



## COLLEGE OF GRADUATE STUDIES

### Fall 2009 Graduate Course Schedule

Please note that courses are subject to change. REGISTER EARLY to reserve your space!  
Please visit [plymouth.edu/graduate/directions](http://plymouth.edu/graduate/directions) for directions to courses held off campus.

#### Administration and Educational Leadership

##### AD - Administration

**AD5010.COP** CRN: 10376 **ORGANIZATIONAL LEADERSHIP IN SCHOOLS**  
Concord (2 Pillsbury Street) Marianne True [mtrue@plymouth.edu](mailto:mtrue@plymouth.edu)  
3 Credits [Syllabus](#)  
This course has an online component using Blackboard.  
**Tuesday** 5PM – 8PM 9/15, 9/29, 10/13, 10/27, 11/10

Students in the educational leadership program are strongly encouraged to take this course first in the educational leadership course sequence. Roles and functions of administrators in elementary and secondary schools will be addressed. A variety of theories will be analyzed and applied in the context of the dynamic milieu, personal and group biases, and the multivariate issues facing organizational life in schools.

**AD5020.COP** CRN: 10283 **STAFF DEVELOPMENT & EVALUATION**  
Concord (2 Pillsbury Street) Rose Colby [rcolby@plymouth.edu](mailto:rcolby@plymouth.edu)  
3 Credits [Syllabus](#)  
This course has an online component using Blackboard.  
**Thursday** 5PM – 8PM 9/17, 9/24, 10/8, 10/15, 10/29, 11/12(5PM- 8:30PM)

Major functions concerning the supervision of staff in a school setting including the selection, orientation, and development of staff members will be covered. Theories and techniques for promoting a positive school climate will be explored and applied. Alternative approaches to assessing and enhancing a staff's instructional competence will be examined. Prerequisite: AD 5010.

##### EP - CAGS (Certificate of Advanced Graduate Studies)

**EP7020.COP** CRN: 10316 **COLLABORATIVE LEADERSHIP**  
Concord (2 Pillsbury Street) Leo Corriveau [lcorriveau@plymouth.edu](mailto:lcorriveau@plymouth.edu)  
3 Credits  
This course has an online component using Blackboard.  
**Thursday** 4:30PM – 7:30PM 9/10, 9/24, 10/8  
**Saturday** 8:30AM – 3:30PM 9/12, 9/26, 10/17

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.

**EP7050.COP** CRN: 10444 **QUALITATIVE METHODOLOGY & APPLIED RESEARCH**  
Concord (2 Pillsbury Street) Kathleen Norris [knorris@plymouth.edu](mailto:knorris@plymouth.edu)  
3 Credits  
This course has an online component using Blackboard.  
**Tuesday** 5PM – 8PM 9/8, 9/15, 9/22, 9/29, 10/13, 11/17, 11/24

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).

**EP7200.COP** CRN: 10449 **SCHOOL BUILDINGS & TRANSPORTATION**  
Concord (2 Pillsbury Street) Leo Corriveau [lcorriveau@plymouth.edu](mailto:lcorriveau@plymouth.edu)  
3 Credits  
This course has an online component using Blackboard. Please note there will be two field trips schedules ofr this course. They will be on a Monday and/or a Thursday evening during the term, TBD at the first session  
**Saturday** 8:30AM – 3:30PM 9/19, 10/24, 11/21

The role of the school administrator in planning school construction projects, maintaining school facilities, and overseeing the transportation of students is the focus of the course. Also emphasizes the relationship of facilities and transportation to the program needs of the students while complying with state and federal regulations.

## Business

### BU - Business

**BU5210.COP** CRN: 10387 **ECONOMIC ANALYSIS**  
Concord (2 Pillsbury Street) Colleen Brickley [cbrickle@plymouth.edu](mailto:cbrickle@plymouth.edu)  
3 Credits [Syllabus](#)  
**Wednesday** 6PM – 9:30PM 9/9, 9/16, 9/23, 9/30, 10/7, 10/14, 10/21, 10/28, 11/4, 11/18

Today's business climate demands managers who can make decisions involving the best use of an organization's scarce resources under conditions that change rapidly. This course demonstrates the power of problem-solving insights and uses a cross-functional approach. Topics to be covered include strategic pricing using game theory, forecasting techniques and demand estimation, cost analysis, linear programming and optimization under various market structures. Prerequisites: macroeconomics, microeconomics, and statistics competencies or permission of the instructor.

## Computer Education

### CE - Computer Education

**CE5150.COP** CRN: 10294 **MAKING MULTIMEDIA MEANINGFUL**  
Concord (2 Pillsbury Street) Catherine Brophy [c\\_brophy@plymouth.edu](mailto:c_brophy@plymouth.edu)  
3 Credits [Syllabus](#)  
This course has an online component using Blackboard.  
**Saturday** 8:30AM – 12PM 9/12, 9/19, 10/3, 10/17, 11/7, 11/14

This course is designed to provide K-12 educators with in-depth, hands-on experiences with multimedia technology and the power it brings to student learning. Educators will discover how multimedia tools enhance project-based learning and authentic assessment while producing a multimedia presentation based on an integrated curriculum theme; using computers, information technology, and telecommunications for powerful teaching and assessment of student work; and creating a project through teamwork with new technologies. As educators explore the significance of student-centered learning and teacher as coach, they will see how these new paradigms for teaching connect to their classrooms and schools.

## Counseling and School Psychology

### CO - Counseling

**CO5170.COP** CRN: 10299 **TREATMENT MODALITIES FOR EATING DISORDERS**  
**UPDATED** Concord (2 Pillsbury Street) – Draper and Maynard Hall 404 Lauren Manasse-Latham [لمانasselatham@plymouth.edu](mailto:لمانasselatham@plymouth.edu)  
3 Credits [Syllabus](#)  
Please note that on Friday, Saturday and Sunday, October 23-25, 2009, class will be held on campus in D&M 404 and on Friday, 11/6/2009, class will be held via conference call. All other classes will be held at 2 Pillsbury Street in Concord.  
**Friday** 5PM – 9PM 10/23, 11/6(7PM- 9PM), 11/20  
**Saturday** 8:30AM – 4:30PM 10/24, 11/21  
**Sunday** 8:30AM – 4:30PM 10/25

This course will be an in-depth study of the dynamics of eating disorders followed by an overview of the dominant counseling approaches used in eating disorders treatment and management. The focus will include diagnosis, psychological assessments, psychotherapeutic and other interventions, as well as clinical issues encountered in treatment. Prerequisite: CO/HL 5160. Also presented as HL 5170.

**CO7020.COP** CRN: 10408 **CHILD-CENTERED PLAY THERAPY**  
Concord (2 Pillsbury Street) Dorothy Nold [djnold@plymouth.edu](mailto:djnold@plymouth.edu)  
3 Credits [Syllabus](#)  
**Wednesday** 5PM – 9PM 9/9, 9/16, 9/23, 9/30, 10/7, 10/14, 10/21, 10/28, 11/4, 11/18

This course is designed to provide post-graduate counselors with the development of therapeutic skills and experience in implementing Child-Centered Theory in the Play Therapy process. Class format includes lectures, discussions, personal reflections, skill development, case presentations and videotaping with critique analysis. Group supervision is a strong component in this course.

## SY - School Psychology

**SY6700.COP** CRN: 10415 **PRACTICUM I: ASSESSMENT, INTERVENTION & CONSULTATION**  
**UPDATED** Concord (2 Pillsbury Street) Jonas Taub [jtaub@plymouth.edu](mailto:jtaub@plymouth.edu)  
3 Credits [Syllabus](#)  
**Monday** 5PM – 8PM 9/14, 9/21, 10/5, 10/19, 11/2, 11/16, 11/30

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.

## Education

## ED - Education

**ED5000.COP**    **CRN: 10301**    **SOCIAL BEHAVIOR IN A DIVERSE SOCIETY**  
**CLOSED**    Concord (2 Pillsbury Street)    Judith Thurlow    [jathurlow1@plymouth.edu](mailto:jathurlow1@plymouth.edu)  
3 Credits    [Syllabus](#)  
**Saturday** 9AM – 3:15PM    9/26, 10/3, 10/17, 10/24, 10/31, 11/7

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.

**ED5030.COP**    **CRN: 10308**    **RESEARCH DESIGN**  
**UPDATED**    Concord (2 Pillsbury Street)    Dean Cascadden    [dcascadden@plymouth.edu](mailto:dcascadden@plymouth.edu)  
3 Credits    [Syllabus](#)  
This course has an online component using Blackboard.  
**Saturday** 9AM – 4PM    9/19, 10/3, 10/17, 11/7

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.COP**    **CRN: 10434**    **THEORIES OF LEARNING AND COGNITIVE DEVELOPMENT**  
Concord (2 Pillsbury Street)    Kevin Johnson    [kjohnson1@plymouth.edu](mailto:kjohnson1@plymouth.edu)  
3 Credits  
**Wednesday** 4PM – 8PM    9/9, 9/23, 10/14  
**Thursday** 4PM – 8PM    10/15, 10/29

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.

**ED5180.COP**    **CRN: 10409**    **COLLABORATIVE ACTION RESEARCH**  
**UPDATED**    Concord (2 Pillsbury Street)    Kathleen McCabe    [kmccabe@plymouth.edu](mailto:kmccabe@plymouth.edu)  
3 Credits    [Syllabus](#)  
**Wednesday** 5PM – 9PM    11/18  
**Saturday** 8AM – 4PM    10/3

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.

**ED6100.COP**    **CRN: 10442**    **CURRICULUM INTEGRATION & PERFORMANCE-BASED ASSESSMENT**  
Concord (2 Pillsbury Street)    Marie Ross    [meross@plymouth.edu](mailto:meross@plymouth.edu)  
3 Credits    [Syllabus](#)  
This course has an online component using Blackboard.  
**Saturday** 9AM – 3PM    9/19, 10/17, 10/24, 11/7, 11/21

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.

## English

### EN - English

**EN5300.COP**    **CRN: 10443**    **POETRY WORKSHOP FOR TEACHERS**  
Concord (2 Pillsbury Street)    Kathleen Norris    [knorris@plymouth.edu](mailto:knorris@plymouth.edu)  
3 Credits  
This course has an online component using Blackboard.  
**Thursday** 5PM – 8PM    9/10, 9/24, 10/1, 10/8, 10/15, 11/5, 11/19

This course is designed to help teachers develop their own poetry and to learn ways of working with poetry with their students. They will compile a portfolio of their own original poetry and design a poetry-writing program for use in their classes. They will also learn techniques for integrating the study of poetry throughout the curriculum.

## Health

### HL - Health Education

HL5170.COP  
UPDATED

CRN: 10328

### TREATMENT MODALITIES FOR EATING DISORDERS

Concord (2 Pillsbury Street) – Draper and Maynard Hall 404  
3 Credits [Syllabus](#)

Lauren Manasse-Latham [lmanasselatham@plymouth.edu](mailto:lmanasselatham@plymouth.edu)

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**Friday** 5PM – 9PM 10/23, 11/6(5PM- 7PM), 11/20  
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**Sunday** 8:30AM – 4:30PM 10/25

This course will be an in-depth study of the dynamics of eating disorders followed by an overview of the dominant counseling approaches used in eating disorders treatment and management. The focus will include diagnosis, psychological assessments, psychotherapeutic and other interventions, as well as clinical issues encountered in treatment. Prerequisite: CO/HL 5160. Also presented as CO 5170.

## Historic Preservation, Heritage Studies and Social Science

### HPR - Historic Preservation

HPR5100.COP  
UPDATED

CRN: 10329

### PRINCIPLES OF HISTORIC PRESERVATION

Concord (2 Pillsbury Street)  
3 Credits

Christopher Closs

[cwcloss@plymouth.edu](mailto:cwcloss@plymouth.edu)

**Wednesday** 5PM – 8PM 9/2, 9/30, 10/7, 10/28, 11/4, 11/18  
**Thursday** 5PM – 8PM 9/10, 9/17, 9/24, 11/12  
**Saturday** 8AM – 12PM 10/3  
**Sunday** 8AM – 12PM 9/13

This course provides a foundation to historic preservation. The course will focus on principles and theories pertaining to preservation and restoration practices; recognition of architectural periods, styles, and construction methods in context of the evolution of cultural landscapes; the definition of significance and integrity in buildings and districts; strategies by which buildings and their settings have been preserved and used; and methods of reading and interpreting the cultural environment.

HPR5300.COP

CRN: 10411

### HISTORICAL PRESERVATION METHODS & DOCUMENTATION

Concord (2 Pillsbury Street)  
3 Credits [Syllabus](#)

Elizabeth Muzzey

[ehmuzzey@plymouth.edu](mailto:ehmuzzey@plymouth.edu)

**Tuesday** 5PM – 8:15PM 9/1, 9/8, 9/15, 9/22, 9/29, 10/6, 10/13, 10/20, 11/3  
**Saturday** 9AM – 1:30PM 9/26, 10/10

This course is intended to provide an introduction to the field of historic preservation and to instill basic skills in researching and understanding historic structures, especially buildings and bridges. It will provide instruction in assessing the evolution and condition of structures and in recording them by written, graphic, and photographic methods. The course will also emphasize traditional methods and materials of construction, the behavior of structural components over time, and techniques of determining the original condition and subsequent changes of historic structures.

### HS - Heritage Studies

HS5560.COP

CRN: 10335

### FOODWAYS: WHERE FOOD, HISTORY & CULTURE MEET

Concord (2 Pillsbury Street)  
3 Credits [Syllabus](#)

Mildred Rahn

[mrahn@plymouth.edu](mailto:mrahn@plymouth.edu)

**Saturday** 10AM – 4:15PM 9/12, 9/26, 10/10, 10/24, 11/7, 11/21

Food is central to our identities, and its customs, beliefs, production, preparation, rituals, and traditions are cultural artifacts that folklorists call foodways. This intensive course will examine the role of foodways in the history and culture of individuals and communities, and look at how foodways have helped to shape New England's regional identity and sense of place over time. Interdisciplinary materials and skills can easily be adapted to classroom curricula at all levels, and to historical society and museum programs. No required texts, but an extensive bibliography will be provided, and many multimedia productions will be shown as texts in class. A final research project is required. Family and community foodways and/or fall harvest customs and holidays can provide many topics and research opportunities.

## Mathematics

### MG - Graduate Math

MG5830.COP

CRN: 10372

### TOPICS IN DISCRETE MATHEMATICS FOR MIDDLE/SECONDARY SCHOOL TEACHERS

Concord (2 Pillsbury Street)  
3 Credits

[Jodiath Buckfixson](#)

[jbuck@plymouth.edu](mailto:jbuck@plymouth.edu)

**Monday** 4:30PM – 8PM 9/14, 9/21, 9/28, 10/5, 10/19, 10/26, 11/2, 11/9, 11/16

Topics in this course vary, but may focus on one or more of the following: logic, proof, set theory and Venn diagrams, algorithmic thinking, Boolean Algebra, mathematical induction, recursion relations, graph theory and networking, and relating those ideas to teaching discrete mathematics in grades 7-12. Students may repeat the course with a different topic as its focus with the permission of the department chair.

## Neurodevelopment

### ND - Neurodevelopmental Approach to Teaching

**ND5000.COP CRN: 10360 FOUNDATIONS OF NEURODEVELOPMENTAL THEORY**Concord (2 Pillsbury Street)  
2 Credits [Syllabus](#)Elizabeth Reed [ekreed@plymouth.edu](mailto:ekreed@plymouth.edu)  
Leslie Williamson [l\\_williamson@plymouth.edu](mailto:l_williamson@plymouth.edu)

This course has an online component using Blackboard.

**Saturday** 8:30AM – 4:30PM 9/19  
**Sunday** 8:30AM – 4:30PM 9/20

This course is designed to build upon participants' existing knowledge of child development theories. In this course, the neurodevelopmental framework will be layered with child development theories to understand what a student can be expected to do at a given age (e.g., developmentally appropriate practice-DAP). Participants will become familiar with the eight neurodevelopmental learning functions of the brain, based on the work of Dr. Mel Levine, MD. They will practice the skill of observing for evidence of student learning strengths and weaknesses and link them to academic performance. Prerequisite: must be a practicing educator.

**ND5020.COP CRN: 10361 INSTRUCTIONAL PRACTICE**Concord (2 Pillsbury Street)  
3 Credits [Syllabus](#)Elizabeth Reed [ekreed@plymouth.edu](mailto:ekreed@plymouth.edu)  
Leslie Williamson [l\\_williamson@plymouth.edu](mailto:l_williamson@plymouth.edu)

This course has an online component using Blackboard.

**Friday** 4:30PM – 7:30PM 10/16  
**Saturday** 8:30AM – 4:30PM 10/3, 10/17, 11/7  
**Sunday** 8:30AM – 4:30PM 10/18

This course will provide participants with a deeper understanding of practical ways to apply a neurodevelopmental approach to teaching and learning by examining the neurodevelopmental demands of curricula, lessons, and assessments. Participants will design and implement activities, lessons, and curricula that take into consideration students' specific learning needs. Prerequisite: ND 5000.

**ND5040.COP CRN: 10362 AUTHENTIC DATA TO ENGAGE STUDENT'S MINDS**Concord (2 Pillsbury Street)  
2 CreditsElizabeth Reed [ekreed@plymouth.edu](mailto:ekreed@plymouth.edu)  
Leslie Williamson [l\\_williamson@plymouth.edu](mailto:l_williamson@plymouth.edu)

This course has an online component using Blackboard.

**Friday** 8:30AM – 4:30PM 11/20  
**Saturday** 8:30AM – 4:30PM 11/21  
**Sunday** 8:30AM – 4:30PM 11/22

This course will explore the research regarding student motivation and the neurodevelopmental sub-skills that support or undermine a student's school performance with particular focus on the role of attention in learning. Prerequisite: ND 5000, ND 5020, and ND 5050.

**Reading and Writing****RL - Reading and Writing****RL5014.COP CRN: 10337 READING, WRITING, & LITERATURE**Concord (2 Pillsbury Street)  
3 Credits [Syllabus](#)Madonna Ciocca [m\\_ciocca@plymouth.edu](mailto:m_ciocca@plymouth.edu)

This course has an online component using Blackboard.

**Wednesday** 4:30PM – 8PM 9/2, 9/9, 9/16, 9/23, 9/30, 10/7, 10/14, 10/21, 10/28

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 M.Ed. Program and the Reading and Writing Certification Program, as well as for any other students who teach reading and writing in the elementary, middle, and secondary schools.

**RL5170.COP CRN: 10340 CONTENT AREA LITERACY**Concord (2 Pillsbury Street)  
3 Credits [Syllabus](#)Judith Lavoie [jblavoie@plymouth.edu](mailto:jblavoie@plymouth.edu)

This course has an online component using Blackboard.

**Friday** 4:30PM – 8PM 9/25, 10/2, 10/9, 11/13  
**Saturday** 8:30AM – 2:30PM 9/26, 10/10

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.



This introductory course will cover the following areas: definition of LD, reading problems, language deficits both oral and written, mathematics underachievement, social skills deficits, attention and behavioral problems, academic achievement, and comorbidity with other disabilities, prevalence, environmental factors, standardized, criterion referenced, informal reading, curriculum-based measurement, and testing. Educational approaches such as explicit instruction, content enhancement, and placement alternatives will be explored. Current issues and future trends in the field of LD will be discussed.

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**SE5760.COP CRN: 10375 COLLABORATION, CONSULTATION AND LEADERSHIP IN SPECIAL EDUCATION**

Concord (2 Pillsbury Street)

Marcel Lebrun

[mrlebrun@plymouth.edu](mailto:mrlebrun@plymouth.edu)

3 Credits [Syllabus](#)

**Monday** 4:30PM – 7:30PM

9/21, 10/5, 10/26, 11/9

This course is designed to assist participants in examining the nature of collaboration in organizations, the consultation process and essential leadership skills in special education. Students will learn about the nature of collaboration and examine examples of effective collaboration skills, as well as participate in guided practice of those skills. Emphasis will be given to concepts of intervention, management models and an analysis of the variety of special education needs.