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*PLEASE KEEP THIS BOOK AND ALL COURSE SYLLABI FOR FUTURE
LICENSING OR CERTIFICATION BOARDS IN YOUR FIELD OF STUDY*

Antioch New England Graduate School Course Descriptions are edited and published by the Office of the Registrar at Antioch New England Graduate School. While every effort is made to ensure the accuracy of this material, Antioch New England disclaims responsibility for damages resulting from any error. Corrections will be published in addenda which are posted and available from the Office of the Registrar.

*Sandra Peace-Carey, Project Coordinator
Christine Grant, Project Designer*

 **Antioch
New England
Graduate School**

Important Notes

Terms & Codes Used in Course Descriptions

TBA	To be announced. Information was not available at the time of publication. An addendum will be printed and posted as information becomes available.
COMPETENCY AREA	The distribution requirement category satisfied by this course. Please see your student handbook for details.
RESTRICTED	If a matriculated student is not in the program to which a course is restricted, s/he may access registration to the course by obtaining <i>written</i> permission from the director of the program in which the course is offered. This written permission must be attached to or on your registration form. Without written permission, you will not be registered for the course or placed on a waiting list.
REGISTRATION PRIORITIES AND CROSS-DEPARTMENT REGISTRATION	During the initial registration, students of the program specified will be registered for the course first. Others in the academic department offering the course will be added <i>AFTER</i> all priority students have been enrolled, as space permits. Finally, after new student registration, students from other departments will be added as space permits.
PREREQUISITE	Students must successfully complete the course(s) designated in order to register for the course offered.
COURSE LOCATION	Classes will be held in Keene unless otherwise noted.
COURSE CANCELLATION	Classes with an enrollment of fewer than ten students will be subject to cancellation at the discretion of the Department Chairperson. Students enrolled in such classes will be notified by the department.
SPECIAL STUDENTS	All special student applications will be reviewed with the program director for a determination of eligibility for the course(s).

Financial Aid Information

DEFINITIONS OF ENROLLMENT STATUS FOR FINANCIAL AID PURPOSES	If you receive Financial Aid you must be registered at least half time. Please be aware that some states require you to maintain full time enrollment to be eligible for deferment of previous student loans. Please see the Financial Aid Office for details on your specific loan agreement regulations.	
SUMMER SEMESTER	Full Time:	5 or more credits
	Half Time:	3 - 4 Credits
FALL & SPRING SEMESTERS	Full Time	7 or more credits
	Half Time	4 - 6 Credits

DEPARTMENT OF EDUCATION SUMMER 2004 COURSE SCHEDULE EXPERIENCED EDUCATORS, INTEGRATED LEARNING AND SCIENCE EDUCATION PROGRAMS

DATE	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
JUNE 7 - 11	8:30 - 12:00	Sheep to Shawl	Sheep to Shawl	Sheep to Shawl	Sheep to Shawl	Sheep to Shawl	
	1:00 - 4:15	Circus Dreams	Circus Dreams	Circus Dreams	Circus Dreams	Circus Dreams	
	4:45 - 8:00	Life Down Under!	Life Down Under!	Life Down Under!	Life Down Under!	Life Down Under!	
JUNE 14 - 18	8:30 - 12:00	Dancing Classroom	Dancing Classroom	Dancing Classroom	Dancing Classroom	Dancing Classroom	
	1:00 - 4:15	Storytelling	Storytelling	Storytelling	Storytelling	Storytelling	
	4:45 - 8:00	Children's Literature	Children's Literature	Children's Literature	Children's Literature	Children's Literature	
JUNE 21 - 25	8:30 - 12:00	Ecology of Imagination	Ecology of Imagination	Ecology of Imagination	Ecology of Imagination	Ecology of Imagination	
	1:00 - 4:30	Special Needs	Special Needs	Special Needs	Special Needs	Special Needs	
JUNE 28 - JULY 2	8:00 - 1:00	Action Research	Action Research	Action Research	Action Research	Action Research	
	8:00 - 1:30		Professional Portfolio				
	8:00 - 5:00			Curriculum Theory	Curriculum Theory	Curriculum Theory	Sunday, June 27
	8:30 - 12:00	Special Needs	Special Needs	Special Needs	Special Needs	Special Needs	
	9:00 - 5:00	Professional Portfolio					Master's Symposium Day
	1:00 - 4:30	Place-Based Social Studies	Place-Based Social Studies	Place-Based Social Studies	Place-Based Social Studies	Place-Based Social Studies	
	1:00 - 4:30	Web Pages	Web Pages	Web Pages	Web Pages	Web Pages	
	Noon 6/28 - Noon 7/2	Environmental Education	Environmental Education	Environmental Education	Environmental Education	Environmental Education	
JULY 5 - JULY 9	8:00 - 12:00		Recrafting Curriculum	Recrafting Curriculum	Recrafting Curriculum	Recrafting Curriculum	
	8:00 - 12:00		Book Arts	Book Arts	Book Arts	Book Arts	
	8:00 - 5:00	Connecting Science	Connecting Science	Connecting Science	Connecting Science	Connecting Science	
	9:00 - 4:00		Service Learning	Service Learning	Service Learning	Service Learning	
	1:00 - 5:00		The First Six Weeks of School	The First Six Weeks of School	The First Six Weeks of School	The First Six Weeks of School	
	1:00 - 5:00		Cemetery Quest	Cemetery Quest	Cemetery Quest	Cemetery Quest	
JULY 12 - 16	8:00 - 4:00	EBD Institute Keene Level 1 & 2	EBD Institute Keene Level 1 & 2	EBD Institute Keene Level 1 & 2	EBD Institute Keene Level 1 & 2	EBD Institute Keene Level 1 & 2	
JULY 31 - AUGUST 7		Folk Arts of Early America Ogonz Center Lyman, NH	Folk Arts of Early America Ogonz Center Lyman, NH	Folk Arts of Early America Ogonz Center Lyman, NH	Folk Arts of Early America Ogonz Center Lyman, NH	Folk Arts of Early America Ogonz Center Lyman, NH	Folk Arts of Early America Ogonz Center Lyman, NH

Experienced Educators, Integrated Learning and Science Education Course Descriptions

REGISTRATION INSTRUCTIONS

INTEGRATED LEARNING

All Integrated Learning and Science Education students who entered in Fall 2003 are required to register for the following courses:

- EDP 590 Children with Special Needs: Focus on Childhood

and two credits from the following courses:

- EDC 658 The Cemetery Quest: Utilizing Burial Grounds as Educational Resources
- EDC 655 Children's Literature and the Social Studies Curriculum
- EDC 528 Ecology of Imagination in Childhood
- EDC 618 From Sheep to Shawl
- EDC 529 Place-Based Social Studies

Integrated Learning students may register for a maximum of 8 credits in the Summer semester. Students must have written permission of Program Director to exceed 8 credits.

EXPERIENCED EDUCATOR STUDENTS

All Experienced Educator students must attend Master's Symposium Day, Sunday, June 27, 2004, 8:30 am - 4:30 pm.

Finishing Students:

- Section A: Keene, NH
- Section B: Saco, ME 2002

All students from the Keene and Saco Clusters must attend Master's Symposium Day, Sunday, June 27, 2004, from 8:30 am to 4:30 pm. Completed projects will be presented at this time.

Students who have registered for, but not completed, their Master's Projects must register for:

- ED 699C Master's Project Continuation.

Continuing Students:

- Section C: Keene 2003 Cluster 1
- Section D: Keene 2003 Cluster 2
- Section E: School Choice Cluster

All continuing Experienced Educator students must attend Master's Symposium Day, Sunday, June 27, 2004, from 8:30 am to 4:30 pm. Completed projects will be presented at this time.

All Experienced Educator Program, Professional Development Concentration students in Keene 2003 Cluster 1 and Cluster 2 are required to register for:

- EDC 520A Curriculum Theory and Application (Section A)
- EDC 641 Professional Standards Portfolio (Section A)
- They may also choose from electives in the following course descriptions.

All Experienced Educator program students in Section E: School Choice Cluster are required to register for:

- EDC 657 Action Research (Section A)
- EDC 620 Content Mentoring (Section A)
- They may also choose from electives in the following course descriptions.

Experienced Educator students may register for a maximum of 5 credits in the Summer semester. Students must have written permission of Program Director to exceed 5 credits.

COURSE DESCRIPTIONS

**EDC 657
Action Research**

CONTENT AREA: Curriculum & Instruction
REQUIRED OF AND RESTRICTED TO Experienced Educator School Choice Cluster.

This course will introduce students to the theory and strategies behind action research. Students will work on selecting an appropriate topic related to their Master's Projects and will develop a research proposal. We will discuss strategies for framing a question and for designing a research plan - examining the relationships between method and purpose. Emphasis will be on the dynamic nature of qualitative research and the role it can play in the educational change process.

Section A: School Choice Cluster
Time: June 28 - July 2, 8:00 am - 1:00 pm
Maximum: 15
Credits: 2

**EDP 590
Children with Special Needs:
Focus on Childhood**

COMPETENCY AREA: Education & Social Policy
REQUIRED OF AND PRIORITY TO Integrated Learning, Science Education & Waldorf teacher certification students.

This course will examine the perceptions and attitudes of the individual, family, teacher and community toward children with special needs and provide a mechanism by which the evolving teacher can better meet the human needs of the child who is labeled exceptional. We will discuss laws and public policy as they are filtered through community, educational and family systems. The inclusionary classroom will provide the foundation for examination of the ways in which specific curricular and other adaptations can enhance the lives and the learning of children with disabilities.

Section A: Laureen Harlow
Time: Monday - Friday, June 21 - 25,
1:00 - 4:30 pm, and
Monday - Friday, June 28 - July 2,
8:30 am - 12:00 pm
Maximum: 18
Credits: 2

**EDC 546
Community-Based
Environmental Education**

COMPETENCY AREA: Curriculum & Instruction

Environmental education is most effective when it is place-based and rooted in the issues and problems of the children's community. The issues and strategies of community-based education will be practiced through a weeklong workshop at AMC's the Highland Center in New Hampshire's White Mountains. The course will examine thriving examples of vibrant community-based environmental education around

the country, and show how to align local curricula with the state frameworks through environmentally integrated curricula.

Section A: David Sobel, Delia Clark, and Bo Hoppin
Time: Monday - Friday,
June 28, 12:00 noon - July 2, 12:00 noon
Location: AMC's the Highland Center,
White Mountains, New Hampshire
Maximum: 20
(2 seats reserved for ED students,
2 seats reserved for ES students)
Credits: 2

**EDC 566
Connecting Science Curriculum
and Your Local Resources**

COMPETENCY AREA: Curriculum & Instruction

How can you take advantage of the natural and built resources in your backyard to teach science?

This course will focus on using local community resources as a curricular lens. Process strategies, content knowledge, and interdisciplinary connections will be investigated. Students will have opportunities to experiment in the field, research content information, and modify science units to integrate state and local science standards, service learning, and place-based inquiry learning practices.

Section A: TBA
Time: Monday - Friday, July 5 - 9, 9:00 am - 4:00 pm
Location: Antioch and Keene environs
Maximum: 18
(4 seats reserved for ED students,
2 seats reserved for ES students)
Credits: 2

**EDC 620
Content Mentoring**

CONTENT AREA: Curriculum & Instruction
REQUIRED OF AND RESTRICTED TO Experienced Educator School Choice Cluster.

This course offers students in the Experienced Educator School Choice cluster a chance to deepen content knowledge specifically related to your school context or your Master's Project. Students must submit a proposal for Content Mentoring to their advisor for approval prior to registering for this class. If you are not planning to complete your Content Mentoring requirement in the summer of 2004, you will need to speak to your advisor about requesting an extension for this course. Please consult your Program Handbook for more details.

Section A: School Choice Cluster
Time: TBA
Maximum: 15
Credits: 2

Experienced Educators, Integrated Learning and Science Education Course Descriptions

**EDC 520A
Curriculum Theory and Applications**

COMPETENCY AREA: Curriculum & Instruction
REQUIRED OF AND RESTRICTED TO continuing Experienced Educator Professional Development concentration students.

This course will include an overview of classroom curriculum theory and practice. Given all we know about the world inside and outside the school, we will, both individually and as a group: 1) articulate what is quality curriculum, 2) determine how to design quality curriculum to achieve desired learning results, and 3) produce exemplars of curricula that make these ideas concrete and practical. During class sessions we will engage in large group discussion, small group work, individual reflection, and curriculum project design.

PD Concentration
All Continuing clusters: Keene
Section A: Tom Julius and Judy Coven
Time: Wednesday - Friday, June 30 - July 2,
8:00 am - 5:00 pm
Maximum: 35
Credits: 2

**EDC 651
The Dancing Classroom:
Dance Education for Grades Pre-K
Through 8**

COMPETENCY AREA: Curriculum & Instruction

Learn to lead singing games, social and display dances, and creative movement explorations with children. This course provides theory and practice for integrating dance/movement into the education of children, and curriculum frameworks for a comprehensive program of dance education. No dance experience necessary.

Section A: Kari Smith
Time: Monday - Friday, June 14 - June 18,
8:30 am - 12:00 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

**EDT 550A
Education By Design (EBD) Institute -
Level 1**

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

EBD institutes are truly "an experience." In our EBD level 1, 2, and 3 programs, educators participate in an Education by Design™ classroom. Participants explore problem-based, experiential, collaborative, and standards-driven learning. They examine how these components can be successfully integrated, focusing on the role of the teacher in the areas of designing curriculum, guiding students, and assessing performance. They develop the knowledge skills, and dispositions needed to build and maintain a dynamic and responsive classroom.

EDB Level 1 examines strategies for:

- developing the classroom as a collaborative problem-solving community,
- using the experiential learning cycle,

- setting and maintaining standards for quality work,
- targeting Critical Skills within curriculum frameworks,
- designing challenges that are connected to the subject matter and that provide a meaningful context for learning,
- using simple performance-based assessment tools,
- planning and structuring student exhibitions of learning, and
- guiding reflection & debriefing processes.

Section A: TBA
Time: Monday - Friday, July 12 - July 16,
8:00 am - 4:00 pm
Location: Keene
Maximum: 18
(1 seat reserved for ES student)
Credits: 2

**EDT 552
Education By Design (EBD) Institute –
Level 2**

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

The Level II Critical Skills Institutes (CSI) builds upon the foundations of the Level I Institute and the experiences of the EBD teacher. Over three days participants will deepen their understanding of and practical experience with the design and assessment of problem-based challenges as structured by the Experiential Learning Cycle. These challenges will target and track student growth toward specific desired outcomes through at least two "linked" experiences. Focus is on the planning and implementation of more academically rigorous challenges and on increasingly comprehensive tools for assessing student work.

- Students will learn how to:
- create lessons which link subjects and curriculum to real-world experiences.
 - build formative and summative assessments to effectively measure student learning.
 - expand their repertoire of tools and techniques for building and maintaining a classroom community which encourages collaboration.
 - use reflection as a key component in teaching and learning.
 - improve classroom coaching skills to guide their students through the Experiential Learning Cycle and the reflection process.

- Students will create:
- two fully designed, standards-based, linked challenges.
 - assessment tools for both products and skills/dispositions.
 - new tools and strategies for building and maintaining the collaborative learning community, including methods for addressing "sticky situations" as they arise.
 - activities to help students connect new learning to previous experience through reflection.

Section A: TBA
Time: Monday - Wednesday, July 12 - July 14,
8:00 am - 4:00 pm
Location: Keene
Maximum: 18
(1 seat reserved for ES student)
Credits: 2

**EDC 643
Exploring Book Arts and Curriculum**

COMPETENCY AREA: Curriculum & Instruction

In this hands-on course we will create a journal to hold course notes, investigate paper decorating techniques, and develop book models that can be used to encourage and develop literacy and language skills; study the natural world or specific environments; investigate local history; explore geometry; and encourage reflection in the classroom. Individually or in teams, students will explore, develop and present to the class a curricular unit using book arts techniques to achieve a standard or learning goal related to their interests.

Section A: Susan Bonthron
Time: Tuesday - Friday, July 6 - July 9,
8:00 am - 12:00 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

**EDC 624
The First Six Weeks of School:
Building the Foundation
for a Successful Year**

COMPETENCY AREA: Curriculum & Instruction

Using the book, *The First Six Weeks of School* (Denton and Kriete) as a starting point, participants will have opportunities to plan for the all-important opening weeks of school in their own classrooms. Topics to be considered will include establishing routines, rules and consequences, creating a sense of belonging and significance for all students, and introducing academic curriculum while simultaneously building the social skills necessary for successful learning in an active and interactive environment. Approaches to classroom management in this course are based upon the work of Rudolph Driekurs and Jane Nelson and approaches such as democratic classrooms and *The Responsive Classroom*.

Section A: Sara Fiarman
Time: Tuesday - Friday, July 6 - July 9,
1:00 - 5:00 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

Experienced Educators, Integrated Learning and Science Education Course Descriptions**EDC 645****Folk Arts of Early America and the British Isles, for the Classroom - A Field Study**

COMPETENCY AREA: Curriculum & Instruction
RESTRICTED TO Education Department students.

Attend a weeklong folk camp for people of all ages. Observe and participate while Master Folklorists teach groups of children traditional dances, songs, crafts, stories and rituals. Participate in these folk traditions at an adult level, yourself. "Collect" by audio recording, interviewing, note-taking and experiencing traditional activities. Meet daily in a teacher seminar to reflect on your observations and experiences, to share newly collected activities, and to explore classroom implementation.

Course fee: \$610 for program, food, and lodging.

Section A: Jane Miller (and folklorists)

Time: Saturday - Saturday, July 31 - August 7

Location: Ogontz Center, Lyman, New Hampshire

Maximum: 8

Credits: 2

EDC 550A**Integrated Arts II: Circus Dreams**

COMPETENCY AREA: Curriculum & Instruction

Ever wanted to run away and join the circus? Probably...and most kids would love to do that too. Here's your chance. In this course, we'll explore the theme of "Circus" as a fun vehicle that can bring together diverse areas of study and one that can encourage children's self-expression and self-confidence. We'll push back the desks and delve into puppetry (from giant to tiny), clowning, movement, storytelling, painting, prop construction, etc. as we create a circus performance and consider ways of integrating a variety of arts and crafts with a variety of curriculum disciplines. No fleas please...well maybe!!!

Section A: Ron LaBrusciano

Time: Monday - Friday, June 7 - 11, 1:00 - 4:15 pm

Maximum: 18

(1 seat reserved for ES student)

Credits: 1

EDC 653**Life Down Under!: Soil Invertebrates in the Classroom**

COMPETENCY AREA: Curriculum & Instruction

Centipedes, earthworms, earwigs, millipedes, mites, slugs, sow bugs and more! Investigate the amazing communities of life that stir beneath your feet. Learn about the invertebrates that live under logs, leaves, bark, bricks, boards and other damp and dark microhabitats. Connect the study of local soil invertebrates to literacy and math curricula. Find out how you - and the kids you teach - can become experts on arthropods both inside and out the classroom doors.

Section A: Christine Payack

Time: Monday - Friday, June 7 - 11, 4:45 - 8:00 pm

Maximum: 18

(1 seat reserved for ES student)

Credits: 1

ED 699C**Master's Project Continuation**

REQUIRED FOR all students continuing a Master's Project for which they have previously registered.

Students must register for Master's Project continuation every semester until the project has been completed and signed off by your Master's Project reader. Enrollment in Master's Project Continuation confers half-time status for Financial Aid and loan deferment purposes through July 25.

Section A: Education Faculty

Credits: uncredited

EDC 527**Place-Based Service Learning-Connecting Classrooms to the Community**

COMPETENCY AREA: Curriculum & Instruction

This course will examine service learning as an integrative context for learning and building community relationships. We will identify the essential elements of service learning and gain insight of possible service learning projects that incorporate multiple subject areas while exploring Keene Public Lands. During the course we will participate in service learning, identify community needs, and plan and develop an interdisciplinary service-learning project that will help meet New Hampshire State Frameworks.

Section A: TBA

Time: Tuesday - Friday, July 6 - 9, 9:00 am - 4:00 pm

Maximum: 18

(4 seats reserved for ED students,

2 seats reserved for ES students)

Credits: 2

EDC 641**Professional Standards Portfolio**

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF AND RESTRICTED TO Experienced Educator students.

This course will provide students with the opportunity to reflect on their professional strengths and weaknesses. We will examine, annotate, and organize both professional and academic artifacts as evidence of professional proficiency. Proficiencies may be defined from national, state, or district-created standards. Final compilation of this portfolio will be expected in the Spring semester Professional Standards Portfolio II course.

Section A: Tom Julius and Jane Miller

Time: Monday, June 28, 9:00 am - 5:00 pm,

and Tuesday, June 29, 8:00 am - 1:30 pm

Maximum: 18

Credits: 1

EDC 611**Recrafting Curriculum Using Problem-Based Learning**

COMPETENCY AREA: Curriculum & Instruction

PRIORITY TO Experienced Educator students.

The fundamental premise that underlies this course is that if we aspire for students to become confident and effective thinkers and problem solvers, we need to present curriculum in ways that specifically target and develop these skills. This course will introduce the design and use of three distinct models of problem-based challenges - academic challenges, challenge scenarios, and real-life problems - strategies by which a variety of problems are solved by students working as individuals or groups within the classroom. Ways in which these challenges can be used to simultaneously target school/district goals and state-mandated curriculum frameworks will also be examined.

Section A: Peter Eppig

Time: Tuesday - Friday, July 6 - 9,

8:00 am - 12:00 pm

Maximum: 18

(1 seat reserved for ES student)

Credits: 1

ED 690**SIS: Supervised Independent Study**

If you are planning an independent study, please register for an SIS on your registration form. However, an SIS contract must be submitted to the Registrar's Office by **July 10, 2004** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **July 10** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

Experienced Educators, Integrated Learning and Science Education Course Descriptions**Social Studies: Inquiry Approaches and the Core Curriculum**

Social Studies methodology is presented as five separate courses. The five courses will be integrated in style and content, but the individual courses may be taken separately. Candidates for teacher certification are encouraged to take at least two credits in the Social Studies methodology, with at least one of them having a history focus.

1. EDC 658**The Cemetery Quest: Utilizing Burial Grounds as Educational Resources**

COMPETENCY AREA: Curriculum & Instruction

The Cemetery Quest is an interdisciplinary, standards-based unit that teaches 4th through 8th grade students to see cemeteries as doorways into community history. Students photograph headstones, collect headstone data, interpret data, "adopt" families, and study them using primary and secondary sources. As their culminating activity, students create a treasure hunt that teaches and shares the things they have learned. In this class we will work together, as students, to create a Keene Cemetery Quest.

Section A: Steven Glazer
Time: Tuesday - Friday, July 6 - July 9,
1:00 - 5:00 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

2. EDC 655**Children's Literature and the Social Studies Curriculum**

COMPETENCY AREA: Curriculum & Instruction

This course will connect children's literature to elementary school social studies content and concepts. By reading and analyzing fiction and nonfiction books we will explore themes ranging from community to immigration, United States reports to world cultures. Standards based planning and child centered learning will be emphasized. Participants will design thematic social studies lessons based on children's books.

Section A: Nancy Ancharski
Time: Monday - Friday, June 14 - 18,
4:45 - 8:00 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

3. EDC 528**Ecology of Imagination in Childhood**

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF AND PRIORITY TO Education - Science & Environmental Education students.

This course investigates the developmental basis of environmental education and social studies by examining recurrent themes from children's play around the world. Making forts, hunting and gathering, constructing small worlds, going on adventures, and fantasy play are children's instinctive ways of being in the natural world and these activities can be used as the basis for curriculum. Using some of these techniques as planning tools, we will explore curriculum activities that start in Keene neighborhoods and spread out into the surrounding hills and streams.

Section A: David Sobel
Time: Monday - Friday, June 21 - 25,
8:30 am - 12:00 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

4. EDC 618**From Sheep to Shawl**

COMPETENCY AREA: Curriculum & Instruction

The process of turning wool into cloth is an important aspect of life in many cultures around the world in the present day as well as throughout history. This process can become the focus of rich studies for elementary children. While participants explore the possibilities for integrated curriculum, they will experience for themselves all of the steps from sheep to shawl, including carding, spinning, making and using natural dyes, and weaving. *Required materials fee of \$25.00 payable to the Education Department prior to the first day of class.*

Section A: Judy Coven
Time: Monday - Friday, June 7 - 11,
8:30 am - 12:00 pm
Maximum: 16
(1 seat reserved for ES student)
Credits: 1

5. EDC 529**Placed-Based Social Studies: Teaching History with Local Resources**

COMPETENCY AREA: Curriculum & Instruction

Doing local history in and out of the classroom connects students with their communities in a meaningful fashion, bringing to life the abstract concepts and ideas traditionally covered in the history textbook. This course explores models for doing local history projects as part of a standards-based curriculum and gives students the tools to be enablers in their own classrooms. Students will combine hands-on activities involving oral interviews, writing and art with curriculum mapping and the nuts and bolts of classroom management. The course will involve a few field trips to Guilford, Vermont.

Section A: Jennifer Kramer
Time: Monday - Friday, June 28 - July 2,
1:00 - 4:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

EDC 532A**Storytelling: Stories in the Classroom**

COMPETENCY AREA: Curriculum & Instruction

PRIORITY TO Integrated Learning & Waldorf program students

In this course we bring the focus back to the oral and aural arts and their primary role in the classroom. Students will explore memories and family stories to find tellable tales, and discuss the possibilities for this kind of work in a classroom setting. We will learn how to select and find folktales and local tales to enliven and personalize other curriculum areas. And together we will consider children as storytellers and story creators, finding ways to create an atmosphere of play, trust and acceptance in which every child will be able to share the story they want to tell.

Section A: Becky Graber
Time: Monday - Friday, June 14 - 18,
1:00 - 4:15 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

EDC 650**Teacher-Created Web Pages that Support Instruction**

COMPETENCY AREA: Curriculum & Instruction

The World Wide Web is playing an ever-increasing role in education, but often it is only used in a consumer role. How can educators and their students become producers of Web content, and how can this facilitate the instruction and learning processes? This course will prepare educators to create their own web pages and enable them to instruct students in the creation of their own pages using a web-page editor. We will examine the many roles that web pages can play in helping teachers support student learning, facilitate communication with parents, and collaborate with colleagues in education. Existing school websites will be critiqued and exemplars identified. Participants will learn how to use Netscape Composer to create such web pages, and will produce actual pages or templates for future use. They will also explore free online Web-page creation and hosting services that are specifically targeted at providing resources for education. The process for uploading web pages and maintaining current websites will be discussed. Participants must have access to an online computer with Netscape Communicator V. 4.7 (minimum); Netscape 7 (preferable). Both are downloadable at no cost.

Section A: Peter Monether
Time Monday - Friday, June 28 - July 2,
1:00 am - 4:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

Entering Year Round Waldorf Program Course Schedule

Waldorf Teacher Training Program

Summer Intensive • Weekly Schedule

Classes: July 12 - July 30, 2004

Group 1: Entering Year Round

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:25 - 8:40			EURYTHMY I Ciaglo		EURYTHMY I Ciaglo
8:45 - 10:00	ADVISING A. Auer	BOTHMER Payne	SINGING I Niiva-Sawyer	SINGING I Niiva-Sawyer	SINGING I Niiva-Sawyer
10:00 - 10:30	SNACK				
10:30 - 12:15	SPEECH I Turner	CLAY MODELING I Stolfo	SPEECH I Turner	EVOLVING CONSCIOUSNESS I Munk Finser	SPEECH I Turner
12:15 - 2:00	LUNCH				
2:00 - 3:50	GEOMETRY van Riel	GEOMETRY van Riel	CLAY MODELING I Stolfo	EVOLVING CONSCIOUSNESS I Munk Finser	EVOLVING CONSCIOUSNESS I Munk Finser
4:00 - 6:00	CLAY MODELING I Stolfo	EURYTHMY I Ciaglo	HUMAN DEVELOPMENT Locher	HUMAN DEVELOPMENT Locher	HUMAN DEVELOPMENT Locher
6:00 - 7:00	SUPPER				
7:15 - 9:30	GEOMETRY van Riel (week 2 only)			COMMUNITY MEETING	

Entering Year Round Waldorf Program Registration Instructions & Course Schedule

Please note: Thursday nights from 7:15 - 9:00 pm are reserved for Community Meeting and singing, etc. Waldorf Graduation and Completion Ceremony, July 30 at 10:30 AM.

REGISTRATION INSTRUCTIONS

All Year Round Students (certificate and M.Ed, with and without NH state certification) entering in Summer 2004 are required to register for the following courses:

- EDT 582 Anthroposophy: Projective Geometry
- EDC 540 Clay Modeling I
- EDC 543 Eurythmy I
- EDT 583 Evolving Consciousness I
- EDT 584 Human Development
- EDC 541 Speech I

Non-credited required courses:

- Bothmer Gymnastics
- Singing

Waldorf students may register for a maximum of 9 credits in the summer semester. Students must have written permission of Program Director to exceed 9 credits.

COURSE DESCRIPTIONS**EDT 582****Anthroposophy: Projective Geometry**

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

RESTRICTED TO first year Waldorf students; others by written permission of Program Director attached to or on registration form.

Through the development of freehand and exact geometrical drawings, students will experience geometry as inner movement and as a process of disciplined imaginative thinking. Students will be introduced to the teaching of geometry from grade 1 to 12.

Section A: Hanneke van Riel

Time: Mondays & Tuesdays, 2:00 - 3:50 pm, and

Monday, July 19, 7:15-9:30 pm

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: 1

Bothmer Gymnastics

RESTRICTED TO first year Waldorf students; others by written permission of Program Director. It is not necessary to write this course on your registration form. Students will be assigned by the department.

This course is an introduction to Bothmer Gymnastics, a series of exercises created by Count von Bothmer out of indications given by Rudolf Steiner. Through this new living form of exercise, students will explore their relationship to space and will work to find the balance between two kinds of forces: the centric, earthy forces and the peripheral forces. This course will also cover games and recreation activities essential for the class teacher during recreation and recess periods to build children's social skills and physical coordination.

Section A: Kim John Payne

Time: Tuesdays, 8:45 - 10:00 am

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: uncredited

EDC 540**Clay Modeling I**

COMPETENCY AREA: Curriculum & Instruction

RESTRICTED TO first year Waldorf students; others by written permission of the Program Director attached to or on registration form.

This course introduces students to the activity of clay modeling/sculpture in its fundamental artistic principles. The importance and relevance of these activities as supportive of development are explored. Curriculum and temperament references and indications are given.

Section A: Patrick Stolfo

Time: Mondays, 4:00 - 6:00 pm,

Tuesdays, 10:30 am - 12:15 pm, and

Wednesdays, 2:00 - 3:50 pm

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: 1

EDC 543**Eurythmy I**

COMPETENCY AREA: Curriculum & Instruction

RESTRICTED TO first year Waldorf students; others by written permission of Program Director attached to or on registration form.

This course is designed for the student's own artistic development, which is of the utmost importance when working in Waldorf education. The goals are to acquaint the student with this new art and through doing it, to come to a new relationship to space. It is hoped that the student will come to a realization that the space around us has a living, dynamic quality, and this reality can lead into self-development.

Section A: Cezary Ciaglo

Time: Tuesdays, 4:00 - 6:00 pm, and

Wednesdays & Fridays,

7:25 - 8:40 am

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: 1

Entering Year Round Waldorf Program Registration Instructions & Course Schedule

**EDT 583
Evolving Consciousness I**

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

RESTRICTED TO first year Waldorf students; others by written permission of Program Director attached to or on registration form.

This two-part course is an introduction to Anthroposophy, with emphasis on conscious self-development, esoteric history and evolution. This session will focus on one of Rudolf Steiner's basic books, *Esoteric Science*, in particular the chapters on the essential nature of humankind and the attainment of supersensible knowledge. Particular emphasis will be placed on the path of creativity, which can stimulate social and individual change. Students are to read Chapters 1, 2, 3 & 5 of *Esoteric Science* prior to the first class.

Texts: *Esoteric Science*, Background Reading: *Theosophy, Knowledge of Higher Worlds*, all by Rudolf Steiner

Section A: Karine Munk Finser
Time: Thursdays, 10:30 am – 12:15 pm, and
Thursdays & Fridays, 2:00 – 3:50 pm,
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

**EDT 584
Human Development**

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

Partially fulfills Human Development requirement.

Restricted to first year Waldorf students; others by written permission of Program Director attached to or on registration form.

This course will cover the basis of child development from birth to adulthood. We will explore growth patterns and nodal points of physiological and psychological changes as described by Rudolf Steiner. We will strive to awaken through this study an appreciation for the why, the what, the when and the how of the Waldorf approach to teaching, coming to the realization that when the teacher is grounded in these principles, his/her own artistic/creative involvement becomes the active therapeutic agent behind this Waldorf methodology.

Section A: Georg Locher
Time: Wednesdays - Fridays, 4:00 - 6:00 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

Singing I

RESTRICTED TO first year Waldorf students; others by written permission of Program Director. It is not necessary to write this course on your registration form. Students will be assigned by the department.

This course offers an introduction to music in the Waldorf School. We will discover some of the ways music can knit us together as a school community and foster the healthy development of the child. Areas covered include: an overview of the music curriculum K-8, roles of class teacher and music teacher, practice in leading music activities, and methods for enlivening the voice and awakening the ear to tone.

Section A: Helena Niiva-Sawyer
Time: Wednesdays - Fridays, 8:45 – 10:00 am
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: uncredited

**EDC 541
Speech I**

COMPETENCY AREA: Curriculum & Instruction

RESTRICTED TO first year Waldorf students; others by written permission of Program Director attached to or on registration form.

This course is designed to enable students to approach a text as a lyric, epic or dramatic gesture, and then to speak out of this gesture, using the proper breathing, imagination, movement and form. Speech forms to be explored include lyric poetry, epic poetry, stories, ballads, fables and drama.

Section A: Jeremiah Turner
Time: Mondays, Wednesdays, and Fridays,
10:30 am – 12:15 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

Finishing Year Round Waldorf Program Course Schedule

Waldorf Teacher Training Program

Summer Intensive • Weekly Schedule
 Optional Institutes: July 5 - July 8, 2004

Finishing Year Round Group

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MON.-THURS., 8:30 AM - 5:00 PM FRIDAY, 8:30 AM - 12:45 PM	PUPPETRY AND THE ART OF THE STORY APRON <i>(non-credited)</i> Ping/Aquirre	PUPPETRY AND THE ART OF THE STORY APRON <i>(non-credited)</i> Ping/Aquirre	PUPPETRY AND THE ART OF THE STORY APRON <i>(non-credited)</i> Ping/Aquirre	PUPPETRY AND THE ART OF THE STORY APRON <i>(non-credited)</i> Ping/Aquirre	PUPPETRY AND THE ART OF THE STORY APRON <i>(non-credited)</i> Ping/Aquirre
MON -THURS., 8:30 AM - 5:00 PM FRIDAY, 8:30 AM - 12:45 PM	THE CONTEMPORARY CHILD AND ADOLESCENT <i>(non-credited)</i> Payne	THE CONTEMPORARY CHILD AND ADOLESCENT <i>(non-credited)</i> Payne	THE CONTEMPORARY CHILD AND ADOLESCENT <i>(non-credited)</i> Payne	THE CONTEMPORARY CHILD AND ADOLESCENT <i>(non-credited)</i> Payne	THE CONTEMPORARY CHILD AND ADOLESCENT <i>(non-credited)</i> Payne
MON -THURS., 8:30 AM - 5:00 PM FRIDAY, 8:30 AM - 12:45 PM	PERSONAL AND ORGANIZATIONAL RENEWAL INSTITUTE Finser/Russell	PERSONAL AND ORGANIZATIONAL RENEWAL INSTITUTE Finser/Russell	PERSONAL AND ORGANIZATIONAL RENEWAL INSTITUTE Finser/Russell	PERSONAL AND ORGANIZATIONAL RENEWAL INSTITUTE Finser/Russell	PERSONAL AND ORGANIZATIONAL RENEWAL INSTITUTE Finser/Russell

Finishing Year Round Waldorf Program Course Schedule

Waldorf Teacher Training Program

Summer Intensive • Weekly Schedule

Classes: July 12 - July 30, 2004

Group 2: Finishing Year Round

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:25 - 8:40			MUSIC CURRICULUM Niiva-Sawyer	MUSIC CURRICULUM Niiva-Sawyer	MUSIC CURRICULUM Niiva-Sawyer
8:45 - 10:00	SPEECH II Turner	SPEECH II Turner	SCIENCE CURRICULUM Bloomquist	SPEECH II Turner	SPEECH II Turner
10:00 - 10:30	SNACK				
10:30 - 12:15	FOUNDATIONS Locher	FOUNDATIONS Locher	FOUNDATIONS Locher	FOUNDATION ARTS (Clay Modeling) Locher	FOUNDATIONS Locher
12:15 - 2:00	LUNCH				
2:00 - 3:50		GAMES Payne	SINGING II Niiva-Sawyer	FOUNDATIONS Locher	MUSIC CURRICULUM Niiva-Sawyer
4:00 - 6:00	FOUNDATION ARTS (Painting) Locher	SCIENCE CURRICULUM Bloomquist	SCIENCE CURRICULUM Bloomquist	ADOLESCENT Gerwin	ADOLESCENT Gerwin
6:00 - 7:00	SUPPER				
7:15 - 9:30			ADOLESCENT Gerwin	COMMUNITY MEETING	

Finishing Year Round Waldorf Program Course Descriptions

Please note: Thursday nights from 7:15 - 9:30 pm are reserved for Community Meeting and singing, etc. Waldorf Graduation and Completion Ceremony, July 30 at 10:30 AM.

REGISTRATION INSTRUCTIONS

All finishing Year Round Waldorf students (Certificate and M.Ed.) who entered in Summer 2003 are required to register for the following courses:

- EDT 607 Foundations of Human Experience
- EDT 624 Personal & Organizational Renewal Institute
- EDC 536 Science Curriculum
- EDC 545 Speech II

Non-credited required course:

- Arts to Accompany Foundations of Human Experience
- Games
- Singing

Strongly recommended electives:

- EDC 592 The Adolescent
- EDC 535 Music Curriculum

Waldorf students may register for a maximum of 9 credits in summer semester. Students must have written permission of Program Director to exceed 9 credits.

Optional institutes:

Three institutes (Puppetry and the Art of the Story Apron, The Contemporary Child and Adolescent, and Personal and Organizational Renewal: From Survival to Success) will be offered during the week of July 4-9 and are described below. Finishing Year-Round students may choose one of these three institutes in addition to their regular courses listed above.

COURSE DESCRIPTIONS

**EDP 592
The Adolescent**

COMPETENCY AREA: Education & Social Policy
RESTRICTED TO finishing Waldorf students; others by written permission of Program Director attached to or on registration form.

Note: This course is an elective.

Beginning with reflections upon our own teenage years, we will explore the nature of adolescence - its physiology and psychology - and the social issues that are thrown into stark relief at this age. In the light of these explorations, we can then examine the unique ways in which the Waldorf high school curriculum, building on the elementary school program, is designed to meet the spiritual, psychological, and social needs of teenagers. The course will proceed in seminar format, starting with lectures that will frame the context for discussion. Students will be asked to make individual presentations on various social and psychological aspects of adolescent life and culture. Topics will include adolescent social development, different learning styles and disabilities, peer counseling and the changing role of parents, the teenagers' needs for fashion, anonymity, loneliness and the telephone.

Section A: Douglas Gerwin
Time: Wednesdays, 7:15 - 9:30 pm, and
Thursdays & Fridays, 4:00 - 6:00 pm
Location: Pine Hill School, Wilton, NH
Maximum: 30
Credits: 1

Arts to Accompany Foundations of Human Experience

RESTRICTED TO those taking Foundations; others by written permission of Program Director. It is not necessary to write this course on your registration form. Students will be assigned by the department.

This course will explore themes covered in Foundations of Human Experience with particular emphasis on watercolor painting, clay modeling, physiology and anatomy.

Section A: Georg Locher
Time: Mondays, 4:00 - 6:00 pm, and
Thursdays, 10:30 am - 12:15 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: uncredited

**EDT 607
Foundations of Human Experience**

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

REQUIRED OF AND RESTRICTED TO finishing Year Round Waldorf students; others by written permission of Program Director attached to or on registration form.

This course will include a detailed seminar study of Steiner's 14 lectures entitled *Foundations of Human Experience* given to the first Waldorf teachers. The text provides the philosophical foundation for the Waldorf approach, characterizing the major principles from which the Waldorf method of teaching children of all ages has developed. The course will be augmented by a special consideration of rhythms in education and life, and by an artistic component. Students are required to read the text before the course begins.

Section A: Georg Locher
Time: Mondays, Tuesdays, Wednesdays, and Fridays,
10:30 am - 12:15 pm, and
Thursdays, 2:00 - 3:50 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 2

Games

RESTRICTED TO finishing Year Round Waldorf students; others by written permission of Program Director. It is not necessary to write this course on your registration form. Students will be assigned by the department.

This non-credit course covers games and recreational activities essential for the class teacher during recreation and recess periods to build children's social skills and physical coordination.

Section A: Kim John Payne
Time: Tuesdays, 2:00 - 3:50 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: uncredited

**ED 699C
Master's Project Continuation**

REQUIRED FOR all students continuing a Master's Project for which they have previously registered.

Students must register for Master's Project continuation every semester until the project has been completed and signed off by your Master's Project reader. Enrollment in Master's Project Continuation confers half-time status for Financial Aid and loan deferment purposes through July 25.

Section W: Education Faculty
Credits: uncredited

Finishing Year Round Waldorf Program Course Descriptions

EDC 535 Music Curriculum

COMPETENCY AREA: Curriculum & Instruction

RESTRICTED TO finishing Year Round Waldorf students; others by written permission of Program Director attached to or on registration form.

This course will offer a continuation of music in the Waldorf school. We will discover some of the ways music can knit us together as a school community and foster the healthy development of the child. Areas covered include: an overview of the music curriculum K-8, roles of class teacher and music teacher, practice in leading musical activities, and methods for enlivening the voice and awakening the ear to tone.

Section A: Helena Niiva-Sawyer

Time: Wednesdays – Fridays, 7:25 – 8:40 am, and

Fridays, 2:00 – 3:50 pm,

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: 1

EDP 624 Personal and Organizational Renewal Institute

COMPETENCY AREA: Social and Educational Policy

RESTRICTED TO Finishing Year Round and Summer Sequence Waldorf students; others by written permission of Program Director. May be taken instead of EDP 605 Social and Organizational Issues.

See course description below in Optional Institutes

EDC 536 Science Curriculum

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF AND RESTRICTED TO finishing Year Round Waldorf students; others by written permission of Program Director attached to or on registration form.

Stephen Bloomquist will offer a course to introduce philosophy, methodology and content of the physical science curriculum in the upper elementary grades for Waldorf schools. We will look at the methodology and practical aspects of teaching. Specifically, we will look at sound, light, heat, magnetism, electricity, mechanics and fluid mechanics; doing record sensitive activities, demonstrations and experiments. We will also introduce students to the basis of and content for teaching inorganic chemistry in the 7th grade and organic chemistry in the 8th grade.

Section A: Stephen Bloomquist

Time: Tuesdays & Wednesdays, 4:00 – 6:00 p.m., and

Wednesdays, 8:45 – 10:00 am

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: 1

Singing II

RESTRICTED TO finishing Waldorf students; others by written permission of Program Director. It is not necessary to write this course on your registration form. Students will be assigned by the department.

This course offers a continuation of Singing I's exploration of music in the Waldorf School. We will discover some of the ways music can knit us together as a school community and foster the healthy development of the child. Areas covered include: an overview of the music curriculum K-8, roles of class teacher and music teacher, practice in leading music activities, and methods for enlivening the voice and awakening the ear to tone.

Section A: Helena Niiva-Sawyer

Time: Wednesdays, 2:00 – 3:50 pm

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: uncredited

EDC 545 Speech II

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF AND RESTRICTED TO finishing Year Round Waldorf students; others by written permission of Program Director attached to or on registration form.

This course will refine students' speaking skills and focus on speech exercises, poetry and storytelling. Classroom verse, stories and poetry appropriate to the curriculum will be used.

Section A: Jeremiah Turner

Time: Mondays, Tuesdays, Thursdays, and

Fridays, 8:45 – 10:00 am

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: 1

Optional Institutes:

(Finishing Year-Round students may choose one of the following three institutes: Puppetry and the Art of the Story Apron, The Contemporary Child and Adolescent, or Personal and Organizational Renewal: From Survival to Success, in addition to their regular courses)

Puppetry and the Art of the Story Apron

The story apron is a versatile puppetry medium frequently used in pedagogical, therapeutic and performance settings. Wearing the "stage" the storyteller can easily bring a puppet presentation into classrooms, clinics or libraries for a delightful interactive experience with the audience. Gifted performer Jennifer Aguirre joins Janene Ping in teaching this class, where participants will create a story apron and its accompanying puppets while learning the arts of fabric dyeing, wet and dry felting, puppet making and performing. The puppets you will create are yours to take home. *Materials fee is \$45.*

Section A: Janene Ping and Jennifer Aguirre

Time: Monday - Thursday, July 5-8,

8:30 am – 5:00 pm, and

Friday, July 9, 8:30 am - 12:45 pm

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: uncredited

The Contemporary Child & Adolescent

The overall theme for this workshop is the social life of the child and teenager in which we will explore their emotional and behavioral responses and how we as teachers and therapists can deepen our understanding of the world our young people face. We will move from the soul-spiritual to the practical helping gesture in exploring such issues as social exclusion, addiction, trauma & stress, ADHD, non-verbal learning disorder and oppositional behavior. Each theme will be approached on a developmental basis, tracing these issues from the early elementary through to the high school years. This will be a facilitated response based workshop guided by the practical needs and questions the participants bring from their work with children and adolescents.

Section A: Kim John Payne

Time: Monday - Thursday, July 5-8,

8:30 am – 5:00 pm, and

Friday, July 9, 8:30 am - 12:45 pm

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: uncredited

EDP 624 Personal and Organizational Renewal Institute

COMPETENCY AREA: Education and Social Policy

RESTRICTED TO finishing Waldorf Students; others by written permission of Program Director attached to or on registration form.

Schools face many challenges today. If one "peels the onion" one finds that behind the external issues of deficits, low salaries, interpersonal conflict and lack of support for leadership, there is often an underlying need to rekindle the sources of inspiration and find a more collaborative approach. By bringing together the various groups represented in a typical school, this course attempts to model new ways of working together. Our classrooms feature the magic of seeing the "whole child"; can our organizations learn to embrace whole systems thinking? This course is for parents, teachers, administrators and board members interested in school renewal. Participants will explore how personal well being affects organizational health and how the organizational structure of our schools can enhance or diminish individual accomplishment. Some of the topics to be covered include: group dynamics, leadership styles, working with conflict, communication, mediation, artistic practice and finding the balance between personal and professional demands. These themes will be supported through exercises from "Eurythmy in the Workplace". Participants will take up some of the current issues facing our schools and design strategies to work toward closer collaboration. We will also do social color exercises in painting. Guest presenters: Karine Munk Finser, Trauger Groh.

Section A: Torin Finser and Leonore Russell

Time: Monday - Thursday, July 5-8,

8:30 am – 5:00 pm, and

Friday, July 9, 8:30 am - 12:45 pm

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: 3

Entering Summer Sequence Waldorf Program Course Schedule

Waldorf Teacher Training Program

Summer Intensive • Weekly Schedule
Classes: July 7 - July 12 - 30, 2004

Group 3: Entering Summer Sequence

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:25 - 8:40	SPEECH I Turner	SPEECH I Turner	SPEECH I Turner	SPEECH I Turner	HUMAN DEVELOPMENT A. Auer
8:45 - 10:00	EURYTHMY I Ciaglo	EURYTHMY I Ciaglo	EURYTHMY I Ciaglo	BOTHMER Payne	EURYTHMY I Ciaglo
10:00 - 10:30	SNACK				
10:30 - 12:15	RESEARCH Finser	RESEARCH Finser	RESEARCH Finser	RESEARCH Finser	SINGING I Niiva-Sawyer
12:15 - 2:00	LUNCH				
2:00 - 3:50	PAINTING I Munk Finser	PAINTING I Munk Finser	PAINTING I Munk Finser	SINGING I Niiva-Sawyer	GAMES Payne
4:00 - 6:00	GEOMETRY Van Riel	GEOMETRY Van Riel	HUMAN DEVELOPMENT A. Auer	HUMAN DEVELOPMENT A. Auer	HUMAN DEVELOPMENT A. Auer
6:00 - 7:00	SUPPER				
7:15 - 9:30	GEOMETRY Van Riel <i>(week 3 only)</i>		RESEARCH Finser <i>(week 2 & 3 only)</i>	COMMUNITY MEETING	

Entering Summer Sequence Waldorf Program Course Schedule

Please note: Thursday nights from 7:15 - 9:30 pm are reserved for Community Meeting and singing, etc. Waldorf Graduation and Completion Ceremony, July 30 at 10:30 am.

REGISTRATION INSTRUCTIONS

All Early Childhood and Elementary Summer Sequence students entering in Summer 2004 are required to register for:

- EDT 582 Anthroposophy: Projective Geometry
- EDC 543 Eurythmy I
- EDT 584 Human Development
- EDC 544 Painting I
- EDP 604A Research for Personal & Social Change
- EDC 541 Speech I

Non-credited required course:

- Bothmer Gymnastics
- Games
- Singing I

Waldorf students may register for a maximum of 9 credits in summer semester. Students must have written permission of Program Director to exceed 9 credits.

COURSE DESCRIPTIONS**EDT 582****Anthroposophy: Projective Geometry**

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

RESTRICTED TO entering Waldorf Summer Sequence students; others by written permission of Program Director attached to or on registration form.

Through the development of freehand and exact geometrical drawings, students will experience geometry as inner movement and as a process of disciplined imaginative thinking. Students will be introduced to the teaching of geometry from grade 1 to 12.

Section B: Hanneke van Riel

Time: Mondays & Tuesdays, 4:00 – 6:00 pm, and Monday, July 26, 7:15 – 9:30 p.m.

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: 1

Bothmer Gymnastics

RESTRICTED TO entering Waldorf Summer Sequence students; others by written permission of Program Director. It is not necessary to write this course on your registration form. Students will be assigned by the department.

This course is an introduction to Bothmer Gymnastics, a series of exercises created by Count von Bothmer out of indications given by Rudolf Steiner. Through this new living form of exercise, the students will explore their relationship to space and will work to find the balance between two kinds of forces: the centric, earthy forces and the peripheral forces.

Section B: Kim John Payne

Time: Thursdays, 8:45 – 10:00 am

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: uncredited

EDC 543**Eurythmy I**

COMPETENCY AREA: Curriculum & Instruction

RESTRICTED TO entering Waldorf Summer Sequence students; others by written permission of Program Director attached to or on registration form.

This course is designed for the student's own artistic development, which is of the utmost importance when working in Waldorf education. The goals are to acquaint the student with this new art and through doing it, to come to a new relationship to space. It is hoped that the student will come to a realization that the space around us has a living, dynamic quality, and this reality can lead into self-development.

Section B: Cezary Ciaglo

Time: Mondays, Tuesdays,

Wednesdays & Fridays, 8:45 - 10:00 am

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: 1

Games

RESTRICTED TO entering Waldorf students; others by written permission of Program Director. It is not necessary to write this course on your registration form. Students will be assigned by the department.

This non-credit course covers games and recreational activities essential for the class teacher during recreation and recess periods to build children's social skills and physical coordination.

Section B: Kim John Payne

Time: Fridays, 2:00 pm - 3:50 pm

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: uncredited

EDT 584**Human Development**

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

Partially fulfills Human Development requirement.

RESTRICTED TO entering Waldorf Summer Sequence students; others by written permission of Program Director attached to or on registration form.

This course will cover the basis of child development from birth to adulthood. We will explore growth patterns and nodal points of physiological and psychological changes as described by Rudolf Steiner. We will strive to awaken through this study an appreciation for the why, the what, the when and the how of the Waldorf approach to teaching, coming to the realization that when the teacher is grounded in these principles, his/her own artistic/creative involvement becomes the active therapeutic agent behind this Waldorf methodology.

Section B: Arthur Auer

Time: Wednesdays - Fridays 4:00 – 6:00 pm, and

Fridays, 7:25 – 8:40 am

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: 1

EDC 544**Painting I**

COMPETENCY AREA: Curriculum & Instruction

RESTRICTED TO Waldorf Summer Sequence students; others by written permission of Program Director attached to or on registration form.

Students in this course will develop experience with colors and their relationships to an inner experience that can be objectively observed. The watercolor process, as used in Waldorf schools, provides a key to the artistic process that is an integral and necessary part of human development.

Section A: Karine Munk Finser

Time: Mondays - Wednesdays, 2:00 – 3:50 pm

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: 1

Courses are listed in each section alphabetically by course title.

Entering Summer Sequence Early Childhood Waldorf Program Course Descriptions**EDP 604A****Research for Personal and Social Change**

COMPETENCY AREA: Education & Social Policy

RESTRICTED TO entering Waldorf Summer Sequence students; others by written permission of Program Director attached to or on registration form..

This course will work with research methods based upon the essential view of the human being and the basic exercises outlined in *Esoteric Science* by Rudolf Steiner. We will design and discuss research projects to be completed by students during the following school year, and explore suitable research methods. Discussions will include aspects of evolving consciousness and how personal change can influence social change in school communities.

Required reading before the first session: chapters 1, 2, 3 & 5 of *Esoteric Science*.

Students are also expected to bring a 2-3 page typed review of the second chapter to the first class.

Section A: Torin Finser**Time: Mondays - Thursdays, 10:30 am - 12:15 pm,
and Wednesdays, July 14 and 21, 7:15 - 9:30 pm****Location: Pine Hill School, Wilton, NH****Maximum: 24****Credits: 2****Singing I**

RESTRICTED TO entering Waldorf Summer Sequence students; others by written permission of Program Director. It is not necessary to write this course on your registration form. Students will be assigned by the department.

This course offers an introduction to music in the Waldorf school. We will discover some of the ways music can knit us together as a school community and foster the healthy development of the child. Areas covered include methods for enlivening the voice and awakening the ear to tone.

Section B: Helena Niiva Sawyer**Time: Thursdays, 2:00 - 3:50 pm, and****Fridays, 10:30 am - 12:15 pm****Location: Pine Hill School, Wilton, NH****Maximum: 24****Credits: uncredited****EDC 541****Speech I**

COMPETENCY AREA: Curriculum & Instruction

Restricted to entering Waldorf Summer Sequence students; others by written permission of Program Director attached to or on registration form.

This course is designed to enable students to approach a text as a lyric, epic or dramatic gesture, and then to speak out of this gesture, using the proper breathing, imagination, movement and form. Speech forms to be explored include lyric poetry, epic poetry, stories, ballads, fables and drama.

Section B: Jeremiah Turner**Time: Mondays - Thursdays, 7:25 - 8:40 am****Location: Pine Hill School, Wilton, NH****Maximum: 24****Credits: 1**

Finishing Summer Sequence Waldorf Program Course Schedule

Waldorf Teacher Training Program

Summer Intensive • Weekly Schedule
 Optional Institutes: July 5 - July 8, 2004

Finishing Summer Sequence Group

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MON.-THURS., 8:30 AM - 5:00 PM FRIDAY, 8:30 AM - 12:45 PM	PUPPETRY AND THE ART OF THE STORY APRON <i>(non-credited)</i> Ping/Aquirre	PUPPETRY AND THE ART OF THE STORY APRON <i>(non-credited)</i> Ping/Aquirre	PUPPETRY AND THE ART OF THE STORY APRON <i>(non-credited)</i> Ping/Aquirre	PUPPETRY AND THE ART OF THE STORY APRON <i>(non-credited)</i> Ping/Aquirre	PUPPETRY AND THE ART OF THE STORY APRON <i>(non-credited)</i> Ping/Aquirre
MON -THURS., 8:30 AM - 5:00 PM FRIDAY, 8:30 AM - 12:45 PM	THE CONTEMPORARY CHILD AND ADOLESCENT <i>(non-credited)</i> Payne	THE CONTEMPORARY CHILD AND ADOLESCENT <i>(non-credited)</i> Payne	THE CONTEMPORARY CHILD AND ADOLESCENT <i>(non-credited)</i> Payne	THE CONTEMPORARY CHILD AND ADOLESCENT <i>(non-credited)</i> Payne	THE CONTEMPORARY CHILD AND ADOLESCENT <i>(non-credited)</i> Payne
MON -THURS., 8:30 AM - 5:00 PM FRIDAY, 8:30 AM - 12:45 PM	PERSONAL AND ORGANIZATIONAL RENEWAL INSTITUTE Finser/Russell	PERSONAL AND ORGANIZATIONAL RENEWAL INSTITUTE Finser/Russell	PERSONAL AND ORGANIZATIONAL RENEWAL INSTITUTE Finser/Russell	PERSONAL AND ORGANIZATIONAL RENEWAL INSTITUTE Finser/Russell	PERSONAL AND ORGANIZATIONAL RENEWAL INSTITUTE Finser/Russell

Finishing Summer Sequence Waldorf Program Course Schedule

Waldorf Teacher Training Program

Summer Intensive • Weekly Schedule

Classes: July 12 - July 30, 2004

Group 2: Finishing Summer Sequence

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:25 - 8:40	EURYTHMY Ciaglo	EURYTHMY Ciaglo	MUSIC CURRICULUM Ciaglo	MUSIC CURRICULUM Niva-Sawyer	MUSIC CURRICULUM Ciaglo
8:45 - 10:00	SOCIAL AND ORGANIZATIONAL ISSUES Finser	SOCIAL AND ORGANIZATIONAL ISSUES Finser	SOCIAL AND ORGANIZATIONAL ISSUES Finser	FOUNDATIONS Finser	SOCIAL AND ORGANIZATIONAL ISSUES Finser
10:00 - 10:30	SNACK				
10:30 - 12:15	FOUNDATIONS Motter	FOUNDATIONS Motter	FOUNDATIONS Motter	SOCIAL AND ORGANIZATIONAL ISSUES Finser	SOCIAL AND ORGANIZATIONAL ISSUES Finser
12:15 - 2:00	LUNCH				
2:00 - 3:50	FOUNDATION ARTS Stolfo	MATH & READING Stolfo	MATH & READING Stolfo	FOUNDATIONS Motter/Stolfo	MUSIC CURRICULUM Niva-Sawyer
4:00 - 6:00	DRAWING E. Auer	DRAWING E. Auer	DRAWING E. Auer	ADOLESCENT Gerwin	ADOLESCENT Gerwin
6:00 - 7:00	SUPPER				
7:15 - 9:30	MATH & READING A. Auer <i>(week 1 and 2 only)</i>		ADOLESCENT Gerwin	COMMUNITY MEETING	

Finishing Summer Sequence Waldorf Program Course Schedule

Please note: Thursday nights from 7:15 - 9:30 pm are reserved for Community Meeting and singing, etc. Waldorf Graduation and Completion Ceremony, July 30 at 10:30 am.

REGISTRATION INSTRUCTIONS

All Summer Sequence students who entered in Summer 2002 are required to register for:

- EDC 571A Drawing
- EDT 607 Foundations of Human Experience
- EDT 570 Math & Language Arts
- EDP 624 Personal and Organizational Renewal Institute OR
- EDP 605 Social and Organizational Issues

Non-credited required courses:

- Arts to Accompany Foundations of Human Experience
- Eurythmy

Strongly recommended electives:

- EDP 592 The Adolescent (elective)
- EDT 535 Music Curriculum (elective)

Three optional institutes (The Contemporary Child and Adolescent, Puppetry and the Art of the Story Apron, and Personal and Organizational Renewal) will be offered during the week of July 4 - 9 and are also described below. Finishing Summer Sequence students may choose one of these three institutes, in addition to their regular courses listed above. The Personal and Organizational Renewal Institute can be taken instead of EDP 605 Social and Organizational Issues.

COURSE DESCRIPTIONS**EDP 592
The Adolescent**

COMPETENCY AREA: Education & Social Policy
RESTRICTED TO finishing Waldorf students; others by written permission of Program Director attached to or on registration form.

Note: This course is an elective.

Beginning with reflections upon our own teenage years, we will explore the nature of adolescence - its physiology and psychology - and the social issues that are thrown into stark relief at this age. In the light of these explorations, we can then examine the unique ways in which the Waldorf high school curriculum, building on the elementary school program, is designed to meet the spiritual, psychological, and social needs of teenagers. The course will proceed in seminar format, starting with lectures that will frame the context for discussion. Students will be asked to make individual presentations on various social and psychological aspects of adolescent life and culture. Topics will include adolescent social development, different learning styles and disabilities, peer counseling and the changing role of parents, the teenagers' needs for fashion, anonymity, loneliness and the telephone.

Section A: Douglas Gerwin
Time: Wednesdays, 7:15 - 9:30 pm, and
Thursdays & Fridays, 4:00 - 6:00 pm
Location: Pine Hill School, Wilton, NH
Maximum: 30
Credits: 1

Arts to Accompany Foundations of Human Experience

RESTRICTED TO those taking Foundations; others by written permission of Program Director. It is not necessary to write this course on your registration form. Students will be assigned by the department.

This course will explore themes covered in Foundations of Human Experience with particular emphasis on watercolor painting, physiology and anatomy.

Section B: Patrick Stolfo
Time: Mondays, 2:00 pm - 3:50 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: uncredited

**EDC 571
Drawing**

COMPETENCY AREA: Curriculum & Instruction
RESTRICTED TO Finishing Summer Sequence Elementary Waldorf Students; others by written permission of Program Director attached to or on registration form.

This drawing course covers form drawing, blackboard drawing and crayoning based upon the changing needs of children in grades 1 - 8.

Section A: Elizabeth Auer
Time: Mondays - Wednesdays 4:00 - 6:00 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

Eurythmy

RESTRICTED TO Finishing Summer Sequence Waldorf students; others by written permission of Program Director. It is not necessary to write this course on your registration form. Students will be assigned by department.

This course is designed for the student's own artistic development, which is of the utmost importance when working in Waldorf education. The goals are to acquaint the student with this new art and through doing it, to come to a new relationship to space. It is hoped that the student will come to a realization that the space around us has a living, dynamic quality, and this reality can lead into self-development.

Section A: Cezary Ciaglo
Time: Mondays & Tuesdays, 7:25 - 8:40 am
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: uncredited

**EDT 607
Foundations of Human Experience**

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

REQUIRED OF AND RESTRICTED TO Finishing Summer Sequence Waldorf students; others by written permission of Program Director attached to or on registration form.

This course will include a detailed seminar study of Steiner's 14 lectures entitled Foundations of Human Experience given to the first Waldorf teachers. The text provides the philosophical foundation for the Waldorf approach, characterizing the major principles from which the Waldorf method of teaching children of all ages has developed. The course will be augmented by an artistic component. Students are required to read the text before the course begins.

Section B: Signe Motter and Patrick Stolfo
Time: Mondays - Wednesdays, 10:30 am - 12:15 pm, and
Thursdays, 8:45 - 10:00 am and 2:00 - 3:50 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 2

Finishing Summer Sequence Waldorf Program Course Schedule

**ED 699C
Master's Project Continuation**

Required for all students continuing a Master's Project for which they have previously registered. Students must register for Master's Project Continuation every semester until the project has been completed and signed off by your Master's Project reader. Enrollment in Master's Project Continuation confers half-time status for Financial Aid and loan deferment purposes through July 25.

**Section W: Education Faculty
Credits: Uncredited**

**EDC 570
Math and Reading**

COMPETENCY AREA: Curriculum & Instruction
REQUIRED OF AND RESTRICTED TO Finishing Summer Sequence students; others by written permission of Program Director attached to or on registration form.

This course will cover methods of introducing and cultivating skills in mathematics and language arts from the Waldorf perspective in grades 1-8. The development of number concepts from the whole to the parts, and the emergence of reading from the writing process, will be presented. Practical activities and methods for developing skills in math and language arts will be shared.

**Section A: Arthur Auer
Time: Mondays, July 12 and 19, 7:15 – 9:30 pm, and
Tuesdays & Wednesdays, 2:00 – 3:50 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1**

**EDC 535
Music Curriculum**

COMPETENCY AREA: Curriculum & Instruction
RESTRICTED TO finishing Waldorf students; others by written permission of Program Director attached to or on registration form.

This course will cover a continuation of music in the Waldorf school. We will discover some of the ways music can knit us together as a school community and foster the healthy development of the child. Areas covered include: an overview of the music curriculum K-8, roles of class teacher and music teacher, practice in leading musical activities, and methods for enlivening the voice and awakening the ear to tone.

**Section A: Helena Niiva-Sawyer
Time: Wednesdays - Fridays, 7:25 – 8:40 am, and
Fridays, 2:00-3:50 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1**

**EDP 624
Personal and Organizational
Renewal Institute**

COMPETENCY AREA: Social and Educational Policy
RESTRICTED TO Finishing Year Round and Summer Sequence Waldorf students; others by written permission of Program Director. May be taken instead of EDP 605 Social and Organizational Issues.

See course description below in Optional Institutes

**EDP 605
Social and Organizational Issues**

COMPETENCY AREA: Education & Social Policy
RESTRICTED TO Finishing Year Round and Summer Sequence Waldorf students; others by written permission of Program Director. Not required if EDP 624 Personal and Organizational Renewal Institute is taken instead.

This course will focus on the organizational, social, administrative and fundraising aspects of Waldorf schools. We will address general questions on phases in organization and professional development, the role of the College of Teachers and that of non-faculty constituencies (parents, board, staff, etc.), mandate systems and the role of gift money and volunteers. The course will also include information-sharing and skill-building components around such issues as Collegial and parental relationships, decision-making processes, working with conflict, meeting effectiveness and budgetary processes. We will also do exercises in eurythmy to support social themes.

**Section A: Torin Finser
Time: Mondays, Tuesdays, Wednesdays, & Fridays,
8:45 – 10:00 am, and
Thursdays & Fridays 10:30 am – 12:15 pm, and
Sunday, July 11, 2:30-4:00 pm.
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 2**

Optional Institutes:

(Finishing Summer Sequence students may choose one of the following three institutes: Puppetry and the Art of the Story Apron, The Contemporary Child and Adolescent, or Personal and Organizational Renewal: From Survival to Success, in addition to their regular courses)

Puppetry and the Art of the Story Apron

The story apron is a versatile puppetry medium frequently used in pedagogical, therapeutic and performance settings. Wearing the "stage" the storyteller can easily bring a puppet presentation into classrooms, clinics or libraries for a delightful interactive experience with the audience. Gifted performer Jennifer Aguirre joins Janene Ping in teaching this class where participants will create a story apron and its accompanying puppets while learning the arts of fabric dyeing, wet and dry felting, puppet making and performing. The puppets you will create are yours to take home. *Materials fee is \$45.*

**Section A: Janene Ping and Jennifer Aguirre
Time: Monday - Thursday, July 5-8,
8:30 am – 5:00 pm, and
Friday, July 9, 8:30 am - 12:45 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: uncredited**

The Contemporary Child & Adolescent

The overall theme for this workshop is the social life of the child and teenager in which we will explore their emotional and behavioral responses and how we as teachers and therapists can deepen our understanding of the world our young people face. We will move from the soul-spiritual to the practical helping gesture in exploring such issues as social exclusion, addiction, trauma & stress, ADHD, non-verbal learning disorder and oppositional behavior. Each theme will be approached on a developmental basis, tracing these issues from the early elementary through to the high school years. This will be a facilitated response based workshop guided by the practical needs and questions the participants bring from their work with children and adolescents.

**Section A: Kim John Payne
Time: Monday - Thursday, July 5-8,
8:30 am – 5:00 pm, and
Friday, July 9, 8:30 am - 12:45 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: uncredited**

**EDP 624
Personal and Organizational
Renewal Institute**

COMPETENCY AREA: Education and Social Policy
RESTRICTED TO finishing Waldorf Students; others by written permission of Program Director attached to or on registration form.

Schools face many challenges today. If one "peels the onion" one finds that behind the external issues of deficits, low salaries, interpersonal conflict and lack of support for leadership, there is often an underlying need to rekindle the sources of inspiration and find a more collaborative approach. By bringing together the various groups represented in a typical school, this course attempts to model new ways of working together. Our classrooms feature the magic of seeing the "whole child"; can our organizations learn to embrace whole systems thinking? This course is for parents, teachers, administrators and board members interested in school renewal. Participants will explore how personal well being affects organizational health and how the organizational structure of our schools can enhance or diminish individual accomplishment. Some of the topics to be covered include: group dynamics, leadership styles, working with conflict, communication, mediation, artistic practice and finding the balance between personal and professional demands. These themes will be supported through exercises from "Eurythmy in the Workplace". Participants will take up some of the current issues facing our schools and design strategies to work toward closer collaboration. We will also do social color exercises in painting. Guest presenters: Karine Munk Finser, Trauger Groh

**Section A: Torin Finser and Leonore Russell
Time: Monday - Thursday, July 5-8,
8:30 am – 5:00 pm, and
Friday, July 9, 8:30 am - 12:45 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 3**

Department of Environmental Studies - Master's Programs Registration Instructions

PLEASE NOTE: Master's level Environmental Studies classes begin the week of June 7, and run through Friday, July 16. Some classes may meet prior to, or run later than these program dates. No classes will be held on Sunday, July 4.

ALL ENVIRONMENTAL STUDIES STUDENTS

PLEASE NOTE: If you are going to make alterations to the suggested track for your entry date and program, you should meet with your advisor to discuss these changes and their impact on future course planning. Careful course planning is necessary to avoid registering for additional semesters, and incurring additional tuition and fees.

Students should be especially careful when filling out their registration forms. Assignments to classes cannot be accurately done unless all information is present, including student's program and year of entry.

All courses listed below are **Required** unless listed as a **Required Alternate (Req Alt)** which means you have a choice whether to take this or another course designated in your program track. To avoid scheduling conflicts, please check section choices carefully.

Please Note:

The recommended academic credit maximum for Summer 2004 is 8 credits. If you desire to exceed 8 credits, you must obtain written permission from your program advisor. Additional credits will be added to your schedule on a space available basis.

STUDENTS WHO ENTERED SPRING 2003

- ESS 558 Forest Eco Analysis (Section A)(Req Alt)
- ES 555 Ecology of Small Mammals (Section A)(Req Alt)
- ES 699C Masters Thesis (Section A)
- ES 562 Natural Resource Inventory: Wildlife (Section A)(Req Alt)
- ES 693 Practicum (Section A - D)
- ES 541A Wetlands Ecology (Section A)(Req Alt)
This course will meet the wetlands requirement for CB students.

RESOURCE MANAGEMENT AND ADMINISTRATION

Please choose from the following:

- ESP prefix Policy Elective
- ES 690U Special Project
- ES 693 Practicum (Section A - D)
- Field and/or other Elective Credits

ENVIRONMENTAL EDUCATION

Please choose from the following:

- ESE EE Methods
- ES 601 Group Dynamics and Leadership I (Section A)(Req Alt)
- ES 693 Practicum (Section A - D)
- Field and/or other elective credits

GENERAL SCIENCE AND BIOLOGY TEACHER CERTIFICATION

Please see advisor.

STUDENTS WHO ENTERED FALL 2003

Please Note:

The recommended academic credit maximum for Summer 2004 is 8 credits. If you desire to exceed 8 credits, you must obtain written permission from your program advisor. Additional credits will be added to your schedule on a space available basis.

ENVIRONMENTAL ADVOCACY AND ORGANIZING

Please choose from the following:

- ES 693 Practicum (Sections A-D)
- ESF Prefix Natural Communities and/or other elective credits

CONSERVATION BIOLOGY

Please choose from the following:

- ESS 558 Forest Eco Analysis (Section A) (Req Alt)
- or*
- ESF 541A Wetlands Ecology (Section A) (Req Alt)
This course will meet the wetlands requirement for CB students
- ES 693 Practicum (Sections A-D)
- ESF prefix Natural Communities and/or other elective credits

RESOURCE MANAGEMENT AND ADMINISTRATION

Please choose from the following:

- ESP 586 Groundwater Protection Policy (Section A) (Req Alt)
- ESX 601 Group Dynamics and Leadership I (Section A) (Req Alt)
- ESS 546 Soils: Mapping & Interpretation (Section A) (Req Alt)
- or*
- ESS 538 Freshwater Ecology (Section A) (Req Alt)
- ES 693 Practicum (Sections A-D)
- ESF prefix Natural Communities and/or other elective credits

ENVIRONMENTAL EDUCATION

Please choose from the following:

- ESE EE Methods
- ES 693 Practicum (Sections A-D)
- ESF prefix Natural Communities and/or other elective credits

GENERAL SCIENCE AND BIOLOGY TEACHER CERTIFICATION

Please choose from the following:

- ESS 564 Biological Concepts (Section A)
- ES 693 Practicum (Sections A-D)
- ESF prefix Natural Communities and/or other elective credits

Department of Environmental Studies - Master's Programs Registration Instructions

PLEASE NOTE: Master's level Environmental Studies classes begin the week of June 7, and run through Friday, July 16. Some classes may meet prior to, or run later than these program dates. No classes will be held on Sunday, July 4.

WEDNESDAYS

6:30 AM - 9:00 PM
ESF 553* Conservation Biology for Non-majors: Practical Conservation Biology for the Educator and Administrator (Section A)

THURSDAYS

8:00 am - 12:15 pm
ESF 541A Wetlands Ecology (Section A) (June 10 - July 15)

ESF 552 Entomology for Educators (Section A) (June 10*, 6:30 - 10:30 pm and June 17 - July 15, 8:00 am - 12:15 pm)

1:30 - 4:30 pm
ESS 562* Natural Resource Inventory: Wildlife (Section A) (Thursdays, June 10 - July 8 and Fridays, June 11 - July 9)

1:30 - 5:45 pm
ESS 564 Biological Concepts (Section A) (June 10 - July 15)
ESE 541 Environmental Education Methods: Developing Sense of Place (Section A) (June 10 - July 15)

3:00 - 5:30 pm
ESF 525* Alpine Flora (Section A) (pre-trip dates June 17, 6:30 - 9:00 pm and July 8, 3:00 - 5:30 pm)

6:00 - 9:30 pm
ESP 557* Community Planning Techniques (Section A) (June 10 - July 22 and TBA date)

6:30 - 9:00 pm
ESF 525* Alpine Flora (Section A) (pre-trip dates June 17, 6:30 - 9:00 pm and July 8, 3:00 - 5:30 pm)

ESF 525* Alpine Flora (Section B) (pre-trip dates June 17 and July 8)

6:30 - 10:30 pm
ESF 552* Entomology for Educators (June 10*)

FRIDAYS

6:30 - 11:30 am
ESS 562* Natural Resource Inventory: Wildlife (Section A) (Thursdays, June 10 - July 8 and Fridays, June 11 - July 9)

8:30 - 11:30 am
ESP 586* Groundwater Protection Policy (Section A) (June 11, 18, 25 and TBA 2 Saturdays)

8:00 am - 12:15 pm
ESF 527 Non-Flowering Plants (Section A)

1:30 - 5:45 pm
ESS 538 Freshwater Invertebrate Ecology (Section A)
ESF 527 Non-Flowering Plants (Section B)
ESF 521 Wetlands Flora (Section A)

6:30 - 9:30 pm
ESS 558* Forest Ecosystem Analysis (Section A) (pre-trip meeting June 18)

WEEKEND, INTENSIVES AND IRREGULAR COURSE MEETING SCHEDULE

(All courses meet 9:00 am - 4:30 pm unless otherwise noted)

June 5 & 6
ESP 525 Industrial Ecology (Section A)

June 5 & 6 and 26 & 27
ESS 546* Soils: Mapping and Interpretation (Section A)

June 5 - 9
ESS 555 Ecology Small Mammals (Section A) (Harris Center)
ESF 553* Conservation Biology for Non-majors (Section A) (study trip)

June 19 & July 10
ESP 586 Groundwater Protection Policy (Section A) (8:00 am - 4:00 pm)

June 19 - 21
ESX 601 Group Dynamics and Leadership I (Section A) (8:30 am - 5:45 pm)

June 26 - 30
ESS 558* Forest Ecosystem Analysis (Section A) (study trip) (8:00 am - 10:00 pm)

July 3 & 4
NO CLASSES

July 10 - 14
ESE 523A* Environmental Education Methods: Teaching in the Outdoors (Section A) (July 10, 11, 13 & 14, 9:00 am - 2:00 pm, and July 12, 5:00 - 10:30 pm)

July 17 & 18
ESP 599 Land Protection & Stewardship (Section A)

July 14 - August 2
ESF 536 Galapagos to the Andes (Section A) (Study Trip)

July 18 - 23
ESF 525* Alpine Flora (Section A) (Study Trip)

August 1 - 6
ESF 525* Alpine Flora (Section B) (Study Trip)

TBA
ESF 553 Conservation Biology for Non-Majors

Department of Environmental Studies - Master's Programs Course Descriptions

**ESF 525
Alpine Flora**

COMPETENCY AREAS FL03: Natural Communities
COMPETENCY AREAS SP03 AND EARLIER: EAO, CB, EE, Cert & IND - Field Biology and Ecology Elective; RMA - Elective
FIRST PRIORITY TO ES students; second priority to Science Education students.

Please Note: Attendance at ALL pre-trip meetings is mandatory. Enrolled students who fail to drop the course at least 1 week before the first pre-trip meeting or who fail to attend the first pre-trip meeting will be held financially responsible for the cost of the trip and will forfeit their seat in the class. Students on the waitlist are strongly encouraged to attend the first class.

This course focuses on the flora of the alpine zone, specifically that of the Presidential Range of New Hampshire. Students will explore plant adaptations along two environmental gradients above timberline, and learn to recognize eight different alpine plant communities. Species distribution and dominance will be assessed through plot work; the effect of anthropogenic disturbance will be reviewed as well. Two pre-trip classes will introduce us to the concepts studied on the slopes of Mt. Adams and Mt. Madison. Total cost to participants is \$90.00 (includes camping, food & transportation).

Note: This trip involves a fairly strenuous backpack up to our cabin at tree line. Students should be in good physical shape.

Sections A & B: Dick Fortin
Time: Section A: Pre-trip meetings,
Thursdays, June 17, 6:30 – 9:00 pm and
July 8, 3:00 – 5:30 pm, and
Sunday – Friday, July 18 – 23 (Study Trip)
Section B: Pre-trip meetings,
Thursdays, June 17 and July 8,
6:30 - 9:00 pm, and
Sunday - Wednesday, August 1 - 6 (Study Trip)
Maximum: 9 per section
Credits: 2

**ESS 564
Biological Concepts**

COMPETENCY AREAS: Cert - Required; CB, EE, EAO, RMA & IND - Elective
REQUIRED OF AND PRIORITY TO ES Teacher Certification students.
PREREQUISITE: Introductory Biology

This course is designed for students who have already taken introductory biology as undergraduates. It is meant to review in greater depth basic concepts of molecular and cellular biology and will be particularly useful for students seeking certification in biology. Topics to be covered include: biochemistry, cellular structure, cellular respiration, photosynthesis, mitosis and meiosis, classical genetics, molecular genetics, protein synthesis and genetic control.

Section A: Eric Rhomborg
Time: Thursdays, June 10 – July 15,
1:30 - 5:45 pm
Maximum: 14
Credits: 2

**ESP 557
Community Planning Techniques**

COMPETENCY AREAS FL03: Elective
COMPETENCY AREAS SP03 AND EARLIER: CB, EE, EAO, Cert, IND – Elective; RMA – Policy Elective

This course explores the practice of planning from a community perspective. With an emphasis on building sustainable communities, techniques for community visioning, goal setting, master planning, and using regulations to guide development will be examined in detail. Students will explore characteristics of community sustainability and approaches for creating more livable community environments. A variety of readings, case studies and class exercises will be assigned as well as project presentations.

Section A: Pete Throop
Time: Thursdays, June 10 – July 22, and
TBA class, 6:00 – 9:30 pm
Maximum: 16
(1 seat reserved for Science Ed student)
Credits: 2

**ESF 553
Conservation Biology for Non-majors:
Practical Conservation Biology for the
Educator and Administrator**

COMPETENCY AREAS FL03: Natural Communities
COMPETENCY AREAS SP03 AND EARLIER: EAO, CB, EE, Cert & IND - Field Biology and Ecology Elective; RMA – Elective
PRIORITY TO non-majors.

Please Note: Attendance at ALL pre-trip meetings is mandatory. Enrolled students who fail to drop the course at least 2 weeks before the first pre-trip meeting or who fail to attend the first pre-trip meeting will be held financially responsible for the cost of the trip and will forfeit their seat in the class. Students on the waitlist are strongly encouraged to attend the first class.

Environmental administrators and educators must understand the biological aspects of pressing issues in conservation in order to address them and communicate their importance to the general public. This 5-day field study trip to the island of Martha's Vineyard will focus on the practical side of conservation biology, and will be taught by a Vineyard resident and conservation biologist. We will use a balanced mix of lectures, discussions, and field activities to explore key concepts in conservation biology such as: Biodiversity, Habitat Fragmentation and Corridors, Endangered Species protection and recovery, Population Dynamics, and Restoration ecology. Field activities will focus on issues facing beach-nesting birds, fresh and saltwater ponds, and protection and restoration of sandplain grassland and heathland habitats.

Cost for trip approximately \$250 (includes ferry, transportation, accommodations & food).

Section A: Luanne Johnson
Times: Pre-trip meeting Wednesday, May 5,
6:30 – 9:00 pm, and
Saturday – Wednesday, study trip, June 5 - 9
Location: Martha's Vineyard
Maximum: 14
Credits: 2

**ESS 555
Ecology and Adaptation
of Small Mammals**

COMPETENCY AREAS FL03: Elective
COMPETENCY AREAS SP03 AND EARLIER: CB - Required
Alternate; EE, EAO, Cert, IND & RMA - Elective
PRIORITY TO Conservation Biology majors.

This course will discuss identification, natural history, behavior, physiology, and ecology of small mammals. Adaptations enhancing survivorship of non-hibernating small mammals in northern environments will be emphasized. Students will employ live-trapping-mark-recapture methods, fluorescent pigment tracing and radiotelemetry to monitor activity and habitat selection of small mammals residing in southern New Hampshire. A field research project will be conducted by each student. Course Fee - \$35.00.

Section A: Joseph Merritt
Time: Saturday - Wednesday, June 5 - 9,
9:00 am - 4:30 pm
Location: Harris Center
Maximum: 16
(1 seat reserved for Science Ed student)
Credits: 2

**ESE 541
Environmental Education Methods:
Developing Sense of Place**

COMPETENCY AREAS: EE - Methods Required Alternate; CB, EAO, Cert, IND & RMA- Elective
PRIORITY TO Environmental Education students.

"Place-based education" and "sense of place" are catch phrases in, and the foundation for, much current environmental education. What do these phrases mean? Is sense of place nurtured and learned or is it intrinsic, somehow derived from innate potential, a fundamental part of what it means to be human? How can we, as environmental educators, help our students develop sense of place, and what relationships may there be between place-based education, sense of place, and community? Given that the average person in the U.S. will move at least twelve times in his/her life (U.S. Census Bureau), how can we help children (and adults) develop sense of place which may be sustained and revitalized throughout their lives? How do we do this in the face of 21st century globalization and homogenization of cultures? We will consider these questions as we explore the value and challenges of place-based education, using Keene and it environs as our place of study. You will be asked to reflect on your own sense of place in coming to terms with what is possible in formal and informal educational settings with regard to helping students develop sense of place. The culmination of your work will be the creation of curriculum that integrates course concepts with your personal goals as an environmental educator. Four classes in this course will be at places other than Antioch, all within walking or half-hour driving distance of ANE.

Section A: Sue Ward
Time: Thursdays, June 10 – July 15,
1:30 – 5:45 pm
Maximum: 16
(1 seat reserved for Science Ed student)
Credits: 2

Department of Environmental Studies - Master's Programs Course Descriptions

ESE 523A

Environmental Education Methods: Teaching in the Outdoors

COMPETENCY AREAS: EE - Methods Required Alternate; CB, EAO, Cert, IND & RMA - Elective
PRIORITY TO Environmental Education students.

A large majority of environmental education takes place outside the school arena. A traditional setting for environmental education includes outdoor, adventure, and wilderness education. This course will provide opportunities to learn and practice techniques for teaching in a variety of outdoor contexts. Special emphasis will be placed on combining adventure education and environmental education in the design of integrated experiences.

Section A: Brad Daniel
Time: Saturday - Wednesday, July 10 - 14,
9:00 am-2:00 pm.

**** Monday, July 12 only, the class will meet from 5:00-10:30 pm for an organized night hike.**

Maximum: 16
(1 seat reserved for Science Ed student)
Credits: 2

ESF 552

Entomology for Educators

COMPETENCY AREAS FL03: Natural Communities
COMPETENCY AREAS SP03 AND EARLIER: EAO, CB, EE, Cert & IND - Field Biology and Ecology Elective; RMA - Elective

Insects and their close allies in the phylum Arthropoda comprise more than 75 percent of the Earth's biological diversity. Despite their global predominance, insects remain an under-utilized, yet ideal, interdisciplinary teaching strategy for educators. In this course, students will learn to use insects as a paradigm for teaching biological and ecological concepts in the classroom, laboratory, and field. Topics include insect taxonomy and identification, evolutionary adaptations and behaviors, and ecology and conservation. Students will develop techniques for keeping and rearing insects and create plans for using insects as a hands-on living laboratory. A significant portion of class time will be devoted to inquiry-based learning in the field and laboratory.

Section A: Brian Hagenbuch
Time: Thursdays, June 10, 6:30 - 10:30 pm, and
June 17 - July 15, 8:00 am - 12:15 pm

Maximum: 16
(1 seat reserved for Science Ed student)
Credits: 2

ESS 558

Forest Ecosystem Analysis

COMPETENCY AREAS: CB - Required Alternate; EAO, EE, Cert, IND & RMA - Elective
PRIORITY TO Conservation Biology majors.

PREREQUISITES: Natural Resource Inventory and New England Flora or written permission of instructor attached to or on registration form.

Please Note: Attendance at ALL pre-trip meetings is mandatory. Enrolled students who fail to drop the course at least 1 week before the first pre-trip meeting or who fail to attend the first pre-trip meeting will be held financially responsible for the cost of the trip and will forfeit their seat in the class. Students on the waitlist are strongly encouraged to attend the first class.

The objectives of this course are for students to become familiar with the methodology, benefits, and challenges of conducting ecosystem-level studies. On Mt. Moosilauke and at Hubbard Brook in the White Mountains of New Hampshire, students will become familiar with the ecology of spruce-fir and northern hardwood forests through experiential learning comprised of field observations, field research and data analysis. Students will focus on field and analytical methods used to quantify species composition, structure, history, and the nutrient status of forested ecosystems. Techniques will include plot sampling, dendrochronology, and the development of nutrient budgets. *Course fee: \$150 for food and lodging.*

Section A: Peter Palmiotto
Time: (pre-trip meeting) Friday, June 18,
6:30 - 9:00 pm and
Saturday - Wednesday, June 26 - 30,
8:00 am - 10:00 pm (study trip)
Maximum: 15
Credits: 2

ESS 538

Freshwater Invertebrate Ecology

COMPETENCY AREAS FL03: RMA - Required Alternate; EAO, CB, EE, Cert, IND - Elective
PRIORITY TO RMA & CB students who have written permission from their Program Directors attached to or on registration form.

This course will examine the ecological roles and relationships of freshwater invertebrates of streams, rivers, ponds and wetlands (including vernal pools). Emphasis will be placed on studying the sampling, identification, behavior and diversity of freshwater macroinvertebrates in the variety of aquatic ecosystems of New England. This course introduces students to invertebrate taxonomy and identification with practical experience - skills will be highly applicable to biomonitoring and natural history education, as well as fly-fishing! Both field and lab work will be part of each class session.

Section A: Maria Aliberti
Time: Fridays, June 11 - July 16,
1:30 - 5:45 pm
Maximum: 14
(1 seat reserved for Science Ed student)
Credits: 2

ESF 536

Galapagos to the Andes

COMPETENCY AREAS SP03 AND EARLIER: EAO, CB, EE, IND & Cert-Field Biology & Ecology Elective. RMA - Elective.
COMPETENCY AREAS FL03: Natural Communities;
REGISTRATION INSTRUCTIONS: Students who registered for this course for 0 credits in the Spring, MUST register for it again in the summer for 3 credits.

Please Note: Attendance at ALL pre-trip meetings is mandatory. Enrolled students who fail to drop the course at least 1 week before the first pre-trip meeting or who fail to attend the first pre-trip meeting will be held financially responsible for the cost of the trip and will forfeit their seat in the class. Students on the waitlist are strongly encouraged to attend the first class.

***Also Note:** The pre-trip meetings for this course occurred in the spring; the field study trip occurs during the summer term. Spring enrollment is uncredited; the field study trip will earn 3 credits in the summer term. Students must register for

both spring and summer terms and go on the trip to earn credits. By registering for and being admitted to the non-credited Spring class, students agreed to register for summer and assume responsibility for field trip costs.

This course will focus on the relationship between evolutionary ecology and island biogeography in the most biologically intact ocean archipelago in the world. The abundant, unique fauna on these islands was inspirational to the development of Darwin's theory of evolution by natural selection and today remains an important testing ground for evolutionary research and a mecca for students of biology. We will visit many of the major islands, and snorkel with sea lions and penguins. Participants will also spend several days in the Amazon rain forest after visiting the islands. *Total cost including *air fare, meals, and lodging will be approximately \$5800 (*price may vary depending on airfare; \$2250 charged to Spring 2004; \$3550 charged to Summer 2004)*

Section A: Jon Atwood
Times: (Pre-trip meeting dates)
Wednesdays, March 10, 31, April 21 and May 5,
7:00 - 9:00 pm and
(Study Trip) Wednesday - Monday, July 14 - August 2
Location: Keene (Pre-trip meetings) and
Galapagos Archipelago and Amazon basin (Study Trip)
Maximum: 14
Credits: 3

ESP 586

Groundwater Protection Policy

COMPETENCY AREAS: RMA - Required Alternate; EAO, CB, EE, Cert, IND - Elective
PREREQUISITE: Hydrology
PRIORITY TO RMA students.

Note: Deadline for adding this class is June 10.

Ground water is a vital economic resource throughout the United States. It is particularly important for drinking water supply in many homes and communities in New England. There are many different national, state, and local land use policies to protect groundwater integrity. Correct water well design and construction codes are also important for ground water protection.

This course includes an overview of groundwater occurrence, groundwater quality issues and contamination threats to aquifers and water wells. Comparisons will be made of the development of groundwater protection policies and awareness programs in various New England towns and communities.

The course will involve field trips in Massachusetts and New Hampshire to demonstrate protection strategies, and will include class sessions in Concord (NH) from consultants and state agency experts.

Section A: Steve Lamb
Time: Fridays, June 11, 18, 25,
8:30 - 11:30 am, and
Saturdays, June 19 & July 10, 8:00 am - 4:00 pm
Location: Antioch and field trips in NH and Mass
Maximum: 16
Credits: 2

Department of Environmental Studies - Master's Programs Course Descriptions

**ESX 601
Group Dynamics & Leadership I**

COMPETENCY AREAS FL03: RMA – Required Alternate; EE, EAO, CB, Cert & IND - Elective

COMPETENCY AREAS SP03 AND EARLIER: EE & RMA - REQUIRED ALTERNATE; EAO, CB, Cert & IND - Elective

Note: Deadline for adding this class is June 10

This course will focus on group development, group dynamics, and leadership. The course introduces students to elements of group dynamics and to a model that matches leadership styles to stages of group development. Students work in teams during the course and use course concepts to analyze their experience. Skills emphasized are group leadership and membership skills, group observation and feedback, conflict management, and managing diversity in groups. Students are expected to read *The One Minute Manager Builds High Performing Teams* by Blanchard, Carew and Parisi-Carew before the first class meeting. Special emphasis will be placed on case studies in the environmental field.

Section A: Steve Guerriero

**Time: Saturday, Sunday & Monday, June 19 - 21,
8:30 am - 5:45 pm**

Maximum: 18

**(4 seats reserved for O&M students,
1 seat reserved for Science Ed student)**

Credits: 2

**ESP 525
Industrial Ecology**

COMPETENCY AREAS FL03: Elective

COMPETENCY AREAS SP03 AND EARLIER: RMA- Policy Elective; CB, EAO, EE, Cert & IND - PRIORITY TO SP03 and earlier RMA.

Note: Deadline for adding this class is June 4.

Understanding the flow of material and energy throughout a life cycle can be considered the first step toward gaining an appreciation for ways of intervening that lead one toward identifying opportunities for curtailing waste and pollution at each point throughout the system. In this experiential weekend course we will begin to explore how Industrial Ecology defined as a tool for better understanding the flow of material and energy from raw material extraction, manufacturing, consumer, and post consumer places along a particular life cycle can lead toward greater responsibility with respect to overall resource management and pollution prevention. This course will go into some depth regarding the application of pollution prevention tools within the manufacturing environment and also work at the macro scale utilizing the city of Keene as a class study project toward identifying potential strategies leading toward greater resource utilization following the principals of Industrial Ecology. At the end of the course students will have gained a working vocabulary and appreciation of the practice of pollution prevention nestled within the broader framework of Industrial Ecology.

Section A: Tony Sarkis and Peter Cooke

**Times: Saturday & Sunday, June 5 & 6,
9:00 - 4:30 pm**

Maximum: 14

Credits: 1

**ESP 599
Land Protection and Stewardship**

COMPETENCY AREAS FL03: Elective

COMPETENCY AREAS SP03 AND EARLIER: CB, EC, EE, Cert & RMA- Policy Elective

PRIORITY TO SP03 and earlier RMA.

This course is designed to provide students with an exposure to all aspects of land protection transactions. Emphasis will be placed on providing a context for land protection, developing an understanding of the tools of the trade, tax benefits to the landowner, site assessment, developing and completing the real estate transaction, and stewardship of protected lands

Section A: Pete Throop

Time: Saturday & Sunday, July 10 & 11,

9:00 am - 4:30 pm

Maximum: 16

Credits: 1

**ES 699C
Master's Thesis**

REQUIRED FOR all CB students; optional for EAO, EE, Cert, IND, & RMA students.

PREREQUISITE: Master's Thesis Seminar and written permission from the thesis advisor attached to or on registration form. It is recommended that students register for Master's Thesis in their 5th semester.

As a culmination of a student's work at Antioch, the Master's Thesis should reflect the student's particular focus of study and future professional interest. This effort will include a central research component associated with it. The research can be quantitative, qualitative or literary in nature. All Environmental Studies students are required to have approval from their advisor prior to entering the Master's Thesis process.

Section A: Jon Atwood

Section B: Peter Palmiotto

Section C: Rachel Thiet

Section D: Jim Jordan

Section E: Beth Kaplin

Section F: Meade Cadot

Maximum: 5 per section

Credits: 3

**ES 699D
Master's Thesis Continuation**

REQUIRED FOR all students continuing a Master's Thesis for which they have previously registered.

Students must register for Master's Thesis Continuation every semester until the thesis has been completed and signed off by your Master's Thesis reader. Enrollment in Master's Thesis continuation confers half-time status for Financial Aid and loan deferment purposes through July 25.

Section A: ES Faculty

Maximum: 20

Credits: uncredited

**ESS 562
Natural Resource Inventory: Wildlife**

COMPETENCY AREAS: CB - Required Alternate to NRI Vegetation & Soils; EAO, EE, Cert, IND & RMA - Elective

PRIORITY TO Conservation Biology students.

What are the techniques we use to assess wildlife distribution and abundance? What are the components of a well-rounded natural resource inventory? This newly designed NRI course will focus on describing and mapping habitat types, as well as provide an overview of major techniques used in conducting surveys for birds, amphibians, reptiles, mammals and arthropods. The course will review the basics of developing investigation plans, discuss use of GPS and compass, and provide examples of aerial photo interpretation. The course format will combine afternoon lectures followed by morning field work, as well as individual student work outside of formal class meetings.

Section A: Jon Atwood

Time: Thursdays, June 10 – July 8,

1:30 – 4:30 pm and

Fridays, June 11 – July 9, 6:30 – 11:30 am

Maximum: 16

Credits: 3

**ESF 527
Non-Flowering Plants**

COMPETENCY AREAS FL03: Natural Communities

COMPETENCY AREAS SP03 AND EARLIER: CB, EAO, EE, Cert & IND - Field Biology and Ecology Elective; RMA - Elective

Turn back the evolutionary clock and mingle with some of the oldest plant groups on the planet. From lichens and mosses to ferns, clubmosses, and horsetails, we will introduce non-flowering herbaceous natives that survive in our diverse New England habitats. We will focus on an ecological and evolutionary overview of the groups and will develop identification skills through an increased understanding of morphology, in-the-field explorations, and the use of plant identification keys. Course verification will include a student collection of assorted representative species.

Sections A & B: Wink Lees

Time: Section A: Fridays, June 11 – July 16,

8:00 am – 12:15 pm

Section B: Fridays, June 11 – July 16,

1:30 – 5:45 pm

**Maximum: 14 per section
(1 seat per section reserved for Science Ed student)**

Credits: 2

Department of Environmental Studies - Master's Programs Course Descriptions**ES 693
Practicum, General**

COMPETENCY AREA: EAO, CB, EE, Cert, IND & RMA - Required

A total of 8 Practicum credits are REQUIRED for all Environmental Biology/Conservation Biology, Environmental Education and RMA majors. A total of 2 General Practicum credits are REQUIRED for Certification majors. It is strongly RECOMMENDED that students not register for Practicum until after completing their second semester in the program.

The Practicum provides students with an opportunity to apply, in an organizational setting, what they are learning and to develop professional contacts within their fields of interest. While students are responsible for locating practica, faculty is available to provide support and information as needed. All students are required to attend a scheduled PRACTICUM ORIENTATION during their first semester.

Note: Seminars are not required for the summer session; however, one seminar is highly recommended for students for whom this is the first practicum, either on Thursday, June 10 or Friday, June 11. The seminars will be held 11:30 to 12:30, and will take the place of one of the interim reports required in the summer.

Section A: Katherine Delaney
Section B: Bo Hoppin
Section C: Duncan Watson
Section D: Joy Ackerman
Maximum: 15 per section
Credits: variable

**ES 690U
SIS: Special Project**

Competency areas: RMA & IND - Required for students not doing a Masters Thesis; EAO, EE & Cert - Optional, Elective

The Special Project will be conducted as a supervised independent study. As a culmination of a student's work at Antioch, the Special Project is comparable to a master's thesis in scope, but differs in that it is not focused on research design. The Special Project follows standardized approaches used in a student's chosen field such as a solid waste plan, a curriculum development plan, or a marketing plan. The Special Project's content and format must be approved by both the student's advisor and program chair, but may be supervised by a qualified person external to the department.

Note: RMA Students are required to complete either a Special Project or a Master's Thesis.

Please register for this SIS on your registration form. However, an SIS contract must be submitted to the Registrar's Office by **July 10, 2004** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **July 10** deadline will be returned and registration required in the subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Section A: Michael Simpson
Maximum: 15
Credits: 3

**ES 690
SIS: Supervised Individual Study**

If you are planning an independent study, please register for an SIS on your registration form. However, an SIS contract must be submitted to the Registrar's Office by **July 10, 2004** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **July 10** deadline will be returned and registration required in the subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

**ESS 546
Soils: Mapping and Interpretation**

(formerly Soils)

COMPETENCY AREAS: RMA - Required Alternate; CB, EAO, EE, Cert & IND - Elective
PRIORITY TO RMA students.

This course focuses on soil-landscape relationships and the applications of soil science to land use and management issues. We will cover soil formation processes, soil taxonomy, and soil classifications of the U.S.D.A., emphasizing mapping conventions and the evolution of soils at parcel to landscape scales. State and federal standards developed for assessing soils will be reviewed in the context of different land uses.

Section A: Francesca Latawiec
Times: Saturdays & Sundays,
June 5 & 6 and June 26 & 27,
9:00 am - 4:30 pm
Maximum: 12
Credits: 2

**ESF 541A
Wetlands Ecology**

COMPETENCY AREA FL03 - Natural Communities

COMPETENCY AREAS: CB & RMA - Required Alternate; EAO, EE, IND & Cert - Elective,

PRIORITY TO CB & RMA students who have written permission from their Program Director attached to or on registration form.

Human impacts on wetlands continue to reduce the global area of these precious aquatic ecosystems at an alarming rate. What makes a wetland valuable? What ecological functions do wetlands perform for human and non-human communities? How do we assess wetland functioning from an ecological standpoint? In this course, we will explore the ecological relationships among various components of wetland systems, including vascular plants, the physical and biological properties of hydric soils, and wildlife. Particular emphasis will be on plant and soil relationships, and we will ground our exploration in the relationship between wetland ecosystem structure, biogeochemical cycling, and ecosystem function. Course time will combine lectures, discussions, and field trips. Hip waders are a must!

Section A: Rachel K. Thiet
Time: Thursdays, June 10 - July 15,
8:00 am - 12:15 pm

Maximum: 16 (1 seat reserved for Science Ed student)
Credits: 2

**ESF 521
Wetlands Flora**

COMPETENCY AREAS FL03: Natural Communities

COMPETENCY AREAS SP03 AND EARLIER: EAO, CB, EE, Cert & IND - Field Biology & Ecology Elective; RMA - Elective

This course instructs the student in the identification of plants that serve as wetland indicators - the hydrophytes. Lab and field sessions will utilize local wetlands to learn the classification of wetland types in our area. Dominant indicators of common wetland plant types will be discussed among the approximate 200 species of common woody and non-woody plants that will be covered. Wetlands delineation methodologies will be discussed and practiced in the field utilizing these plants as one of the three standard indicators of a wetland. Students will be required to prepare a plant collection and demonstrate proficiency in field identification of wetlands flora. *Boots are essential.*

Section A: Lenny Lord
Time: Fridays, June 11 - July 16,
1:30 - 5:45 pm
Maximum: 16
(1 seat reserved for Science Ed student)
Credits: 2

Department of Environmental Studies - Doctoral Program (Ph.D.) Registration Instructions and Course Schedule

Please Note: Doctoral program classes, years I - IV will begin Wednesday, June 16. Years I, II & III will end Friday, June 25; Year IV will end Sunday June 20.

All Doctoral students must register by Friday, April 23 for the Summer 2004 semester. Failure to adhere to this deadline will result in late payment and/or late registration fees. Registration forms must be signed by the student's advisor. Advisor approval of registration forms for Summer will take place at the April program meetings.

IMPORTANT CHANGES: Students should note that as of this printing, notations of "Ph.D.I, II, III" etc. refer to a student's phase within the program, not to their year of entry. A student may not enter the next phase of the program until the previous work has been successfully completed. Any student having questions about what phase of the program they are in should contact their advisor for clarification.

FIRST PHASE PhD. I	SECOND PHASE PhD. II	THIRD PHASE PhD. III	FOURTH PHASE PhD. IV	FIFTH PHASE PhD. V+
<p>(Summer 2004 enterers) PhD. I students should register for Ecological Thought (ES 700) and Introduction to Research Design (ES 707).</p>	<p>PhD. II students should register for Research Strategy: Theory, Method and Design I (ES 727) and Learning Domain and Environmental Leadership I (ES 726).</p>	<p>PhD. III students should register for Theory and Practice Seminar (ES 751). Students planning to do the bulk of the work on their Service Project in the Summer semester should also register for Service Project (ES 752).</p>	<p>PhD. IV students who will have completed the Service Project, Integrated Essay and Dissertation Proposal by the end of the Spring 2004 term should register for (ES 776) Dissertation Seminar and (ES 899) Doctoral Dissertation. NOTE: Students not meeting these prerequisites will be required to register for Candidacy Continuation (ES 775). Candidacy Continuation is considered Phase III - Ph. D. III.</p>	<p>Ph.D. V+ students who have completed three semesters of (ES 776) Dissertation Seminar and two semesters (8 credits) of (ES 899) Doctoral Dissertation and have not yet submitted their dissertation to the Graduate School, should register for (ES 899C) Doctoral Dissertation Continuation each semester until their dissertation is approved and submitted.</p>

JUNE 16 - WEDNESDAY	JUNE 17 - THURSDAY	JUNE 18 - FRIDAY	JUNE 19 - SATURDAY	JUNE 20 - SUNDAY
<p>8:00 AM - 9:00 AM Years I-IV Community Breakfast</p> <p>9:00 AM - 12:00 PM New Student Registration - Ph.D.I Dissertation Seminar Intro Research Design Learning Domain</p> <p>12:00 PM - 2:00 PM FREE</p> <p>2:00 PM - 6:00 PM Research Strategy I</p> <p>7:00 PM - 9:00 PM Optional computer time</p> <p>EVENING FREE</p>	<p>8:00 AM - 12:00 PM Dissertation Seminar Ecological Thought Intro Research Design Learning Domain Theory & Pract Sem</p> <p>12:00 PM - 2:00 PM FREE/optional lunch with advisors</p> <p>2:00 PM - 6:00 PM Research Strategy I Theory & Pract Sem</p> <p>7:00 PM - 9:00 PM Optional computer time</p>	<p>8:00 AM - 12:00 PM Dissertation Seminar Ecological Thought Learning Domain</p> <p>12:00 PM - 2:00 PM FREE</p> <p>2:00 PM - 6:00 PM Dissertation Seminar Research Strategy I</p> <p>7:00 PM - 9:00 PM Optional computer time</p> <p>EVENING FREE</p>	<p>8:00 AM - 12:00 PM Dissertation Seminar Ecological Thought Intro Research Design Learning Domain Theory & Pract Sem</p> <p>12:00 PM - 2:00 PM FREE</p> <p>2:00 PM - 6:00 PM Research Strategy I Theory & Pract Sem</p> <p>6:30 PM Community Dinner and Speaker</p>	<p>Optional hike with Mitch</p> <p>Ph.D. III and IV classes conclude at noon</p>
JUNE 21 - MONDAY	JUNE 22, TUESDAY	JUNE 23 - WEDNESDAY	JUNE 24 - THURSDAY	JUNE 25 - FRIDAY
<p>8:00 AM - 12:00 PM Ecological Thought Research Strategy I Theory & Pract Sem</p> <p>2:00 PM - 6:00 PM Intro Research Design Learning Domain</p> <p>7:00 PM - 9:00 PM Optional computer time</p> <p>EVENING FREE</p>	<p>8:00 AM - 12:00 PM Ecological Thought Research Strategy I</p> <p>2:00 PM - 6:00 PM Intro Research Design Learning Domain</p> <p>7:00 PM - 9:00 PM Optional computer time</p> <p>EVENING FREE</p>	<p>8:00 AM - 12:00 PM Ecological Thought Research Strategy I Theory & Pract Sem</p> <p>2:00 PM - 6:00 PM Intro Research Design Learning Domain</p> <p>7:00 PM - 9:00 PM Optional computer time</p> <p>EVENING FREE</p>	<p>8:00 AM - 12:00 PM Ecological Thought Research Strategy I</p> <p>2:00 PM - 6:00 PM Intro Research Design Learning Domain</p> <p>7:00 PM - 9:00 PM Optional computer time</p> <p>EVENING FREE</p>	<p>8:00 AM - 12:00 PM Ecological Thought Research Strategy I Theory & Pract Sem</p> <p>Ph.D. I and II classes conclude at noon; optional advising (12:00 - 3:00)</p>

Department of Environmental Studies - Doctoral Program (Ph.D.) Course Descriptions**ES 775
Candidacy Continuation**

COMPETENCY AREA: Dissertation Process

RESTRICTED TO students who have completed three years of the program, but have not completed their Service Project, Integrated Essay, AND Dissertation Proposal.

The Candidacy Continuation semester is designed for students who need additional time to complete their doctoral candidacy projects. Students retain full access to faculty and all student resources at Antioch. During this semester they continue to work independently with their advisor and the rest of the faculty as needed to complete their service project, integrated essay, doctoral dissertation proposal. Students may schedule their Dissertation Proposal Review meeting during this candidacy continuation semester.

Registration in Candidacy Continuation will carry half-time status for loan deferment and Financial Aid purposes.

Section A: Thomas Weblor
Maximum: 5
Credits: uncredited**ES 776
Dissertation Seminar**

COMPETENCY AREA: Dissertation Process

RESTRICTED TO Ph.D. IV students.

PREREQUISITES: Completion of The Integrated Essay, Service Project and Dissertation Proposal

This year-long seminar is designed to provide support and consultation for students in the process of formulating and carrying out their doctoral dissertation research. Topics to be addressed during the year include: ongoing evaluation and assessment of research methods, research ethics, dilemmas of working in the field, analysis, writing the dissertation, making formal presentations, dissemination of research results, and transformations you experience in your growth as a scholar. Students along with the instructors are intended to serve as a peer community, providing support, advice and critique. Each semester, students will make a formal presentation to the class documenting the current state of their research and bringing to the class the expertise they have developed. Additional faculty may be brought in as needed to provide input in special topic areas.

Section A: Beth Kaplin
Times: Wednesday – Saturday,
June 16 - 19, 8:00 am – 12:00 pm and
Friday, June 18, 2:00 – 6:00 pm
Note: Wednesday, June 16 class will begin at 9:00 am.
Additional contact hours will be
met by specific coursework designed
to be completed on-line.
Maximum: 15
Credits: 4**ES 899
Doctoral Dissertation**

COMPETENCY AREA: Dissertation Process

RESTRICTED TO Ph.D. IV students.

Students who are actively engaged in writing the doctoral dissertation are required to register for these credits. You cannot register for this class unless your dissertation proposal has been approved by your committee.

Section A: Thomas Weblor
Maximum: 15
Credits: 4**ES 899C
Doctoral Dissertation Continuation**

COMPETENCY AREA: Dissertation Process

RESTRICTED TO PhD V+ who have registered for three semesters of (ES 776) Dissertation Seminar and two semesters of (ES 899) Doctoral Dissertation, and have not completed the dissertation.

Section A: Doctoral Faculty
Maximum: 15
Credits: uncredited**ES 700
Ecological Thought**

COMPETENCY AREA: Foundation

RESTRICTED TO Ph.D. I students.

The course is organized on the premise that there is an emerging ecological worldview that is the foundation of academic environmental studies, professional environmental practice, and the contemporary environmental movement. This worldview transcends the domain of environmentalism per se, and is influential in a range of disciplines, professions and dimensions of public life. This course explores the dynamics of its emergence, by attending to three interconnected conceptual sets: ecology, nature and life (systems thinking, ecological thinking, evolutionary thought), power, place and space (power relations, natural resource transformation, globalization, the commons, paradigms of activism, environmental movements), and meaning, purpose, and identity (ecopsychology and ecospirituality, literary expression, perception and language, story and myth, and ecological identity). Students will have the opportunity to explore the intellectual roots of their own ecological worldview and to assess a specific intellectual direction of interest.

Section A: Mitchell Thomashow
Time: Thursday – Friday, June 17 – 25,
8:00 am - 12:00 pm.
No class Sunday, June 20.
Additional contact hours will be
met by specific coursework designed
to be completed on-line.
Maximum: 15
Credits: 3**ES 707
Introduction to Research Design**

COMPETENCY AREA: Foundation

RESTRICTED TO Ph.D. I students.

The purpose of this course is to become familiar with a variety of research paradigms and to study the different lenses that they provide for viewing and understanding the world, and in particular, the physical environment. Within paradigms, you will try out different methodological approaches, such as surveys, in-depth interviews, case studies, and quasi experiments. Through the development of a research proposal, you will ground discussions of theory in the practical concerns of research: framing research questions; designing a study; collecting and analyzing data; dealing with validity, reliability, and ethical issues; and writing a research report.

Section A: Louise Chawla
Time: Wednesday – Saturday, June 16 – 19,
8:00 am - 12:00 pm and
Monday - Thursday, June 21 - 24,
2:00 - 6:00 pmNote: Wednesday, June 16 class will begin at 9:00 am.
Additional contact hours will be
met by specific coursework designed to
be completed on-line.
Maximum: 15
Credits: 3**ES 726
Learning Domain and
Environmental Leadership I**COMPETENCY AREA: Research Strategies and Learning Domains
RESTRICTED TO Ph.D. II students.

A series of lectures and workshops in this course are designed to provide students with the intellectual depth and research tools to define their learning domain. The students will engage in library research to fill out their individual knowledge maps, and the attendant literature on theoretical and applied dimensions of the thought collectives, theories, research applications and controversies associated with the learning domain. Students will discuss their work with leading scholars and writers and learn how others set the framework for and carry out their research. By the end of the course, students will have produced a blueprint to guide their learning through the coming year.

Section A: Alesia Maltz
Time: Wednesday – Saturday, June 16 – 19,
8:00 am - 12:00 pm and
Monday - Thursday, June 21 - 24,
2:00 - 6:00 pm
Note: Wednesday, June 16 class will begin at 9:00 am.
Additional contact hours will be
met by specific course work designed to
be completed on-line.
Maximum: 15
Credits: 3

Department of Environmental Studies - Doctoral Program (Ph.D.) Course Descriptions**ES 727
Research Strategy:
Theory, Method and Design I**

COMPETENCY AREA: Research Strategies and Learning Domains
RESTRICTED TO Ph.D. II students.

The emphasis during this semester of this two-part course is on how to interpret and evaluate positivist research studies. Positive research is by far the dominant paradigm of research in science today. By drawing upon published empirical research, students will learn firsthand how to dissect research studies to identify their shortcomings and strengths. Applications will come from social and natural sciences. Attention will be given to defining variables, designing experiments, and interpreting statistical analyses. Research ethics will be discussed. Students will be expected to write a literature review comparing and evaluating several similar research studies.

Section A: Thomas Webler
Time: Wednesday - Saturday, June 16 - 19,
2:00 - 6:00 pm, and
Monday - Friday, June 21 - 25,
8:00 am - 12:00 pm
Additional contact hours will be
met by specific coursework designed to
be completed on-line.
Maximum: 15
Credits: 3

**ES 752
Service Project**

COMPETENCY AREA: Integrated Projects
RESTRICTED TO Ph.D. III students.

The Service Project is an intensive practicum project that involves a form of environmental or social service in a community context. The project may occur at any time during the third year of the program. Students should register for Service Project during the semester in which the bulk of the work will be done. For more specific information about the service project, please see the Doctoral Program Guide.

Section A: Heidi Watts
Maximum: 12
Time: To be arranged with instructor
Credits: 4

**ES 890
SIS: Supervised Individual Study**

If you are planning an independent study, please register for a SIS on your registration form. However, a SIS contract must be submitted to the Registrar's Office by **July 10, 2004** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **July 10** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

**ES 751
Theory and Practice Seminar I**

COMPETENCY AREA: Integrated Projects
RESTRICTED TO Ph.D. III students.

The seminar emphasizes the preparatory work necessary for both the Integrated Essay and the Service Project. For the Integrated Essay, students lay the groundwork for the essay. As preparation for the seminar, students compile a topographic map. This serves two functions. First, it allows for a synthesis of the seminal themes of the learning domain, specifically addressing the key theoretical approaches and directions. Second, it delineates the convergence among those approaches, posing questions for further inquiry. By the end of the session, students will compile an outline, describing the dimensions of the essay.

For the Service Project, students propose and develop their goals and objectives, considering the moral and ethical dimensions of their work. In what ways does the project provide a necessary service? Who serves to benefit from the project? Where does the scholar/practitioner fit? By the end of the session, students will complete a brief proposal, outlining the dimensions of the project. In addition, the seminar poses questions regarding the political and spiritual dimensions of service learning, with selected readings about the philosophy of service.

Section A: Heidi Watts and Mitchell Thomashow
Times: Thursday and Saturday, June 17 & 19,
8:00 am - 12:00 and 2:00 - 6:00 pm and
Monday, Wednesday, Friday, June 21, 23, 25,
8:00 am - 12:00.
Additional contact hours will be
met by specific coursework designed to be
completed on-line.
Maximum: 12
Credits: 3

Department of Organization & Management - Weekend Master's Program Course Schedule**WEEKEND MASTER'S PROGRAM****SECTION LETTERS FOR
KEENE & PORTSMOUTH**

Please note that there are separate section letters for the Keene and Portsmouth sites. Please be sure to include both the course codes and section letters on the registration form to ensure being registered for the correct section and site.

CREDIT LIMITS

O&M students may register for a maximum of 8 credits in summer semester. Students must have written permission of Program Administrator to exceed 8 credits.

PRE-COURSE REQUIREMENTS

Many classes begin with pre-course assignments and/or on-line work prior to the first scheduled class meeting date found in the course registration booklet. This means if you are registering late for a class (Matriculated or Special Students) you need to check with the O&M Department (603-357-3122 ext 233) to determine whether the class has already started. Generally classes with pre-class assignments begin three to four weeks prior to the first scheduled meeting.

CROSS-DEPARTMENTAL REGISTRATION

Students from across the graduate school may register for O&M courses on a space available basis after both new and continuing O&M students have completed the registration process. Cross-departmental registration is on a first come first served basis.

**PREREQUISITES AND COURSES
REQUIRING PERMISSION**

Special Students and students from other departments who wish to register for O&M courses with prerequisites or courses that require permission must meet prerequisites or provide evidence of equivalent coursework or experience to the instructor. Any courses with prerequisites or requiring the permission of the instructor will be clearly marked as such in the course descriptions. Permission must be in writing and signed by the instructor or the department administrator.

KEENE SITE

THURSDAY
6:30 - 9:00 PM

JUNE 10
OMC 691 Practicum
(Section K1)
(Section K2)
(Section K3)
(Section K4)

THURSDAY
8:30AM - 5:30 PM

JUNE 24
OMR 610 Information Technology:
Concept & Applications (Section K)

FRIDAYS & SATURDAYS
9:00 AM - 4:30 PM

JUNE 25 & 26 AND AND JULY 23 & 24
OMS 502 Critical Issues in Educational Leadership
(Section K)

FRIDAY, SATURDAY & SUNDAY
8:30 AM - 5:30 PM

JUNE 11, 12 & 13
OMR 611 Research Design (Section K)

June 18, 19 & 20
OMS 500 Systems Theories and Organizations
(Section K)

July 9, 10 & 11
OMG 533 Group Dynamics & Leadership II
(Section K)

SATURDAY & SUNDAY
9:00 AM - 4:30 PM

July 17 & 18
OMD 643 Assertive Management
(Section K)

SUNDAYS
9:00 AM - 4:30 PM

June 27 & July 25
OMSI 505 School Law for Administrators
(Section K)

PORTSMOUTH SITE

THURSDAY
6:30 - 9:00 PM

June 3
OMC 694 Practicum
(Section P1)
(Section P2)

FRIDAY, SATURDAY & SUNDAY
8:30 AM - 5:30 PM

June 4, 5 & 6
OMR 611 Research Design (Section P)

June 25, 26 & 27
OMG 539 Conflict Resolution (Section P)

July 9, 10 & 11
OMD 674 Creativity:
Leveraging an Untapped Management Resource
(Section P)

Department of Organization & Management - Weekend Master's Program Course Schedule**KEENE SITE****OMD 643
Assertive Management**

COMPETENCY AREA: Self Development
PRIORITY TO 2nd year O&M students

"What should I do when someone doesn't follow through on what they promised?" "What do you say to a team member whose negativity is dragging everyone down?" "How do you handle a boss who says every task is 'top priority'?" "How can I encourage someone who seems so afraid to speak up?" These are only a few of the situations participants bring to this course, and there's likely a successful approach to all of them. The solution begins with us. We need to learn how to take charge of ourselves - and our jobs - and then stay in charge when there's resistance. Often, however, we set "traps" for ourselves through a variety of ineffective interactions with employees, peers, and bosses. This course examines managerial practice from three behavioral perspectives - passive, aggressive, and assertive - and offers models and coaching to assist participants in responding more effectively to difficult situations involving others in the workplace. Pre-course readings and in-class case presentations are required. Students may do additional readings and discussions, field or research projects, or case study analysis on-line.

Keene Site
Section K: Ed Tomey
Time: Saturday & Sunday, July 17 & 18,
9:00 am - 4:30 pm
Maximum: 20
Credits: 1

**OMSI 502
Critical Issues in Educational Leadership**

COMPETENCY AREA: School Law/School Issues
REQUIRED OF AND PRIORITY TO Principal Certification students.

This course explores pressing educational concerns from the perspective of the building level administrator. Through lecture, group discussion, research, and presentations of issues, class members will explore and seek solutions to issues surrounding students, assessment and accountability, curriculum, teacher supervision and staff development, parent and community planning and the change process. Several working practices will be proffered including a "big picture" model, which may help prevent educational leaders from being overwhelmed. Students will do additional readings and discussions, field or research projects, or case study analysis on-line. Pre-course reading will be required.

Keene Site
Section K: John Carr
Time: Fridays & Saturdays, June 25 & 26 and
July 23 & 24, 9:00 am - 4:30 pm
Maximum: 18
Credits: 2

**OMG 533
Group Dynamics & Leadership II**

COMPETENCY AREA: Collaboration & Group Dynamics
PREREQUISITE: OMG 535 Group Dynamics & Leadership I, or written permission of instructor attached to or on registration form.
PRIORITY TO 2nd year O&M students

This course is for students who have completed Group Dynamics and Leadership I and want an opportunity for focused skill development in group leadership and membership. Building on the framework presented in Group Dynamics I, students will gain advanced experience in diagnosing group needs and matching leadership style to stage of group development. We will focus on skills involved in providing direction and providing support. These include: establishing team purpose, norms, goals, and roles; structuring and facilitating meetings; managing the task process; facilitating collaborative decision-making; including and addressing emotions; managing conflict; and giving and receiving feedback. Students will do additional readings and discussions, field or research projects, or case study analysis on-line. Prior to the class meeting, students will read articles and post their comments on line.

Keene Site
Section K: Donna Mellen
Time: Friday, Saturday & Sunday, July 9, 10, & 11,
8:30 am - 5:30 pm
Maximum: 24
Credits: 2

**OMR 610
Information Technology:
Concepts & Applications**

COMPETENCY AREA: Research & Information Design
(Required)

This course will provide students with historical, current technical, and managerial perspectives on basic information systems and technology (IS/IT) concepts, as well as techniques and approaches for employing IS/IT in a management/knowledge worker role and in managing the IT resource. Specific topics covered include: a brief history of IS/IT, as well as contemporary issues and developments, spreadsheets, configuring systems, the use of Intranets for online team projects, and the use of the Internet as a management information resource. Students will be expected to use Excel spreadsheet software (or the equivalent) and PowerPoint. A significant portion of this course will be conducted on-line.

Note: Students will be expected to participate in on-line exercises beginning in the last week of May. No student may add this course after June 4, 2004.

Keene Site
Section K: Thomas Smith
Time: Thursday, June 24,
8:30 am - 5:30 pm
Maximum: 18
Credits: 2

**OMC 691
Practicum
Practicum Seminar**

COMPETENCY AREA: Purposeful Systemic Change
RESTRICTED TO matriculated O&M students.

This is the beginning of the Practicum process. Under faculty guidance, students will discuss their proposed practicum projects, evaluate their experiences and consult with other students. The seminar is designed to help solve problems confronting students as their projects begin to unfold and to sharpen analytical and consulting skills. Faculty may schedule additional group or individual meetings during the semester.

Keene Site
Section K1: Tad Dwyer
Section K2: Donna Mellen
Section K3: Pierre Zimmerman
Section K4: John Carr
(1st Priority to Principal Certification students)
Time: Thursday, June 10, 6:30 - 9:00 pm
Maximum: 8 per section
Credits: 2

**OMR 611
Research Design**

COMPETENCY AREA: Research & Information Design

This course is designed to introduce participants to the cultures of inquiry and research. We will discuss various methodologies and their underlying epistemologies, including analytical, interpretive, and action research methods, and their application to applied social/organizational research. As a researcher, we will examine how we "come to know", question, gather, analyze, and reflect on important data. It will provide participants with an opportunity to plan and organize upcoming research or practicum projects. Pre-reading assignments for the course will be posted in the course conference in *FirstClass*. Students will do additional readings and discussions, field or research projects, or case study analysis on-line.

Keene Site
Section K: Steve Guerriero
Time: Friday, Saturday & Sunday, June 11, 12 & 13,
8:30 am - 5:30 pm
Maximum: 24
Credits: 2

Department of Organization & Management - Weekend Master's Program Course Schedule**KEENE SITE****OMSI 505
School Law for Administrators**

COMPETENCY AREA: School Law/School Issues

REQUIRED OF AND PRIORITY TO Principal Certification students

This course, taught in conjunction with OMSI 502, will be an introductory course in legal issues relating to education as viewed from an administrative perspective. Major themes will include governance, schools, and the state, teacher and student rights and obligations, liability, and discrimination. Sample procedures for hiring, evaluation, and terminating employees will be provided. These and other issues will be explored from the unique perspective of the formal school leader (principal). Students will do additional readings and discussions, or case study analysis on-line. Some pre-course reading will be required.

Keene Site**Section K: John Carr****Time: Sundays, June 27 & July 25,****9:00 am - 4:30 pm****Maximum: 18****Credits: 1****OM 690
SIS: Supervised Independent Study**

If you are planning an independent study, please register for an SIS on your registration form. However, an SIS contract must be submitted to the Registrar's Office by **July 10, 2004** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **July 10** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable**OMS 500
Systems Theories and Organizations**

COMPETENCY AREA: Systems & Strategic Thinking

The environment in which today's organizations function is increasingly dynamic and complex. As human beings we create theories and models as containers for experience because the whole is literally too much for us to grasp. Such containers make it possible to communicate ideas and accomplish complex tasks and behaviors by providing the conceptual schema for action. They also profoundly and quietly frame our concepts of what is and what could be. When theories are explicit and intentional they are the tools for action and understanding. This course will examine the history and evolution of systems theories as they have shaped our view of organizations. Emphasis will be placed on new and emerging paradigms drawn from the so-called new sciences. Students will be required to do additional readings and discussions, field or research projects, or case study analysis on-line.

Keene Site**Section K: Deborah Brown****Time: Friday, Saturday & Sunday, June 18, 19 & 20,****8:30 am - 5:30 pm****Maximum: 20****Credits: 2**

Department of Organization & Management - Portsmouth Site Course Description**PORTSMOUTH SITE****OMG 539
Conflict Resolution**

COMPETENCY AREA: Collaboration & Group Dynamics
PRIORITY TO 2nd year O&M students

This course is designed to help students understand the dynamics of conflict, learn methods of managing conflict and strategies for resolution. In learning these concepts and skills, we are better prepared to transform the dysfunctional forces of conflict into creative, positive outcomes. The class is highly experiential providing significant opportunity to apply conflict resolution skills in simulations. Before the class meets students should read *Getting to Yes, 2nd Ed.*, by Fisher, Ury and Patton, and *Difficult Conversations* by Heen, Patton and Stone. Students should also check the course conference on *FirstClass* at least two weeks prior to the beginning of class for additional information. Students will do additional readings and discussions, field or research projects, or case study analysis on-line.

Portsmouth Site
Section P: Marsha Greenberg
Time: Friday, Saturday & Sunday, June 25, 26 & 27,
8:30 am - 5:30 pm
Maximum: 24
Credits: 2

**OMD 674
Creativity: Leveraging an Untapped
Management Resource**

COMPETENCY AREA: Self-Development

Managers work in organizational environments that are increasingly volatile - environments that often demand flexible responses and fresh approaches to new and long-standing challenges. It is not uncommon, however, for managers and employees to find themselves struggling to develop creative and innovative solutions. This course will explore a significant body of research on creativity, blocks to creativity, and work environments that foster or stifle it. Participants will examine their own self-limiting beliefs and learn a wide array of strategies for expanding their thinking, beyond familiar patterns. They will also learn concrete strategies for enhancing creativity within work teams. Students will do additional readings and discussions, field or research projects, or case study analysis on-line.

Portsmouth Site
Section P: Sunny Bradford
Time: Friday, Saturday & Sunday, July 9, 10 & 11,
8:30 am - 5:30 pm
Maximum: 20
Credits: 2

**OMC 694
Practicum
Practicum Seminar**

COMPETENCY AREA: Purposeful Systemic Change
RESTRICTED TO matriculated O&M students.

This is the beginning of the Practicum process. Under faculty guidance, students will discuss their proposed practicum projects, evaluate their experiences and consult with other students. The seminar is designed to help solve problems confronting students as their projects begin to unfold and to sharpen analytical and consulting skills. Faculty may schedule additional group or individual meetings during the semester.

Portsmouth Site
Section P1: Gerald Daley
Section P2: Marsha Greenberg
Time: Thursday, June 3, 6:30 - 9:00 pm
Maximum: 6 per section
Credits: 2

**OMR 611
Research Design**

COMPETENCY AREA: Research & Information Design

This course is designed to introduce participants to the cultures of inquiry and research. We will discuss various methodologies and their underlying epistemologies, including analytical, interpretive, and action research methods, and their application to applied social/organizational research. As a researcher, we will examine how we "come to know", question, gather, analyze, and reflect on important data. It will provide participants with an opportunity to plan and organize upcoming research or practicum projects. Students will do additional readings and discussions, field or research projects, or case study analysis on-line. Pre-reading assignments for the course will be posted in the course conference in *FirstClass*.

Portsmouth Site
Section P: Steve Guerriero
Time: Friday, Saturday & Sunday, June 4, 5 & 6,
8:30 am - 5:30 pm
Maximum: 18
Credits: 2

**OM 690
SIS: Supervised Independent Study**

If you are planning an independent study, please register for an SIS on your registration form. However, an SIS contract must be submitted to the Registrar's Office by **July 10, 2004** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **July 10** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

Department of Applied Psychology - Course Schedule**MARRIAGE & FAMILY THERAPY****MARRIAGE & FAMILY THERAPY I SCHEDULE
(STUDENTS ENTERING SUMMER 2004)****MONDAYS,
JUNE 7 THROUGH JULY 12****9:00 AM - 12:15 PM**

PY 602A Fundamentals of Systems Therapy (Section A)

1:45 - 5:00 PMPY 642B Introduction to Systems Theory & Practice
(Section A)**MONDAY, JUNE 7****5:15 - 7:00 PM**

MFT I & II Community Meeting and Dinner

7:00 - 9:00 PMPY 642B Introduction to Systems Theory & Practice
(Section A)**TUESDAYS,
JUNE 8 THROUGH JULY 6****9:00 AM - 12:15 PM**PY 642B Introduction to Systems Theory & Practice
(Section A)**1:45 - 5:00 PM**

PY 602A Fundamentals of Systems Therapy (Section A)

TUESDAY, JULY 13**9:00 - 10:15 AM**PY 642B Introduction to Systems Theory & Practice
(Section A)**10:30 AM - 12:15 PM**

PY 602A Fundamentals of Systems Therapy (Section A)

1:45 - 3:00 PM

PY 602A Fundamentals of Systems Therapy (Section A)

3:00 - 5:00 PM

MFT I & II Ice Cream Social

**MARRIAGE & FAMILY THERAPY II SCHEDULE
(STUDENTS WHO ENTERED SUMMER 2003)****MONDAYS,
JUNE 7 THROUGH JULY 12****9:00 AM - 12:15 PM**

PYG 605 Groups and Larger Systems (Section A)

1:45 - 4:45 PMPY 687B Professional Seminar in
Marriage & Family Therapy III
(Sections A - D) (June 7 - July 5)**MONDAY, JUNE 7****5:15 - 7:00 PM**

MFT I & II Community Meeting and Dinner

**TUESDAYS,
JUNE 8 THROUGH JULY 13****9:00 AM - 12:15 PM**

PYG 605 Groups and Larger Systems (Section A)

TUESDAYS, JULY 13**3:00 - 5:00 PM**

MFT I & II Ice Cream Social

ALL APPLIED MFT STUDENTS

Students should be especially careful when filling out their registration forms. Forms cannot be processed appropriately unless all information is present, including students program and year.

Financial Aid Recipients must carry a 3-credit course load in the summer semester to be eligible for aid and deferment of previous loans. Federal loans taken since 1987 may be deferred with half-time status.

COURSES MARKED "RESTRICTED"

Students should also be mindful of the process involved in signing up for courses marked "Restricted". If a student is not a member of the group of people to whom a course is Restricted, s/he may access registration to the course by obtaining written permission from the director of the program in which the course is offered. This written permission must be attached to or on your registration form.

Faculty may assign reading to be completed prior to the first class meeting. Students should check the course folder in FirstClass prior to the start of the semester for the details of these assignments.

**NEW MARRIAGE & FAMILY THERAPY STUDENTS
ENTERING IN SUMMER 2004**

Please register for Fundamentals of Systems Therapy (PY 602A) and Introduction to Systems Theory & Practice (PY 642B). Please note: Summer 2004 entrants may enroll for a maximum of 6 credits during the Summer 2004 semester. Students must have written permission of Program Director attached to or on registration form to register for more than 6 credits.

**CONTINUING MARRIAGE & FAMILY THERAPY
STUDENTS WHO ENTERED IN SUMMER 2003**

Please register for Professional Seminar in MFT III 1 credit (PY 687B), 2 credits of Internship (PY 698B), and 3 credits Groups and Larger Systems (PYG 605). Please note: Summer 2003 entrants may enroll for a maximum of 6 credits during the Summer 2004 semester. Students must have written permission of Program Director attached to or on registration form to register for more than 6 credits.

ALL DMT STUDENTS

DMT students are not expected to register for the Summer semester. However, if you are a second-year DMT student starting an internship before July 1, please register for Internship in Dance/Movement Therapy (PY 693) for 4 credits during the Summer semester. If you are continuing an internship that you first registered for in the Spring 2004, register for Internship Continuation, (PY 693B, Section A) for 0 credits. Please include the internship site on your registration form.

Department of Applied Psychology - Course Schedule and Registration Instructions**PY 602A
Fundamentals of Systems Therapy**

COMPETENCY AREA: Individual Assessment and Intervention Strategies

REQUIRED OF AND RESTRICTED TO MFT I students.

This course will focus on the basics of the interaction between the systems therapist and the system. The stages of therapy (initial contact, joining, problem definition, treatment formulation, the setting of goals and treatment plan and basic techniques available to the systems therapist) will be covered. Students will be encouraged to create their own techniques, will learn to attend to both content and process levels of communication during therapy sessions, and will begin to be able to observe themselves and the effects of their interventions on the systems with which they work.

Section A: Tim Lowry

**Time: Mondays, June 7 through July 12,
9:00 am - 12:15 pm, and**

**Tuesdays, June 8 through July 6,
1:45 - 5:00 pm, and**

**Tuesday, July 13, 10:30 am - 12:15 pm and
1:45 - 3:00 pm**

**Maximum: 24
Credits: 3**

**PYG 605
Groups and Larger Systems**

COMPETENCY AREA: Group Assessment and Intervention Strategies

REQUIRED OF AND RESTRICTED TO MFT II students; others by written permission of the Program Director attached to or on registration form.

PREREQUISITE: Fundamentals of Systems Therapy, PY 602A

This course is designed to help students bridge the gap between working with individuals, couples, and families to working with groups of individuals. Theoretical and practical knowledge of group dynamics, group development, and group leadership styles will be explored. Students will be exposed to the notion of a second paradigmatic shift to work in and with larger systems. A particular structured method (network intervention) for working with larger systems around issues of chronic mental illness, crisis intervention, child abuse and neglect, hospice and other organizations will also be examined. Using systemic theory to work in larger systems will also be explored.

Section A: Nick Belsky

**Time: Mondays and Tuesdays,
June 7 to July 13, 9:00 am - 12:15 pm**

**Maximum: 24
Credits: 3**

**PY 693
Internship, Dance Movement Therapy**

A supervised six-to-nine month DMT internship (minimum 700 hours) in a clinical setting in keeping with standards approved by the American Dance Therapy Association.

**Section A: Phyllis Jeswald
Credits: 4**

**PY 693B
Internship Continuation, DMT**

For students continuing an internship, begun in Spring 2004, through the Summer 2004 semester.

**Section A: Phyllis Jeswald
Credits: uncredited**

**PY 642B
Introduction to Systems
Theory & Practice**

COMPETENCY AREA: Social Systems Assessment and Intervention Strategies

REQUIRED OF AND RESTRICTED TO MFT I students.

This course is designed to introduce students to the notion of the system as the unit of analysis when examining psychological distress. Students will be exposed to the paradigmatic shift from focusing on the individual to focusing on the family and larger social context as systems. They will learn how this shift influenced the history of the development of the marital and family therapy field and be exposed to the epistemological issues in current systems thinking. Students will examine the functioning of healthy family systems as well as looking at their own families of origin.

Section A: Janie Long

**Time: Mondays, June 7 through July 12, 1:45 - 5:00 pm
(Monday, June 7, 7:00 - 9:00 pm)**

**Tuesdays, June 8 through July 16, 9:00 am - 12:15 pm,
and Tuesday, July 13, 9:00 - 10:15 am**

**Maximum: 24
Credits: 3**

**PY 687B
Professional Seminar in
Marriage & Family Therapy III
PY 698B Internship**

REQUIRED OF AND RESTRICTED TO continuing MFT students. Section Assignments will be made by the program.

The summer's Professional Seminar will focus on aiding students in making the transition from the Practicum to the Internship. Students will be provided with support in taking on a more actively clinical role with client-systems and, during the summer, each student will write an internship contract.

**Section A: Janie Long
Section B: Julia Halevy**

**Section C: Stephen Price
Section D: TBA**

Time: Mondays, June 7 - July 5, 1:45 - 4:45 pm

**Maximum: 6 per section
Credits: Pro Sem: 1, Internship: 2**

**PY 690
SIS: Supervised Individual Study**

If you are planning an independent study, please register for an SIS on your registration form. However, an SIS contract must be submitted to the Registrar's Office by **July 10, 2004** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **July 10** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

Department of Clinical Psychology - Registration Instructions and Course Schedule

Please Note: Doctoral program classes will begin Monday, June 7 and run through Monday, July 12, 2004.

ALL CLINICAL PSYCHOLOGY STUDENTS

Students should be especially careful when filling out their registration forms. Assignments to classes cannot be accurately done unless all information is present, including student's program and year.

In considering whether to register for an elective workshop, students should be mindful of the minimum and maximum credit registration requirements for each academic year:

Registration (Per Year)	Min	Max
while on practicum (per year)	30	32
while on internship (per year)	24	26

YEAR II STUDENTS

Year II students should register for Psychotherapeutic Intervention III: Group (PYC 702, Sections A & B); Social Psychology and Social Responsibility (PY 786), and, if they wish, an elective workshop.

YEAR III STUDENTS

Year III students should register for Biological Foundations of Clinical Psychology (PY 710), Psychology in the Community (PY 772), and, if they wish, an elective workshop.

YEAR IV STUDENTS

Year IV students should register for Psychotherapeutic Intervention IV: Special Topics in Intervention (PYC 708), Historical & Social Context of Psychology (PY 702), and, if desired, an elective workshop.

**YEAR V+
(DEGREE CANDIDATES NO LONGER IN RESIDENCE)**

Fall 2000 enterers who are becoming Year V+ students should register for PY 899, Doctoral Dissertation.

If you have already completed your 2,000 hours of internship, you need register for only PY 899, Doctoral Dissertation, which is uncredited. You should continue to register for dissertation each semester until your dissertation is accepted by the faculty (see Dissertation Manual for full details of policy).

If you are beginning or continuing an internship this summer, you should register for PY 897, Internship, and PY 899, Doctoral Dissertation. You should continue to register each semester until your dissertation is accepted by the faculty (see Dissertation Manual for full details of policy). If your dissertation has already been deposited, register only for PY 897, Internship.

WAIVERS

Students who believe they have already mastered the material and skills offered by any course they would normally be required to take, will need to see both their advisor and the instructor of the course to explore the possibility of a waiver. You must have covered at least 75 percent of the Antioch course material to be considered for a waiver.

Waivers do not carry transfer of credit. Students who have courses waived still need to take the minimum of 30 semester credit hours (24 for students doing uncredited internships) in an academic year, in addition to meeting the minimum distribution requirements in each competency area. Please see the Student Handbook for details.

Waivers do not relieve you of the obligation of dropping a course for which you have registered. You must meet the official drop deadline (please see the drop deadlines listed in this course description and/or your student handbook) to have the waived course dropped from your schedule.

SPECIAL STUDENTS

Special student seats are available to post-master's degree people in the community or at field sites.

Antioch students who have completed all their work for their master's degree before the course begins may also register if space is available.

MONDAYS

9:00 AM - 1:15 PM

- PY 710 Biological Foundations of Clinical Psychology (Section A)
- PYC 702 Psychotherapeutic Intervention III: Group (Sections A, & B)
- PYC 708 Psychotherapeutic Intervention IV: Special Topics in Intervention (Section A)

2:30 - 6:45 PM

- PY 702 Historical & Social Context of Psychology (Section A)
- PY 772 Psychology in the Community (Section A)
- PY 786 Social Psychology and Social Responsibility (Section A)

WEEKEND COURSES

(Meet 9:00 am - 5:00 pm, unless otherwise noted)

JUNE 12 & 13

- PYC 705 Dialectical Behavior Therapy (Section A)

JUNE 26 & 27

- PY 863 Writing Workshop (Section A)

JULY 10 & 11

- PYC 707 Psychotherapy with Lesbians, Gay Men & Bisexuals (Section A)

Department of Clinical Psychology - Course Descriptions**PY 898
Advanced Practicum**

RESTRICTED TO Year IV students.

An optional Practicum for Year IV students wishing to have extensive further clinical training for more than 12 hours per week, with a minimum of 300 hours per semester.

Section A: Lorraine Mangione
Credits: 3

**PY 710
Biological Foundations of
Clinical Psychology**

COMPETENCY AREA: Biological Bases of Behavior
REQUIRED OF AND RESTRICTED TO Year III students.

The basic goal of this course is to examine the physiological basis of behavior; that is, to approach psychology from a biological perspective. This goal is achieved through examination of the structure and function of the nervous system and related systems; the role of the nervous system and related systems, the role of the nervous system in "normal" behavior such as eating, sleeping, etc.; and the role of the nervous system in psychopathology and neuropsychological disorders. An emphasis is placed on learning the language of physiological psychology.

Section A: Chet Lesniak
Time: Mondays, 9:00 am – 1:15 pm
Maximum: 27
Credits: 2

**PYC 705
Dialectical Behavior Therapy**

COMPETENCY AREA: Clinical Techniques & Methods/Interventions
PRIORITY TO Year IV students. Up to two Special Students may be accommodated, by written permission of the Director of Student Affairs, if space is available.

After providing an overview of this model, developed by Marsha Linehan for the treatment of "disordered behaviors", including the underlying dialectical and behavioral principles, this course focuses on the following DBT treatment strategies: dialectical, validation, problem-solving, managing contingencies, observing limits, skills training, exposure, cognitive modification, stylistic, case management, structural, crisis and suicidal behavior treatment strategies. The outcome research on this empirically-supported treatment is evaluated. Lecture, discussion, role-plays, videotape, mindfulness exercises, and small group tasks are utilized to facilitate the learning of the DBT model.

Section A: David Arbeitman
Time: June 12 & 13
9:00 am – 5:00 pm
Maximum: 25
Credits: 1

**PY 899
Doctoral Dissertation**

Year V+ students who have already completed 2,000 hours of internship, need register for only PY 899, Doctoral Dissertation.

Section A: George Tremblay
Credits: uncredited

**PY 702
Historical & Social Context
of Psychology**

COMPETENCY AREA: History & Systems of Psychology
REQUIRED OF AND RESTRICTED TO Year IV students

This course examines the historical and philosophical context of psychology. While attention is paid to some of the more ancient philosophical themes anticipating psychology, the focus is predominantly on a critique of modern scientific and applied psychology to expose its social-relational aspects. Current poststructuralist, social constructionist and historical critiques are integrated with voices from the history of science and modern philosophy in order to improve our understanding of where psychology is today.

Section A: Janis Bohan
Time: Mondays, 2:30 – 6:45 pm
Maximum: 26
Credits: 2

**PY 896 (Year IV students)
PY 897 (Year V+ students)
Internship**

RESTRICTED TO Year IV & V+ students.

Prior to graduation, each student must successfully complete an approved internship of 2,000 hours within 24 calendar months, which meets the guidelines published by the Council for the National Register of Health Service Providers in Psychology. Internship may be pursued in several formats: half-time during the fourth and fifth years, full-time during the fifth year, etc. Year IV students should register for PY 896, Internship and Year V+ students should register for PY 897, Internship.

Section A: Colborn Smith
Credits: uncredited

**PY 893B (Year III students)
PY 894A (Year IV students)
Practicum**

RESTRICTED TO Year III & IV students.

This practicum is for students required to extend their practicum through the summer and who are doing well beyond the required 600 hours. Credit can be used in lieu of a workshop credit only. This is not a required practicum.

Section A: Lorraine Mangione
Credits: 1

**PY 772
Psychology in the Community**

COMPETENCY AREA: Social Bases of Behavior
REQUIRED OF AND RESTRICTED TO Year III students.

This course examines psychology in the community context, with special attention to community psychology, prevention, and psychological services delivery systems. Central topics include primary and secondary prevention, the community mental health center movement; the role of psychologists outside the consulting room; issues in service delivery and managed care; and the political and regulatory aspects of psychology.

Section A: Fern Chertok
Time: Mondays, 2:30 – 6:45 pm
Maximum: 27
Credits: 2

**PYC 702
Psychotherapeutic Intervention III:
Group**

COMPETENCY AREA: Clinical Techniques & Methods/Interventions
REQUIRED OF AND RESTRICTED TO Year II students.

This is a continuation of the fall and spring semester courses, with the emphasis on group. This course provides an introduction to current, clinically relevant knowledge and theory about behavior in groups and about the dilemmas of group life. It also provides an in-depth look at the various types of group activities commonly conducted by professional psychologists. Specific topics to be addressed include the individual in the group; issues of group development; transference issues in groups; functional roles of group members; and unconscious dynamics in group life. The aim is to provide didactic and experiential learning opportunities which enhance the ability of students to test theory against the realities of group life as they experience them.

Section A: Mark Lange
Section B: Lorraine Mangione
(Section assignments will be made by the department.)
Time: Mondays, 9:00 am – 1:15 pm
Maximum: 15 per section
Credits: 2

**PYC 708
Psychotherapeutic Intervention IV:
Special Topics in Intervention**

COMPETENCY AREA: Clinical Techniques & Methods/Interventions
REQUIRED OF AND RESTRICTED TO Year IV students.

This course is designed to address a variety of special topics related to clinical intervention. Work with specific populations; problems; intervention strategies; issues; or in specific settings may be covered. Possible topics include: severe mental illness; substance abuse; personality disorders; dual diagnosis; geriatrics; treatment of children and adolescents; disaster response; etc.

Section A: David Arbeitman
Time: Mondays, 9:00-1:15pm
Maximum: 26
Credits: 2

Department of Clinical Psychology - Course Descriptions**PYC 707
Psychotherapy with Lesbians,
Gay Men & Bisexuals**

COMPETENCY AREA: Clinical Techniques & Methods/Interventions

PRIORITY TO Year III and IV students.

This course focuses on clinical and community-based interventions with lesbians, gay men, and bisexuals (LGBs). It examines the social constructs of homosexuality and sexual prejudice and how these constructs influence the lives and therapies of persons who identify as LGB individuals. Among the topics covered are: the social context for LGB people, internalized oppression, APA's guidelines for psychotherapy with LGB clients, and community-based interventions designed to promote psychosocial resilience among LGB people.

Section A: Glenda Russell
Time: Saturday & Sunday,
July 10 & 11,
9:00 am – 5:00 pm
Maximum: 15
Credits: 1

**PY 786
Social Psychology
and Social Responsibility**

COMPETENCY AREA: Social Bases of Behavior

REQUIRED OF AND RESTRICTED TO Year II students.

This course applies the perspective of social psychological theory to the definition and structure of mental health services. Among the issues that will be considered are patterns of violence in our culture, boundaries between legal and mental health systems, stigma and related problems, differing demands of rural versus urban cultures, and society's role in defining serious mental illness.

Section A: George Tremblay
Time: Mondays, 2:30 – 6:45 pm
Maximum: 25
Credits: 2

**PY 894C
Special Proficiency Practicum**

RESTRICTED TO Year IV students.

This is a Practicum for Year IV students wishing to have further clinical training experience with a specific focus for less than 10 hours per week, with a minimum of 100 hours per semester.

Section A: Lorraine Mangione
Credits: 1

**PY 890
SIS: Supervised Individual Study**

If you are planning an independent study, please register for an SIS on your registration form. However, an SIS contract must be submitted to the Registrar's Office by **July 10, 2004** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract if the SIS will be used to fulfill a competency area or serve as a required course substitute, or as an elective. Contracts received after the **July 10** deadline will be returned to you for registration in a subsequent semester (additional costs may apply). Credits will not appear on your schedule until the SIS contract(s) has been submitted to the Registrar's Office, thus affecting your enrollment status and perhaps your financial aid eligibility.

Credits: variable

**PY 863
Writing Workshop**

COMPETENCY AREA: Elective

RESTRICTED TO students who are referred by faculty members and/or the director of the writing program.

PREREQUISITE: Students must submit a writing sample.

This course focuses on developing technical writing skills appropriate for doctoral level psychologists. The content will emphasize APA writing standards for professional reports, papers, dissertations, and general publications. One component of the course will involve hands-on writing exercises. Readings will focus on mastering APA writing style. This course can be repeated for credit.

Section A: Greg Blair
Time: Saturday & Sunday,
June 26 & 27
9:00 am – 5:00 pm
Maximum: 8
Credits: 1