

## **Transforming Teaching & Learning Through Mindfulness Informed Restorative Practices**

Syllabus—Spring 2018  
January 15th - April 16th

3 graduate credits through Saint Michael's College

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Location: CVEDC, 123 Ethan Allen Ave, Colchester, VT

Hybrid Course using [CVEDCVT.edu20.org/](http://CVEDCVT.edu20.org/) online  
and

In-Person Meeting Dates and Times:

January 22rd 4-7pm

February 19th 4-7pm

March 19th 4-7pm

April 16th 4-7pm

April 30th Final Circle 4-6PM Optional

### **Course Description:**

This course was developed based on the premise that most teachers and students want to be part of a learning community where students feel:

- focused and relaxed.
- connected and respected.
- engaged, curious and excited to learn.
- safe to take risks and speak authentically.
- supported to begin again after failure.
- challenged and willing to stretch their abilities.

In this course we will explore Mindfulness and Restorative Practices as foundational and interdependent practices central to developing this kind of vital learning community. While class meetings will be primarily experiential in order to develop an embodied understanding of mindful awareness and restorative work, online material and assignments will challenge participants to become fluent in the principles, science and research that support them. Emphasis is placed on each educator's unique goals and teaching styles, providing structure, resources and support for the tricky, often challenging work of teaching content while building community and attending to the social and emotional needs of students. Finally, participants will experience the power of Mindfulness and Restorative Practices as tools within a reflective practice, looking closely together at our teaching life.

Restorative Practices and Mindfulness can be seen as interdependent. In a classroom where a teacher practices Mindfulness, an environment of compassionate curiosity arises. From this compassionate curiosity a different way of responding to challenging situations and unexpected behaviors arises—externally and internally. This “different way” essentially expresses the basic principles of Restorative Practices: open and authentic communication with the goal of "righting wrongs," building or re-building trust and equity, and

strengthening community. Further, the success of Restorative Practices depends on a teacher's ability to remain a grounded, mindful, nonjudgmental presence while students develop the skills of relaxed, curious focus—both of which Mindfulness provides.

This course is for the educator or helping professional who is ready to commit to a full exploration of these principles and practices in a way that invites significant shifts in how he or she teaches, counsels or manages others.

### **Course Objectives**

Participants will:

- Learn about the science of mindfulness.
- Review research related to how mindful awareness activities and restorative practices (RP) affect classroom learning, executive functioning and behavior.
- Learn how to talk to students and colleagues about mindfulness and RP with intelligence and spirit.
- Develop a personal practice of mindfulness in and out of the classroom.
- Experience the Circle Process and have opportunities to lead.
- Use mindful investigation and analysis to improve classroom management practice
- Design and implement basic mindfulness activities that are developmentally appropriate and feel authentic to the teacher.
- Learn how RP works to improve classroom culture, decrease behavioral incidents and increase positive academic risk-taking. (Looking at the role of shame, trauma, anxiety, attachment disorder and other challenges)
- Explore the many different ways RP can look in a classroom—from restorative communication and compassionate inquiry to circle process and collaborative problem solving.
- Explore how RP can be woven into content instruction.
- Understand how Mindfulness and RP work interdependently.

### **Required Readings and Materials:**

#### **To be printed out by participants:**

Clifford, A. (2015). *Teaching Restorative Practices in the Classroom - 7 Lesson Curriculum*. Retrieved from <http://www.healthiersf.org/RestorativePractices/Resources/index.php>.

Schott Foundation. (2014, March). *Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in School*. Retrieved from <http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>

#### **Provided by the instructor:**

Rechtschaffen, D. (2014). *The Way of Mindful Education: Cultivating Well-Being in Teachers and Students*. New York & London: W. W. Norton & Company.

**Highly Recommended Resource to Buy or Borrow:** (Please contact me if you can't afford it or borrow it.)

Boyes-Watson, Carolyn & Pranis, Kay.(2014). [Circle Forward, Building a Restorative School Community](#). St. Paul, MN: Living Justice Press

#### **Optional Reading:**

Salzberg, Sharon (1997) *A Heart as Wide as the World, Living with Mindfulness, Wisdom, and Compassion*. Boston & London: Shambhala.

Willard, C. & Saltzman, A., (2015). *Teaching Mindfulness to Kids and Teens*. New York, NY: The Guilford Press.

### **Articles and Talks Selected and Provided by Instructor:**

Brummer, J. (2015, April 21). "Making 'Affective Statements' More Effective in Restorative Practices."

Retrieved from <http://www.joebrummer.com/2015/04/24/making-affective-statements-more-effective-in-restorative-practices/>.

Gattegno, S. (1978). "On Feedback," Educational Solutions Newsletter, vol.7, no.4.

Goldstein, J. (2007, November 1). "Here, Now, Aware: The Power of Mindfulness." Retrieved from

<http://www.lionsroar.com/here-now-aware-the-power-of-mindfulness/>

Kahane, D (2010). "[Mindfulness and Presence in Teaching and Learning](#)," in Iain Hays, ed., *Learning with the World's Great Teachers* (London: Open University Press):17-22.

Kamenetz, Anya. (2016, April 19). "[When teachers take a breath students can breathe](#)." Retrieved from

<http://www.npr.org/>.

King, Linea. (2015, August). *Baby Steps Toward Restorative Justice*. Retrieved from

<http://www.rethinkingschools.org/>.

Masters, Kamala. (2010). "Compassion and Courage." Retrieved from

<http://dharmaseed.org/teacher/99/talk/8459/>

Mindful Schools. "Research on Mindfulness." Retrieved October 6, 2016 from

<http://www.mindfulschools.org/about-mindfulness/research/>.

Noetic Sciences. *The Science of Mindfulness*, provided by the science team at the Institute of Noetic Sciences.

Retrieved June, 2016 from [SoundsTrue.com](http://SoundsTrue.com).

Pranis, K. *Circle Keeper's Handbook*. Retrieved October 6, 2016,

<http://www.edutopia.org/resource/glenview-circle-keeper-download>.

Pranis, K. "[Reflections on the Inner Journey of Working in Restorative Justice](#)," Retrieved from

<http://www.PeaceAlliance.org>.

Saltzman, A. (2010) "[Mindfulness: A Guide for Teachers](#)." Public Broadcasting System. Retrieved from

<http://www.pbs.org/thebuddha/teachers-guide/>.

Sheedy, T. (2013). *Three Worlds Collide: Celebrating the alignment of Restorative Practices, Positive Education and Mindfulness in school settings*. Victorian Association for Restorative Justice. Retrieved

October 6, 2016 <http://www.varj.asn.au/conference-papers>.

Stanley, Claire.(2007). "[Mindfulness for Educators](#)." Insight Journal, Barre Center for Buddhist Studies. 26-29.

Stanley, Claire. (2015) "[Grounding](#)." Barre Center for Buddhist Studies. Received during Buddhist Frameworks for Teaching and Learning course, Antioch University- New England.

### **Course Design**

After the "Introductions & Preparation" week this course is set up in three modules for a total of 13 weeks. The first module is focused on Mindfulness, the second on Restorative Practices and the third is deeper exploration of the interdependence of both, alongside assembling resources to take away and writing a final learning statement. Online assignments due Thursday and Sunday each week by midnight for a total of approximately 2.5 hours of online work a week. Online work involves reading responses, responses to classmates' work and personal mindfulness reflections. Most responses are structured using an

“Understanding, Awareness and Intention” framework that will be described in detail online. Students will write a Learning Statement at the end of the class and construct a web page representing their learning, including resources.

### Course Expectations

- Learn and practice mindful awareness activities 10-20 minutes a day, including the mindful pause.
- Log on to CVEDCVT.edu20.org/ twice weekly to complete written assignments. These assignments consist of posting substantive written reflections on experiences with mindfulness meditation practice, on experiences in educational contexts, or on readings. Each module concludes with structured feedback to the instructor. *(Attention to these weekly deadlines is very important. Failure to post your homework on Thursday will prevent your cohort group from responding Sunday.)*
- Log on to CVEDCVT.edu20.org/ the day before class meetings to check on class announcements.
- Complete reading assignments for each module, including reading and commenting on other participants’ reflective assignments.
- Complete a learning statement, personal learning statement and web resource page for the course.
- Complete a course evaluation.

### Course Requirements

Class Attendance and participation 30%

Online Assignment completion and cohort response 50%

Final Learning Project: Learning Statement, Action Plan and Resources Page 20%

### Proposed Course Schedule and Assignments

(Subject to some alterations based on students’ experience. )

Week	Content	Checklist of Requirements
<b>Introduction &amp; Preparation</b>		
<b>Week 1</b> <b>1/15</b> 2 hrs online	<b>Class Preparation - Due by Class time 4pm</b> <ul style="list-style-type: none"> <li>● Read course syllabus and ask questions via <a href="#">email</a>.</li> <li>● Log on to CVEDCVT.edu20.org and explore.</li> <li>● Go to Module 1, read module instructions and write your introduction and post a photo to share with others.</li> <li>● Read “<a href="#">Mindfulness for Educators</a>” by Claire Stanley.</li> <li>● Read <a href="#">Pausing</a> by Claire Stanley, Antioch University</li> <li>● Read “<a href="#">Where Dignity is Part of the School Day</a>” by Fania Davis</li> <li>● Watch “<a href="#">Headspace: How to Start Meditating</a>” 1:53</li> <li>● Begin meditating 5-10 minutes a day.</li> <li>● Optional: Begin reading course text: <a href="#">The Way of Mindful Education</a></li> </ul>	
<b>Module 1: Mindfulness</b>		

<p><b>Week 2</b> 1/22</p> <p>3 hrs class meeting</p> <p>2.5 hrs online</p>	<p><b>Class Meeting #1 Agenda: 4pm-7pm</b></p> <ul style="list-style-type: none"> <li>● Introductions via the Circle Process - Why are we here?</li> <li>● Review class syllabus and class process. Understanding, Intention &amp; Awareness.</li> <li>● Reading Responses written in class.</li> <li>● Review of basic circle process</li> <li>● Instructional and Experiential introduction to Mindfulness.</li> <li>● Review of research: Introduction to the <a href="#">The Science of Mindfulness</a>: And from <i>The Way of Mindful Education</i> pp 24-36; "<a href="#">The Greater Good</a>"</li> <li>● Circle up for reflecting &amp; learning.</li> </ul>	<p><b>Online Assignments for the week</b></p> <ul style="list-style-type: none"> <li>❑ Watch <a href="#">Sacred Pause</a> (4:35)</li> <li>❑ Read "<a href="#">Here, Now, Aware: The Power of Mindfulness</a>" by Joseph Goldstein</li> <li>❑ Read Foreword, Introduction and Part 1 of <i>The Way of Mindful Education</i> (1-23, 36-37)</li> <li>❑ Content response and reflection.. (1/25)</li> <li>❑ Read &amp; respond to your cohort's work.(1/28)</li> <li>❑ Over the next week try guided meditations, choosing from different resources: <ul style="list-style-type: none"> <li>❑ Gil Fronsdal - <a href="#">Introduction to Meditation</a></li> <li>❑ Kristen Neff - <a href="#">Self Compassion</a></li> <li>❑ <a href="#">HeadSpace</a> - 10-Day free trial</li> <li>❑ Tara Brach - <a href="#">Library of Meditations</a></li> </ul> </li> </ul> <p>Or try out a meditation app:</p> <ul style="list-style-type: none"> <li>● <a href="#">Insight Timer</a></li> <li>● <a href="#">Calm</a></li> <li>● <a href="#">Stop Breathe Think</a></li> </ul>
<p><b>Week 3</b> 1/29</p> <p>2.5 hrs online</p>	<p><b>Online Content Goals:</b></p> <ul style="list-style-type: none"> <li>● To learn the basics of mindfulness meditation.</li> <li>● To establish a 10 minute/day mindfulness practice.</li> <li>● To become more fluent in talking about mindfulness.</li> <li>● To begin to understand the why, what and how of mindfulness in education.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Read Part II <i>The Way of Mindful Education</i> (40-85)</li> <li>❑ Read "<a href="#">Grounding</a>" by Claire Stanley.</li> <li>❑ Read "<a href="#">Doing the Buddha's Practice</a>" by Jack Kornfield. (Optional talk: <a href="#">Dharma RAIN: Working with Difficult Emotions.</a>)</li> <li>❑ Content response and reflection. (2/1)</li> <li>❑ Read &amp; respond to your cohort's work. (2/4)</li> <li>❑ Optional for Meditation Support: Read "<a href="#">How to Practice Vipassana Insight Meditation</a>" by Sayadaw U Pandita</li> <li>❑ Write a meditation report. (2/4)</li> </ul>
<p><b>Week 4</b> 2/5</p> <p>2.5 hrs online</p>	<p><b>Online Content Goals:</b></p> <ul style="list-style-type: none"> <li>● To learn about how mindfulness has been developed and is being used in education.</li> <li>● To deepen our understanding of mindfulness as an educator.</li> <li>● To develop and reflect on your mindfulness practice.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Read Part III from <i>The Way of Mindful Education</i> (88-134)</li> <li>❑ Read David Kahane's <a href="#">Mindfulness and presence in teaching and learning.</a></li> <li>❑ Listen to Kamala Master's talk "<a href="#">Compassion &amp; Courage.</a>"</li> <li>❑ Content response and reflection. (2/8)</li> <li>❑ Read and respond to your cohort's reading responses. (2/11)</li> </ul>
<p><b>Week 5</b> 2/12</p> <p>2.5 hrs online</p>	<p><b>Online Content Goals:</b></p> <ul style="list-style-type: none"> <li>● To pause and reflect on our first three week's of learning as a group and individually.</li> <li>● To identify one or more concepts,</li> </ul>	<ul style="list-style-type: none"> <li>❑ Read Part IV from <i>The Way of Mindful Education</i> looking for applicable exercises. (135-end)</li> <li>❑ <a href="#">Learn about R.A.I.N</a></li> <li>❑ Review our work online and reflect on your</li> </ul>

	<p>experiences or topics in Mindfulness that you wish to explore more deeply, or know more about.</p> <ul style="list-style-type: none"> <li>To reflect on your personal mindful meditation practice. ( And the role of the Eight Worldly Winds - optional)</li> </ul>	<p>learning.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In whatever format you choose, report on the results of your reflective process, answering the question, "What have you discovered?"</li> <li><input type="checkbox"/> *Write reflection on your mindfulness practice</li> <li><input type="checkbox"/> Respond to cohort group.</li> </ul>
<b>Module 2: Restorative Practices</b>		
<p><b>Week 6</b> 2/19 3 hrs class meeting  2.5 hrs onlin</p>	<p><b>Class Meeting #2 Learning Goals:</b></p> <ul style="list-style-type: none"> <li>use the circle process to reflect on our learning.</li> <li>to get an overview of mindfulness in education.</li> <li>explore foundations of RP: “Final Word” Protocol with Core Assumptions.</li> <li>practice mindfulness activities relevant to our age group.</li> </ul>	<p><b>Class Meeting Agenda 4pm-7pm</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Connect and Focus games</li> <li><input type="checkbox"/> Circle Process for learning reflection</li> <li><input type="checkbox"/> Instruction on Mindfulness and RP in schools, history, research.</li> <li><input type="checkbox"/> Research and practice mindfulness activities for age group.</li> </ul> <hr/> <p style="text-align: center;"><b>Online Work</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read “<a href="#">The Intersection of Mindfulness and RP</a>” by Annie O’Shaughnessy</li> <li><input type="checkbox"/> <a href="#">Reflections on the Inner Journey of Working in Restorative Justice</a> Kay Pranis</li> <li><input type="checkbox"/> Read “<a href="#">Baby Steps Toward Restorative Justice</a>” by Linea King</li> <li><input type="checkbox"/> Content response and reflection. 2/22</li> <li><input type="checkbox"/> Respond to cohort group. 2/25</li> </ul>
<p><b>2/26-3/4</b> <b>No Class</b></p>		
<p><b>Week 7</b> 3/5  2.5 hrs online</p>	<p><b>Online Content Goals</b></p> <ul style="list-style-type: none"> <li>To read and review past students understanding of RP</li> <li>To review existing definitions and expression of RP in schools</li> </ul>	<p><b>Online Work</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch instructional videos.</li> <li><input type="checkbox"/> Begin to develop working definition of RP with a first draft. (3/8)</li> <li><input type="checkbox"/> Respond to cohort’s draft.(3/11)</li> </ul>
<p><b>Week 8</b> 3/12  2.5 hrs online</p>	<p><b>Online Content Goals</b></p> <ul style="list-style-type: none"> <li>To reflect on Week 7’s works and create a presentation that expresses where you are in relationship to the foundational ideas and values of RP.</li> <li>To deepen your understanding of the basics principles, values and practices of RP.</li> </ul>	<p><b>Online Work</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> *Write mindfulness reflection.</li> <li><input type="checkbox"/> Post presentations. 3/15</li> <li><input type="checkbox"/> Content response and reflection and “cheat sheet” (see online description). 3/15</li> <li><input type="checkbox"/> Respond to cohort’s presentations. 3/18</li> </ul>
<p><b>Week 9</b> 3/19</p>	<p><b>Online Content Goals</b></p> <ul style="list-style-type: none"> <li>To continue learning about and</li> </ul>	<p><b>Last Reading Response</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Parker Palmer</a> Subject-Centered Teaching</li> <li><input type="checkbox"/> Read Shakti Gattegno (1978). “<a href="#">On Feedback</a>”</li> </ul>

<p>3 hrs class meeting</p> <p>2.5 hrs online</p>	<p>reflecting on RP and Mindfulness.</p> <ul style="list-style-type: none"> <li>● To learn about and practice Restorative Communication</li> <li>● To familiarize yourself with different RJ resources.</li> <li>● To introduce the Final Learning Project.</li> <li>● To reflect with mindful awareness on your experience with RP <ul style="list-style-type: none"> <li>○ Circle</li> <li>○ Restorative Conversation</li> <li>○ Restorative language shift</li> <li>○ Others</li> </ul> </li> </ul>	<p>Educational Solutions Newsletter, vol.7, no.4</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Content response and reflection.</li> <li><input type="checkbox"/> Respond to cohort’s responses.</li> </ul> <p><b>Resources to review and choose from:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Healthier Schools SF Website</a> <i>Teaching Restorative Practices in the Classroom - 7 Lesson Curriculum</i></li> <li>● <b>Schott Foundation Overview</b> <i>Restorative Practices: Fostering Healthy Relationships &amp; Promoting Positive Discipline in School.</i></li> <li>● <b>Kay Pranis Resources</b> <a href="#">The Circle Keeper’s Handbook</a> <a href="#">Circle Forward Two</a></li> </ul> <p><b>Restorative Practice Reflection</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflect on your use of RP in your personal or work life. It could be as simple using affective statements more.</li> </ul>
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**Module 3: Experimentation & Reflective Practices**

<p><b>Week 10</b> 3/26</p> <p>2.5 hours online</p>	<p><b>Class Meeting #3 Learning Goals:</b></p> <ul style="list-style-type: none"> <li>● To experience a variety of ways to teach mindfulness</li> <li>● To understand the scope and purpose of the final Resource <a href="#">Page Project</a></li> <li>● To begin the Project</li> <li>● To understand options and choose platform for Project</li> <li>● To reflect on learning so far in circle.</li> <li>● To lead our own circles.</li> </ul> <hr/> <p><b>Online Learning Goals:</b></p> <ul style="list-style-type: none"> <li>● To reflect on and refine your way of introducing these practices to others. (Welcome Page)</li> <li>● Attend to your Mindfulness Practice</li> </ul>	<p style="text-align: center;"><b>Class Meeting Agenda 4pm-7pm</b></p> <ul style="list-style-type: none"> <li>● Settle in Mindfulness Meditation</li> <li>● Introduction to Resource <a href="#">Page Project</a></li> <li>● Technology Set Up</li> <li>● Group Mindfulness Practice</li> <li>● Read excerpt from <a href="#">Courage to Teach</a> by Parker Palmer</li> <li>● Circle: Reflection and sharing on Mindfulness practice and RP work</li> <li>● Videos: Oakland RP videos.</li> <li>● Practice Leading.</li> </ul> <hr/> <p><b>Online Assignment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write welcome message for web resource</li> <li><input type="checkbox"/> Set up web resource organization.</li> <li><input type="checkbox"/> <b>Post link in Online Classroom</b></li> <li><input type="checkbox"/> Listen to as much of talk as you’d like <a href="#">Attend and Befriend: Healing the Fear Body - Tara Brach</a></li> <li><input type="checkbox"/> Continue to Check out <a href="#">RP resources</a> Work on your resource page as much as you can.</li> <li><input type="checkbox"/> Read classmates links and give encouragement.</li> </ul>
<p><b>Week 11</b> 4/2</p> <p>2.5 hrs online</p>	<ul style="list-style-type: none"> <li>● To add content to your Web <a href="#">Page</a></li> <li>● To Reflect on one way you are using RP.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Go to “Research” Section of <a href="#">RP resources</a> and <a href="#">TrueNatureTeaching Resources</a> and summarize what you discover, citing the most persuasive research.</li> </ul>



		<ul style="list-style-type: none"> <li><input type="checkbox"/> Add <a href="#">Research &amp; Resources</a> sections to your web resource page.</li> <li><input type="checkbox"/> Post your Resource Page link</li> <li><input type="checkbox"/> Write reflection on use of RP.</li> <li><input type="checkbox"/> Encourage your Classmates with short comments on their work or suggestions</li> </ul>
<b>Week 12</b> 4/9 2.5 hrs online	<ul style="list-style-type: none"> <li>● To develop the Mindfulness Section of your Web Page</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Visit <a href="#">Mindfulness Resources</a> (Still under construction!) to review and choose which resources you want to add to your web resource page.</li> <li><input type="checkbox"/> Check out: “<a href="#">Mindfulness and Poetry for Transformation</a>”</li> <li><input type="checkbox"/> Begin with the resources pages on <a href="#">Mindfulness: A Guide for Teachers</a> and <a href="#">Grow Mindful Roots</a></li> <li><input type="checkbox"/> Web page development</li> <li><input type="checkbox"/> Post your updated Resource Page (4/12)</li> <li><input type="checkbox"/> Encourage your Classmates with short comments or suggestions (4/15)</li> </ul>
<b>Week 13</b> 4/16  3 hrs class meeting  2.5 hrs online	<p style="text-align: center;"><b>Class Meeting #4 4pm-7pm</b></p> <ul style="list-style-type: none"> <li>● To reflect on our learning</li> <li>● To practice our “sell”</li> <li>● To share resources and insights.</li> <li>● To develop strong intention.</li> </ul>	<p style="text-align: center;"><b>Class Meeting Agenda 4pm-7pm</b></p> <ul style="list-style-type: none"> <li>● Mindfulness Practice:</li> <li>● Circle: Reflection and sharing on Mindfulness practice and RP work</li> <li>● Share poems and quotes collected for circle openings.</li> <li>● Practice our pitch</li> <li>● Cohort work: Sharing learning statements.</li> <li>● Cohort work: Implementation support and brainstorm</li> <li>● Final Circle.</li> </ul> <hr/> <p><b>Online Learning Assignments &amp; Action Plans</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review your reading responses and meditation reflections to develop a learning statement following online guidelines. (4/22)</li> <li><input type="checkbox"/> Post Final Resource Page (4/22)</li> <li><input type="checkbox"/> Respond to classmates Learning Statement and Resource Page. 4/30</li> </ul>
<p><b>April 30th Optional Final Class Circle - Optional</b></p> <p>This 2 hour gathering will be open to educators who have taken this course to share learning, support each other and build community. You will have the opportunity to ask questions of educators who are using what you have just learned.</p>		
Total Online Hours: 33 hrs Class Meeting Hours: 12 hrs		

**All coursework must be completed and submitted to the instructor no later than April 30th**



