit organizations. Topics explored in the course includes incident theories, risk management strategies, risk management tools, risk evaluation, risk analysis, emergency action plan, crisis management, liability coverage, and the law related to experiential education. Students will gain a practical understanding of risk management through examinations, risk analysis exercises, online group discussion, case studies, and individual projects.

### Historic Preservation, Heritage Studies and Social Science

**HPR5200.OL  CRN: 20104**  Benoni Amsden  blamsden@plymouth.edu  
3 Credits  
This is an online course. Online sessions begin 1/6/12 and end 2/16/12. Please note that two self-directed field trips are required.

This course uses the rural countryside as a laboratory to examine the cultural landscape. It will trace the impact of natural, cultural, economic, and technological forces on the "built" environment. The course studies the evolution of buildings and their settings, with emphasis on settlement and rural industrialization. Subjects to be discussed include the evolution of architectural styles and construction techniques, town planning and land division, the evolution of transportation, and the harnessing of water power. Although the course will use specific locales as examples, it is intended to instill general principles by which any human landscape can be examined and interpreted in relationship to natural resources and human culture.
This course examines the international, national, and state legal frameworks for the protection and movement of cultural property. Archaeological site looting, transnational antiquities trafficking, and armed conflicts threaten global cultural heritage. The international and American governments' responses to such threats have resulted in the development of major treaties as well as the enforcement of criminal laws and customs regulations. Topics for discussion include the 1954 Hague Convention, the 1970 UNESCO Convention, the ICOM Code of Ethics, the National Stolen Property Act, and the Cultural Property Implementation Act. The course also introduces students to important national heritage laws such as the Archaeological Resources Protection Act and the rules governing shipwrecks. State statutes and the common law regulating cultural property are also reviewed.

This course uses the rural countryside as a laboratory to examine the cultural landscape. It will trace the impact of natural, cultural, economic, and technological forces on the "built" environment. The course studies the evolution of buildings and their settings, with emphasis on settlement and rural industrialization. Subjects to be discussed include the evolution of architectural styles and construction techniques, town planning and land division, the evolution of transportation, and the harnessing of water power. Although the course will use specific locales as examples, it is intended to instill general principles by which any human landscape can be examined and interpreted in relationship to natural resources and human culture.

Provides prospective language teachers with an introduction to the study of language. Principal topics include sociolinguistic theories, language variation, and pragmatics; and the classroom implications of phonology, morphology, semantics and syntax.

This is an online course. Online sessions begin 12/1/11 and end 2/28/12.
Participants in this course examine the theories and practice of second language reading and writing acquisition. Topics include developing literate behaviors, decoding, guided reading, shared reading and writing, and the writing process. The focus of the course is to develop participants’ proficiency in teaching reading and writing to students of different ages and ability levels through phonics, whole language, and integrated approaches.

**Library Media**

**LM - Library Media Studies**

**LM5010.OL  CRN: 20077  LEARNING RESOURCES CENTERS AND SERVICES**

Online Course
3 Credits  Syllabus
This is an online course. Online sessions begin 12/1/11 and end 2/16/12.

**LM5010.ON  CRN: 20159  LEARNING RESOURCES CENTERS AND SERVICES**

Online Course
3 Credits  Syllabus
This is an online course. Online sessions begin 12/1/11 and end 2/16/12.

This course will focus on the role and functions of library/media centers in K-12 schools. The topics covered will include the problems of organization and management, the types of learning resources and services, and federal and state programs and standards. We will also look at the developments and trends in library/media centers.

**PRACTICUM IN SCHOOL MEDIA**

Plymouth
3 Credits
Please contact instructor (eallard@plymouth.edu) to arrange meeting dates and times.

The practicum is to provide the student with a supervised field experience in one of several cooperating institutions or agencies. The purpose is to gain meaningful work experience through applying knowledge learned in previous coursework to the on-the-job situation. Commitment includes a negotiated number of hours per week. Supervision is by the institution or agency concerned and by PSU faculty.

**Mathematics**

**MG - Graduate Math**

**MG5000.ON  CRN: 20118  ST:A PROBLEM SOLVING APPROACH TO TEACHING MATHEMATICS**

Online Course
3 Credits  Syllabus
This is an online course. Online sessions begin 12/1/11 and end 2/28/12.

This course promotes active learning through problem-solving, while maintaining an emphasis on skills and concepts. A state-of-the-art web-based learning platform will be used to facilitate the course content. Teachers will investigate and critique a wealth of pedagogical tools, standard-based curricula, assessments and technology. The course is offered for 3 credits during winter and spring terms. A follow-up seminar will be offered for 2-3 credits during summer session.

**MG5000.OL  CRN: 20115  ST:TEACHING MATHEMATICS DEVELOPMENTALLY**

Online Course
3 Credits  Syllabus
This is an online course. Online sessions begin 12/1/11 and end 2/28/12.

This course provides K-8 teachers with a depth of practical and concise ideas to develop, enhance, and/or augment their understanding of the mathematics they teach. The focus will be on standards-based content, methods and assessment necessary to create a learning environment that is developmental, student-centered and inclusive of all students. The course is offered for 3. A follow-up seminar will be offered for 2-3 credits during summer session.

**MG5000  CRN: 20116  TEACHING SCHOOL MATHEMATICS IN THE 21ST CENTURY**

Online Course
3 Credits  Syllabus
This is an online course. Online sessions begin 12/1/11 and end 2/28/12.

This course will provide concise, current, and meaningful descriptions of what it takes to be an effective teacher of mathematics in today’s classroom. The course content offers a balance of theory and practice, including a wealth of examples and descriptions of student work, classroom situations and technology usage to assist any teacher in visualizing high-quality mathematics instruction in the middle and secondary classroom. The text combines up-to-date technology and research with a vibrant writing style to help teachers expand their grasp of curriculum, teaching, and assessment issues as they relate to secondary and middle school mathematics. The course is offered for 3 credits during winter and spring terms. A follow-up seminar will be offered for 2-3 credits during summer session.
ST: BASIC DATA AND PROBABILITY FOR TEACHERS
Online Course
3 Credits Syllabus
Jack Barry j_barr@plymouth.edu
This is an online course. Online sessions begin 12/1/11 and end 2/28/12.
This course is designed with the educator in mind. It will provide the foundation or review of essential topics for teaching probability and statistics at the middle and secondary level. Topics include: experimental design, organizing and displaying data (in tabular and graphical forms), random sampling, confidence intervals, and tests of significance, experimental and theoretical probability, probability distributions and regression. These topics and concepts will be explored using a web-based learning platform MyMathLab. The e-text offers a very accessible approach to statistics—with more than 750 graphical displays that illustrate data, participants are able to visualize key statistical concepts immediately. Adhering to the philosophy that students learn best by doing, this book relies heavily on examples and exercises, which demonstrate that statistics is all around us and that it’s easy to understand.

Neurodevelopment
ND - Neurodevelopmental Approach to Teaching

ND5000.OL CRN: 20079 FOUNDATIONS OF NEURODEVELOPMENTAL THEORY
Online Course
2 Credits
Elizabeth Reed ekreed@plymouth.edu
Leslie Williamson l_williamson@plymouth.edu
This is an online course. Online sessions begin 12/3/11 and end 2/11/12.
This course is designed to build upon participants’ existing knowledge of child development theories and to layer these with a neurodevelopmental framework to understand what a student can be expected to do at a given age. Participants will be introduced to core principles and the newest research findings related to the brain and learning. The course will focus on the brain principles, three networks (i.e., recognition, strategic, affective) and eight key neurodevelopmental learning functions of the brain (e.g., attention, memory, language) and their impact on learning. Participants will also practice the skill of observing for evidence of student learning strengths and weaknesses and linking them to academic performance through a case study.

ND5050.COP CRN: 20080 ATTENTION & MEMORY IN LEARNING
Concord (2 Pillsbury Street)
2 Credits
Elizabeth Reed ekreed@plymouth.edu
Leslie Williamson l_williamson@plymouth.edu
This course has an online component.
Saturday 9AM – 4PM 2/4
Sunday 9AM – 4PM 2/5
Attention and memory play key roles in learning. This course will provide an in-depth exploration of the components of attention and memory and specific impacts they have on learning. Participants will be introduced to ways to observe for breakdowns in memory and attention and instructional strategies to support completion of tasks. Prerequisite: ND 5000 and ND 5020.

Reading and Writing
RL - Reading and Writing

RL5014.01 CRN: 20081 READING, WRITING, & LITERATURE
Plymouth – Boyd Hall 236
3 Credits Syllabus
Edith Patridge epatridge@plymouth.edu
This course has an online component.
Saturday 9AM – 3PM 1/7, 1/21, 1/28, 2/4, 2/18, 2/25
This course is designed as an active and reflective experience of reading and process writing. Students will be immersed in literature and process writing as they develop a portfolio of their own work as lifelong readers and writers. They will review theory and practice regarding process writing, writing to learn, and writing across the curriculum. They will work in the format of the reading/writing connection to explore a range of non-print and print genres, including but not limited to fiction, nonfiction, poetry, fantasy, timed writing to a prompt and multicultural literature. Further topics to be examined in this course are the development of practical classroom applications of creating a literate environment, supporting the reading/writing connection in the classroom, exploration of the question ‘what makes good writing’, assessment in the reading/writing workshop, the mechanical aspects of writing, and the needs of diverse learners. This course is recommended for students in the Reading and Writing masters’ program and the certification Program, as well as for any other students who teach reading and writing in the elementary, middle, and secondary schools.

RL5110.COP CRN: 20082 RESEARCH IN READING/Writing
Concord (2 Pillsbury Street)
3 Credits
Eleanor Papazoglou empapazoglou@plymouth.edu
This course has an online component.
Tuesday 5PM – 8:30PM 12/6, 12/13, 1/10, 1/17, 1/31, 2/7, 2/14
Research in Reading and Writing is an investigation into the significant research theory and principles on the development of reading and writing, the teaching of reading and writing, the assessment of reading and writing, and the implications of this knowledge that enrich our understandings and refine our practices. From historical perspectives to current trends and issues, we will explore the transformation of the reading and writing landscape. In doing so, we will discover what research in reading and writing is; how it is used; the value of reading and writing research; how it is applied to improve practice, understanding, and reflective thought; and its role in determining best institutional practices.
To provide literacy instructors with practical suggestions, approaches, and tools to engage all K-12 students, including adolescents themselves, in focusing on improving student reading, writing, thinking, and listening. A three tiered model will examine the areas of student motivation, integrating literacy and learning, and sustaining literacy development. The final product will be the formation of a differentiated instructional plan in the content area demonstrating the use of strategies presented in the course. Participants will be using their own existing school curricula or be planning to use the strategies with future students. A district wide presentation can be developed from the culmination of all student's artifacts.

Diagnostic and instructional issues presented include: reading and writing development; factors related to reading and writing disabilities; varied approaches to individual diagnosis and proven emergent reading, corrective, standardized tests and authentic assessments currently used in reading and special education programs. Seminars in conjunction with the practicum emphasize peer coaching and the application of current literacy research. May be repeated with the permission of the instructor.

Analysis of the factors contributing to reading disability. Diagnosis, teaching, curriculum planning and use of informal and formal assessments with small groups of readers in K-12 settings and supervised tutorial situations. Discussions with literacy professionals and paraprofessionals, and participation in professional development workshops. Seminars promote reflection on instructional practices and the range of services available for readers across the developmental continuum.

This course will focus on administering, scoring, interpreting and reporting on achievement, special skill and diagnostic tests used in special education and school psychology. The emphasis will be on diagnosis and prescriptive writing. It is restricted to special education and school psychology students.

This three-credit course will give participants a greater understanding of both federal and New Hampshire special education law. Time will be spent on Section 504 of the Rehabilitation Act of 1973. This course is designed and intended for teachers and special education administrators. You do not need to be a law student to succeed in this class. There is a heavy emphasis in this course on theory to practice, “practical news you can use” the next day in your profession. Students will review the most current cases and trends in special education law, analyze cases, and learn how to research both statutory and case law.
This course is designed to provide participants with an understanding of transition plans within an IEP and how transition planning should prepare students for a successful post-secondary life. Participants can expect to learn the strategies for developing transition plans, most importantly an understanding of how to write transition plan components, such as transition services and measurable goals related to transition services needs. The overall goal of this course is to expose participants to best practices in this area, as well as the federal and state compliance requirements, with other key components to this course being parent and student involvement and participation in the IEP transition planning process, community and family engagement, teaching teachers and students with disabilities self-advocacy skills needed for a successful post-secondary life, and the successes and challenges for students with disabilities post-high school.

This course addresses targeted methods designed to enhance the emotional well being and reduce the problem behavior of students who are at risk for school failure but who do not necessarily qualify for special education services. Using the positive behavioral interventions and support approach to systems change, students will learn how to create and nurture a problem solving team of professionals who are responsible for developing evidence based strategies for improving the behavior and academics of students for whom universal, school wide approaches have been insufficient. Topics include completing functional behavioral assessments of targeted students, creating behavior intervention plans based on functional behavioral assessment, designing and implementing targeted group interventions aimed at reducing problem behavior and increasing prosocial behavior and academic achievement of targeted students, and evaluating the targeted system data-based decision making for improving practice.

This course provides students with the collaboration and consultation skills necessary to enhance the emotional well being and reduce the problem behaviors of all students in schools, including those identified as emotionally disturbed under the Individuals with Disabilities Act (IDEA). Within the context of a positive behavioral interventions and support model, students will learn how to be a school based PBIS coach in order to support the systems of change process in their schools. Topics include the process of systems change, collaboration with families and community agencies, team development and building, data based decision making and nurturing the PBIS initiative.

Focuses on the ethics of special education laws, regulations and policies. Students will use case studies that pose ethical dilemmas in order to understand the complex issues underlying such issues as inclusion, labeling, IDEA, least restrictive environment (LSE) compliance, due process, parent involvement, awareness of ethical responsibilities, ethical decision making, confidentiality, record keeping, and informed consent. The spirit versus the letter and the morality of special education will also be explored. A special focus will be on transacting an ethic of care in school best practices that promote democratic decision making, advocacy, and the empowerment of parents.

This course is designed to provide teachers with increased understanding of the needs of children who display maladaptive behaviors associated with conduct disorders in school settings. Students will investigate specific causes, diagnosis, assessment methods, interventions, etiology, co-morbidity, subtypes, pharmacotherapy, the role of the classroom teacher, and possible resources.

This course has an online component.

This course has an online component.

This course has an online component.

This course has an online component.
A supervised field experience in one of several cooperating institutions or agencies. 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. Supervision is done by the institution or agency concerned and by Plymouth faculty.

SE5821.01 CRN: 20091  
INTERNERNSHIP SEMINAR IN SPECIAL EDUCATION  
Plymouth – Rounds Hall 104  
Marcel Lebrun  
mrlebrun@plymouth.edu  
3 Credits  
Syllabus  
This course has an online component.  
Tuesday 3:30PM – 4:30PM 12/6  
Thursday 3:30PM – 4:30PM 1/26, 2/16

A supervised field experience in one of several cooperating institutions. The purpose is to gain meaningful work experience through applying knowledge learned in course work to the on-the-job situation. Commitment includes 12 hours per week within the school environment over 3 days, and one three hour seminar per month. Supervision is done by the cooperating school and overseen by Plymouth State University faculty.

SE7800.01 CRN: 20100  
SPECIAL EDUCATIONAL LEADERSHIP PRACTICUM  
Plymouth  
Marcel Lebrun  
mrlebrun@plymouth.edu  
3 – 6 Credits  
Syllabus  
Please contact instructor (mrlebrun@plymouth.edu) to arrange meeting dates and times.

A collaborative supervised field experience in one of several cooperating institutions or agencies. The purpose is to gain meaningful work experience as a special education administrator through applying knowledge learned in coursework to on-the-job situations.

Transformation and Healing (OATH, PATH)  
HH - Health and Healing  

HH5570.WV CRN: 20038  
MINDFULNESS MEDITATION: THEORY AND PRACTICE  
Silver Fox Inn, Waterville Valley, NH  
Nancy Puglisi  
npuglisi@plymouth.edu  
3 Credits  
Syllabus  
This is a residential course packaged with an additional meals and room fee of $360.00. Students must register by 12/23/11. Mandatory pre-reading assignments are available online upon registration, which is accessible through the myPlymouth portal.  
Friday 9AM – 9PM 1/6  
Saturday 9AM – 9PM 1/7  
Sunday 9AM – 3PM 1/8

Mindfulness Meditation Theory and Practice examines the theoretical basis for the use of meditation as a healing tool. In a meditative retreat format, participants learn and practice various types of meditation such as body scan, sitting, walking, eating and music meditation. Extended periods of practice and interspersed with discussion, reflection, presentation and small group work.