



COLLEGE OF GRADUATE STUDIES

Winter 2009-2010 Graduate Course Schedule

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

Administration and Educational Leadership

AD - Administration

AD5020.COP CRN: 20397 **STAFF DEVELOPMENT & EVALUATION**
Concord (2 Pillsbury Street) Rose Colby ricolby@plymouth.edu
3 Credits [Syllabus](#)
This course has an online component using Blackboard.
Thursday 5PM – 8PM 1/7, 1/14, 1/21, 1/28, 2/4, 2/11, 2/18

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.

AD5330.COP CRN: 20460 **LEADERSHIP IN CURRICULUM DEVELOPMENT & ASSESSMENT**
NEW Concord (2 Pillsbury Street) Kathleen McCabe kmccabe@plymouth.edu
3 Credits
This course has an online component using Blackboard.
Monday 5PM – 9PM 12/7, 12/14, 12/21, 1/4, 1/11, 1/18
Saturday 8AM – 4PM 12/12

Leading the participatory process for developing curricula in schools will be addressed. The relationship of philosophy, a school's identity, and mission to curricula is emphasized. Included are strategies for developing, assessing, and revising curricula as well as a review of recent research and trends. The course is intended for experienced educators who currently fill or aspire to the roles of school principal, team leader, or department chair. Prerequisite: AD 5010; to be taken concurrently with or after ED 5060.

AD5800.COP CRN: 20410 **PRACTICUM IN EDUCATIONAL LEADERSHIP: THE PRINCIPALSHIP**
NEW Concord (2 Pillsbury Street) Christie Ahrens cahrens@plymouth.edu
3 Credits
This course has an online component using Blackboard. Please note student must contact instructor (cahrens@plymouth.edu) to arrange individual meeting dates and times.
Wednesday 5PM – 8PM 12/2, 1/20, 2/24

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.

AD5830.COP CRN: 20406 **EDUCATIONAL PLANNING AND PROBLEM SOLVING**
Concord (2 Pillsbury Street) Marianne True mtrue@plymouth.edu
3 Credits
This course has an online component using Blackboard.
Tuesday 5PM – 8PM 1/12, 1/26, 2/2, 2/9, 2/16

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.

EP - CAGS (Certificate of Advanced Graduate Studies)

EP7030.COP CRN: 20373 **TRANSFORMING THE EDUCATIONAL AGENDA**
Concord (2 Pillsbury Street) Michael Morgan mmorgan@plymouth.edu
3 Credits [Syllabus](#)
This course has an online component using Blackboard.
Thursday 5PM – 8:30PM 12/3, 1/7, 2/4
Saturday 8:30AM – 3:30PM 12/5, 1/9, 2/6

This course focuses on the development of a self-renewing capability inherent in professionals and organizations. Students will discuss the notion of transformation in the context of knowledge base, self-reflection, and the socio-professional processes in educational change. Students will explore the integration of ecological perspectives within a changing society and the demand for greater tolerance of human behavior in the context of learning. Students will demonstrate an understanding of the need to keep student learning and development as the central core of educational change.

Prerequisites: EP 7020 and EP 7040.

EP7040.COP CRN: 20332 PLANNING IN EDUCATION & HUMAN SERVICES

Concord (2 Pillsbury Street)
3 Credits

Leo Corriveau

lcorriveau@plymouth.edu

This course has an online component using Blackboard.

Thursday 4:30PM – 8PM 12/3, 1/7, 1/21

Saturday 8:30AM – 1:30PM 12/12, 1/9, 1/23, 2/13(8:30AM- 2:30PM)

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, crafting 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).

EP7070.COP CRN: 20407 CONTEMPORARY SOCIAL TRENDS

Concord (2 Pillsbury Street)
3 Credits

Marianne True

mtrue@plymouth.edu

This course has an online component using Blackboard.

Tuesday 5PM – 8PM 12/1, 12/15, 1/5, 1/19

Contemporary social, economical, political, and educational issues are the core of the course. They are identified in a forum that provides opportunities for the students to research current methodology together to address problems that relate to the specific roles of the course participants in their work inside or outside of the educational field. Working collaboratively, course candidates explore short-range and long range problem-solving strategies directed toward increasing their awareness of community perception and expectations, techniques for facilitating institutional change, and responding to the nature and culture of internal and external political systems and environments as they apply to their work sites.

Business

BU - Business

BU5120.COP CRN: 20388 FINANCIAL ANALYSIS & DECISION MAKING

Concord (2 Pillsbury Street)
3 Credits

L. Michael Couvillion

mcouvill@plymouth.edu

Wednesday 6PM – 9PM 12/2, 12/9, 12/16, 1/6, 1/13, 1/20, 1/27, 2/3, 2/10, 2/17

Use of financial tools to examine various alternatives and make relevant decisions. The case study approach is used and the students are encouraged to relate to their own applications where possible. Prerequisite: BU 5190 or permission of the instructor.

Counseling and School Psychology

CO - Counseling

CO5300.COP CRN: 20319 FOUNDATIONS & MULTICULTURAL ASPECTS OF PARENTING

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

Leo Sandy

lsandy@plymouth.edu

Saturday 9AM – 4:30PM 1/2, 1/9, 1/16, 1/23, 1/30

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.

Education

ED - Education

ED5010.COP CRN: 20401 PHILOSOPHY, ETHICS & EDUCATION

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

Richard Ayers

rayers@plymouth.edu

This course has an online component using Blackboard. Online sessions begin 12/1/2009 and end 2/28/2010.

Monday 5PM – 9PM 12/7, 12/14, 1/4, 1/11, 1/25

Saturday 9:30AM – 2PM 1/16

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.

HI5800.COP
NEW

CRN: 20444

ST:20TH CENTURY US HISTORY: A PERSONALIZED INTERDISCIPLINARY SURVEY

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

Wayne King

wdking@plymouth.edu

This course has an online component using Blackboard.

Thursday 5PM – 7:30PM 12/3, 12/10, 12/17, 1/7, 1/14, 1/21, 1/28, 2/4, 2/11, 2/18

A unique interdisciplinary format class that draws upon the knowledge of the entire class to enhance the depth and relevance of a more traditional US History Survey class. Each student will choose a vocational/avocational interest area as their personal prism for the learning experience. During the course of the eight weeks of class we will combine the traditional survey of US 20th Century History with the enhanced perspectives brought to the experience by each student. An example of this might be a student who teaches music, or has an interest in music, who examines the trends in music throughout the periods of the Century as we progress. Students will be asked to participate in class in a way that enhances the depth of the experience by bringing their unique cultural/vocational interest to bear on the period being studied. Each student will keep a journal with their thoughts, to share those thoughts in class and ultimately to create a final paper examining the role that their chosen vocation/avocation played in the historic development of the US during the century. The central core of the course provides students with a broad survey and understanding of modern American history from 1900 to the present; meaningfully informing a student's awareness of and engagement in contemporary American society. Major developments that are subjects of interpretation and analysis include: the Progressive Era; industrialization and its consequences; themes and patterns of American foreign policy; the New Deal; World War II, the Cold War, Vietnam, globalization; and domestic and foreign policy developments during the century.

HS - Heritage Studies

HS5100.COP

CRN: 20337

HERITAGE STUDIES: FOUNDATIONS

Concord (2 Pillsbury Street)
3 Credits

Christopher Closs

cwcloss@plymouth.edu

Wednesday 6PM – 9PM

12/2, 12/9, 12/16, 1/6, 1/13, 1/20, 1/27, 2/10, 2/17

Saturday 9AM – 12:30PM

12/5, 1/9, 2/6

Heritage Studies Foundations is designed for those interested in bringing heritage studies to areas such as schools, museums, and historical societies. Relevant concepts and techniques used in history, geography, English, anthropology, and sociology will be presented so participants may create models for class exercises, build museum exhibits, and incorporate heritage studies methodology into their work. Participants will learn methods of social science interpretation and inference about historical events, structures, artifacts, settlement patterns, and various ideologies of the past. Multi-disciplinary techniques will be used in interpretations of nearby history and in the development of materials that may be used in educating the general public and students in the classroom.

HS5560.CP1

CRN: 20377

ST: 20TH CENTURY US HISTORY: A PERSONALIZED INTERDISCIPLINARY SURVEY

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

Wayne King

wdking@plymouth.edu

This course has an online component using Blackboard.

Thursday 5PM – 7:30PM

12/3, 12/10, 12/17, 1/7, 1/14, 1/21, 1/28, 2/4, 2/11, 2/18

A unique interdisciplinary format class that draws upon the knowledge of the entire class to enhance the depth and relevance of a more traditional US History Survey class. Each student will choose a vocational/avocational interest area as their personal prism for the learning experience. During the course of the eight weeks of class we will combine the traditional survey of US 20th Century History with the enhanced perspectives brought to the experience by each student. An example of this might be a student who teaches music, or has an interest in music, who examines the trends in music throughout the periods of the Century as we progress. Students will be asked to participate in class in a way that enhances the depth of the experience by bringing their unique cultural/vocational interest to bear on the period being studied. Each student will keep a journal with their thoughts, to share those thoughts in class and ultimately to create a final paper examining the role that their chosen vocation/avocation played in the historic development of the US during the century. The central core of the course provides students with a broad survey and understanding of modern American history from 1900 to the present; meaningfully informing a student's awareness of and engagement in contemporary American society. Major developments that are subjects of interpretation and analysis include: the Progressive Era; industrialization and its consequences; themes and patterns of American foreign policy; the New Deal; World War II, the Cold War, Vietnam, globalization; and domestic and foreign policy developments during the century.

HS5560.COP

CRN: 20338

ST:ETHNOGRAPHY:DOCUMENTING THE CULTURE OF PEOPLE & PLACES

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

Mildred Rahn

mrahn@plymouth.edu

Saturday 10AM – 4:15PM

12/5, 12/12, 1/9, 1/23, 2/6, 2/20

Ethnography is a method used by folklorists to document the past--and present--by drawing on the knowledge of individuals and communities based on their personal experiences, cultural practices, or local lore. Through recorded interviews and the use of photographs, material objects, written documents, and even landscapes and the built environment, ethnographies often create the first tangible record of people, places, and everyday life. Content can be applied to classroom curricula at all levels and to community organizations' research and programs. No required texts, but an extensive bibliography will be provided and multimedia materials will be included as texts and discussed in class. A final project is required.

PO - Political Science

PO5130.COP **CRN: 20344** **ST:LABORATORIES OF DEMOCRACY: STATE AND LOCAL GOVERNMENT**
NEW Concord (2 Pillsbury Street) Wayne King wdking@plymouth.edu
3 Credits [Syllabus](#)

This course has an online component using Blackboard.

Tuesday 5PM – 7:30PM 12/1, 12/8, 12/15, 12/22, 1/5, 1/12, 1/19, 1/26, 2/2, 2/9, 2/16

Since the 1970s, state governments have become increasingly powerful. Today, in many ways, state governments are the primary policy innovators and delivery mechanisms for a variety of policies and services, from gay marriage, economic development and energy independence to environmental protection and ethics. Similarly, local governments are products of the states and have also become much more active in addressing problems of governance. This course provides an in-depth study of the major institutions and issues of state and local governments, with a special emphasis on New Hampshire. Topics covered will include federalism, citizen participation, state legislatures, governors, budgeting, and state-local relations. Throughout the semester we will move from the general to the specific by apply what we have learned about state and local governance more broadly to the institutions and issues in specific states and localities.

Library Media

LM - Library Media Studies

LM5020.COP **CRN: 20344** **CATALOGING AND CLASSIFICATION**
CLOSED Concord (2 Pillsbury Street) Nancy Keane njkeane@plymouth.edu
3 Credits

This course has an online component using Blackboard.

Saturday 9AM – 12PM 12/5, 12/19, 1/9, 1/23, 2/13

LM5020.CP1 **CRN: 20477** **CATALOGING AND CLASSIFICATION**
NEW Concord (2 Pillsbury Street) Nancy Keane njkeane@plymouth.edu
3 Credits

This course has an online component using Blackboard.

Saturday 1PM – 4PM 12/5, 12/19, 1/9, 1/23, 2/13

This course will introduce the principles of organization of information and information retrieval systems. Topics covered will include organization of print and non-print collections, Dewey Decimal Classification, Library of Congress Classification, Library of Congress and Sears Subject Headings, Anglo-American Cataloging Rules and MARC records. Emphasis will be placed on cataloging and classification of school library materials. Library automation systems and their management, copy cataloging, and trends in technology will also be covered.

Neurodevelopment

ND - Neurodevelopmental Approach to Teaching

ND5010.COP **CRN: 20347** **EFFECTIVE CLASSROOM PRACTICE**
Concord (2 Pillsbury Street) Elizabeth Reed ekreed@plymouth.edu
2 Credits [Syllabus](#) Leslie Williamson l_williamson@plymouth.edu

This course has an online component using Blackboard.

Saturday 8:30AM – 4:30PM 2/6

Sunday 8:30AM – 4:30PM 2/7

This course is designed to build on participants' familiarity with the neurodevelopmental framework through exploration of their own neurodevelopmental profile. Participants will reflect on their own neurodevelopmental strengths and weaknesses, the affect of their learning profile on their ability to learn, and most importantly, how that particular combination of strengths and weaknesses, together with skill and knowledge can be used to positively influence their teaching practice.

ND5000.COP **CRN: 20346** **FOUNDATIONS OF NEURODEVELOPMENTAL THEORY**
Concord (2 Pillsbury Street) Leslie Williamson l_williamson@plymouth.edu
2 Credits [Syllabus](#) Elizabeth Reed ekreed@plymouth.edu

This course has an online component using Blackboard.

Saturday 8:30AM – 4:30PM 12/5

Sunday 8:30AM – 4:30PM 12/6

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.

Reading and Writing

RL - Reading and Writing

RL5110.COP CRN: 20348 RESEARCH IN READING & WRITINGConcord (2 Pillsbury Street)
3 Credits [Syllabus](#)

Eleanor Papazoglou

empapazoglou@plymouth.edu

This course has an online component using Blackboard.

Tuesday 5PM – 8:30PM 12/8, 12/15, 1/12, 1/26, 2/2, 2/9, 2/16

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.

Special Education**SE - Special Education****SE5190.COP CRN: 20352 EDUCATIONAL TESTING**Concord (2 Pillsbury Street)
3 Credits [Syllabus](#)

Margaret Maroni

mmaroni@plymouth.edu**Wednesday** 5PM – 8PM 12/9, 12/16, 1/6, 1/13, 1/20, 1/27, 2/3, 2/10, 2/17, 2/24

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.

SE5300.COP CRN: 20353 SPECIAL EDUCATION LAWConcord (2 Pillsbury Street)
3 Credits [Syllabus](#)

Preston Pardy

papardy@plymouth.edu**Thursday** 5PM – 8PM 12/3, 12/10, 12/17, 1/7, 1/14, 1/21, 1/28, 2/4, 2/11, 2/18, 2/25

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.