

Table of Contents

| | |
|---|--------------------|
| Academic Calendar Summer 2007 | Inside front cover |
| Important Notes & Financial Aid Information | 2 |
| Department of Education | 3 |
| Department of Environmental Studies | 24 |
| Department of Organization & Management | 33 |
| Department of Applied Psychology | 36 |
| Department of Clinical Psychology | 39 |
| Academic Calendar Fall 2007 | Inside back cover |

PLEASE KEEP THIS BOOK AND ALL COURSE SYLLABI FOR FUTURE

LICENSING OR CERTIFICATION BOARDS IN YOUR FIELD OF STUDY.

Antioch University New England Course Descriptions are edited and published by the Office of the Registrar at Antioch New England. 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



TERMS AND CODES

| | |
|----------------------------|--|
| 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 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. Without written permission, you will not be registered for the course or placed on a waiting list. |
| Priority | 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 after 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 discussed 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 to 4 credits |
| Fall and Spring Semesters | Full Time | 7 or more credits |
| | Half Time | 4 to 6 credits |

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

The right to request the amendment of the student's education records that the student believes are factually inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to university officials needing access to perform their jobs, and others specified in the law;

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202 - 5901.

For a full statement of the policies and procedures concerning FERPA, please contact the Registrar's Office.

Department of Education - Course Schedule

Year Round Experienced Educators, Integrated Learning: Arts & Humanities and Science Education Programs

| <u>DATE</u> | <u>TIME</u> | <u>MONDAY</u> | <u>TUESDAY</u> | <u>WEDNESDAY</u> | <u>THURSDAY</u> | <u>FRIDAY</u> |
|---------------------|--------------|--|--|--|--------------------------------------|--------------------------------------|
| JUNE 4 - 8 | 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 | Storytelling | Storytelling | Storytelling | Storytelling | Storytelling |
| JUNE 11 - 15 | 8:30 - 12:00 | Dancing | Dancing | Dancing | Dancing | Dancing |
| | 1:00 - 4:15 | Cemetery Quest | Cemetery Quest | Cemetery Quest | Cemetery Quest | Cemetery Quest |
| JUNE 18 - 22 | 8:30 - 12:00 | Ecology of Imagination | Ecology of Imagination | Ecology of Imagination | Ecology of Imagination | Ecology of Imagination |
| | 1:00 - 4:15 | Picture Books | Picture Books | Picture Books | Picture Books | Picture Books |
| | 4:45 - 8:00 | Special Needs | Special Needs | Special Needs | Special Needs | Special Needs |
| JUNE 25 - 29 | 8:00 - 1:00 | Curriculum Theory | Curriculum Theory | Curriculum Theory | Curriculum Theory | Curriculum Theory |
| | 8:30 - 12:00 | MP Seminar | MP Seminar | MP Seminar | MP Seminar | MP Seminar |
| | | Special Needs | Special Needs | Special Needs | Special Needs | Special Needs |
| | 1:30 - 4:30 | Web 2.0 for Teachers | Web 2.0 for Teachers | Web 2.0 for Teachers | Web 2.0 for Teachers | Web 2.0 for Teachers |
| | 2:00 - 6:30 | Teacher Leadership | Teacher Leadership | Teacher Leadership | | |
| JULY 2 - 6 | 8:00 - 12:00 | Digital Imaging | Digital Imaging | | Digital Imaging | Digital Imaging |
| | | First Six Weeks of School | First Six Weeks of School | No Classes | First Six Weeks of School | First Six Weeks of School |
| | 1:00 - 5:00 | Recrafting Curriculum | Recrafting Curriculum | Holiday | Recrafting Curriculum | Recrafting Curriculum |
| | | Place-based Social Studies | Place-based Social Studies | | Place-based Social Studies | Place-based Social Studies |
| JULY 9 - 13 | 8:00 - 4:00 | Critical Skills Institute Keene 1 & 2 | Critical Skills Institute Keene 1 & 2 | Critical Skills Institute Keene 1 & 2 | Critical Skills Institute Keene 1 | Critical Skills Institute Keene 1 |

Department of Education - Registration Instructions

Year Round Experienced Educators, Integrated Learning: Arts & Humanities and Science Education Programs

INTEGRATED LEARNING

All Arts & Humanities concentration and Science and Environmental Education concentration students who entered in Fall 2006 are required to register for the following courses:

- EDP 590 Children with Special Needs: Focus on Childhood
- EDC 528 Ecology of Imagination in Childhood (required of Science and Environmental Education concentration students only) **and two credits from the following Social Studies courses:**
- EDC 658 The Cemetery Quest: Utilizing Burial Grounds as Educational Resources
- EDC 618 From Sheep to Shawl
- EDC 529 Place-Based Social Studies: Teaching History with Local Resources
- EDC 532A Storytelling: Stories in the Classroom

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

EXPERIENCED EDUCATOR PROGRAM

Finishing Year-Round Students:

Please be sure to include the section letter for your cluster on the registration form.

SECTION A: PEMBROKE NH 2005

SECTION B: SPRINGFIELD VT 2005

SECTION C: SCHOOL CHOICE 2006

SECTION A: PEMBROKE NH 2005 CLUSTER

All students in the Pembroke NH 2005 Cluster, who entered in Fall 2005 are required to register for:

- ED 699B Master's Project (Section A)

SECTION B: SPRINGFIELD VT 2005 CLUSTER

All students in the Springfield VT 2005 Cluster, who entered in Fall 2005 are required to register for:

- ED 699B Master's Project (Section B)

PRINCIPAL CERTIFICATION

Principal Certification students in the Springfield VT 2005 Cluster are required to register for:

- OMG 531 Diversity in the Workplace (Section K)
- ED 699B Master's Project (Section B)

Autism Spectrum Disorder Concentration

Autism Spectrum Disorder Concentration students in the Springfield VT 2005 Cluster should register for:

- ED 699B Master's Project (Section B)

SECTION C: SCHOOL CHOICE 2006 CLUSTER

All students in the School Choice 2006 Cluster who entered in Spring 2006 are required to register for:

- EDC 699S Master's Project Seminar (Section C)
- ED 699G Master's Project (Section C)

Continuing Year-Round Students:

Please be sure to include the section letter for your cluster on the registration form.

SECTION D: KINGSTON NH 2006

SECTION E: SPRINGFIELD VT 2006

All students in the Kingston NH 2006 Cluster and Springfield VT 2006 cluster who entered in Fall 2006, including Autism Spectrum Disorder Concentration students, are required to register for:

- EDC 520A Curriculum Theory & Application (Section A)
- EDC 598 Teacher Leadership (Section A)

SCHOOL CHOICE

School Choice students are required to register for:

- EDC 520A Curriculum Theory & Application (Section A)
- ED 690 SIS: Content Mentoring
- EDC 598 Teacher Leadership (Section A)

Electives:

Electives for all Experienced Educator students are listed in the course description section that follows. Students may also choose electives from other departments as well as the Education Department.

Please Note: All Experienced Educator students may enroll for a maximum of 5 credits in the Summer 2007 semester. Students must have written permission of Program Director attached to or on registration form to exceed 5 credits.

Master's Project Continuation:

Students in ExEd clusters prior to 2005 who have completed all coursework and registered for, but not completed their Master's Projects must register for ED 699C, Master's Project Continuation.

Department of Education - Course Descriptions

Year Round Experienced Educators, Integrated Learning: Arts & Humanities and Science Education Programs

EDP 590

Children with Special Needs: Focus on Childhood

COMPETENCY AREA: Educational & 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 18 - 22,
4:45 - 8:00 pm, and
Monday - Friday, June 25 - 29,
8:30 am - 12:00 pm
Maximum: 18
Credits: 2

EDT 550A

Critical Skills Institute - Level 1

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education
(Critical Skills designated course)

Critical Skills Institutes are truly "an experience." In our Level 1 Institutes, educators are immersed in a Critical Skills Classroom. Participants explore problem-based, experiential, collaborative, and standards-driven learning. They examine how these components can be successfully utilized to target Critical Skills development within curriculum frameworks 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 community.

Section A: Peter Eppig
Changed 05/22/07 to:
Section A: Peter Eppig & Sarah Goodman
VT Cluster 2006: Tom Julius
Time: Monday - Friday, June 25 - 29,
8:00 am - 1:00 pm
Maximum: 30
Credits: 2

EDT 552

Critical Skills Institute - Level 2

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education (Critical Skills designated course)

The Level II Critical Skills Institute (CSI) builds upon the foundations of the Level I institute and the experiences of the Critical Skills 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 learning 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.

Section A: TBA
Changed 05/22/07 to: Section A: Maura Hart
Time: Monday - Wednesday, July 9 - 11,
8:00 am - 4:00 pm
Location: Keene
Maximum: 18
Credits: 2
Changed 06/21/07: Credits: 1

EDC 651

Dancing Classroom: Dance Education for Grades Pre-K Through 8

CLASS CANCELLED 05/01/07

COMPETENCY AREA: Curriculum & Instruction

Learn to lead singing games, social and display dances, and creative movement explorations with children. This course provides resources, theory and practice for integrating dance/movement across the curriculum and into the everyday life of the classroom. No dance experience necessary.

Section A: Kari Smith
Time: Monday - Friday, June 11 - 15,
8:30 am - 12:00 pm
Maximum: 8
Corrected 04/16/07: Maximum 18
(1 seat reserved for ES student)
Credits: 1

EDC 667

Digital Imaging for the Classroom

COMPETENCY AREA: Curriculum & Instruction

How can you put your digital camera to its best use in the classroom? What can you do to go beyond point, click, and print? Digital technology offers new and wonderful opportunities for creativity, expressions of learning, self-evaluation, reflection, and documentation of classroom work, but for most of us just taking a picture can be a challenge. In this hands-on, introductory course we will learn to use digital cameras, digital video cameras, scanners, and image editing software to explore the fundamentals of digital imaging and digital image manipulation. The emphasis of this class will be both learning about digital equipment and integrating digital media into the curriculum in ways that merge the creative and technical processes. Digital formats for the final project may include digital scrapbooks or journals, students' websites, electronic portfolios, student autobiographies, and printed collages. Basic computer knowledge is a prerequisite, but no prior experience with digital technology is necessary. Students are encouraged to bring their own laptops and cameras to class if they own them.

Section A: Aviva Cohen
Time: Monday - Tuesday, July 2 - 3, and
Thursday - Friday, July 5 - 6,
8:00 am - 12:00 pm
Maximum: 18
Changed 05/01/07 to: Maximum: 15
(1 seat reserved for ES student)
Credits: 1

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 18 - 22,
8:30 am - 12:00 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

Department of Education - Course Descriptions

Year Round Experienced Educators, Integrated Learning: Arts & Humanities and Science Education Programs

EDC 624

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 schools 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: Laura White
Time: Monday - Tuesday, July 2 - 3, and
Thursday - Friday, July 5 - 6,
8:00 am - 12:00 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

CLASS ADDED 04/16/07

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: \$727 for program, food, and lodging.

Section A: Jane Miller (and folklorists)
Time: Saturday - Saturday, August 4 - 11
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 we can encourage children's self-expression and self-confidence. We'll push back the desks and delve into circus skills, 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. A flea circus, too? No fleas please... well maybe!!!

Section A: Ron LaBrusciano
Time: Monday - Friday, June 4 - 8,
1:00 - 4:15 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

ED 694

Internship, Science/Environmental Education

Internships are available in a variety of public and independent elementary schools and early childhood learning centers. Students are required to do supervised teaching in an approved elementary and/or early childhood setting. Note: Please be sure to write the correct course number, the number of credits, and the site of your internship in the space provided on your registration form.

Section A: Education Faculty
Credits: variable

ED 699B

Master's Project

REQUIRED OF AND RESTRICTED TO all finishing students in the Pembroke 2005 and Springfield 2005 clusters.

The Master's Project is a yearlong project of the student's choosing. Projects are expected to contribute to the improvement of educational practice in the student's school or district. Each student must complete an advocacy plan and portfolio before the end of the program.

Section A: Pembroke NH 2005 Cluster:
Education Faculty
Section B: Springfield VT 2005 cluster:
Education Faculty
Credits: 3

ED 699G

Master's Project

REQUIRED OF all finishing students in the School Choice 2006 cluster.

The Master's Project is a yearlong project of the student's own choosing. Projects are expected to contribute to the improvement of educational practice, and may have either a research or a developmental focus. Each student must make a public presentation of the project in a symposium before the end of the program. In the past, symposia have consisted of workshops for other teachers, presentations to school boards or parents, discussions in staff meetings or with seminar participants. Projects may incorporate any variety of media, such as videotapes, slides, pictures, but must also have a written manuscript to accompany them.

Section C: School Choice Cluster 2006:
Education Faculty
Credits: 2

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 22.

Section A: Education Faculty
Credits: uncredited

ED 699S

Master's Project Seminar

RESTRICTED TO Experienced Educator students.

The Master's Project Seminar is designed to assist teachers with the development of a publishable piece of writing about school change and school choice. Using a writers' workshop format, students will assist one another with the development of ideas and the actual writing up of their research and practical experiences related to school change and choice, teacher leadership, and action research. We will investigate appropriate venues for publication and examine samples of different styles of published teacher writing. It is expected that all students will submit a piece of writing for publication as a result of the course.

Section C: School Choice 2006 Cluster: Laura Thomas
Time: Monday - Friday, June 25 - 29,
8:30 am - 12:00 pm
Maximum: 18
Credits: 1

Department of Education - Course Descriptions

Year Round Experienced Educators, Integrated Learning: Arts & Humanities and Science Education Programs

EDC 669

Picture Books in the Classroom

COMPETENCY AREA: Curriculum & Instruction

In this course we will explore the delights and great potential of picture books in an educational setting through the lenses of narrative, pictorial and design elements. Participants will learn how to craft standards-based lessons using picture books, including strategies for engaging students in substantial conversation and activities that foster the development of vocabulary, content knowledge, critical thinking, visual literacy and communication skills.

Section A: Susan Hessey
Time: Monday - Friday, June 18 - 22,
1:00 - 4:15 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

EDC 611

Recrafting Curriculum Using Problem-Based Learning

COMPETENCY AREA: Curriculum & Instruction

PRIORITY TO Experienced Educator students.

(Critical Skills designated course)

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: Monday - Tuesday, July 2 - 3, and
Thursday - Friday, July 5 - 6,
1:00 - 5:00 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

ED 690

SIS: Content Mentoring

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF AND RESTRICTED TO Experienced Educators Springfield VT Cluster 2006.

This SIS (Supervised Independent Study) offers students in the Experienced Educator School Choice cluster a chance to deepen content knowledge specifically related to your classroom or school change project. Work is to be completed independently over the course of the summer. Students must submit a proposal (via SIS contract) for Content Mentoring

to their advisor for approval prior to registering for this class. Upon approval, you will then submit the SIS contract to the Registrar's Office by **July 10, 2007** in order for it to appear on your schedule or transcript. Please be sure to specify on the contract that the SIS will be used to fulfill the Content Mentoring requirement. Contracts received after the **July 10th** deadline will be returned to you for registration in a subsequent semester (additional costs may apply).

If you are not planning to complete your Content Mentoring requirement in the Summer of 2007, you will need to speak to your advisor about requesting an extension for this course. Please consult your Program Handbook for more details.

Section E: Springfield VT Cluster 2006: Staff
Time: TBA
Maximum: 15
Credits: 2

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, 2007** 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 10th** 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

EDC 598

Teacher Leadership

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF students in the Experienced Educators General Program.

This course will focus on understanding the multitude of roles teachers play in school change, and on developing personal/professional leadership skills. Through active learning and problem solving, students will frequently work collaboratively to advance their self-knowledge and communication skills. Work required will be an examination of students' leadership capacities and an Advocacy Plan for moving their Master's Project forward.

Section A: Kingston NH Cluster 2006 and
Springfield VT Cluster 2006: Maura Hart
Time: Monday - Wednesday, June 25 - 27,
2:00 - 6:30 pm
Maximum: 30
Credits: 1

EDC 650

Web 2.0 for Teachers: Create, Collaborate, Communicate

COMPETENCY AREA: Curriculum & Instruction

The World Wide Web is playing an ever-increasing role in education, but often it is used only in a consumer role. Web 2.0 tools such as wiki's, blogs, and podcasts make it possible for students and teachers to become producers of Web content, and to participate in the knowledge creation process. This course will prepare educators to use a variety of tools to generate web content to support student learning, communicate with parents, and collaborate with colleagues in education. Existing school websites will be critiqued and exemplars identified. Participants 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.

Section A: Wendy McGrath
Time: Monday - Friday, June 25 - 29,
1:30 - 4:30 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

Social Studies: Inquiry Approaches and the Core Curriculum

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

1. EDC 658

Cemetery Quest: Utilizing Burial Grounds as Education Resources

CLASS CANCELLED 05/22/07

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: Monday - Friday, June 11 - 15,
1:00 - 4:15 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

Department of Education - Course Descriptions

Year Round Experienced Educators, Integrated Learning: Arts & Humanities and Science Education Programs

2. 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 \$30.00 payable to the Education Department prior to the first day of class.*

Section A: Judy Coven

**Time: Monday - Friday, June 4 - 8,
8:30 am - 12:00 pm
Maximum: 16
(1 seat reserved for ES student)
Credits: 1**

3. EDC 529

Place-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. This course will involve a few field trips to Guilford, Vermont.

Section A: Jennifer Kramer

**Time: Monday - Tuesday, July 2 - 3 and
Thursday - Friday, July 5 - 6,
1:00 - 5:00 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1**

4. 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 4 - 8,
4:45 - 8:00 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1**

Department of Education - Course Schedule & Registration Instructions
Experienced Educators Entering Summer Sequence Programs Students

CHANGING SCHOOLS - SCHEDULE SUMMER 2007
GROUP 1

| <u>DATE</u> | <u>TIME</u> | <u>MONDAY</u> | <u>TUESDAY</u> | <u>WEDNESDAY</u> | <u>THURSDAY</u> | <u>FRIDAY</u> |
|-------------|-------------|---------------|----------------|------------------|-----------------|---------------|
|-------------|-------------|---------------|----------------|------------------|-----------------|---------------|

| | | | | | | |
|--------------------------------------|--------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| WEEK 1 JULY 9 - 13 | 8:00 - 12:30 | Orientation <i>(8:00 - 12:00)</i> | | | | Learning Theory |
| | 8:00 - 5:30 | | Learning Theory | Learning Theory | Learning Theory | |
| | 1:30 - 5:30 | Learning Theory | | | | Teacher Leadership |
| WEEK 2 JULY 16 - 20 | 8:00 - 12:30 | Learning Theory | Curriculum as a Tool for Learning | Curriculum as a Tool for Learning | Curriculum as a Tool for Learning | Curriculum as a Tool for Learning |
| | 1:30 - 5:45 | Teacher Leadership | Teacher Leadership | Teacher Leadership | Teacher Leadership | Teacher Leadership |
| WEEK 3 JULY 23 - 27 | 8:00 - 3:00 | | | Curriculum as a Tool for Learning | | |
| | 8:00 - 5:30 | Curriculum as a Tool for Learning | Curriculum as a Tool for Learning | | | |

GROUP 1: CHANGING SCHOOLS 2007 CLUSTER

All students in the Changing Schools 2007 Cluster, who enter in Summer 2007 are required to register for:

- EDC 604 Curriculum as a Tool for Learning and Change I (Section A)
- EDT 615 Learning Theory: Understanding Students as Thinkers and Learners (Section A)
- EDP 642 Teacher Leadership and Advocacy for Change (Section A)

Please Note: Experienced Educators Summer Sequence students may register for a maximum of 8 credits for Summer 2007. Students must have written permission of program director attached to or on registration form to exceed 8 credits.

Department of Education - Course Descriptions
Experienced Educators Entering Summer Sequence Changing Schools Students

EDC 604

**Curriculum as a Tool
for Learning and Change I**

CLASS CANCELLED 05/22/07

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF AND RESTRICTED TO students in the Changing Schools 2007 Cluster.

How does curriculum shape the culture of classrooms and schools? How do we influence, design and implement curriculum change? This course will include an exploration of curriculum theory and practice from the classroom to the district, and state levels. We will examine historical and modern conceptions of curriculum theory, curriculum design, and curriculum implementation. 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 curriculum to achieve desired results, 3) produce curriculum that make these ideas concrete and practical.

Section A: Tom Julius
Time: Tuesday - Friday, July 17 - 20,
8:00 am - 12:30 pm,
Monday - Tuesday, July 23 - 24,
8:00 am - 5:30 pm, and
Wednesday, July 25,
8:00 am - 3:00 pm
Maximum: 18
Credits: 3

EDT 615

**Learning Theory:
Understanding Students as
Thinkers and Learners**

CLASS CANCELLED 05/22/07

COMPETENCY AREA: Theoretical and Philosophical Foundations of Education

REQUIRED OF AND RESTRICTED TO students in the Changing School 2007 Cluster.

This course will explore human development and learning theories as a way of understanding the students and young adults we know and work with. We will consider various approaches, such as brain-based learning, multiple intelligences, cognitive and moral development theory. We will explore the ways that these theories work together to form an ecological portrait of individuals and their relationship to others. Specifically, the objectives of this course are to: 1) understand the theoretical perspectives of a variety of developmental and learning theorist as a means for gaining personal and professional insight, 2) apply developmental and learning theory to the practical demands of contemporary education, and 3) use a variety of theoretical perspectives to examine and understand the development and learning needs of our students.

Section A: Maura Hart
Time: Monday, July 9,
1:30 - 5:30 pm,
Tuesday - Thursday, July 10 - 12,
8:00 am - 5:30 pm,
Friday & Monday, July 13 & 16,
8:00 am - 12:30 pm
Maximum: 18
Credits: 3

EDP 642

**Teacher Leadership and
Advocacy for Change**

CLASS CANCELLED 05/22/07

COMPETENCY AREA: Educational & Social Policy

REQUIRED OF AND RESTRICTED TO students in the Changing Schools 2007 Cluster.

Passion and innovation are hallmarks of inspiring teachers. Harnessing that passion in the service of changing schools is one of the challenges for today's schools. This course is designed to explore teachers' roles as leaders in their schools, school districts and in relation to implementing a change project in their school. We will identify qualities of effective leadership and strategies for building leadership capacity in oneself and others. We will explore leadership roles, reflect and write about developing leadership skills, and become knowledgeable about current leadership theory.

Section A: Phil Grant
Time: Friday, July 13,
1:30 - 5:30 pm and
Monday - Friday, July 16 - 20,
1:30 am - 5:45 pm
Maximum: 18
Credits: 2

Department of Education - Course Schedule & Registration Instructions
Experienced Educators Entering Summer Sequence Programs Students

EDUCATING FOR SUSTAINABILITY - SCHEDULE SUMMER 2007
GROUP 2

| <u>DATE</u> | <u>TIME</u> | <u>MONDAY</u> | <u>TUESDAY</u> | <u>WEDNESDAY</u> | <u>THURSDAY</u> | <u>FRIDAY</u> |
|-------------|-------------|---------------|----------------|------------------|-----------------|---------------|
|-------------|-------------|---------------|----------------|------------------|-----------------|---------------|

| | | | | | | |
|--------------------------------------|--------------|--------------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| WEEK 1 JULY 9 - 13 | 8:00 - 12:30 | Orientation <i>(8:00 - 12:00)</i> | | | | Ecology of Learning |
| | 8:00 - 5:30 | | Principles of Sustainability | Principles of Sustainability | Principles of Sustainability | |
| | 1:30 - 5:30 | Principles of Sustainability | | | | Principles of Sustainability |
| WEEK 2 JULY 16 - 20 | 8:00 - 12:30 | Ecology of Learning | History & Practice of EFS | History & Practice of EFS | History & Practice of EFS | History & Practice of EFS |
| | 1:30 - 5:30 | Principles of Sustainability | Ecology of Learning | Ecology of Learning | Ecology of Learning | Ecology of Learning |
| WEEK 3 JULY 23 - 27 | 8:00 - 3:00 | | | History & Practice of EFS | | |
| | 8:00 - 5:30 | History & Practice of EFS | History & Practice of EFS | | | |

ENTERING SUMMER SEQUENCE STUDENTS

GROUP 2: EDUCATING FOR SUSTAINABILITY 2007 CLUSTER

All students in the Educating For Sustainability 2007 Cluster, who enter in Summer 2007 are required to register for:

- EDT 616 Principles of Sustainability (Section A)
- EDT 618 Ecology of Learning (Section A)
- EDT 620 History and Practice of Educating for Sustainability (Section A)

Please Note: Experienced Educators Summer Sequence students may register for a maximum of 8 credits for Summer 2007. Students must have written permission of program director attached to or on registration form to exceed 8 credits.

Department of Education - Course Descriptions

Experienced Educators Entering Summer Sequence Educating for Sustainability Students

EDT 616

Principles of Sustainability

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

REQUIRED OF AND RESTRICTED TO students in the Educating for Sustainability 2007 Cluster.

Changed 04/16/07: Restrictions: Required of and Priority to Educating for Sustainability 2007 Cluster students.

This course will cover the foundational scientific principles that govern all sustainable systems. It will focus on three scientific laws: the law of limits to growth, the second law of thermodynamics which exposes the dangers of increased energy consumption, and the law of self-organization which results in complex, integrated, highly efficient, stable systems. These laws will be examined at various spatial and temporal scales in biological and ecological systems to show how they function in the world around us. We will then apply them to the examination of human systems - organizational, social, economic, and political as well as intentionally designed systems. Students will learn how to evaluate, from a foundational perspective, why practices or policies will either support or thwart sustainability in any system.

Section A: Tom Wessels

**Time: Mondays, July 9 & 16, and
Friday, July 13, 1:30 - 5:30 pm, and
Tuesday - Thursday, July 10 - 12,**

8:00 am - 5:30 pm

Maximum: 18

Added 04/20/07:

(3 seats per class reserved for ES/ED students)

Credits: 3

EDT 618

Ecology of Learning

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

REQUIRED OF AND RESTRICTED TO students in the Educating for Sustainability 2007 Cluster.

Changed 04/16/07: Restrictions: Required of and Priority to Educating for Sustainability 2007 Cluster students.

Learning theory has long ignored the role of the natural world in the maturation and cognitive development of the child. Too frequently, schools isolate students from the natural world and from community engagement. Conversely, what would education look like if we respected the biophilic tendency for children to bond with the natural world? In this course we'll explore parenting and teaching approaches that organically build on natural developmental processes. Some classes will involve field trips to community swimming sites to observe children in nature. These field trips will inspire our curriculum development projects as well. We may also engage with a real world curriculum design problem—developing scripts for a children's media program on sustainability. The big picture goal of the course is to understand children's development and learning as the basis for healthy approaches to educating for sustainability.

Section A: David Sobel

Time: Friday, July 13 & Monday, July 16,

8:00 am - 12:30 pm, and

Tuesday - Friday, July 17 - 20,

1:30 - 5:30 pm

Maximum: 18

Added 04/20/07:

(3 seats per class reserved for ES/ED students)

Credits: 2

EDT 620

History & Practice of Educating for Sustainability

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

REQUIRED OF AND RESTRICTED TO students in the Educating for Sustainability 2007 Cluster.

Changed 04/16/07: Restrictions: Required of and Priority to Educating for Sustainability 2007 Cluster students.

This course is an introduction to Educating for Sustainability, providing an overview of the philosophical, historical, and theoretical underpinnings of EFS. We will study the evolution of EFS during the past quarter century as we clarify for ourselves the meaning of the terms "sustainability" and "educating for sustainability." Beginning with a review of the historical initiatives and events that gave rise to EFS, we will explore the conceptual components of this field, while simultaneously considering our personal perspectives on them. Then we will turn our attention to the strategies and guidelines applied in the practice of EFS, gaining global perspective by researching implementation of EFS in a variety of contexts. Students can expect course work to include: reading, discussion, individual and group projects, reflective and expository writing, and oral presentations. For the final project in the course, each student will present an overview and critique of an institution or curriculum as seen through an EFS lens.

Section A: Sue Ward

Time: Tuesday - Friday, July 17 - 20,

8:00 am - 12:30 pm,

Monday - Tuesday, July 23 - 24,

8:00 am - 5:30 pm, and

Wednesday, July 25,

8:00 am - 3:00 pm

Maximum: 18

Added 04/20/07:

(3 seats per class reserved for ES/ED students)

Credits: 3

Department of Education - Course Schedule & Registration Instructions
Experienced Educators Entering Summer Sequence Programs Students

SCHOOL LEADERSHIP & ADMINISTRATION LEADING TO PRINCIPAL CERTIFICATION
SCHEDULE SUMMER 2007
GROUP 3

| <u>DATE</u> | <u>TIME</u> | <u>MONDAY</u> | <u>TUESDAY</u> | <u>WEDNESDAY</u> | <u>THURSDAY</u> | <u>FRIDAY</u> |
|-------------|-------------|---------------|----------------|------------------|-----------------|---------------|
|-------------|-------------|---------------|----------------|------------------|-----------------|---------------|

| | | | | | | |
|--------------------------------------|--------------|---|---|---|---|---|
| WEEK 1 JULY 9 - 13 | 8:00 - 12:30 | Orientation <i>(8:00 - 12:00)</i> | Operating the Learning-Centered School | Operating the Learning-Centered School | Operating the Learning-Centered School | Operating the Learning-Centered School |
| | 1:30 - 5:30 | Leading Transformations <i>(1:00 - 5:00)</i> | Leading Transformations | Leading Transformations | Leading Transformations | Leading Transformations |
| | 6:30 - 8:00 | | Leadership Seminar I | | Leadership Seminar I | |
| WEEK 2 JULY 16 - 20 | 8:30 - 4:00 | Building & Sustaining Professional Learning Communities | Building & Sustaining Professional Learning Communities | Building & Sustaining Professional Learning Communities | Building & Sustaining Professional Learning Communities | Building & Sustaining Professional Learning Communities |
| | 4:30 - 6:00 | | Leadership Seminar I | | Leadership Seminar I | |
| WEEK 3 JULY 23 - 27 | 8:30 - 3:30 | Action Research | Action Research | Action Research | Action Research | Action Research |
| | 4:00 - 5:30 | | Leadership Seminar I | | Leadership Seminar I | |

GROUP 3: SCHOOL LEADERSHIP & ADMINISTRATION 2007 CLUSTER

All students in the School Leadership & Administration 2007 Cluster, who enter in Summer 2007 are required to register for:

- EDP 603 Action Research (Section A)
- EDC 521 Building & Sustaining Professional Learning Communities (Section A)
- EDL 627 Leading Transformations in Education (Section A)
- EDL 629 Operating the Learning-Centered School (Section A)
- EDL 625 Leadership Seminar I (Section A) (non-credited)

Department of Education - Course Descriptions

Experienced Educators Entering Summer Sequence School Leadership & Administration Students

EDP 603

Action Research: Collecting, Deciphering and Leading with Data

COMPETENCY AREA: Educational & Social Policy

REQUIRED OF AND RESTRICTED TO students in the School Leadership & Administration 2007 Cluster.

More than ever in our history, educational leaders must be managers of data. They must know how to collect, interpret, package and present multiple kinds of data in order to demonstrate student and teacher performance in their schools. This course will focus on both traditional sources of data and the development of alternative indicators of school and student success. Candidates will also learn how to design and conduct action research in their schools with the understanding that this is one of the core skills that leaders need in order to correctly identify and address the on-going development needs of students, teachers, and the school community.

Section A: Peter Eppig

Changed 06/21/07 to:

Section A: Tom Julius

Time: Monday - Friday, July 23 - 27,

8:30 am - 3:30 pm

Maximum: 18

Credits: 2

EDC 521

Building and Sustaining Professional Learning Communities

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF AND RESTRICTED TO students in the School Leadership & Administration 2007 Cluster.

Based on the model of the National School Reform Faculty, this week-long intensive course will train all our certification candidates to be Critical Friends Group (CFG) Coaches, with an emphasis on how to be a leader in a school that consciously uses this model of professional development as the primary mechanism for professional growth, communication, and accountability. Following this training, candidates will serve as CFG coaches for a full year at their home school sites, thereby gaining a year of practical experience in leading a professional development initiative. The work at their schools will include observations of staff, giving and receiving feedback, examination of curricula, student work and assessment.

Section A: Susan Dreyer-Leon

Changed 04/16/07 to: **Susan Dreyer-Leon & Kim Carter**

Time: Monday - Friday, July 16 - 20,

8:30 am - 4:00 pm

Maximum: 18

Credits: 2

EDL 625

Leadership Seminar

COMPETENCY AREA: Leadership

REQUIRED OF AND RESTRICTED TO students in the School Leadership & Administration 2007 Cluster.

This non-credited course will provide the central touchstone for candidates' on-campus experiences during their summer residency. Each candidate will be assigned to a small group led by their advisor. During this time, candidates will work on their individual learning plans, development of their change initiatives and design of their portfolios. These groups and advisor assignments will be permanent for the duration of the students' stay in the program. (Note: supervisors may be different from advisors). Another key function of the seminar will be to help students plan for the development and implementation of their change initiative.

Section A: Susan Dreyer-Leon

Time: Tuesday & Thursday, July 10 & 12,

6:30 - 8:00 pm,

Tuesday & Thursday, July 17 & 19,

4:30 - 6:00 pm, and

Tuesday & Thursday, July 24 & 26,

4:00 - 5:30 pm

Added 04/16/07: **Maximum 18**

Credits: uncredited

EDL 627

Leading Transformations in Education

COMPETENCY AREA: Leadership

REQUIRED OF AND RESTRICTED TO students in the School Leadership & Administration 2007 Cluster.

This course will examine the latest trends in the structure and organization of educational systems and schools, with an emphasis on the philosophy of learner-centered education. In particular students will explore what it means to lead schools through the process of developing systems that allow for smaller learning communities, changing the uses of school time and resources to better support learning, and designing systems that allow the child's experience to be at the center of school organization and culture. Students will explore the implications of this core philosophy of the program in relationship to their own philosophy and vision for schools. This course also includes a required on-line component. Students should be prepared to spend additional time in the on-line environment in order to complete this requirement. This component will serve the dual purpose of enhancing our course work for this summer AND preparing students for their on-line learning experiences in the Fall and the Spring.

Section A: Rick Gordon

Time: Monday, July 9, 1:00 - 5:00 pm,

Tuesday - Friday, July 10 - 13,

1:30 - 5:00 pm, and online

Maximum: 18

Credits: 2

EDL 629

Operating the Learning-Centered School

COMPETENCY AREA: Leadership

REQUIRED OF AND RESTRICTED TO students in the School Leadership & Administration 2007 Cluster.

This course will focus on the principal's role as an instructional leader in learner and learning centered schools. We will explore models of curriculum design and delivery that respect teacher professionalism, inspire creativity and innovation and provide rich and powerful learning experiences for students. Special emphasis will be placed on the importance of understanding the developmental needs of all students and on recrafting existing models of instruction and assessment to emphasize more authentic, higher level learning, while attending to the specific needs of each child. This course also includes a required on-line component. Students should be prepared to spend additional time in the on-line environment in order to complete this requirement. This component will serve the dual purpose of enhancing our course work for this summer AND preparing students for their on-line learning experiences in the Fall and the Spring.

Section A: Laura Baker

Time: Tuesday - Friday, July 10 - 13,

8:30 am - 12:30 pm, and online

Maximum: 18

Credits: 2

Department of Education - Waldorf Entering Year Round Students

Course Schedule & Registration Instructions

GROUP 1: ENTERING YEAR ROUND

SUMMER 2007 INTENSIVE • CLASSES: JULY 9 - 27, 2007

| <u>TIME</u> | <u>MONDAY</u> | <u>TUESDAY</u> | <u>WEDNESDAY</u> | <u>THURSDAY</u> | <u>FRIDAY</u> |
|---------------|---|---|---|------------------------------------|------------------------------------|
| 7:25 - 8:40 | Eurythmy I <i>Ciaglo</i> | Eurythmy I <i>Ciaglo</i> | Eurythmy I <i>Ciaglo</i> | Eurythmy I <i>Ciaglo</i> | Advising <i>A. Auer</i> |
| 8:45 - 10:00 | Speech I <i>Richardson</i> | Speech I <i>Richardson</i> | Geometry <i>Van Riel</i> | Speech I <i>Richardson</i> | Speech I <i>Richardson</i> |
| 10:00 - 10:30 | | | SNACK | | |
| 10:30 - 12:15 | Evolving Consciousness I <i>Motter</i> | Evolving Consciousness I <i>Motter</i> | Evolving Consciousness I <i>Motter</i> | Singing I <i>Kelly</i> | Singing I <i>Kelly</i> |
| 12:15 - 2:00 | | | LUNCH | | |
| 2:00 - 3:55 | Geometry <i>Van Riel</i> | Geometry <i>Van Riel</i> | Human Development <i>Locher</i> | Human Development <i>Locher</i> | Human Development <i>Locher</i> |
| 4:00 - 5:55 | Modeling I <i>Stolfo</i> | Modeling I <i>Stolfo</i> | Modeling I <i>Stolfo</i> | Bothmer <i>Macdonald</i> | Bothmer <i>Macdonald</i> |
| 6:00 - 7:15 | | | SUPPER | | |
| 7:15 - 9:30 | Orientation Required at High Mowing Monday, July 9 7:00 - 8:45 | | | Community Meeting | |

***Please note: Thursday nights from 7:15 - 9:30 pm are reserved for Community Meeting and singing, etc.
New student orientation will take place on Monday, July 9 from 7:00 - 8:45 pm.
Waldorf Graduation and Completion Ceremony, July 27 at 10:30 am.***

REGISTRATION INSTRUCTIONS

All Waldorf Summer 2007 Entering Year Round Students (certificate and M.Ed., with and without NH state certification) 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 I

Please Note: Waldorf students may register for a maximum of 9 credits in the summer semester. Students must have written permission of Program Director attached to or on registration form to exceed 9 credits.

Department of Education - Waldorf Entering Year Round Students

Course Descriptions

EDT 582

Anthroposophy:

Projective Geometry

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

REQUIRED OF AND RESTRICTED TO entering Waldorf Year Round 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: Wednesdays, 8:45 am - 10:00 am, and

Mondays & Tuesdays, 2:00 - 3:55 pm,

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: 1

Bothmer Gymnastics

REQUIRED OF AND 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: Brian Macdonald

Time: Thursdays & Fridays, 4:00 - 5:55 pm

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: uncredited

EDC 540

Clay Modeling I

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF AND RESTRICTED TO entering Year Round 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, Tuesdays, & Wednesdays,

4:00 - 5:55 pm

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: 1

EDC 543

Eurythmy I

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF AND RESTRICTED TO entering Year Round 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: Mondays - Thursdays, 7:25 - 8:40 am

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: 1

EDT 583

Evolving Consciousness I

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

REQUIRED OF AND RESTRICTED TO entering Year Round 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, *Outline of Esoteric Science*, in particular the chapters on the essential nature of humankind and the attainment of supersensible knowledge. Particular emphasis will be placed on research as a path of inquiry, which can stimulate social and individual change.

Section A: Signe Motter

Time: Mondays - Wednesdays, 10:30 am - 12:15 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. REQUIRED OF AND RESTRICTED TO entering Year Round 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, 2:00 - 3:55 pm

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: 1

Singing I

REQUIRED OF AND RESTRICTED TO entering 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 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: Carol Kelly

Time: Thursdays & 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

REQUIRED OF AND RESTRICTED TO entering Year Round 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: Ronald Richardson

Time: Mondays, Tuesdays, Thursday, & Fridays,

8:45 am - 10:00 am

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: 1

Department of Education - Waldorf Finishing Year Round Students
Course Schedule

GROUP 2: FINISHING YEAR ROUND
OPTIONAL INSTITUTES • JULY 2 - 6, 2007

| <u>TIME</u> | <u>MONDAY</u> | <u>TUESDAY</u> | <u>WEDNESDAY</u> | <u>THURSDAY</u> | <u>FRIDAY</u> |
|--|---|---|---|---|---|
| MONDAY - THURSDAY 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 <i>(June 29)</i> |
| MONDAY - THURSDAY 8:30 AM - 5:00 PM FRIDAY, 8:30 AM - 12:45 PM | Organizational Integrity <i>(3 credits)</i> Finser | Organizational Integrity <i>(3 credits)</i> Finser | Organizational Integrity <i>(3 credits)</i> Finser | Organizational Integrity <i>(3 credits)</i> Finser | Organizational Integrity <i>(3 credits)</i> Finser |

GROUP 2: FINISHING YEAR ROUND
SUMMER 2007 INTENSIVE • CLASSES: JULY 9 - 27, 2007

| <u>TIME</u> | <u>MONDAY</u> | <u>TUESDAY</u> | <u>WEDNESDAY</u> | <u>THURSDAY</u> | <u>FRIDAY</u> |
|---------------|---------------------------|-------------------------|---------------------------|---------------------------|---|
| 7:25 - 8:40 | | | | | Foundations Locher <i>(July 13 and 20 only)</i> |
| 8:45 - 10:00 | Foundations Locher | Science Bloomquist | Speech II Richardson | Eurythmy Ciaglo | Eurythmy Ciaglo |
| 10:00 - 10:30 | | | SNACK | | |
| 10:30 - 12:15 | Speech II Richardson | Speech II Richardson | Foundations Locher | Foundations Locher | Foundations Locher |
| 12:15 - 2:00 | | | LUNCH | | |
| 2:00 - 3:55 | Foundation Arts Locher | Foundations Locher | Bothmer Macdonald | Games Macdonald | Music Curriculum Kelly |
| 4:00 - 5:55 | Science Bloomquist | Speech II Richardson | Music Curriculum Kelly | Music Curriculum Kelly | Foundation Arts Locher |
| 6:00 - 7:15 | | | SUPPER | | |
| 7:15 - 9:30 | Adolescent Gerwin | | Adolescent Gerwin | Community Meeting | |

***Please note: Thursday nights from 7:15 - 9:30 pm are reserved for Community Meeting and singing, etc.
Waldorf Graduation and Completion Ceremony, July 27 at 10:30 am.***

Department of Education - Waldorf Finishing Year Round Students

Registration Instructions & Course Descriptions

REGISTRATION INSTRUCTIONS

All finishing Year Round Waldorf students (Certificate and M.Ed.) who entered in Summer 2006 are required to register for the following courses:

- EDT 607 Foundations of Human Experience
- EDC 536 Science Curriculum
- EDC 545 Speech II

Non-credited required courses:

- Arts to Accompany
- Foundations of Human Experience
- Bothmer Gymnastics
- Eurythmy
- Games

Strongly recommended electives:

- EDP 592 The Adolescent
- EDC 535 Music Curriculum
- EDP 651 Organizational Integrity:
How the Body Speaks in
Families, Groups, and Organizations

Please Note: Waldorf students may register for a maximum of 9 credits in summer semester. Students must have written permission of Program Director attached to or on registration form to exceed 9 credits.

Optional institutes:

Two institutes (The Contemporary Child and Adolescent, and Organizational Integrity: How The Body Speaks in Families, Groups, and Organizations) will be offered during the week of July 2 - 6. Finishing Year-Round students may choose one of these two institutes, in addition to their regular courses listed above. These offerings are described under "Optional Institutes" in the following course descriptions.

COURSE DESCRIPTIONS

EDP 592

The Adolescent

COMPETENCY AREA: Educational & Social Policy
RESTRICTED to finishing Year Round and Continuing Maine 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: Mondays & Wednesdays, 7:15 - 9:30 pm
Location: Pine Hill School, Wilton, NH
Maximum: 38
Credits: 1

Arts to Accompany Foundations of Human Experience

REQUIRED OF AND 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, 2:00 - 3:55 pm,
and Fridays, 4:00 pm - 5:55 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: uncredited

Bothmer Gymnastics

REQUIRED OF AND 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 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: Brian Macdonald
Time: Wednesdays, 2:00 - 3:55 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: uncredited

Eurythmy

REQUIRED OF AND 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 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: Thursdays & Fridays, 8:45 - 10:00 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 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: Tuesdays - Fridays, 10:30 am - 12:15 pm,
Mondays, 8:45 - 10:00 am, and
Fridays, 7:25 - 8:40 am (weeks 1 and 2 only)
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 2

Department of Education - Waldorf Finishing Year Round Students

Course Descriptions

Games

REQUIRED OF AND 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: Brian Macdonald
Time: Thursdays, 2:00 - 3:55 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 22.

Section W: Education Faculty
Credits: uncredited

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: Carol Kelly
Time: Wednesdays & Thursdays, 4:00 - 5:55 pm,
and Friday, 2:00 - 3:55 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

EDC 536

Science Curriculum

COMPETENCY AREA: Curriculum & Instruction

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

This course introduces 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, 8:45 - 10:00 am, and
Mondays & Tuesdays, 4:00 - 5:55 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

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: Ronald Richardson
Time: Mondays, 10:30 am - 12:15 pm,
Tuesdays, 2:00 - 3:55 pm, and
Wednesdays, 8:45 - 10:00 am
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

Optional Institutes:

In addition to their regular courses, Finishing Year-Round students may choose one of the following two institutes: The Contemporary Child and Adolescent, with Kim Payne; or Organizational Integrity: How the Body Speaks in Families, Groups, and Organizations, with Torin Finser and Nancy Mellon.

The Contemporary Child and Adolescent

The overall theme for this workshop is the social life of the child and teenager. 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 and 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 the high school years. This will be a facilitated response-based workshop guided by the practical needs and questions that participants bring from their work with children and adolescents.

Section A: Kim Payne
Time: Friday, June 29, 8:30 am - 12:45 pm and
Monday - Thursday, July 2 - 5,
8:30 am - 5:00 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: uncredited

EDP 651

Organizational Integrity: How the Body Speaks in Families, Groups, and Organizations Renewal Institute

COMPETENCY AREA: Educational & Social Policy

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

Each organ of the human body has a voice that imparts wisdom for meeting social challenges. In this course we will work with imaginations arising from human physiology, especially focusing on the heart, liver, lungs, and kidneys. In our time of increasing fragmentation and disconnection, these organs provide inspiration and insight for working together. They help us see more clearly the outer and inner stories we encounter on our life path. This practical and creative pioneering course is for teachers, parents, administrators, and all those interested in a renewed vision of the human body and of organizational well-being.

Section A: Torin Finser and Nancy Mellon
Time: Monday - Thursday, July 2 - 5,
8:30 am - 5:00 pm, and
Friday, July 6, 8:30 am - 12:45 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 3

Department of Education - Waldorf Continuing Summer Sequence Students

Course Schedule & Registration Instructions

GROUP 3: CONTINUING SUMMER SEQUENCE

SUMMER 2007 INTENSIVE • CLASSES: JULY 9 - 27, 2007

| <u>TIME</u> | <u>MONDAY</u> | <u>TUESDAY</u> | <u>WEDNESDAY</u> | <u>THURSDAY</u> | <u>FRIDAY</u> |
|---------------|---|--|---|--|--|
| 7:25 - 8:40 | Speech II <i>Richardson</i> | Speech II <i>Richardson</i> | Speech II <i>Richardson</i> | Speech II <i>Richardson</i> | Eurythmy II <i>Ciaglo</i> |
| 8:45 - 10:00 | Eurythmy II <i>Ciaglo</i> | Eurythmy II <i>Ciaglo</i> | Curriculum <i>A. Auer</i> | Curriculum <i>A. Auer</i> | Singing II <i>Kelly</i> |
| 10:00 - 10:30 | | | SNACK | | |
| 10:30 - 12:15 | Evolving Consciousness II <i>Finser</i> <i>(Meets until 12:20)</i> | Evolving Consciousness II <i>Finser</i> <i>(Meets until 12:20)</i> | Evolving Consciousness II <i>Finser</i> <i>(Meets until 12:20)</i> | Evolving Consciousness II <i>Finser</i> <i>(Meets until 12:20)</i> | Eurythmy II <i>Ciaglo</i> <i>(Friday, July 13 only)</i> Curriculum <i>A. Auer</i> <i>(Friday, July 20 only)</i> |
| 12:15 - 2:00 | | | LUNCH | | |
| 2:00 - 3:55 | Drawing <i>E. Auer</i> | Drawing <i>E. Auer</i> | Today's Child <i>Payne</i> | Today's Child <i>Payne</i> | Today's Child <i>Payne</i> |
| 4:00 - 5:55 | Curriculum <i>A. Auer</i> <i>(Meets until 6:15 pm)</i> | Painting II <i>Munk Finser</i> | Painting II <i>Munk Finser</i> | Painting II <i>Munk Finser</i> | Drawing <i>E. Auer</i> |
| 6:00 - 7:15 | | | SUPPER | | |
| 7:15 - 9:30 | Curriculum <i>A. Auer</i> <i>(Mondays, July 9 & 23 only)</i> Evolving Consciousness II <i>Finser</i> <i>(Monday, July 16 only)</i> | | Curriculum <i>A. Auer</i> <i>(Wednesdays, July 11 & 18 only)</i> Drawing <i>E. Auer</i> <i>(Wednesday, July 25 only)</i> | Community Meeting | |

Continuing Summer Sequence Evolving Consciousness class will also meet on Sunday, July 8 from 1:30 - 4:00 pm.

Please note: Thursday nights from 7:15 - 9:30 pm are reserved for Community Meeting and singing, etc. Waldorf Graduation and Completion Ceremony, July 27 at 10:30 am.

REGISTRATION INSTRUCTIONS

All Summer Sequence students who entered in Summer 2006 are required to register for:

- EDC 571 Drawing
- EDC 543A Eurythmy II
- EDT 586B Evolving Consciousness II
- EDC 544B Painting II
- EDC 545 Speech II
- EDT 534 Today's Child
- EDC 559C Waldorf Elementary Curriculum Seminar

Non-credited required course:

- Singing II

* OPTIONAL INSTITUTE

Continuing summer sequence students may register for Optional Institute, EDP 651, Organizational Integrity. How the Body Speaks in Families, Groups and Organizations Renewal Institute (see page 19 for description). Students choosing to do so will exceed credit maximum, thus must have written permission on registration form to enroll.

Please Note: Waldorf students may register for a maximum of 9 credits in summer semester. Students must have written permission of Program Director attached to or on registration form to exceed 9 credits.

Department of Education - Waldorf Continuing Summer Sequence Students

Course Descriptions

EDC 571

Drawing

COMPETENCY AREA: Curriculum & Instruction

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

This drawing course focuses on curriculum drawing in grades 1-8 and includes blackboard drawing.

Section A: Elizabeth Auer
Time: Mondays & Tuesdays, 2:00 - 3:55 pm,
Fridays, 4:00 - 5:55 pm, and
Wednesday, July 25, 7:15 - 9:30 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

EDC 543A

Eurythmy II

COMPETENCY AREA: Curriculum & Instruction

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

This course is built on the work from the previous summer in elaborating the work in eurythmy as an art form and in relation to the curriculum.

Section A: Cezary Giaglo
Time: Fridays, 7:25 - 8:40 am,
Mondays & Tuesdays, 8:45 - 10:00 am, and
Friday, July 9, 10:30 am - 12:15 pm
Correction 04/16/07:
Friday, July 13, 10:30 am - 12:15 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

EDT 586B

Evolving Consciousness II

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

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

This course is the sequel to the introduction of anthroposophical concepts presented previously. During this term, world evolution and occult history will be considered from the standpoint of the evolving consciousness of humanity as characterized by Rudolf Steiner. Student research projects will be presented and discussed.

Section A: Torin Finser
Time: Mondays - Thursdays, 10:30 am - 12:20 pm,
Monday, July 16, 7:15 - 9:30 pm, and
Sunday, July 8, 1:30 - 4:00 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 2

EDC 544B

Painting II

COMPETENCY AREA: Curriculum & Instruction

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

Students in this course will be introduced to the Waldorf painting curriculum with some exercises from K-grade 8. In addition, this course will highlight the evolution of consciousness through color.

Section A: Karine Munk Finser
Time: Tuesdays - Thursdays, 4:00 - 5:55 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

Singing II

REQUIRED OF AND RESTRICTED TO continuing Summer Sequence Waldorf students; others by written permission of Program Director. It is not necessary to write this course on your registration form.

This course will continue the work begun in the first summer in voice development. In addition, students will work with recorders and explore the transformation of the music lessons through the grades.

Section A: Carol Kelly
Time: Fridays, 8:45 - 10:00 am
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: uncredited

EDC 545

Speech II

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF AND RESTRICTED TO continuing Summer Sequence 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 B: Ronald Richardson
Time: Mondays - Thursdays, 7:25 - 8:40 am
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

EDT 534

Today's Child

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

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

This course will focus on the social life of the child in which we will explore their emotional and behavioral responses and how we as teachers can deepen our understanding of the world our children face. We will span from the soul-spiritual to the practical helping gesture in exploring such issues as social exclusion, cumulative stress, attention priority issues/ADHD, non-verbal learning disorder, and anger and its relationship to the temperaments. Each theme will be approached on a developmental basis, tracing these issues from the early elementary through the elementary school years.

Section A: Kim John Payne
Changed 04/16/07: Section B: Kim John Payne
Time: Wednesdays - Fridays, 2:00 - 3:55 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

EDC 559C

Waldorf Elementary Curriculum Seminar

COMPETENCY AREA: Curriculum & Instruction

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

This advanced seminar builds on the course Human Development and the Waldorf Curriculum and focuses on essential aspects of Waldorf methods in the main lesson curriculum of grades 1-8. Particular attention is devoted to the key principles involved in the art of class teaching. Students will learn ways to creatively and economically transform knowledge into age appropriate lessons and experiential learning. The seminar will emphasize a question and discussion format and enable participants to share practical experiences and insights. It will assist students in developing curriculum strategies, block plans, research and resources for future implementation. It will be specially tailored to the grade and subject needs and interests of the participants and individualized advice will be given by the instructor. At the same time the course will address and interrelate these specific areas and details always in the context of a subject's whole development over the eight years. Required Reading: Rudolf Steiner, *Practical Advice to Teachers; Discussions with Teachers.*

Section A: Arthur Auer
Time: Wednesdays & Thursdays, 8:45 - 10:00 am,
Mondays, 4:00 - 6:15 pm, and
Mondays, 7:15 - 9:30 pm (July 9 & 23),
Wednesdays, 7:15 - 9:30 pm (July 11 & 18), and
Friday, 10:30 am - 12:15 pm, (July 20).
Maximum: 24
Credits: 2

Department of Education - Continuing Maine Students
Course Schedule & Registration Instructions

GROUP 4: CONTINUING MAINE
SUMMER 2007 INTENSIVE • CLASSES: JULY 9 - 27, 2007

| <u>TIME</u> | <u>MONDAY</u> | <u>TUESDAY</u> | <u>WEDNESDAY</u> | <u>THURSDAY</u> | <u>FRIDAY</u> |
|---------------|--|-----------------------------------|-----------------------------------|--|--|
| 7:25 - 8:40 | | Music <i>Kelly</i> | Music <i>Kelly</i> | Music <i>Kelly</i> | Music <i>Kelly</i> |
| 8:45 - 10:00 | Curriculum II <i>A. Auer</i> | Curriculum II <i>A. Auer</i> | Modeling I <i>Stolfo</i> | Today's Child <i>Payne</i> | Today's Child <i>Payne</i> |
| 10:00 - 10:30 | | | SNACK | | |
| 10:30 - 12:15 | Evolving Consciousness II <i>Finser</i> | Modeling I <i>Stolfo</i> | Curriculum II <i>A. Auer</i> | Evolving Consciousness II <i>Finser</i> | Evolving Consciousness II <i>Finser</i> |
| 12:15 - 2:00 | | | LUNCH | | |
| 2:00 - 3:55 | Modeling I <i>Stolfo</i> | Painting II <i>Munk Finser</i> | Painting II <i>Munk Finser</i> | Painting II <i>Munk Finser</i> | |
| 4:00 - 5:55 | Drawing <i>E. Auer</i> | Drawing <i>E. Auer</i> | Today's Child <i>Payne</i> | Drawing <i>E. Auer</i> | |
| 6:00 - 7:15 | | | SUPPER | | |
| 7:15 - 9:30 | Adolescent <i>Gerwin</i> | | Adolescent <i>Gerwin</i> | Community Meeting | |

***Please note: Thursday nights from 7:15 - 9:30 pm are reserved for Community Meeting and singing, etc.
Waldorf Graduation and Completion Ceremony, July 27 at 10:30 am.***

REGISTRATION INSTRUCTIONS

All Maine students who entered in Fall 2006 are required to register for:

- EDC 540 Clay Modeling I
- EDC 571 Drawing
- EDT 586 Evolving Consciousness II
- EDT 588 History of Music
- EDC 544 Painting II
- EDT 534 Today's Child
- EDC 559A Waldorf Elementary Curriculum Preparation II

Strongly recommended elective:

- EDP 592 The Adolescent

*** OPTIONAL INSTITUTE**

Continuing Maine students may register for Optional Institute, EDP 651, Organizational Integrity. How the Body Speaks in Families, Groups and Organizations Renewal Institute (see page 19 for description). Students choosing to do so will exceed credit maximum, thus must have written permission on registration form to enroll.

Please Note: Waldorf students may register for a maximum of 9 credits in summer semester. Students must have written permission of Program Director attached to or on registration form to exceed 9 credits.

Department of Education - Continuing Maine Students

Course Descriptions

EDP 592 The Adolescent

COMPETENCY AREA: Educational & Social Policy
RESTRICTED TO continuing Maine Waldorf and finishing year-round 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: Mondays & Wednesdays, 7:15 - 9:30 pm
Location: Pine Hill School, Wilton, NH
Maximum: 38
Credits: 1

EDC 540 Clay Modeling I

COMPETENCY AREA: Curriculum & Instruction
REQUIRED OF AND RESTRICTED TO continuing Maine Waldorf students; others by written permission of 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 B: Patrick Stolfo
Time: Mondays, 2:00 - 3:55 pm,
Tuesdays, 10:30 am - 12:15 pm, and
Wednesdays, 8:45 - 10:00 am
Location: Pine Hill School, Wilton, NH
Maximum: 15
Credits: 1

EDC 571 Drawing

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

This drawing course focuses on curriculum drawing in grades 1-8 and includes blackboard drawing.

Section B: Elizabeth Auer
Time: Mondays, Tuesdays & Thursdays, 4:00 - 5:55 pm
Location: Pine Hill School, Wilton, NH
Maximum: 15
Credits: 1

EDT 586B Evolving Consciousness II

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education
REQUIRED OF AND RESTRICTED TO Continuing Maine Waldorf students; others by written permission of Program Director attached to or on registration form.

This course is part two of the course offered in spring 2007. During this term, world evolution and occult history will be considered from the standpoint of the evolving consciousness of humanity as characterized by Rudolf Steiner. Student research projects will be presented and discussed. Rhythms in teaching and preparation will be considered with guest presenter, Georg Locher.

Section B: Torin Finser
Time: Mondays, Thursdays, & Fridays,
10:30 am - 12:15 pm
Location: Pine Hill School, Wilton, NH
Maximum: 15
Credits: 1

EDT 588 History of Music

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education
REQUIRED OF AND RESTRICTED TO continuing Maine Waldorf students; others by written permission of Program Director attached to or on registration form.

This course will include an overview of the development of music from ancient Greece to the present day. It will focus on the intervals of the musical scale and the development of harmony as it reflects evolving consciousness. We will also explore the folk music of various cultures.

Section A: Carol Kelly
Time: Tuesdays - Fridays, 7:25 - 8:40 am
Location: Pine Hill School, Wilton, NH
Maximum: 15
Credits: 1

EDC 544B Painting II

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

Students in this course will be introduced to the Waldorf painting curriculum with some exercises from K-grade 8. In addition, this course will highlight the evolution of consciousness through color.

Section B: Karine Munk Finser
Time: Tuesdays - Thursdays, 2:00 - 3:55 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

EDT 534 Today's Child

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education
REQUIRED OF AND RESTRICTED TO continuing Maine Waldorf students; others by written permission of Program Director attached to or on registration form.

This course will focus on the social life of the child in which we will explore their emotional and behavioral responses and how we as teachers can deepen our understanding of the world our children face. We will span from the soul-spiritual to the practical helping gesture in exploring such issues as social exclusion, cumulative stress, attention priority issues/ADHD, non-verbal learning disorder, and anger and its relationship to the temperaments. Each theme will be approached on a developmental basis, tracing these issues from the early elementary through the elementary school years.

Section A: Kim John Payne
Time: Thursdays & Fridays, 8:45 - 10:00 am, and
Wednesdays, 4:00 - 5:55 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

EDC 559A Waldorf Elementary Curriculum Preparation II

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

Waldorf Curriculum in grades 1-8 is based on a highly articulated view of the course of human development, both within the individual and over the history of mankind. This course will focus on grades 5-8. It will cover what is taught in these grades, why the Waldorf Curriculum meets the child in an appropriate way and how and when the teacher can best present the curriculum to the class. Classes will consist of over-all curriculum presentations, discussions and the presentation of lesson elements and exercises created by the students.

Section A: Arthur Auer
Time: Mondays & Tuesdays, 8:45 - 10:00 am, and
Wednesdays, 10:30 am - 12:15 pm
Location: Pine Hill School, Wilton, NH
Maximum: 15
Credits: 1

Department of Environmental Studies - Master's Programs

Registration Instructions

Please Note: Master's level Environmental Studies classes begin the week of June 4 and run through Friday, July 13.
*Some classes may meet prior to, or run later than these program dates. No classes will be held on Wednesday, July 4.

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.

COMPETENCY AREAS

Students should carefully read the individual program competency listed in the course description.

STUDENTS WHO ENTERED FALL 2006

Please Note:

The academic credit maximum for Summer 2007 is 8 credits.

Students should register for no more than 8 credits. Registration will be according to entry year and program instructions. After registration is complete, students may seek to add additional credits using a drop/add form (or FirstClass email request) with written permission of their advisor. Drop/Add forms requesting additional credits that do not include an advisor's written permission will not be processed. Please keep in mind additional credits will be added on a space available basis.

ENVIRONMENTAL ADVOCACY AND ORGANIZING

Please choose from the following:

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

CONSERVATION BIOLOGY

Please choose from the following:

- ESS 558 Forest Eco Analysis (Section A) (Req Alt)
- ESF 541A Wetlands Ecology (Section A) (Req Alt)
- ESS 579 Wildlife Research Techniques (Section A) (Req Alt)
- ES 693 Practicum (Sections A-F)
- ES 695 Research Practicum (Sections A-G)
- Natural Communities (ESF Prefix) and/or other elective credits

RESOURCE MANAGEMENT AND CONSERVATION

Please choose from the following:

- ESP 599 Land Protection & Stewardship (Section A) (Req Alt)
- ESF 517 Soils: Mapping & Interpretation (Section A) (Req Alt)
- ESX 601 Group Dynamics and Leadership I (Section A) (Req Alt)
- ES 693 Practicum (Sections A - F)
- Natural Communities (ESF Prefix) and/or other elective credits

ENVIRONMENTAL EDUCATION

Please choose from the following:

- ESE Environmental Education Methods selection (2 - 4 credits)
- ES 693 Practicum (Sections A - F)
- Natural Communities (ESF Prefix) and/or other elective credits

GENERAL SCIENCE AND BIOLOGY TEACHER CERTIFICATION

Please choose from the following:

- ESS 564 Biological Concepts (Section A)
- ESS 521 Environmental Physics for Educators (Section A) (meets physics prerequisite requirement & satisfies elective credits)
- ES 693 Practicum (Sections A - F)
- Natural Communities (ESF Prefix) and/or other elective credits

INDIVIDUALIZED PROGRAM

Please choose from the following:

- Selection from Core courses
- ES 693 Practicum (Sections A - F)
- Natural Communities (ESF Prefix) and/or other elective credits

Department of Environmental Studies - Master's Programs

Course Schedule

COURSE SCHEDULE

WEDNESDAY

9:00 am - 2:00 pm

*ESE 528 Environmental Education Methods:
Exhibit Development - Bronx Zoo (Section A)
(Pre-trip meetings Fridays, June 15 & 22 and
Wednesday, June 27 plus study trip)

THURSDAYS

8:30 am - 12:30 pm

ESF 541A Wetlands Ecology (Section A)

12:30 - 1:15 pm

* Practicum Seminar (Sections A-F) (June 7)

6:00 - 9:00 pm

*ESS 558 Forest Ecosystem Analysis (Section A)
(Pre-trip meetings June 7 & 28 plus study trip)

*ESF 547 Field Entomology (Section A)
(June 14 plus weekends)

6:30 - 9:00 pm

*ESF 525 Alpine Flora (Section A)
(Pre-trip meetings June 21 & July 5
plus study trip)

FRIDAYS

9:00 am - 2:00 pm

*ESE 528 Environmental Education Methods:
Exhibit Development - Bronx Zoo (Section A)
(Pre-trip meetings Fridays, June 15 & 22 and
Wednesday, June 27 plus study trip)

12:30 - 1:15 pm

* Practicum Seminar (Sections A - F) (June 8)

1:00 - 4:00 pm

*ESS 564 Biological Concepts (Section A)
(See Intensives and course description
for exact days & times)

6:30 - 9:30 pm

*ESF 542 Coastal Ornithology (Section A)
(Pre-trip meetings June 15 & July 6 plus
study trip)

TBA

ESF 521 Wetlands Flora (Section A)

WEEKEND, INTENSIVES AND IRREGULAR COURSE MEETING SCHEDULE

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

June 4, 5 & 6

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

June 4, 5, 6 and June 11, 12, 13

*ESS 579 Wildlife Research Techniques
(Section A) (Mondays - Wednesdays, June 4 - 6
and June 11 - 13, 5:30 am - 3:00 pm.
*Monday June 4 and Wednesday June 13 class
will run from 8:30 - 11:00 am)

June 9 - 12

ESF 517 Soils: Mapping and Interpretation
(Section A) (8:30 am - 4:30 pm)

June 9 - 13

*ESE 523A Environmental Education Methods:
Teaching in the Outdoors (Section A)
(9:00 - 2:00 pm. *Monday June 11,
5:00 - 10:30 pm)

June 11 - 13, June 15 - 20 & June 22

*ESS 564 Biological Concepts (Section A)
(June 11 - 13 and 15 - 20, 1:00 - 4:00 pm;
Friday, June 22, 1:00 - 5:00 pm)

June 16 - 20

ESF 556 Natural History and Ecology of Small Mammals
(Section A) (Harris Center)
(Saturday - Wednesday
(7:00 am - 10:00 am and then
4:00 pm - 12:00 am)

June 16 & 17 and July 7 & 8

ESP 599 Land Protection & Stewardship
(Section A) (8:30 am - 4:30 pm)

June 23 & 24 and June 29, 30 and July 1

ESF 547 Field Entomology (Section A) (8:00 - 4:30 pm)

June 25 - 27 and July 2

ESS 521 Environmental Physics for Educators
(Section A) (Monday - Wednesday, and
Monday 9:00 am - 4:00 pm)

July 7 - 11

*ESS 558 Forest Ecosystem Analysis
(Section A) (Study trip)
(Pre-trip meetings June 7 & 28)

July 8 - 11

*ESE 528 Environmental Education Methods:
Exhibit Development - Bronx Zoo
(Section A) (Study trip)
(Pre-trip meetings Fridays, June 15 & 22 and
Wednesday, June 27)

July 14 - 18

*ESF 542 Coastal Ornithology (Section A) (Study trip)
(Pre-trip meetings Fridays, June 15 and
July 6)

July 15 - 20

*ESF 525 Alpine Flora (Section A) (Study trip)
(Pre-trip meetings June 21 & July 5)

July 19 - 23

ESS 520 Wetlands Delineation
(Section A) (9:00 am - 4:00 pm)
(various locations)

**Note: Courses have varied meeting dates and/or times.
Please be sure to check the individual course description
for the complete meeting schedule.*

Department of Environmental Studies - Master's Programs

Course Descriptions

ESF 525

Alpine Flora

CLASS CANCELLED 05/22/07

COMPETENCY AREAS: Natural Communities elective

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 \$150.00 (includes camping, food & miscellaneous expenses).*

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

Section A: Laura Alexander
Time: Pre-trip meetings,
Thursdays, June 21 & July 5, 6:30 - 9:00 pm and
Sunday - Friday, July 15 - 20 (Study trip)
Maximum: 9
Credits: 2

ESS 564

Biological Concepts

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

REQUIRED OF AND PRIORITY TO ES Teacher Certification students.
PREREQUISITE: Introductory Biology or permission of director of Science Teacher Certification Program

This course is designed for students who have already taken introductory biology as undergraduates. It is meant to review in greater depth the basic concepts of cellular biology and will be useful for pre-service middle and secondary life science teachers who would like to explore ways to make complex topics relevant to their students. The topics to be covered include cell structure, function, and differentiation. These topics will be taught in the context of contemporary issues such as cancer genetics, pre-natal screening, and stem cell research. Students will have opportunities to investigate cell processes in detail through model building and experimentation with living cells in the laboratory.

Section A: Jane Disney
Time: Monday - Wednesday, June 11 - 13 and
Friday - Wednesday, June 15 - 20, 1:00 - 4:00 pm,
and Friday, June 22, 1:00 - 5:00 pm
Maximum: 14
Credits: 2

ESF 542

Coastal Ornithology

COMPETENCY AREAS: Natural Communities elective

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.

Spectacular colonies of nesting seabirds and large flocks of migrating shorebirds are some of the more fascinating aspects of New England's coastal avifauna. In their courtship and nesting behaviors, their abilities to find food in seemingly featureless landscapes, and their immense migratory journeys, marine birds exhibit incredible adaptations to a unique environment. During this 5-day field study trip to Cape Cod we'll go on a whale-watching trip to Stellwagen Bank, visit a colony of nesting terns, look for migrating shorebirds, and learn to see the world through the eyes of a marine bird. *Course fee: approximately \$250 + food (includes boat trips, campground fees, and most gasoline and food costs).*

Section A: MaryLou Soczek
Time: Pre-trip meetings, Fridays June 15 & July 6,
6:30 - 9:30 pm and
Saturday - Wednesday, July 14 - 18 (Study trip)
Maximum: 10
Credits: 2

ESE 528

Environmental Education Methods: Exhibit Development - Bronx Zoo

COMPETENCY AREAS: EE - EE Methods Req Alt; EAO, CB, Cert, IND & RMC - Elective

PRIORITY TO: ES Environmental 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.

Museums and zoos have not been immune to the increasing environmental awareness among segments of American society. Although many non-formal 'science' institutions have long inspired an interest in natural history and endangered species, until recently 'environmental' education has not been a strong agenda. Many zoos/museums are pushing the boundaries of the traditional diorama or static exhibit to tackle contemporary social and environmental concerns and by mounting concept rather than object-oriented exhibitions. The new generation of environmental projects tend to contain more political, economic, social and public policy-oriented than before. Just how far to push this envelope and still 'entertain' the audience of leisure seekers is a continual concern for these institutions.

The Bronx Zoo has consciously and deliberately set an agenda of educating for conservation and care for the environment. Their exhibits are engaging and provocative, sometimes directly challenging the audience to relate their personal lifestyle choices to the impact on environmental issues, habitat loss and endangered species. We will study their process for deciding on and designing, researching and evaluating the effectiveness of these cutting-edge exhibits. We will spend time at the Bronx Zoo, Central Park Zoo and the NY Aquarium. *Cost - approximately \$450.*

Section A: Cynthia Thomashow, Jimmy Karlan and
Johnny Fraser
Times: Pre-trip meetings, Fridays, June 15 & 22 and
Wednesday, June 27, 9:00 am - 2:00 pm and
Sunday - Wednesday, July 8 - 11 (Study trip)
Location: (pre-trip meetings) Antioch
(study trip) New York City, Bronx Zoo
Maximum: 10
Credits: 3

ESE 523A

Environmental Education Methods: Teaching in the Outdoors

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

PRIORITY TO ES 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. It is designed primarily for those students with limited experience teaching in the outdoors.

Section A: Brad Daniel
Time: Saturday, Sunday, Tuesday & Wednesday,
June 9, 10, 12 & 13, 9:00 am - 2:00 pm
Changed 06/21/07 to:
Section A: Jen and Jeremy Bean
Times: Monday, June 11, 9:00 am - 2:00 pm and
5:00 - 10:30 pm;
Tuesday & Wednesday, June 12 & 13,
9:00 am - 2:00 pm, and
Thursday, June 14,
1:00 - 5:00 pm
**** Monday, June 11 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

Department of Environmental Studies - Master's Programs

Course Descriptions

ESS 521

Environmental Physics for Educators

COMPETENCY AREAS: Highly recommended for all Science Certs. Satisfies physics prerequisite and elective for Science Certs; EAO, EE, CB, IND & RMC - Elective.

Environmental Physics for Educators exposes students to the connection between the tenets of modern physics and the natural world. The course emphasizes concepts that help make sense of natural phenomena.

Our emphasis is on understanding and appreciating one's environment from a new perspective. Some topics examined with this new frame of reference will include connecting Newton's Laws, vectors and projectiles, momentum and collisions, work and energy, circular, satellite and rotational motion, static electricity, relativity, waves, sound and light to our natural and human built environments.

Section A: Jake McDermott
Time: Monday - Wednesday, June 25 - 27 and
Monday, July 2, 9:00 am - 4:00 pm
Maximum: 16
Credits: 2

ESF 547

Field Entomology: Butterflies and Other Insects

COMPETENCY AREAS: Natural Communities elective

This course is an introduction to common insects, especially those in New England. Taxonomy of major insect orders, behavior of selected species, ecological roles, and co-evolution with other organisms are covered during the sessions. A theme of chemical communications will be emphasized throughout the course with related research and readings required.

Section A: Jenna Spear
Time: Thursday, June 14, 6:00 - 9:00 pm,
Saturday & Sunday, June 23 & 24 and
Friday, Saturday & Sunday, June 29, 30 and
July 1, 8:00 am - 4:30 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 & RMC - Elective

PRIORITY TO Conservation Biology majors.

PREREQUISITES: Community Ecology of the NE Landscape 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: \$160 for food and lodging.*

NOTE: Course involves moderately strenuous mountain day hiking and bunk house living.

Section A: Peter Palmiotto
Time: Pre-trip meetings, Thursdays, June 7 & 28,
6:00 - 9:00 pm and
Saturday - Wednesday, July 7-11,
8:00 am - 10:00 pm (Study trip)
Maximum: 16
Credits: 2

ESX 601

Group Dynamics & Leadership I

COMPETENCY AREAS: RMC - Req Alt; EE - EE Methods Req Alt; CB, EAO, Cert & IND - Elective

Note: Deadline for adding this class is June 1.

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: Monday, Tuesday & Wednesday,
June 4, 5, & 6, 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 599

Land Protection and Stewardship

COMPETENCY AREAS: RMC - ESP elective; EE - EE Methods Req Alt, CB, EAO, Cert, IND - Elective

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
Changed 04/16/07 to: Meade Cadot
Changed 05/22/07 to:
Section A: Meade Cadot & Barbara Richter
Time: Saturdays & Sundays,
June 16 & 17 and July 7 & 8,
8:30 am - 4:30 pm
Maximum: 16
Credits: 2

ES 699A

Master's Project

COMPETENCY AREAS: CB, RMC & IND - Required for students who are not doing a Master's Thesis; EAO, EE & Cert - Optional, Elective

The Master's Project represents the culmination of a student's work at Antioch. It differs from the Master's Thesis in that the Project will typically be more descriptive or applied in focus, and usually will not be defined by formal hypothesis-testing of theoretical concepts. The Master's Project will often follow standardized approaches used in a student's chosen field such as development of a regional landuse plan, preparation of a natural resource inventory, or authorship of a high school curriculum. Although not to the extent expected for a Thesis, students will be expected to research, develop and defend the methodological approach used in the project. Master's Projects will be expected to be professional in their presentation, but need not adhere to Antioch's formal Thesis Guidelines. The goals, content and format of the Master's Project must be approved by the student's program director and the ES Department faculty member who has agreed to evaluate the final document; supervision of the Project may involve a qualified person external to the department, or an ES Department faculty member.

Note: CB, RMC and IND students are required to complete either a Masters Project or a Master's Thesis. Master's Projects are expected to be completed and submitted for evaluation by the end of the semester it is registered for. A maximum of one second extension may be granted to complete the project. See the ANE Student Handbook or Second Extension form for each semester's deadlines.

Section A: Michael Simpson
Section B: Jon Atwood
Section C: Joy Ackerman
Maximum: 15 per section
Credits: 3

Department of Environmental Studies - Master's Programs

Course Descriptions

ES 699C

Master's Thesis

COMPETENCY AREAS: CB, RMC & IND - Required for all students doing a Master's Thesis.

PREREQUISITE: Master's Thesis Seminar and written permission from the thesis advisor attached to or on the registration form.

It is recommended that students register for Master's Thesis in their 5th semester.

Section A: Jon Atwood
Section B: Rachel Thiet
Section C: Peter Palmiotto
Section D: Tom Wessels
Section E: Michael Simpson
Section F: Joy Ackerman
Section G: Jim Jordan
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 22.

Section A: ES Faculty
Maximum: 20
Credits: uncredited

ESF 556

Natural History and Ecology of Small Mammals

CLASS CANCELLED 05/01/07

COMPETENCY AREAS: Natural Communities elective

This course will discuss identification, natural history, behavior, ecology, and conservation of small mammals. Adaptations enhancing survivorship of terrestrial small mammals and bats in northern environments will be emphasized. Students will conduct live-trapping, mark-recapture, fluorescent pigment tracing, and radio-telemetry techniques to monitor activity and habitat selection of small mammals in southern New Hampshire. A field research project will be conducted by each student. Students should bring camping gear, food, drinks, snacks, a head lamp with extra batteries, a folding chair, and leather gloves.

Section A: Paul Moosman
Time: Pre-Class meeting Friday, June 8,
6:00 - 9:00 pm (at Antioch) and
Saturday - Wednesday, June 16 - 20,
7:00 - 10:00 am and 4:00 pm - 12:00 am
Location: Harris Center
Maximum: 16
(1 seat reserved for Science Ed student)
Credits: 2

ES 693

Practicum, General

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

A total of 8 Practicum credits are REQUIRED for all Conservation Biology, Environmental Education, Environmental Advocacy, Individualized and RMC majors. A total of 2 General Practicum credits are REQUIRED for Certification majors. It is strongly RECOMMENDED that students not register for Practicum until their third semester in the program. NOTE: Students must register for a minimum of one 4 credit practicum during their course of study.

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 are 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 7 or Friday, June 8. The seminars will be held 12:30 to 1:15, and will take the place of one of the interim reports required in the summer.

Section A: Sarah Bockus
Section B: Paul Bocko
Section C: Jack Calhoun
Section D: Duncan Watson
Section E: Sue Weller
Changed 05/22/07 to:
Section E: Steve Chase
Section F: Kay Delaney
Maximum: 15 per section
Changed 05/01/07 to: Section A: Maximum: 8
Section B: Maximum: 15
Section C: Maximum: 10
Section D: Maximum: 9
Section E: Maximum: 10
Section F: Maximum: 15
Credits: variable

ES 695

Research Practicum

COMPETENCY AREA: CB, RMC, and IND - Practicum option
RESTRICTED TO CB, RMC, and IND students doing a masters thesis and who are doing thesis research as their practicum
Students may register for 2 or 4 credits which will count toward the total of 8 Practicum credits.

Students must have written permission from thesis advisor attached to or on registration form to sign up for this practicum.

Note: There is no formal seminar for this practicum, however the student is expected to meet regularly with their thesis advisor.

Section A: Jon Atwood
Section B: Rachel Thiet
Section C: Peter Palmiotto
Section D: Tom Wessels
Section E: Michael Simpson
Section F: Joy Ackerman
Section G: Jim Jordan

Section Added 06/21/07: **Section H: Tom Webler**
Maximum: 5 per section
Credits: variable

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, 2007** 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 10th** 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

ESF 517

Soils: Mapping and Interpretation

COMPETENCY AREAS: CB, EAO, EE, Cert, RMC & IND - Natural Communities Elective
PRIORITY TO RMC students.

This course focuses on soil-landscape relationships and the applications of soil science to land use and management issues. We will investigate soil formation processes in the context of geomorphic setting, the influence of soils on land use patterns and natural vegetation, and will assess soil classification and mapping conventions employed by the USDA Natural Resources Conservation Service. Students will become familiar with state and federal standards for best use practices of soils and will map the dominant properties and distributions of soils at parcel to landscape scales.

Section A: Jim Jordan
Times: Saturday - Tuesday, June 9 - 12
8:30 am - 4:30 pm
Maximum: 14
Credits: 2

ESS 520

Wetland Delineation and Evaluation

COMPETENCY AREAS: EAO, CB, EE, Cert, IND & RMC - Elective
PREREQUISITES: Wetlands Ecology and NRI - Veg, or Soils Mapping and Interpretation, or Wetlands Flora or New England Flora

Whether you are planning to be a regional/local wetlands administrator, serve on your local conservation commission or more formally perform or evaluate work in or adjacent to wetlands, this course will provide you with the field skills and experience from which to build your reputation in the wetlands arena. The course will utilize the 1987 US Army Corps of Engineers wetlands delineation methodology. This is the currently preferred methodology for those seeking to become a 'certified' wetlands scientist. The course will also review methodologies for wetlands assessment including the

Department of Environmental Studies - Master's Programs

Course Descriptions

NH Method for Evaluating Non-Tidal Wetlands and the Army Corps's Highway Methodology. Students will work in teams to field test such methodologies at the scale of a micro-watershed.

Prerequisites for this course are: wetlands ecology and watershed science or watershed assessment techniques or hydrology. In addition, students need to have successfully completed one of the following courses: vegetation/soils module of the natural resource inventory courses (NRI), soils: mapping and interpretation, wetlands flora or New England Flora.

Section A: Michael Simpson
Time: July 21& 22 Lake Sunapee Watershed, and July 19, 20, & 23 Antioch & vicinity,
9:00 am - 4:00 pm
Maximum: 14
Credits: 2

ESF 541A Wetlands Ecology

COMPETENCY AREAS: Natural Communities Elective

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, lab activities, and field trips.

Section A: Rachel Thiet
Time: Thursdays, June 7 - July 12,
8:30 am - 12:30 pm
Maximum: 16
Credits: 2

CLASS CANCELLED 04/16/07

ESF 521 Wetlands Flora

COMPETENCY AREAS: Natural Communities II

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

ESS 579 Wildlife Research Techniques

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

PRIORITY to first year Conservation Biology students
PREREQUISITES: Natural Resource Inventory-Wildlife or written permission of instructor attached to or on registration form

The objectives of this course are for students to become familiar with the methodology, benefits, and challenges of conducting field studies of wildlife species, emphasizing terrestrial vertebrates, but also including terrestrial arthropods. Building on information presented during NRI-Wildlife, Wildlife Research Techniques will allow students to practice various field methods including fixed and variable radius point counts, bird-banding, territory mapping (including radio telemetry), behavioral observations, focal species surveys, capture-recapture techniques with birds and small mammals, pitfall arrays for sampling herps, use of cameras and track plates at bait stations, and collection and maintenance of voucher specimens. Most activities will be conducted in, or near, Pisgah State Park, or along the Ashuelot River in Keene.

Pre-class reading assignments and exercises will be distributed by May 28. To mimic an actual field expedition, the class will be run as an intensive for 6 days (Monday - Wed, June 4- 6 and June 11- 13). Field work will begin on most days at 5:30 am and be completed by 3:00 pm; several nighttime activities will also take place. The final class meeting will be on Wednesday, June 13 (8-11 am), when project assignments will be due; this means that some afternoons and evenings during the class period will require work on data entry, analysis, and writing. In addition to the rigors associated with successive early mornings and long days, students should anticipate annoyingly large numbers of mosquitoes and black flies.

Section A: Jon Atwood
Time: Mondays - Wednesdays, June 4 - 6 and June 11 - 13, 5:30 am - 3:00 pm.
***Monday, June 4 and Wednesday, June 13 class will run from 8:30 - 11:00 am**
Maximum: 16
Credits: 2

Department of Environmental Studies - Ph.D.

Registration Instructions and Course Schedule

Please Note: Doctoral program classes, years I - IV will begin Wednesday, June 13. Years I, II & III will end Friday, June 22; Year IV will end Saturday, June 16.

All Continuing Doctoral students must register by Friday, April 20 for the Summer 2007 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 Note: Students should note that references to "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 Ph.D. I

(Summer 2007 enterers)
Ph.D. I students should register for Ecological Thought (ES 700) and Introduction to Research Design (ES 707).

SECOND PHASE Ph.D. II

Ph.D. II students should register for Learning Domain and Environmental Leadership I (ES 726) and Research Strategy: Theory, Method and Design I (ES 727).

THIRD PHASE Ph.D. III

Ph.D. 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).

FOURTH PHASE Ph.D. IV

Ph.D. IV students who will have completed the Service Project, Integrated Essay and Dissertation Proposal by the end of the Spring 2007 term, and who have defended their proposal, 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.

FIFTH PHASE Ph.D. V+

Ph.D. V+ students who have completed three semesters of (ES 776) Dissertation Seminar and registered for 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.

JUNE 13 - WEDNESDAY **8:00 am - 9:00 am**

Years I - IV Community Breakfast

9:00 am - 12:00 pm
New Student Orientation - Ph.D.I
Dissertation Seminar
Learning Domain
Theory & Practice Seminar

12:00 pm - 2:00 pm
Open

2:00 pm - 6:00 pm
Intro Research Design
Research Strategy I

JUNE 14 - THURSDAY
8:00 am - 12:00 pm
Dissertation Seminar
Intro Research Design
Learning Domain
Theory & Practice Seminar

12:00 pm - 2:00 pm
Open
Optional lunch with advisors

2:00 pm - 6:00 pm
Ecological Thought
Research Strategy I
Theory & Practice Seminar

JUNE 15 - FRIDAY
8:00 am - 12:00 pm
Dissertation Seminar
Intro Research Design
Learning Domain

12:00 - 1:45 pm
Program evaluation
All Faculty and student
representatives

12:00 pm - 2:00 pm
Open

2:00 pm - 6:00 pm
Dissertation Seminar
Ecological Thought
Research Strategy I

JUNE 16 - SATURDAY
8:00 am - 12:00 pm
Dissertation Seminar
Intro Research Design
Learning Domain
Theory & Practice Seminar

12:00 pm - 2:00 pm
Open

2:00 pm - 6:00 pm
Ecological Thought
Research Strategy I

6:30 pm
Student organized-
Community Dinner and Speaker

JUNE 17 - SUNDAY
Free Day - Student organized
activity

JUNE 18 - MONDAY
8:00 am - 12:00 pm
Ecological Thought
Research Strategy I
Theory & Practice Seminar

2:00 pm - 6:00 pm
Intro Research Design
Learning Domain

JUNE 19 - TUESDAY
8:00 am - 12:00 pm
Ecological Thought
Research Strategy I

2:00 pm - 6:00 pm
Intro Research Design
Learning Domain

JUNE 20 - WEDNESDAY
8:00 am - 12:00 pm
Ecological Thought
Research Strategy I
Theory & Practice Seminar

2:00 pm - 6:00 pm
Intro Research Design
Learning Domain

June 21 - Thursday
8:00 am - 12:00 pm
Ecological Thought
Research Strategy I

2:00 pm - 6:00 pm
Intro Research Design
Learning Domain

EVENING
Open

JUNE 22 - FRIDAY
8:00 am - 12:00 pm
Ecological Thought
Research Strategy I
Theory & Practice Seminar

Ph.D. I and II classes conclude
at noon.
12:00 Ringing of the Bells
Pizza
Safe travels!

Department of Environmental Studies - 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, and 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 Webler
Maximum: 15
Credits: uncredited

ES 776

Dissertation Seminar

COMPETENCY AREA: Dissertation Process

RESTRICTED TO Ph.D. IV students.

PREREQUISITES: Completion of 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: Rob Baldwin
Times: Wednesday - Saturday,
June 13 - 16, 8:00 am - 12:00 pm and
an additional afternoon class scheduled for
Friday, June 15, 2:00 - 6:00 pm

Note: Wednesday, June 13 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 Webler
Maximum: 15
Credits: 4

ES 899C

Doctoral Dissertation Continuation

COMPETENCY AREA: Dissertation Process

RESTRICTED TO Ph.D. 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
Changed 04/16/07 to: Mitch Thomashow & Joy Ackerman
Time: Thursday - Saturday, June 14 - 16
2:00 - 6:00 pm and
Monday - Friday, June 18 - 22,
8:00 am - 12:00 pm
No class Sunday, June 17.
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: Dan Smith
Time: Wednesday, June 13, 2:00 - 6:00 pm,
Thursday - Saturday, June 14 - 16,
8:00 am - 12:00 pm and
Monday - Thursday, June 18 - 21,
2:00 - 6:00 pm
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 13 - 16,
8:00 am - 12:00 pm and
Monday - Thursday, June 18 - 21,
2:00 - 6:00 pm
Note: Wednesday, June 13 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 - 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 13 - 16,
2:00 - 6:00 pm, and
Monday - Friday, June 18 - 22,
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: 15
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, an SIS contract must be submitted to the Registrar's Office by **July 10, 2007** 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 10th** 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 Joy Ackerman
Changed 06/21/07 to :
Heidi Watts, Joy Ackerman & Fred Taylor
Times: Wednesday, June 13, 9:00 am - 12:00 pm,
Thursday, June 14,
8:00 am - 12:00 pm and 2:00 - 6:00 pm,
Saturday, June 16, 8:00 am - 12:00 pm and
Monday, Wednesday & Friday, June 18, 20 & 22,
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

Department of Organization & Management - MBA in Organizational and Environmental Sustainability

Registration Instructions, Course Schedule and Course Descriptions

REGISTRATION INSTRUCTIONS

CREDIT LIMITS

MBA students must register for all required courses for a maximum of 5 credits in the summer semester. There are no elective credits required in the MBA program.

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. Pre-class assignments are posted in their respective course conference folder in *FirstClass* three to four weeks prior to the first scheduled meeting.

COURSE SCHEDULE

Friday, Saturday & Sunday, July 13, 14 & 15

8:30 am - 5:30 pm

OMG 535 Group Dynamics and Leadership I
(Section A)

Monday - Thursday, July 16 - 19

1:00 - 4:30 pm

OMG 541 Diversity in the Global Workforce
(Section A)

Tuesday - Saturday, July 17 - 21,

8:00 am - 12:00 pm

OMN 500 Principles of Sustainability in Complex Systems
(Section A)

COURSE DESCRIPTIONS

OMG 541

Diversity in the Global Workforce

COMPETENCY AREA: Collaboration and Group Dynamics
REQUIRED OF AND RESTRICTED TO matriculated MBA students.

This course will examine the impact of globalization on work-force diversity. Successfully working with diverse populations and understanding the dynamics of differences in organizations requires skills, personal assessment and reflection and a spirit of open-mindedness and acceptance. This course intends to help students develop competencies and improve skills in managing and working effectively in a global work force diagnosing and leading individuals and groups to acknowledge and capitalize on the creativity and richness of diversity. Pre-reading assignments for the course will be posted in the course conference in *FirstClass* by June 15.

Section A: TBA

Changed 04/16/07 to: Wendy Elliot

Times: Monday - Thursday, July 16 - 19,

1:00 - 4:30 pm

Maximum: 15

Credits: 1

OMG 535

Group Dynamics and Leadership I

COMPETENCY AREA: Collaboration and Group Dynamics
REQUIRED OF AND RESTRICTED TO matriculated MBA students.

The course introduces students to elements of group dynamics and a conceptual model that matches leadership styles to stages of group development. Students work in teams throughout the course and use course concepts to analyze their in-class as well as professional experiences. Skills emphasized are group leadership and membership skills, group observation and feedback, facilitation, conflict management, and managing diversity in groups. Students will do additional readings and discussions in *FirstClass*. Pre-reading assignments for the course will be posted in the course conference in *FirstClass* by June 15.

Section A: Steve Guerriero & Donna Mellen

Times: Friday, Saturday & Sunday, July 13, 14 & 15,

8:30 am - 5:30 pm

Maximum: 15

Credits: 2

OMN 500

Principles of Sustainability in Complex Systems

COMPETENCY AREA: Natural Systems

REQUIRED OF AND RESTRICTED TO matriculated MBA students.

This course will cover foundational scientific principles that govern all sustainable systems to give students the capacity to evaluate any action or policy regarding sustainability in a variety of complex systems - biological, ecological, environmental, organizational, social, political, or economic. Natural systems - biological, ecological, meteorological, and geological - at various spatial and temporal scales will be used to demonstrate the workings of these principles. We will also examine social systems at various scales in light of these principles. Students will do additional readings and discussions in *FirstClass*. Pre-reading assignments for the course will be posted in the course conference in *FirstClass* by June 15.

Section A: Tom Wessels

Times: Tuesday - Saturday, July 17 - 21,

8:00 am - 12:00 pm

Maximum: 15

Credits: 2

Department of Organization & Management - MS and MEd Programs

Registration Instructions, Course Schedule and Course Descriptions

REGISTRATION INSTRUCTIONS

CREDIT LIMITS

MS and MEd students may register for a maximum of 8 credits in the summer semester. Students must have written permission of the Administrative Director attached to or on the registration form 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) 283-2419) 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 MS and MEd courses on a space available basis after both new and continuing MS and MEd 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 MS and MEd 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. Written permission of the instructor or the Administrative Director must be attached to or on the registration form.

COURSE SCHEDULE

Friday, Saturday & Sunday, June 1, 2 & 3

8:30 am - 5:30 pm

OMR 619 Organizational Research & Evaluation Methods
(Section K)

Friday, Saturday & Sunday, June 8, 9 & 10

8:30 am - 5:30 pm

OMG 533 Group Dynamics & Leadership II
(Section K)

Thursdays, June 21 & July 19

6:30 - 9:00 pm

OMC 691 Practicum
(Section K1)
(Principal Certification students only)

Friday, Saturday & Sunday, June 22, 23 & 24

8:30 am - 5:30 pm

OMD 648 Career Development
(Section K)

Fridays & Saturdays, June 22 & 23 and July 20 & 21

9:00 am - 4:30 pm

OMSI 502 Critical Issues in Educational Leadership
(Section K)

Sundays, June 24 & July 22

9:00 am - 4:30 pm

OMSI 505 School Law for Administrators
(Section K)

Friday, Saturday & Sunday, June 29 & 30 and July 1

8:30 am - 5:30 pm

OMG 531 Diversity in the Workplace
(Section K)

Saturday & Sunday, July 14 & 15

8:30 am - 5:30 pm

OMS 528 Systems Theories & the
Organizational Environment
(Section K)

COURSE DESCRIPTIONS

OMD 648

Career Development

COMPETENCY AREA: Self Development

Implicit in the idea of "career" is the notion of change. Our aspirations, visions, values, needs, knowledge, and skills shift over time. Yet we tend to respond primarily to the convenient opportunities that appear directly in front of us, rather than explore ourselves deeply for those values and desires that could guide us in making choices that truly fit and satisfy. This course will help participants to discover their values and aspirations and connect them to their "life phase" and "career anchors," which they will have assessed as part of the course work. We will examine reasons for past career choices, and discover a rationale for future pathways. Each student must produce a personal strategic plan as verification for the course. Feedback is provided in a 1-2 hour face-to-face or telephone conversation between each student and the instructor. About three weeks prior to the course weekend, students will be asked to participate in an on-line discussion on various aspects of career development theory and practice.

Section K: Ed Tomey

**Time: Friday, Saturday & Sunday, June 22, 23 & 24,
8:30 am - 5:30 pm**

Maximum: 16

Credits: 2

OMSI 502

Critical Issues in Educational Leadership

COMPETENCY AREA: School Law/School Issues

REQUIRED OF AND PRIORITY TO MEd 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 in *FirstClass*. Pre-course reading will be required.

Section K: John Carr

**Time: Fridays & Saturdays, June 22 & 23 and
July 20 & 21, 9:00 am - 4:30 pm**

Maximum: 18

Credits: 2

Department of Organization & Management - MS and MEd Programs

Course Descriptions

OMG 531

Diversity in the Workplace

COMPETENCY AREA: Collaboration & Group Dynamics
REQUIRED OF MS and MEd 1st Year Students.

Successfully managing diversity in organizations requires an understanding of the dynamics of difference, the skills to communicate effectively across differences, and the ability to self-monitor and model inclusive leadership. This course is intended to develop knowledge and competencies for working effectively in a diverse work environment. Students will explore their own values, beliefs, and biases related to diversity; examine issues of sameness and difference; and enhance diagnostic skills for analyzing diversity dynamics at the interpersonal, team, and organizational levels. Students must complete all required readings, submit pre-work and post-work online through *FirstClass*, and participate in class discussions and experiential activities.

Section K: Sunny Bradford

**Time: Friday, Saturday & Sunday, June 29 & 30 and
July 1, 8:30 am - 5:30 pm
Maximum: 24
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.

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 gain advanced experience in diagnosing group needs and matching leadership style to stage of group development. We focus on skills involved in providing appropriate levels of direction and support. These include: establishing team purpose, norms, goals, and roles; structuring and facilitating meetings; managing the task process; facilitating collaborative decision-making; acknowledging and addressing the emotions, personal styles, and needs of group members; managing conflict; and giving and receiving feedback. We give special attention to project teams and introduce a framework for project management. Students do additional reading and discussion in *FirstClass*, both prior to and following the class meeting.

Section K: Donna Mellen

**Time: Friday, Saturday & Sunday, June 8, 9 & 10,
8:30 am - 5:30 pm
Maximum: 24
Credits: 2**

OMR 619

Organizational Research & Evaluation Methods

COMPETENCY AREA: Research & Information Design
REQUIRED OF MS and MEd 1st Year Students.

This course is designed to introduce students to research and evaluation design and application. The course will begin by discussing the philosophical and epistemological foundations of inquiry and the rationale used for particular methodologies. The class will include analytical, interpretive, and action research methods, and their application to applied social/organizational research and evaluation. 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, evaluation or practicum projects. Pre-reading assignments for the course will be posted in the course conference in *FirstClass*.

Section K: Sarah Gates & Steve Guerriero

**Time: Friday, Saturday & Sunday, June 1, 2 & 3,
8:30 am - 5:30 pm
Maximum: 24
Credits: 2**

OMC 691

Practicum

Practicum Seminar

COMPETENCY AREA: Purposeful Systemic Change
RESTRICTED TO matriculated MS and MEd students.
REQUIRED FOR MEd Principal Certification students only.

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.

Section K1: John Carr

**Time: Thursdays, June 21 & July 19, 6:30 - 9:00 pm
Maximum: 8
Credits: 2**

OMSI 505

School Law for Administrators

COMPETENCY AREA: School Law/School Issues
REQUIRED OF AND PRIORITY TO MEd 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 in *FirstClass*. Some pre-course reading will be required.

Section K: John Carr

**Time: Sundays, June 24 & July 22,
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, 2007** 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 10th** 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 528

Systems Theories & the Organizational Environment

COMPETENCY AREA: Systems & Strategic Thinking
REQUIRED OF MS and MEd Spring 2007 Enterers.

An historical and contemporary overview of systems theories will be presented. Emphasis will be placed on how these theories can be applied in assessing critical local and global environmental factors including social, scientific, ecological, political and economic trends that have a wide range of impact on our organizations and society. This course will also include material on the importance of individual cognitive development in the understanding and application of systems theories. The course will begin on Thursday, June 14 with a required two-hour telephone conference that will take place from 7:00 - 9:00 pm. There will be reading assignments prior to that telephone conference and additional reading, plus an assignment with online components prior to the first face-to-face class on July 14.

Section K: William Griffith

**Time: Saturday & Sunday, July 14 & 15,
8:30 am - 5:30 pm
Maximum: 20
Credits: 2**

Department of Applied Psychology

Course Schedule & Registration Instructions

CLINICAL MENTAL HEALTH COUNSELING STUDENTS

TUESDAYS, JUNE 5 THROUGH JULY 17
(NO CLASS JULY 3)

9:00 am - 4:15 pm
PYB 505 Human Development and Diversity (Section A)

4:45 - 6:00 pm
PYI 522 Counseling Skills Lab (Section A)

WEDNESDAYS, JUNE 6 THROUGH JULY 18
(NO CLASS JULY 4)

9:00 am - 4:15 pm
PYI 552 Career and Lifestyle Counseling (Section A)

4:45 - 6:00 pm
PYI 522 Counseling Skills Lab (Section A)

MARRIAGE & FAMILY THERAPY I (STUDENTS ENTERING SUMMER 2007)

MONDAYS, JUNE 4 THROUGH JULY 16
(NO CLASS JULY 2)

9:00 am - 12:15 pm
PYD 600 Ethics and Professional Development in MFT Practice (Section A)

1:00 - 4:15 pm
PY 642B Foundational Theories of Marriage and Family Therapy (Section A)

TUESDAYS, JUNE 5 THROUGH JULY 17
(NO CLASS JULY 3RD)

9:00 am - 12:15 pm
PYD 600 Ethics and Professional Development in MFT Practice (Section A)

1:00 - 4:15 pm
PY 642B Foundational Theories of Marriage and Family Therapy (Section A)

MARRIAGE & FAMILY THERAPY II

MONDAYS, JUNE 4 THROUGH JULY 16
(NO CLASS JULY 2)

9:00 am - 12:15 pm
PYB 527 Human Development Across the Lifespan (Section A)

1:00 - 5:00 pm
PYG 605 Families and Larger Systems (Section A)

TUESDAYS, JUNE 5 THROUGH JULY 17
(NO CLASS JULY 3)

9:00 - 11:30 am
PYG 605 Families and Larger Systems (Section A)

12:30 - 2:45 pm
PY 687B Professional Seminar in Marriage & Family Therapy III (Sections A - C)

3:00 - 6:15 pm
PYB 527 Human Development Across the Lifespan (Section A)

ALL APPLIED PSYCHOLOGY DEPARTMENT STUDENTS

Students should be especially careful when filling out their registration forms. Forms cannot be processed appropriately unless all information is present, including student's 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.

CMHC STUDENTS SPRING 2007 ENTRANTS

Please register for PYI 552 Career and Lifestyle Counseling, PYI 522 Counseling Skills Lab and PYB 505 Human Development and Diversity. Students may register for a maximum of 7 credits this semester.

Continuing CMHC Fall 2006 entrants and Continuing CP students are not expected to enroll in classes this summer.

NEW MARRIAGE & FAMILY THERAPY STUDENTS ENTERING IN SUMMER 2007

Please register for Foundational Theories of Marriage & Family Therapy (PY 642B) and Ethics and Professional Development in MFT Practice (PYD 600). Please note: Summer 2007 entrants may enroll for a maximum of 6 credits during the Summer 2007 semester. Students must have written permission of Program Director attached to or on registration form to exceed 6 credits.

CONTINUING MARRIAGE & FAMILY THERAPY STUDENTS WHO ENTERED IN SUMMER 2006

Please register for Professional Seminar in MFT III for 1 credit (PY 687B), 2 credits of Internship (PY 698B), 3 credits of Families and Larger Systems (PYG 605), and 3 credits Human Development Across the Lifespan (PYB 527). Please note: Summer 2006 entrants may enroll for a maximum of 9 credits during the Summer 2007 semester. Students must have written permission of Program Director attached to or on registration form to exceed 9 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 2007, 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 Descriptions

PYI 552

Career and Lifestyle Counseling

COMPETENCY AREA: Individual Assessment & Intervention Strategies

REQUIRED OF AND RESTRICTED TO Spring 2007 CMHC (SA/AC) students; others by written permission of Program Director attached to or on registration form.

PREREQUISITE: PY 590A, Fundamentals of Therapeutic Interaction

This course will provide both the theoretical foundation and practical experience necessary to understand and foster career/life development in individual and group counseling settings. Topics include career and developmental theories; the elements and evaluation of life careers; administration and interpretation of career-related assessment instruments; needs of diverse populations; and definition of the role, ethics and professional identity within the field of career development.

Section A: Carlotta Willis
Time: Wednesdays, 9:00 am - 4:15 pm
(no class July 4)
Maximum: 15
Credits: 3

PYI 522

Counseling Skills Lab

COMPETENCY AREAS: Individual Assessment & Intervention Strategies

REQUIRED OF AND RESTRICTED TO Spring 2007 CMHC and CMHC (SA/AC) students.

PREREQUISITE: PY 590A, Fundamentals of Therapeutic Interaction

This course will focus on further enhancement of the technical and conceptual skills of counseling. The course will consist of reflection on the development of the self-in-role and continued application of theory to practice through in-class skills exercises and supervision.

Section A: Tom Barker
Time: Tuesdays & Wednesdays, 4:45 - 6:00 pm
(no class July 3 & 4)
Maximum: 15
Credits: 1

PYD 600

Ethics and Professional Development in MFT Practice

COMPETENCY AREA: Professional Identity & Ethics

REQUIRED OF AND RESTRICTED TO MFT I students.

This course will focus on the professional development of the marriage and family therapist, with a specific focus on ethics in MFT practice and on initial skills needed to begin clinical practice. Ethics topics will include the AAMFT code of Ethics, systems of ethical decision-making in clinical practice beyond codes of ethics, and legal responsibilities such as duty to warn, mandatory reporting of child abuse and neglect, and the requirements of federal laws such as HIPAA. 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 style, 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: Judith Davis
Time: Mondays (June 4 - July 16) and
Tuesdays (June 5 - July 17)
9:00 - 12:15 pm
Maximum: 24
Credits: 3

PYG 605

Families and Larger Systems

COMPETENCY AREA: Group Assessment & 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: PY 642B, Theoretical Foundations in Marriage and Family Therapy

This course will focus on working with families and larger systems. Particular areas of focus may be in family law and family policy, working with groups of individuals and families, and in collaborating with multiple systems levels in clinical work.

Section A: Lucie Bourdon
Time: Mondays (June 4 - July 16), 1:00 - 5:00 pm,
and Tuesdays (June 5 - July 17),
9:00 - 11:30 am
Maximum: 24
Credits: 3

PY 642B

Foundational Theories of Marriage & Family Therapy

COMPETENCY AREA: Social Systems Assessment & Intervention Strategies

REQUIRED OF AND RESTRICTED TO MFT I students.

This course will examine the historical development, theoretical underpinnings, and clinical foundation of family therapy. Communications theory and systems theory will be introduced and connected to several models of family therapy, including Bowen Family Systems, Structural Family Therapy, and Strategic Family Therapy. Particular attention will be given to the application of clinical models to clinical practice. The feminist critique of family therapy will be introduced and students will be encouraged to critically examine the clinical models and larger systemic framework from a social justice perspective.

Section A: Doug Smith
Time: Mondays (June 4 - July 16) and
Tuesdays (June 5 - July 17),
1:00 - 4:15 pm
Maximum: 24
Credits: 3

PYB 527

Human Development Across the Lifespan

COMPETENCY AREA: Behavioral Science Foundation

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

This class will provide students with an introduction to lifespan human development theories, with a focus on clinical relevance to Marriage and Family Therapy practice. Particular emphasis may be placed on working with children, adolescents, and aging families.

Section A: Kevin Lyness
Time: Mondays (June 4 - July 16),
9:00 am - 12:15 pm and
Tuesdays (June 5 - July 17)
3:00 - 6:15 pm
Maximum: 24
Credits: 3

Department of Applied Psychology

Course Descriptions

PYB 505

Human Development and Diversity

COMPETENCY AREA: Behavioral Science Foundation

REQUIRED OF AND RESTRICTED TO Spring 2007 entering CMHC, SA/AC students, others by written permission of Program Director attached to or on registration form.

This course will provide an overview of human development throughout the lifetime in the family, social and cultural context. The individual and family life cycles will be viewed as mutually interactive processes which are also affected by such factors as biology/genetics, gender, race, ethnicity, acculturation, religion, etc. The development of the individual will be traced chronologically through a survey of a select number of major theoretical approaches. The family and other factors influencing and generated by the individual's developmental tasks will be explored concurrently.

Section A: Robin Cook-Nobles

Time: Tuesdays, 9:00 am - 4:15 pm (no class July 3)

Maximum: 15 per section

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 2007, through the Summer 2007 semester.

Section A: Phyllis Jeswald

Credits: uncredited

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 active clinical role with client-systems and, during the summer, each student will write an internship learning contract. Faculty internship supervisors continue to monitor and supervise students' off-site clinical work.

Section A: Steve Price

Section B: TBA

Changed 12/22/06 to: Section B: Lucie Bourdon

Changed 05/01/07 to: Section B: Tim Lowry

Section C: TBA

Changed 05/01/07 to: Section C: Lucie Bourdon

Time: Tuesdays, 12:30 - 2:45 pm

Maximum: 6 per section

Credits: ProSem: 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, 2007** 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 10th** 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 4 and run through Monday, July 9, 2007.

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

YEAR V+ (DEGREE CANDIDATES NO LONGER IN RESIDENCE)

Fall 2003 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 may be 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 9 & 10

- PY 863 Writing Workshop I (Section A)

June 16 & 17

- PYC 728 Narrative Therapy (Section A)

June 30 & July 1

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

July 7 & 8

- PYC 705 Dialectical Behavior Therapy (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 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: TBA
Changed 05/01/07 to: Section A: Robert Walrath
Time: Mondays, 9:00 am - 1:15 pm
Maximum: 28
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: Saturday & Sunday,
July 7 & 8
9:00 am - 5:00 pm
Maximum: 25
Credits: 1

PY 899

Doctoral Dissertation

Year V+ students who have not yet begun or have already completed 2,000 hours of internship, need register for only PY 899, Doctoral Dissertation. Students must be registered for Doctoral Dissertation in the semester during which they complete Final Orals. Students who anticipate completing Final Orals during their fourth year MUST register for the Dissertation in the semester in which the Orals take place. Students must continue to register each semester until dissertation has been deposited.

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: TBA
Changed 05/01/07 to: Section A: Robert Walrath
Time: Mondays, 2:30 - 6:45 pm
Maximum: 25
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

PYC 728

Narrative Therapy

COMPETENCY AREA: Clinical Techniques & Methods/Interventions
PRIORITY TO Year IV students.

This workshop will provide an overview of narrative therapy and practices. It will examine how clinicians can use a narrative metaphor and view problems as separate from people and as situated in larger sociopolitical contexts. Numerous clinical practices will be presented, such as the attitudinal stance of the therapist, the use of questions, externalizing practices, the role of teams both physical and virtual, and the use of client documentation.

Section A: William Lax
Time: Saturday & Sunday, June 16 & 17
9:00 am - 5:00 pm
Maximum: 20
Credits: 1

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: David Hamolsky
Time: Mondays, 2:30 - 6:45 pm
Maximum: 28
Credits: 2

Department of Clinical Psychology

Course Descriptions

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; group as a whole; leadership in groups; individual differences and diversity within groups; ethics and group therapy; 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: Lorraine Mangione
Section B: Ted Ellenhorn
(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: 25
Credits: 2

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: Lee Faver
Time: Saturday & Sunday,
June 30 & July 1,
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 surveys social psychological research and theory and applies this knowledge base to issues of interest in clinical psychology. In the class, we consider issues such as society's role in defining mental illness, patterns of violence in our culture, attitudes and motivated reasoning, stress and coping processes, gender issues, and stigma and related problems. This course will utilize a combination of readings, classroom activities, writing, and projects to familiarize students with a social psychological perspective.

Section A: George Tremblay
Time: Mondays, 2:30 - 6:45 pm
Maximum: 26
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 a minimum of 80 hours per semester (Summer) and 100 hours per semester (Fall and Spring).

Section A: Lorraine Mangione
Credits: 1

PY 890

SIS: Supervised Independent Study PY 890C

SIS: Dissertation Research

The SIS is for students who wish to have a directed learning experience focused on a specific project or area of interest.

Applied Experience SIS Topics:

Often students in Year III & Year IV, who wish to have a directed learning experience of a practical nature focused on a specific project, elect an SIS in an Applied Experience in Clinical Psychology. These Applied Experience SIS are organized according to the NCSPP competency areas and are designed to more clearly reflect applied experience for transcript, licensure, and internship application information. Please be certain to include the title and competency areas on the SIS contract; course numbers will be assigned by the Registrar's Office.

PYE 890A

SIS: Applied Experience in Relationship Skills

PYE 890B

SIS: Applied Experience in Assessment

PYE 890C

SIS: Applied Experience in Intervention

PYE 890D

SIS: Applied Experience in Research & Evaluation

PYE 890E

SIS: Applied Experience in Consultation & Education

PYE 890F

SIS: Applied Experience in Management & Supervision

Advanced Supervised Study:

The SIS list of Advanced Supervised Study is for Year III and Year IV students who wish to have a directed learning experience in the core knowledge bases of psychology. These Advanced Supervised Study SIS are organized according to the NCSPP educational model requirements and are designed to more clearly reflect advanced study for transcript, licensure, and internship application information.

(Continued)

Department of Clinical Psychology

Course Descriptions

PYB 890

**SIS: Advanced Supervised Study
in Biological Bases of Behavior
PY 890A**

**SIS: Advanced Supervised Study
in Cognitive-Affective Bases
of Behavior**

PY 890R

**SIS: Advanced Supervised Study
in Dysfunctional Behavior
and Psychopathology**

PY 890M

**SIS: Advanced Supervised Study
in Historical & Philosophical
Context of Psychology**

PYS 890

**SIS: Advanced Supervised Study
in Social Bases of Behavior**

PY 890

**SIS: Advanced Supervised Study
in Cultural Bases of Behavior**

PY 890

**SIS: Advanced Supervised Study
in Life-span Development**

PY 890

**SIS: Advanced Supervised Study
in Professional Ethics & Standards
PY 890**

**SIS: Advanced Supervised Study
in Psychological Measurement
PY 890**

**SIS: Advanced Supervised Study
in Theories of Individual &
Systems Functioning/Change**

If you are planning an independent study, please register for a SIS on your registration form. However, an SIS contract must be submitted to the Registrar's Office by **July 10, 2007** 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 10th** 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 I

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 9 & 10
9:00 am - 5:00 pm
Maximum: 8
Credits: 1

