

Table of Contents

IMPORTANT NOTES & FINANCIAL AID INFORMATION.....	2
DEPARTMENT OF EDUCATION.....	3
DEPARTMENT OF ENVIRONMENTAL STUDIES.....	20
DEPARTMENT OF ORGANIZATION & MANAGEMENT.....	29
DEPARTMENT OF APPLIED PSYCHOLOGY.....	31
DEPARTMENT OF CLINICAL PSYCHOLOGY.....	33
FALL 2005 ACADEMIC CALENDAR.....	36

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

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

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



Important Notes

Terms & Codes Used in Course Descriptions

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

Financial Aid Information

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

DEPARTMENT OF EDUCATION SUMMER 2005 COURSE SCHEDULE
EXPERIENCED EDUCATORS, INTEGRATED LEARNING AND SCIENCE EDUCATION PROGRAMS

DATE	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
JUNE 6 - 10	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	Dancing Classroom	Dancing Classroom	Dancing Classroom	Dancing Classroom	Dancing Classroom	
JUNE 13 - 17	8:30 - 12:00	Ecology of Imagination	Ecology of Imagination	Ecology of Imagination	Ecology of Imagination	Ecology of Imagination	
	1:00 - 4:15	Storytelling	Storytelling	Storytelling	Storytelling	Storytelling	
	4:45 - 8:00	Special Needs	Special Needs	Special Needs	Special Needs	Special Needs	
JUNE 20 - 24	8:30 - 12:00	Picture Books	Picture Books	Picture Books	Picture Books	Picture Books	Sunday, June 26 Master's Symposium Day
	1:00 - 4:15	Sex, Drugs & MTV	Sex, Drugs & MTV	Sex, Drugs & MTV	Sex, Drugs & MTV	Sex, Drugs & MTV	
	4:45 - 8:00	Life Down Under!	Life Down Under!	Life Down Under!	Life Down Under!	Life Down Under!	
JUNE 27 - JULY 1	8:00 - 1:00	Action Research	Action Research	Action Research	Action Research	Action Research	
	8:00 - 1:30		Professional Portfolio				
	8:00 - 5:00			Curriculum Theory	Curriculum Theory	Curriculum Theory	
	8:30 - 12:00	Special Needs	Special Needs	Special Needs	Special Needs	Special Needs	
	9:00 - 4:00	Place-based Education	Place-based Education	Place-based Education	Place-based Education	Place-based Education	
	9:00 - 5:00	Professional Portfolio					
	1:00 - 4:30	Learning History	Learning History	Learning History	Learning History	Learning History	
	1:00 - 5:00		Cemetery Quest	Cemetery Quest	Cemetery Quest	Cemetery Quest	
	2:00 - 7:00	MP Seminar	MP Seminar	MP Seminar	MP Seminar	MP Seminar	
	Noon 6/27 - Noon 7/1	Environmental Education	Environmental Education	Environmental Education	Environmental Education	Environmental Education	
JULY 5 - 8	8:00 - 12:00		Digital Imaging	Digital Imaging	Digital Imaging	Digital Imaging	
	8:00 - 12:00		Recrafting Curriculum	Recrafting Curriculum	Recrafting Curriculum	Recrafting Curriculum	
	1:00 - 5:00	No Classes July 4	The First Six Weeks of School	The First Six Weeks of School	The First Six Weeks of School	The First Six Weeks of School	
	1:00 - 5:00		Place-based Social Studies	Place-based Social Studies	Place-based Social Studies	Place-based Social Studies	
JULY 11 - 15	8:00 - 4:00	Critical Skills/ EBD Institute Keene Level 1 & 2	Critical Skills/ EBD Institute Keene Level 1 & 2	Critical Skills/ EBD Institute Keene Level 1 & 2	Critical Skills/ EBD Institute Keene Level 1 & 2	Critical Skills/ EBD Institute Keene Level 1 & 2	
JULY 9 - 16	Sat. - Sun.	Folk Arts - Ogontz	Folk Arts - Ogontz	Folk Arts - Ogontz	Folk Arts - Ogontz	Folk Arts - Ogontz	

Experienced Educators, Integrated Learning and Science Education Course Descriptions

REGISTRATION INSTRUCTIONS

INTEGRATED LEARNING

All Integrated Learning and Science Education students who entered in Fall 2004 are required to register for the following courses:

- EDP 590 Children with Special Needs: Focus on Childhood
- and two credits from the following Social Studies courses:
- EDC 658 The Cemetery Quest: Utilizing Burial Grounds as Educational Resources
 - EDC 528 Ecology of Imagination in Childhood
 - EDC 618 From Sheep to Shawl
 - EDC 666 Place-based Education and Community Building
 - EDC 529 Place-Based Social Studies: Teaching History with Local Resources
 - EDC 531 Social Studies: Learning History Through Real Problems
 - 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 STUDENTS

All Experienced Educator students must attend Master's Symposium Day, Sunday, June 26, 2005, 8:30 am - 4:30 pm.

Finishing Students:

Section E: School Choice 2004 Cluster 1

All Experienced Educator Program, Section E: School Choice 2004 Cluster 1 are required to register for:

- ED 699S Master's Project Seminar
- ED 699B Master's Project
- They may also choose from electives in the following course descriptions.

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

- ED 699C Master's Project Continuation

Continuing Students:

Section F: Keene 2004 Cluster

Section G: School Choice 2005 Cluster 2

All Experienced Educator Program, Section F: Keene 2004 Cluster are required to register for:

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

All Experienced Educator program students in Section G: School Choice 2005 Cluster 2 are required to register for:

- EDP 632 Action Research (Section A)
- EDC 620 Content Mentoring (Section A)
- They may also choose from electives in the following course descriptions.

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

COURSE DESCRIPTIONS

EDP 632
Action Research

COMPETENCY AREA: Education & Social Policy
REQUIRED OF AND RESTRICTED TO Experienced Educator School Choice Cluster.

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

Section G: School Choice 2005 Cluster 2:
Susan Dreyer Leon
Time: Monday – Friday, June 27 – July 1,
8:00 am – 1:00 pm
Maximum: 15
Credits: 2

EDP 590
Children with Special Needs:
Focus on Childhood

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

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

Section A: Laureen Harlow
Time: Monday – Friday, June 13 – 17,
4:45 – 8:00 pm, and
Monday – Friday, June 27 – July 1,
8:30 am – 12:00 pm
Added 05/12/05:
Section B: Anne Kebler
Time: Monday – Friday, June 20 – 24,
4:45 – 8:00 pm
and Monday – Friday, June 27 – July 1,
8:30 am – 12:00 pm
Maximum: 18
Credits: 2
Maximum: 18
Changed 05/12/05:
Maximum: 16
Credits: 2

EDC 546
Community-Based Environmental Education

COMPETENCY AREA: Curriculum & Instruction

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

frameworks through environmentally integrated curricula.
Course fee: \$925 for program, food, and lodging.

Section A: David Sobel, Delia Clark, and Bo Hoppin
Time: Monday – Friday, June 27 – 12:00 pm -
Friday, July 1, 12:00 pm
Location: AMC's Highland Center,
White Mountains, NH
Maximum: 20
(2 seats reserved for ED students,
2 seats reserved for ES students)
Credits: 2

EDC 620
Content Mentoring

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

This course offers students in the Experienced Educator School Choice cluster a chance to deepen content knowledge specifically related to your classroom or school change project. Work is to be completed independently over the course of the summer. Students must submit a proposal for Content Mentoring to their advisor for approval prior to registering for this class. If you are not planning to complete your Content Mentoring requirement in the Summer of 2005, you will need to speak to your advisor about requesting an extension for this course. Please consult your Program Handbook for more details.

Section G: School Choice 2005 Cluster 2: Staff
Time: TBA
Maximum: 15
Credits: 2

Experienced Educators, Integrated Learning and Science Education Course Descriptions

EDT 550A
Critical Skills Institute – Level 1

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

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: Tom Julius
Time: Monday – Friday, July 11 – 15,
8:00 am – 4:00 pm
Location: Keene
Maximum: 18
Credits: 2

EDT 552
Critical Skills Institute - Level 2

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

The Level II Critical Skills Institutes (CSI) builds upon the foundations of the Level 1 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
Time: Monday - Friday, July 11 - July 15,
8:00 am - 4:00 pm
Location: Keene
Maximum: 18
Credits: 2

EDC 520A
Curriculum Theory and Application

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

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

Section F: Keene 2004 Cluster: Judy Coven
Time: Wednesday – Friday, June 29 – July 1,
8:00 am – 5:00 pm
Maximum: 20
Credits: 2

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

COMPETENCY AREA: Curriculum & Instruction

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

Section A: Kari Smith
Time: Monday – Friday, June 6 – 10,
4:45 – 8:00 pm
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. Using a hands-on approach, 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.

Section A: Aviva Cohen
Time: Tuesday – Friday, July 5 – 8,
8:00 am – 12:00
Maximum: 18
Changed 05/12/Changed 05/12/05:
Maximum: 20
(1 seat reserved for ES student)
Credits: 1

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: Ellen Nam
Time: Tuesday – Friday, July 5 – 8,
1:00 – 5:00 pm
Maximum: 18
Changed 05/12/05:
Maximum: 20
(1 seat reserved for ES student)
Credits:

Experienced Educators, Integrated Learning and Science Education Course Descriptions

EDC 645

Folk Arts of Early America and the British Isles, for the Classroom – A Field Study

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

Attend a weeklong folk camp for people of all ages. Observe and participate while Master Folklorists teach groups of children traditional dances, songs, crafts, stories and rituals. Participate in these folk traditions at an adult level, yourself. “Collect” by audio recording, interviewing, note-taking and experiencing traditional activities. Meet daily in a teacher seminar to reflect on your observations and experiences, to share newly collected activities, and to explore classroom implementation.
Course fee: \$727 for program, food, and lodging.

Section A: Jane Miller (and folklorists)

Time: Saturday – Saturday, July 9 – 16

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 6 – 10, 1:00 – 4:15 pm

Maximum: 16

(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

COURSE CANCELLED (05/12/05)

EDC 653

Life Down Under!: Soil Invertebrates in the Classroom

COMPETENCY AREA: Curriculum & Instruction

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

Section A: Christine Payack

Time: Monday – Friday, June 20 – 24, 4:45 – 8:00 pm

Maximum: 18

(1 seat reserved for ES student)

Credits: 1

ED 699B

Master's Project

REQUIRED OF all finishing students in the School Choice 2004 cluster.

RESTRICTED TO students who have completed EDP 599, Action Research.

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 E: School Choice 2004: Staff

Credits: 4

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 24.

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 E: School Choice 2004 Cluster:

Susan Dreyer Leon

Time: Monday – Friday, June 27 – July 1,

2:00 – 7:00 pm

Maximum: 18

Credits: 2

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 20 – 24,

8:30 am – 12:00 pm

Maximum: 18

(1 seat reserved for ES student)

Credits: 1

EDC 641

Professional Standards Portfolio

COMPETENCY AREA: Curriculum & Instruction

REQUIRED OF AND RESTRICTED TO Experienced Educator students.

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

Section F: Keene 2004 Cluster: Jane Miller

Time: Monday, June 27, 9:00 am – 5:00 pm, and

Tuesday, June 28,

8:00 am – 1:30 pm

Maximum: 18

Credits: 1

Experienced Educators, Integrated Learning and Science Education Course Descriptions

EDC 611
Recrafting Curriculum
Using Problem-Based Learning

COMPETENCY AREA: Curriculum & Instruction
 PRIORITY TO Experienced Educator students.

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

Section A: Peter Eppig
Time: Tuesday – Friday, July 5 – 8,
8:00 am – 12:00 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

COURSE ADDED (04/14/05)

EDC 672
Responsive Classroom Institute

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

The Responsive Classroom® is an approach to teaching and learning that fosters safe, challenging, and joyful classrooms and schools, kindergarten through eighth grade. Developed by classroom teachers, it consists of practical strategies for bringing together social and academic learning throughout the school day. The social curriculum is as important as the academic curriculum. In a Responsive Classroom, how children learn is as important as what they learn-- process and content go hand in hand. In addition, knowing the children we teach – individually, culturally, and developmentally – is as important as knowing the content we teach. Teaching practices that will be modelled and instructed include Morning Meeting, Rules and Logical Consequences, Guided Discovery, Academic Choice, Classroom Organization and Family Communication Strategies

Enrollment for this class will be limited. Four seats are available for students willing to assist with set up on the prior Sunday, clean up on Friday, and institute logistics during the week. If the Institute is not fully enrolled, other seats may become available. The Education Department will make final decisions about student enrollment.

Section A: Northeast Foundation for Children faculty
Time: Monday - Thursday, August 15 - 18,
8:00 am - 3:30 pm and
Friday, August 19, 8:00 am - 12:30 pm
Maximum: 4 seats available for
Education Department students
 Changed 05/12/06:
Maximum 7
Credits: 2

COURSE CANCELLED (05/12/05)

EDC 671
Sex, Drugs and MTV

COMPETENCY AREA: Curriculum & Instruction

Are you ready to talk about sex and drugs with your students? Can you teach and have conversations with upper elementary and middle school students about nutrition, eating disorders, substance abuse, and sexuality education? Learn how to integrate the exploration of these topics with human anatomy, media education, and advisory groups. Learn strategies for creating a safe environment for your students while also finding your own comfort zone with student centered conversations. Leading discussions, role-plays, simulations, integrating community speakers, and small group projects will be some of the methods used in this course.

Section A: Pauline Chandler
Time: Monday – Friday, June 20 – 24, 1:00 – 4:15 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

ED 690
SIS: Supervised Independent Study

If you are planning an independent study, please register for an SIS on your registration form. However, an SIS contract must be submitted to the Registrar's Office by **July 10, 2005** 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

Social Studies: Inquiry
Approaches and the Core Curriculum

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

1. EDC 658
Cemetery Quest: Utilizing Burial
Grounds as Education Resources

COMPETENCY AREA: Curriculum & Instruction

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

Section A: Steven Glazer
Time: Tuesday – Friday, June 28 – July 1, 1:00 – 5:00 pm
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

2. 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 13 – 17, 8:30 am – 12:00
Maximum: 18
(1 seat reserved for ES student)
Credits: 1

Experienced Educators, Integrated Learning and Science Education Course Descriptions

3. EDC 618 From Sheep to Shawl

COMPETENCY AREA: Curriculum & Instruction

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

Section A: Judy Coven

Time: Monday – Friday, June 6 – 10, 8:30 am – 12:00 pm

Maximum: 16

Changed 05/12/05:

Maximum: 17

(1 seat reserved for ES student)

Credits: 1

4. EDC 666 Place-Based Education and Community Building

COMPETENCY AREA: Curriculum & Instruction

Do you like to hike, canoe on the Connecticut River, participate in an archeological dig, and experience challenges on Low and High Ropes Courses? Students in this course will have the opportunity to bridge field experiences with place-based education curriculum development. Hinsdale, NH CO-SEED site and High 5 Adventure Learning Center in Brattleboro, VT will host this course. Learning at these sites will allow for immersion in authentic community exploration and curriculum integration. Students will be introduced to facilitation skills, reflective practice strategies, and place-based education planning tools. Upon completion of this course, students will be prepared to conduct field trips, community-based projects, and problem solving initiatives. This is a unique opportunity to work with Hinsdale teachers and community partners and be a part of a place-based education initiative. Transportation through carpooling encouraged.

Section A: Pauline Chandler

Time: Monday – Friday, June 27 – July 1,

9:00 – 4:00 pm

Maximum: 18

(1 seat reserved for ES student)

Credits: 2

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

COMPETENCY AREA: Curriculum & Instruction

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

Section A: Jennifer Kramer

Time: Tuesday – Friday, July 5 – 8, 1:00 – 5:00 pm

Maximum: 18

(1 seat reserved for ES student)

Credits: 1

Experienced Educators, Integrated Learning and Science Education Course Descriptions

6. EDC 531

Social Studies: Learning History through Real Problems

COMPETENCY AREA: Curriculum & Instruction
PRIORITY TO Integrated Learning students.

Through the use of simulations and other real-life engagements, the issues of history and social dilemmas can be brought to life for students in the upper elementary and middle school grades. Participants in this course will engage in an historical simulation, examine issues associated with planning and managing such activities in the classroom, gain an understanding of the pedagogical underpinnings of interactive classroom experiences, and produce a final project which may be an activity designed for use in the participant's classrooms.

Section A: Peter Monether

Time: Monday – Friday, June 27 – July 1,

1:00 – 4:30 pm

Maximum: 18

(1 seat reserved for ES student)

Credits: 1

7. 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 13 – 17,

1:00 – 4:15 pm

Maximum: 18

(1 seat reserved for ES student)

Credits: 1

Entering Year Round Waldorf Program Course Schedule

Waldorf Teacher Training Program

Summer Intensive • Weekly Schedule

Classes: July 11 - July 29, 2005

Group 1: Entering Year Round

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:25 - 8:40	SPEECH I Turner	SPEECH I Turner	EURYTHMY I Ciaglo	SPEECH I Turner	BOTHMER Payne
8:45 - 10:00	EVOLVING CONSCIOUSNESS I Finser	EVOLVING CONSCIOUSNESS I Finser	EVOLVING CONSCIOUSNESS I Finser		HUMAN DEVELOPMENT Locher
10:00 - 10:30	SNACK				
10:30 - 12:15	GEOMETRY van Riel	GEOMETRY van Riel	SINGING I Niiva-Sawyer	EVOLVING CONSCIOUSNESS I Finser	SPEECH I Turner
12:15 - 2:00	LUNCH				
2:00 - 3:55	CLAY MODELING I Stolfo	EURYTHMY I Ciaglo	CLAY MODELING I Stolfo	Advising - AA	EURYTHMY I Ciaglo
4:00 - 5:55	HUMAN DEVELOPMENT Locher	HUMAN DEVELOPMENT Locher	HUMAN DEVELOPMENT Locher	CLAY MODELING I Stolfo	SINGING I Niiva-Sawyer
6:00 - 7:15	SUPPER				
7:15 - 9:15	GEOMETRY van Riel (no class July 11)			COMMUNITY MEETING	

Entering Year Round Waldorf Program Registration Instructions & Course Descriptions

Please note: Thursday nights from 7:15 - 9:15 pm are reserved for Community Meeting and singing, etc.
 New student orientation will take place on Monday, July 11.
 Waldorf Graduation and Completion Ceremony, July 30 at 10:30 am.

REGISTRATION INSTRUCTIONS

All Waldorf Summer 2005 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

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.

COURSE DESCRIPTIONS

EDT 582

Anthroposophy: Projective Geometry

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

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

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

Section A: Hanneke van Riel
Time: Mondays & Tuesdays,
10:30 am - 12:15 pm,
and Mondays, 7:15 - 9:15 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

Bothmer Gymnastics

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

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

Section A: Kim John Payne
Time: Fridays, 7:25 - 8:40 am
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: uncredited

EDC 540

Clay Modeling I

COMPETENCY AREA: Curriculum & Instruction

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

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

Section A: Patrick Stolfo
Time: Mondays & Wednesdays,
2:00 - 3:55 pm, and
Thursdays, 4:00 - 5:55 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

EDC 543

Eurythmy I

COMPETENCY AREA: Curriculum & Instruction

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

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

Section A: Cezary Ciaglo
Time: Wednesdays, 7:25 - 8:40 am, and
Tuesdays & Fridays,
2:00 - 3:55 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

Entering Year Round Waldorf Program Course Descriptions

EDT 583
Evolving Consciousness I

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

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

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

Texts: *An Outline of Esoteric Science*, Background Reading: *Theosophy*, and *How to Know Higher Worlds*, all by Rudolf Steiner

Section A: Torin Finser
Time: Mondays – Wednesdays,
8:45 – 10:00 am, and
Thursdays, 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.
RESTRICTED TO first year Waldorf students; others by written permission of Program Director attached to or on registration form.

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

Text: *The Education of the Child in the Light of Anthroposophy*, Rudolf Steiner; and *Phases of Childhood*, Bernard Lievegoed.

Section A: Georg Locher
Time: Mondays – Wednesdays,
4:00 – 5:55 pm, and Fridays, 8:45 – 10:00 am
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

Singing I

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

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

Section A: Helena Niiva-Sawyer
Time: Wednesdays, 10:30 am – 12:15 pm, and
Fridays, 4:00 – 5:55 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: uncredited

EDC 541
Speech I

COMPETENCY AREA: Curriculum & Instruction

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

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

Section A: Jeremiah Turner
Time: Mondays, Tuesdays & Thursdays, 7:25 - 8:40 am,
and Fridays, 10:30 am – 12:15 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

Finishing Year Round Waldorf Program Course Schedule

Waldorf Teacher Training Program

Summer Intensive • Weekly Schedule
 Optional Institutes: July 4 - July 7, 2005

Finishing Year Round Group

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MON.-THURS., 8:30 AM - 5:00 PM FRIDAY, 8:30 AM - 12:45 PM	THE POETRY OF PUPPETRY <i>(non-credited)</i> Ping/Elliston	THE POETRY OF PUPPETRY <i>(non-credited)</i> Ping/Elliston	THE POETRY OF PUPPETRY <i>(non-credited)</i> Ping/Elliston	THE POETRY OF PUPPETRY <i>(non-credited)</i> Ping/Elliston	THE POETRY OF PUPPETRY <i>(non-credited)</i> Ping/Elliston
MON -THURS., 8:30 AM - 5:00 PM FRIDAY, 8:30 AM - 12:45 PM	THE CONTEMPORARY CHILD AND ADOLESCENT <i>(non-credited)</i> Payne	THE CONTEMPORARY CHILD AND ADOLESCENT <i>(non-credited)</i> Payne	THE CONTEMPORARY CHILD AND ADOLESCENT <i>(non-credited)</i> Payne	THE CONTEMPORARY CHILD AND ADOLESCENT <i>(non-credited)</i> Payne	THE CONTEMPORARY CHILD AND ADOLESCENT <i>(non-credited)</i> Payne
MON -THURS., 8:30 AM - 5:00 PM FRIDAY, 8:30 AM - 12:45 PM	PERSONAL AND ORGANIZATIONAL RENEWAL INSTITUTE <i>(3 credits)</i> Finser/Russell	PERSONAL AND ORGANIZATIONAL RENEWAL INSTITUTE <i>(3 credits)</i> Finser/Russell	PERSONAL AND ORGANIZATIONAL RENEWAL INSTITUTE <i>(3 credits)</i> Finser/Russell	PERSONAL AND ORGANIZATIONAL RENEWAL INSTITUTE <i>(3 credits)</i> Finser/Russell	PERSONAL AND ORGANIZATIONAL RENEWAL INSTITUTE <i>(3 credits)</i> Finser/Russell

Finishing Year Round Waldorf Program Course Schedule

Waldorf Teacher Training Program

Summer Intensive • Weekly Schedule

Classes: July 11 - July 29, 2005

Group 2: Finishing Year Round

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:25 - 8:40	EURYTHMY Ciaglo			BOTHMER Payne	EURYTHMY Ciaglo
8:45 - 10:00	SPEECH II Turner	SPEECH II Turner		SPEECH II Turner	SPEECH II Turner
10:00 - 10:30	SNACK				
10:30 - 12:15	FOUNDATIONS Locher	FOUNDATIONS Locher	FOUNDATIONS Locher	FOUNDATIONS Locher	FOUNDATIONS Locher
12:15 - 2:00	LUNCH				
2:00 - 3:55	ARTS TO ACCOMPANY FOUNDATIONS Locher	ARTS TO ACCOMPANY FOUNDATIONS Locher	MUSIC CURRICULUM Niiva-Sawyer	MUSIC CURRICULUM Niiva-Sawyer	MUSIC CURRICULUM Niiva-Sawyer
4:00 - 5:55	SCIENCE CURRICULUM Bloomquist	SCIENCE CURRICULUM Bloomquist	SCIENCE CURRICULUM Bloomquist	FOUNDATIONS Locher	GAMES Payne
6:00 - 7:15	SUPPER				
7:15 - 9:15				COMMUNITY MEETING	

Finishing Year Round Waldorf Program Registration Instructions & Course Descriptions

Please note: Thursday nights from 7:15 - 9:15 pm are reserved for Community Meeting and singing, etc. Waldorf Graduation and Completion Ceremony, July 29 at 10:30 am.

REGISTRATION INSTRUCTIONS

All finishing Year Round Waldorf students (Certificate and M.Ed.) who entered in Summer 2004 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
- Games

Strongly recommended electives:

- EDC 535 Music Curriculum
- EDP 624 Personal & Organizational Renewal Institute

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:

Three institutes (The Poetry of Puppetry, The Contemporary Child and Adolescent, and Personal and Organizational Renewal) will be offered during the week of July 4 – 7. Finishing Year-Round students may choose one of these three institutes in addition to their regular courses listed above. These offerings are describes in the course descriptions under “Optional Institutes.”

COURSE DESCRIPTIONS

Arts to Accompany Foundations of Human Experience

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

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

Section A: Georg Locher
Time: Mondays & Tuesdays, 2:00 – 3:55 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: uncredited

Bothmer Gymnastics

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: Kim John Payne
Time: Thursdays, 7:25 - 8:40 am
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: uncredited

Eurythmy

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: Mondays & Fridays, 7:25 – 8:40 am
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: uncredited

EDT 607 Foundations of Human Experience

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

REQUIRED OF AND RESTRICTED TO finishing 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: Monday - Friday, 10:30 am - 12:15 pm, and
Thursdays, 4:00 - 5:55 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 2

Games

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

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

Section A: Kim John Payne
Time: Fridays, 4:00 - 5:55 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 24.

Section W: Education Faculty
Credits: uncredited

Finishing Year Round Waldorf Program Course Descriptions

**EDC 535
Music Curriculum**

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

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

Section A: Helena Niiva-Sawyer
Time: Wednesdays – Fridays, 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.

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

Section A: Stephen Bloomquist
Time: Mondays – Wednesdays, 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: Jeremiah Turner
Time: Mondays, Tuesdays, Thursdays, & Fridays
8:45 - 10:00 am
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 1

Optional Institutes:

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

The Contemporary Child & 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 explore such issues as social exclusion, addiction, trauma & stress, ADHD, non-verbal learning disorder, and oppositional behavior. Each theme will be approached from a developmental basis, tracing these issues from the early elementary through to the high school years. This will be a facilitated response-based workshop guided by the practical needs and questions the participants bring from their work with children and adolescents.

Section A: Kim John Payne
Time: Monday - Thursday, July 4 - July 7,
8:30 am – 5:00 pm, and
Friday, July 8, 8:30 am - 12:45 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: uncredited

**EDP 624
Personal and Organizational Renewal**

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

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

Section A: Torin Finser and Leonore Russell
Time: Monday - Thursday, July 4 - July 7,
8:30 am – 5:00 pm, and
Friday, July 8, 8:30 am - 12:45 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: 3

The Poetry of Puppetry

How do we learn to master life movements in playing out the story of our destiny? We will give time to these questions, working through eurythmy in poetic fairy tale verse. After ensouling our own gesture we will transform it into the "incarnation" of the puppet. Themes of inner and outer movement will be taken up. Participants will also plant dye silks for their troupe work and make a "free-form" puppet to aid their own creative explorations in movement. Therapeutic eurythmist Stella Elliston joins Janene Ping in this course designed for puppeteers who wish to deepen artistic therapeutic, and educational aspects of the art of the puppet. Materials fee \$40. Please bring to the course sketch pad and pencils or chalks, eurythmy shoes, and a sewing kit.

Section A: Janene Ping and Stella Elliston
Time: Monday - Thursday, July 4 - July 7,
8:30 am – 5:00 pm, and
Friday, July 8, 8:30 am - 12:45 pm
Location: Pine Hill School, Wilton, NH
Maximum: 24
Credits: uncredited

Continuing Summer Sequence Waldorf Program Course Schedule

Waldorf Teacher Training Program

Summer Intensive • Weekly Schedule

Classes: July 11 - 29, 2005

Group 3: Continuing Summer Sequence

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:25 - 8:40		ELEMENTARY CURRICULUM SEMINAR Auer	SPEECH II Turner	SINGING II Niiva-Sawyer	SPEECH II Turner
8:45 - 10:00	EURYTHMY II Ciaglo	EURYTHMY II Ciaglo	EURYTHMY II Ciaglo	TODAY'S CHILD Payne	EURYTHMY II Ciaglo
10:00 - 10:30	SNACK				
10:30 - 12:15	EVOLVING CONSCIOUSNESS II Finser <i>(plus Sunday, July 10, 12 - 4)</i>	EVOLVING CONSCIOUSNESS II Finser	EVOLVING CONSCIOUSNESS II Finser	EVOLVING CONSCIOUSNESS II Finser	TODAY'S CHILD Payne
12:15 - 2:00	LUNCH				
2:00 - 3:55	SCIENCE CURRICULUM Bloomquist	SCIENCE CURRICULUM Bloomquist	PAINTING II Munk Finser	PAINTING II Munk Finser	PAINTING II Munk Finser
4:00 - 5:55	ELEMENTARY CURRICULUM SEMINAR Auer	ELEMENTARY CURRICULUM SEMINAR Auer	TODAY'S CHILD Payne	ELEMENTARY CURRICULUM SEMINAR Auer	ELEMENTARY CURRICULUM SEMINAR Auer
6:00 - 7:15	SUPPER				
7:15 - 9:15	SPEECH II Turner		SCIENCE CURRICULUM Bloomquist	COMMUNITY MEETING	

Continuing Summer Sequence Waldorf Program Registration Instructions & Course Descriptions

Please note: Thursday nights from 7:15 - 9:15 pm are reserved for Community Meeting and singing, etc. Waldorf Graduation and Completion Ceremony, July 29 at 10:30 am.

REGISTRATION INSTRUCTIONS

All Summer Sequence students who entered in Summer 2004 are required to register for:

- EDC 543A Eurythmy II
- EDT 586B Evolving Consciousness II
- EDC 544B Painting II
- EDC 536 Science Curriculum
- EDC 545 Speech II
- EDT 534 Today's Child
- EDC 559C Waldorf Elementary Curriculum Seminar

Strongly recommended non-credited elective course:

- Singing II

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.

COURSE DESCRIPTIONS

**EDC 543A
Eurythmy 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.

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 Ciaglo

**Time: Mondays, Tuesdays, Wednesdays & Fridays,
8:45 - 10:00 am**

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: 1

**EDT 586B
Evolving Consciousness II**

COMPETENCY AREA: Theoretical & Philosophical Foundations of Education

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 – 12:15 pm,
and Sunday, July 10, 12:00 - 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: Wednesdays – Fridays 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 continuing Summer Sequence Waldorf students; others by written permission of Program Director attached to or on registration form.

This course will offer an introduction to 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 B: Stephen Bloomquist

**Time: Mondays & Tuesdays, 2:00 - 3:55 pm, and
Wednesdays, 7:15 - 9:15 pm**

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: 1

Singing II

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: Helena Niiva-Sawyer

Time: Thursdays, 7:25 - 8:40 am

Location: Pine Hill School, Wilton, NH

Maximum: 24

Credits: uncredited

Continuing Summer Sequence Early Childhood Waldorf Program Course Descriptions

**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: Jeremiah Turner
Time: Wednesdays, & Fridays 7:25 – 8:40 am, and
Mondays, 7:15 – 9:15 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
Time: Wednesdays 4:00 – 5:55 pm, Thursdays,
8:45 – 10:00 am, and
Fridays, 10:30 am – 12:15 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: Mondays, Tuesdays, Thursdays, & Fridays,
4:00 - 5:55 pm,
and Tuesdays, 7:25 – 8:40 am
Maximum: 24
Credits: 2

Department of Environmental Studies - Master's Programs Registration Instructions & Schedule

PLEASE NOTE: Master's level Environmental Studies classes begin the week of June 6, and run through Friday, July 15. Some classes may meet prior to, or run later than these program dates. No classes will be held on Monday, July 4.

ALL ENVIRONMENTAL STUDIES STUDENTS

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

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

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

STUDENTS WHO ENTERED FALL 2004

Please Note:

The academic credit maximum for Summer 2005 is 8 credits. If your program plan warrants exceeding this maximum, you must obtain written permission from your program advisor attached to or on your registration form. Additional credits will be added to your schedule on a space available basis.

ENVIRONMENTAL ADVOCACY AND ORGANIZING

Please choose from the following:

- ES 693 Practicum (Sections A-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)
- ESS 562 Natural Resource Inventory: Wildlife (Section A) (Req Alt to ESS 522 NRI: Vegetation)
- ES 693 Practicum (Sections A-F)
- Natural Communities (ESF Prefix) and/or other elective credits

RESOURCE MANAGEMENT AND ADMINISTRATION

Please choose from the following:

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

ENVIRONMENTAL EDUCATION

Please choose from the following:

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

COURSE SCHEDULE - THURSDAYS

8:00 AM – 12:15 PM

ESF 527 Non-Flowering Plants (Section A)
ESF 541A Wetlands Ecology (Section A)

12:30 – 1:15 PM

* Practicum Seminar (Sections A-F) (June 9)

1:30 – 4:30 PM

*ESS 562 Natural Resource Inventory: Wildlife (Section A) (Thursdays, June 9 – July 14, 1:30 – 4:30 pm and Fridays, June 10 – July 15, 8:00 am – 12:15 pm)

1:30 – 5:45 PM

ESS 564 Biological Concepts (Section A)
ESS 538 Freshwater Ecology (Section A)

6:00 – 9:00 PM

*ESS 558 Forest Ecosystem Analysis (Section A) (pre-trip meetings June 9 & 23)

6:00 – 9:30 PM

ESP 557 Community Planning Techniques (Section A) (June 9 – July 21)

6:30 – 9:00 PM

*ESF 525 Alpine Flora (Section A) (pre-trip meetings June 16 and July 7)

* Course has varied meeting dates and times. Please check individual course description for complete meeting schedule.

Department of Environmental Studies - Master's Programs Schedule

PLEASE NOTE: Master's level Environmental Studies classes begin the week of June 6, and run through Friday, July 15. Some classes may meet prior to, or run later than these program dates. No classes will be held on Monday, July 4.

COURSE SCHEDULE - FRIDAYS

8:00 AM – 12:15 PM ESE 541	Environmental Education Methods: Developing Sense of Place (Section A)
*ESS 562	Natural Resource Inventory: Wildlife (Section A) (Thursdays, June 9 – July 14, 1:30 – 4:30 pm and Fridays, June 10 – July 15, 8:00 am – 12:15 pm)
8:30 – 11:30 AM *ESP 586	Groundwater Protection Policy (Section A) (Fridays June 10, 17, 24 and Saturdays, June 25 & July 9, 8:00 am – 4:30 pm)
12:30 – 1:15 PM *	Practicum Seminar (Sections A-F) (June 10)
1:30 - 5:45 PM ESF 557 ESF 521	Aquatic Invertebrates (Section A) Wetlands Flora (Section A)
6:30 – 9:30 PM *ESAM 511	Beginning a Consulting Practice: Strategies & Skills (Section A) (June 10 & 17 and Saturdays, June 11 & 18; 9:00 am – 4:30 pm)
*ESP 599	Land Protection & Stewardship (Section A) (June 17 & July 15)

WEEKEND, INTENSIVES AND IRREGULAR COURSE MEETING SCHEDULE

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

June 1 – 5 *ESF 542	Marine Ornithology (Section A) (Pre-trip meeting dates TBA and Wednesday – Sunday, Study trip)	June 20 - 22 ESX 601	Group Dynamics and Leadership I (Section A) (Monday – Wednesday, 8:30 am- 5:45 pm)
June 6 – 8 ESF 556	Ecology Small Mammals (Section A) (Harris Center) (Monday – Wednesday, 8:30 – 4:30pm, and Tues evening, 6:00 – 9:00 pm)	June 25 - 29 *ESS 558	Forest Ecosystem Analysis (Section A) (Study Trip) (8:00 am – 10:00 pm)
June 10 & 11 and 17 & 18 ESAM 511	Beginning a Consulting Practice: Strategies & Skills (Section A) (Fridays 6:30 – 9:00 pm and Saturdays, 9:00 am – 4:30 pm)	June 25 and July 9 *ESP 586	Groundwater Protection Policy (Section A) (Fridays June 10, 17, 24 and Saturdays, 8:00 – 4:00 pm)
June 11 – 14 ESS 546	Soils: Mapping and Interpretation (Section A) (Saturday – Tuesday, 8:30 am – 4:30 pm)	July 9 - 13 *ESE 523A	Environmental Education Methods: Teaching in the Outdoors (Section A) (Saturday, Sunday, Tuesday & Wednesday, July 9, 10, 12 & 13, 9:00 am – 2:00pm, and Monday, July 11, 5:00 – 10:30 pm)
June 11 – 15 ESE 542	Environmental Education Methods: Radical Simplicity (Section A) (Saturday – Wednesday, 8:30 am – 4:30 pm)	July 17 – 22 *ESF 525	Alpine Flora (Section A) (Study Trip)
June 17, 18 & 19 and July 15 & 16 *ESP 599	Land Protection & Stewardship (Section A) (Fridays, 6:30 – 9:00 pm, 2 Saturdays 8:30 am – 4:30 pm and Sunday 8:30 am – 4:30 pm)	July 17 – 21 ESF 547	Field Entomology: Butterflies and Other Insects (Section A) (Sunday, 8:00 am – 4:30 pm, Lenox, MA and Monday – Thursday, 8:30 am – 4:30 pm ANE)

* Course has varied meeting dates and times. Please check individual course description for complete meeting schedule.

Department of Environmental Studies - Master's Programs Course Descriptions

**ESF 525
Alpine Flora**

COMPETENCY AREAS FL04: Natural Communities elective
FIRST PRIORITY TO ES students; second priority to Science Education students.

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

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

Thursdays, June 16 and July 7, 6:30 - 9:00 pm and
Sunday - Friday, July 17 - 22 (Study Trip)
Maximum: 8
Credits: 2

**ESF 557
Aquatic Invertebrates**

COMPETENCY AREAS FL04: Natural Communities elective

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

Section A: Maria Aliberti
Time: Fridays, June 10 - July 15,
1:30 - 5:45 pm
Maximum: 16
(1 seat reserved for Science Ed student)
Credits: 2

COURSE CANCELLED (04/29/05)

**ESAM 511
Beginning a Consulting Practice:
Strategies and Skills**

COMPETENCY AREAS: CB, EAO, EE, Cert, IND, and RMA - Elective

Note: Deadline for adding this class is June 1, due to online component.

Participants will explore the process of entering the world of consulting practice and clarify their areas of professional and personal expertise and knowledge bases as potential or beginning consultants. There will be a brief overview, outlining the various aspects of beginning and maintaining a full or part-time practice, as well as an overview of various consulting models. **The main course emphasis will then be given to the art and process of consulting** including clarifying and/or establishing specific domains of interest and expertise, developing interpersonal skills, action-reflection models, the contracting process, models of data gathering and the delivery of recommendations. Case scenarios and role-play will be used in addition to lecture presentations. There will be two online components to the course: one before the first face to face (FTF) meeting and one between the second and third FTF meetings.

Section A: Bill Griffith
Time: Fridays, June 10 & 17, 6:30 - 9:30 pm and
Saturdays, June 11 & 18, 9:00 am - 4:30 pm
Maximum: 14 (1 seat reserved for Science Ed student)
Minimum number of Students Required to run course: 8
Credits: 2

**ESS 564
Biological Concepts**

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

REQUIRED OF AND PRIORITY TO ES Teacher Certification students.
PREREQUISITE: Introductory Biology

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

Section A: Eric Rhomberg
Time: Thursdays, June 9 - July 14,
1:30 - 5:45 pm
Maximum: 14
Credits: 2

**ESP 557
Community Planning Techniques**

COMPETENCY AREAS: CB, EE, EAO, Cert, IND - Elective; RMA - (ESP) Policy Elective

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

Section A: Pete Throop
Time: Thursdays, June 9 - July 21, 6:00 - 9:30 pm
Maximum: 16
(1 seat reserved for Science Ed student)
Credits: 2

**ESF 556
Ecology and Adaptation
of Small Mammals**

COMPETENCY AREAS: Natural Communities elective

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

Section A: Joseph Merritt
Time: Monday - Wednesday, June 6 - 8,
8:30 am - 4:30 pm, and
Tuesday evening, 6:00 - 9:00 pm
Location: Harris Center
Maximum: 16
(1 seat reserved for Science Ed student)
Credits: 2

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

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

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

Section A: Sue Ward
Time: Fridays, June 10 - July 15,
8:00 am - 12:15 pm
Maximum: 16
(1 seat reserved for Science Ed student)
Credits: 2

Department of Environmental Studies - Master's Programs Course Descriptions

ESE 523A

Environmental Education Methods: Teaching in the Outdoors

COMPETENCY AREAS: EE - Methods Required Alternate; CB, EAO, Cert, IND & RMA - Elective
 PRIORITY TO 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. Special emphasis will be placed on combining adventure education and environmental education in the design of integrated experiences.

Section A: Brad Daniel
Time: Saturday, Sunday, Tuesday & Wednesday July 9, 10, 12 & 13, 9:00 am-2:00 pm
**** Monday, July 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

ESE 542

Environmental Education Methods: Radical Simplicity

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

This five-day field course will take place at Barra - a home-stead in East Corinth, Vermont, where "chop wood, carry water" is more than a metaphor. We will do those things, and more -- plan and plant a permaculture garden bed, footprint your five-day stay, discuss ethical money management, help prepare meals on a wood cook-stove, taste wild edible and medicinal plants, practice systems design tools to evaluate choices and brainstorm lifestyle shifts that yield drastic reductions in impact. From this context, we will explore possible field and outdoor education methods that put the shovel in the hands of the learner.

This course will explore both individual and collective approaches to a measurable sustainability in the context of a diverse, living planet. As an environmental educator, cultural creative or agent of change, personal sustainable practices provide the first-hand experience necessary to have confidence that radical shifts in lifestyle are possible. These experiences will take sustainability out of the abstract and into a real life scenario. We will also explore tools presented in Jim Merkel's book *RADICAL simplicity*. Overnight accommodations: tenting and some open-air cabins. Fee- \$50.00 to cover food.

Section A: Jim Merkel and Rowan Sherwood
Times: Saturday – Wednesday, June 11 – 15, 8:30 am – 4:30 pm
Maximum: 16 (1 seat reserved for Science Ed student)
Credits: 2

ESF 547

Field Entomology: Butterflies and Other Insects

(formerly *Introduction to Entomology: New England Butterflies*)
 COMPETENCY AREAS: Natural Communities

An introduction to common insects, especially those in New England. The first class has students participating in an annual butterfly census in the Berkshires of Massachusetts. Taxonomy of major insect orders, identification of New England butterflies, behavior of selected species, ecological roles, and coevolution with other organisms are emphasized during the sessions.

Section A; Tom Tynning
Time: Sunday, July 17 Lenox, MA 8:00 am - 4:30 pm and Monday – Thursday, July 18 – 21, 8:30 am - 4:30 pm
Location: Lenox, MA at Pleasant Valley Sanctuary, ANE
Maximum: 16
(1 seat reserved for Science Ed student)
Credits: 2

ESS 558

Forest Ecosystem Analysis

COMPETENCY AREAS: CB - Required Alternate; EAO, EE, Cert, IND & RMA - Elective
 PRIORITY TO Conservation Biology majors.
 PREREQUISITES: Community Ecology of the NE Landscape or permission of instructor.

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

Section A: Peter Palmiotto
Time: Pre-trip meeting, Thursday, June 9, 23 6:00 - 9:00 pm and Saturday - Wednesday, June 25 - 29, 8:00 am - 10:00 pm (Study Trip)
Maximum: 16
Credits: 2

ESS 538

Freshwater Ecology

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

This course will examine the environmental requirements and ecological relationships of freshwater organisms, including algae, zooplankton, macrophytes, macro-invertebrates and fish. Emphasis will be placed on studying the composition and conditions of freshwater habitats and the biological communities they support. The course focuses on streams in even years (2002, etc.) and lakes in odd years (2003, etc.).

Section A: Paul Kotila
Time: Thursdays, June 9 - July 14, 1:30 - 5:45 pm
Maximum: 16
(1 seat reserved for Science ED student)
Credits: 2

ESP 586

Groundwater Protection Policy

COMPETENCY AREAS: RMA - Required Alternate; CB, EAO, EE, Cert, IND - Elective
 PREREQUISITE: Hydrology
 PRIORITY TO RMA students.
Note: Deadline for adding this class is June 3.

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

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

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

Section A: Steve Lamb
Time: Fridays, June 10, 17 & 24, 8:30 – 11:30 am, and Saturdays, June 25 & July 9, 8:00 am – 4:30 pm
Location: Antioch and field trips in NH and MA
Maximum: 16
Credits: 2

Department of Environmental Studies - Master's Programs Course Descriptions

ESX 601
Group Dynamics & Leadership I

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

Note: Deadline for adding this class is June 10.

This course will focus on group development, group dynamics, and leadership. The course introduces students to elements of group dynamics and to a model that matches leadership styles to stages of group development. Students work in teams during the course and use course concepts to analyze their experience. Skills emphasized are group leadership and membership skills, group observation and feedback, conflict management, and managing diversity in groups. Students are expected to read *The One Minute Manager Builds High Performing Teams* by Blanchard, Carew and Paris-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 20 - 22,
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: RMA – Add'l ESP Required Alternate; CB, EAO, EE, Cert, IND & RMA - 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
Time: Fridays June 17 and July 15, 6:30 – 9:30 pm and
Saturday & Sunday, June 18 & 19, and Saturday, July 16
8:30 am - 4:30 pm
Changed 04/29/05 to:
Time: Saturday & Sunday, June 4 & 5,
8:30 am - 4:30 pm
and Friday, July 15, 6:30 – 9:30 pm and
Saturday, July 16, 8:30 am - 4:30 pm
Maximum: 16
Credits: 2

ESF 542
Marine 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 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 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 at the world through the eyes of a marine bird. The exact field trip itinerary – including the possibility of driving to central Maine to view nesting Atlantic Puffins - will be finalized at the first pre-trip meeting.

Cost: Approximately \$250 + food (includes boat trips, camp-ground fees, car rental, gas costs). This figure may vary slightly depending on the class decision as to actual field trip itinerary.

Section A: Jon Atwood
Time: TBA pre-trip meetings and Wednesday – Sunday,
June 1-5 (Study Trip)
Maximum: 10
Credits: 2

ES 699C
Master's Thesis

Required for all CB students; optional for EAO, IND, & RMA students.

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

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

Section A: Jon Atwood
Section B: Peter Palmiotto
Section C: Rachel Thiet
Section D: Jim Jordan
Section E: Beth Kaplin
Section F: Meade Cadot
Maximum: 5 per section
Credits: 3

ES 699D
Master's Thesis Continuation

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

Students must register for Master's Thesis Continuation every semester until the thesis has been completed and signed off by your Master's Thesis reader. Enrollment in Master's Thesis continuation confers half-time status for Financial Aid and loan deferment purposes through July 24.

Section A: ES Faculty
Maximum: 20
Credits: uncredited

ESS 562
Natural Resource Inventory: Wildlife

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

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

Section A: Jon Atwood
Time: Thursdays, June 9 – July 14,
1:30 – 4:30 pm and
Fridays, June 10 – July 15, 8:00 am – 12:15 pm
Maximum: 16
Credits: 3

COURSE CANCELLED (05/19/05)

ESF 527
Non-Flowering Plants

COMPETENCY AREAS: Natural Communities

Turn back the evolutionary clock and mingle with some of the oldest plant groups on the planet. We will introduce many of the non-flowering plant natives that inhabit our New England landscape including ferns, clubmosses, horse-tails, and lichens. Through in-the-field exploration and use of plant keys, a strong emphasis will be placed on the development of identification skills. Additional focus will include an ecological and evolutionary overview of the plant groups studied. During our first class, we will attempt to make plans for a non-compulsory day-long field trip to take place outside of the Keene area. Course verification will include a student collection of assorted representative species.

Section A: Wink Lees
Time: Thursdays, June 9 – July 14,
8:00 am – 12:15 pm
Maximum: 18
(1 seat reserved for Science Ed student)
Credits: 2

ES 693
Practicum, General

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

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

The Practicum provides students with an opportunity to

Department of Environmental Studies - Master's Programs Course Descriptions

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

Note: Seminars are not required for the summer session; however, one seminar is highly recommended for students for whom this is the first practicum, either on Thursday, June 9 or Friday, June 10. 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: Katherine Delaney
Section B: Jack Calhoun
Section C: Duncan Watson
Section D: Steve Chase
Section E: TBA
 Changed 04/29/05 to:
Section E: Christa Koehler
Section F: TBA
 Changed 04/29/05 to:
Section F: Melissa Diven
Maximum: 15 per section
Credits: variable

ES 690U
SIS: Special Project

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

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

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

Please register for this SIS on your registration form. However, an SIS contract must be submitted to the Registrar's Office by **July 10, 2005** 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.

Section A: Michael Simpson
Maximum: 15
Credits: 3

ES 690
SIS: Supervised Individual Study

If you are planning an independent study, please register for an SIS on your registration form. However, an SIS contract must be submitted to the Registrar's Office by **July 10, 2005** 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

ESS 546
Soils: Mapping and Interpretation

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

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

Section A: Jim Jordan
Times: Saturday – Tuesday, June 11 – 14,
8:30 am – 4:30 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, and field trips. Hip waders are a must!

Section A: Rachel K. Thiet
Time: Thursdays, June 9 – July 14,
8:00 am - 12:15 pm
Maximum: 16
Credits: 2

ESF 521
Wetlands Flora

COMPETENCY AREAS: Natural Communities

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

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

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

Please Note: Doctoral program classes, years I - IV will begin Wednesday, June 15. Years I, II & III will end Friday, June 24; Year IV will end Saturday, June 18.

All Continuing Doctoral students must register by Friday, April 22 for the Summer 2005 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: 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	SECOND PHASE Ph.D. II	THIRD PHASE Ph.D. III	FOURTH PHASE Ph.D. IV	FIFTH PHASE Ph.D. V+
(Summer 2005 enterers) Ph.D. I students should register for Ecological Thought (ES 700) and Introduction to Research Design (ES 707).	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).	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).	Ph.D. IV students who will have completed the Service Project, Integrated Essay and Dissertation Proposal by the end of the Spring 2005 term should register for (ES 776) Dissertation Seminar and (ES 899) Doctoral Dissertation. NOTE: Students not meeting these prerequisites will be required to register for Candidacy Continuation (ES 775). Candidacy Continuation is considered Phase III - Ph. D. III.	Ph.D. V+ students who have completed three semesters of (ES 776) Dissertation Seminar and two semesters (8 credits) of (ES 899) Doctoral Dissertation and have not yet submitted their dissertation to the Graduate School, should register for (ES 899C) Doctoral Dissertation Continuation each semester until their dissertation is approved and submitted.

JUNE 15 - WEDNESDAY	JUNE 16 - THURSDAY	JUNE 17 - FRIDAY	JUNE 18 - SATURDAY	JUNE 19 - SUNDAY
<p>8:00 AM - 9:00 AM Years I - IV Community Breakfast</p> <p>9:00 AM - 12:00 PM New Student Registration - Ph.D.I Dissertation Seminar Learning Domain</p> <p>12:00 PM - 2:00 PM FREE</p> <p>2:00 PM - 6:00 PM Intro Research Design Research Strategy I</p> <p>7:00 PM - 9:00 PM Optional computer time</p> <p>EVENING FREE</p>	<p>8:00 AM - 12:00 PM Dissertation Seminar Intro Research Design Learning Domain Theory & Pract Sem</p> <p>12:00 PM - 2:00 PM FREE/optional lunch with advisors</p> <p>2:00 PM - 6:00 PM Ecological Thought Research Strategy I Theory & Pract Sem</p> <p>7:00 PM - 9:00 PM Optional computer time</p>	<p>8:00 AM - 12:00 Dissertation Seminar Intro Research Design Learning Domain</p> <p>12:00 PM - 2:00 PM FREE</p> <p>2:00 PM - 6:00 PM Dissertation Seminar Ecological Thought Research Strategy I</p> <p>7:00 PM - 9:00 PM Optional computer time</p> <p>EVENING FREE</p>	<p>8:00 AM - 12:00 PM Dissertation Seminar Intro Research Design Learning Domain Theory & Pract Sem</p> <p>12:00 PM - 2:00 PM FREE</p> <p>2:00 PM - 6:00 PM Ecological Thought Research Strategy I Theory & Pract Sem</p> <p>6:30 PM Community Dinner and Speaker</p>	<p>Optional hike with Ph.D. Faculty</p>
JUNE 20 - MONDAY	JUNE 21, TUESDAY	JUNE 22 - WEDNESDAY	JUNE 23 - THURSDAY	JUNE 24 - FRIDAY
<p>8:00 AM - 12:00 PM Ecological Thought Research Strategy I Theory & Pract Sem</p> <p>2:00 PM - 6:00 PM Intro Research Design Learning Domain</p> <p>7:00 PM - 9:00 PM Optional computer time</p> <p>EVENING FREE</p>	<p>8:00 AM - 12:00 PM Ecological Thought Research Strategy I</p> <p>2:00 PM - 6:00 PM Intro Research Design Learning Domain</p> <p>7:00 PM - 9:00 PM Optional computer time</p> <p>EVENING FREE</p>	<p>8:00 AM - 12:00 PM Ecological Thought Research Strategy I Theory & Pract Sem</p> <p>2:00 PM - 6:00 PM Intro Research Design Learning Domain</p> <p>7:00 PM - 9:00 PM Optional computer time</p> <p>EVENING FREE</p>	<p>8:00 AM - 12:00 PM Ecological Thought Research Strategy I</p> <p>2:00 PM - 6:00 PM Intro Research Design Learning Domain</p> <p>7:00 PM - 9:00 PM Optional computer time</p> <p>EVENING FREE</p>	<p>8:00 AM - 12:00 PM Ecological Thought Research Strategy I Theory & Pract Sem</p> <p>Ph.D. I and II classes conclude at noon; optional advising (12:00 - 3:00)</p>

Department of Environmental Studies - Doctoral Program (Ph.D.) Course Descriptions

**ES 775
Candidacy Continuation**

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

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

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

**Section A: Thomas Webler
Maximum: 15
Credits: uncredited**

**ES 776
Dissertation Seminar**

COMPETENCY AREA: Dissertation Process
RESTRICTED TO Ph.D. IV students.
PREREQUISITES: Completion of The Integrated Essay, Service Project and Dissertation Proposal

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

**Section A: Beth Kaplin
Times: Wednesday – Saturday,
June 15 - 18, 8:00 am – 12:00 and Friday, June 17,
2:00 – 6:00 pm
Note: Wednesday, June 15 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
Time: Thursday – Saturday, June 16 – 18,
2:00 - 6:00 pm and
Monday – Friday, June 20 – 24,
8:00 am - 12:00 pm
No class Sunday, June 19.
Additional contact hours will be
met by specific coursework designed
to be completed on-line.
Maximum: 15
Credits: 3**

**ES 707
Introduction to Research Design**

COMPETENCY AREA: Foundation
RESTRICTED TO Ph.D. I students.

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

**Section A: Louise Chawla
Time: Wednesday, June 15, 2:00 – 6:00 pm,
Thursday – Saturday, June 16 – 18,
8:00 am - 12:00 pm and
Monday - Thursday, June 20 - 23,
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 15 – 18,
8:00 am - 12:00 pm and
Monday - Thursday, June 20 - 23,
2:00 - 6:00 pm
Note: Wednesday, June 15 class will begin at 9:00 am.
Additional contact hours will be
met by specific course work designed to
be completed on-line.
Maximum: 15
Credits: 3**

Department of Environmental Studies - Doctoral Program (Ph.D.) Course Descriptions

ES 727
Research Strategy:
Theory, Method and Design I

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

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

Section A: Thomas Webler
Time: Wednesday - Saturday, June 15 - 18,
2:00 - 6:00 pm, and
Monday - Friday, June 20 - 24,
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, 2005** 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 Mitchell Thomashow
Changed 04/20/05 to:
Section A: Heidi Watts and Joy Akerman
Times: Thursday & Saturday, June 16 & 18,
8:00 am - 12:00 and 2:00 - 6:00 pm and
Monday, Wednesday, Friday, June 20, 22, 24,
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
Weekend Master's Program Course Schedule and Course Descriptions**

CREDIT LIMITS

O&M students may register for a maximum of 8 credits in summer semester. Students must have written permission of Program Administrator attached to or on 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 (603-357-3122 ext 233) to determine whether the class has already started. Generally classes with pre-class assignments begin three to four weeks prior to the first scheduled meeting.

CROSS-DEPARTMENTAL REGISTRATION

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

**PREREQUISITES AND COURSES
REQUIRING PERMISSION**

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

COURSE SCHEDULE

**FRIDAY, SATURDAY & SUNDAY, JUNE 3, 4 & 5
8:30 AM - 5:30 PM**

OMG 533 Group Dynamics & Leadership II
(Section K)

**FRIDAY & SATURDAY, JUNE 10 & 11
AND SUNDAY, JULY 10
8:30 AM - 5:30 PM**

OMR 619 Organizational Research & Evaluation Methods
(Section K)

**SUNDAY, JUNE 12 AND FRIDAY &
SATURDAY, JULY 8 & 9
8:30 AM - 5:30 PM**

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

**FRIDAY, SATURDAY & SUNDAY, JUNE 17, 18 & 19
8:30 AM - 5:30 PM**

OMG 531 Diversity in the Workplace (Section K)

**THURSDAYS, JUNE 23 & JULY 21
6:30 - 9:00 PM**

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

**FRIDAYS & SATURDAYS, JUNE 24 & 25
AND JULY 22 & 23
9:00 AM - 4:30 PM**

OMSI 502 Critical Issues in Educational Leadership
(Section K)

**SUNDAYS, JUNE 26 & JULY 24
9:00 AM - 4:30 PM**

OMSI 505 School Law for Administrators
(Section K)

**SATURDAY & SUNDAY, JULY 16 & 17
9:00 AM - 4:30 PM**

OMD 643 Assertive Management
(Section K)

COURSE DESCRIPTIONS

**OMD 643
Assertive Management**

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

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

**Section K: Ed Tomey
Time: Saturday & Sunday, July 16 & 17,
9:00 am - 4:30 pm
Maximum: 20
Credits: 1**

**OMSI 502
Critical Issues in Educational Leadership**

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

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

**Section K: John Carr
Time: Fridays & Saturdays, June 24 & 25 and
July 22 & 23, 9:00 am - 4:30 pm
Maximum: 18
Credits: 2**

Department of Organization & Management - Course Descriptions

OMG 531
Diversity in the Workplace

(formerly *Managing Diversity*)

COMPETENCY AREA: Collaboration & Group Dynamics
REQUIRED OF O&M Spring 2005 Enters.

Successfully managing diversity and understanding the dynamics of difference in organizations requires skills in diagnosing and leading individuals and groups to acknowledge and capitalize on the richness of difference in all aspects of business, employee relations, and daily life. This course is intended to develop competencies and improve skills in managing and working effectively in a work force that reflects differences of every type. Students will: identify and develop competencies for managing the dynamics of change in the workplace; explore issues of sameness and difference; and enhance diagnostic skills for analyzing the dynamics of difference at the individual, interpersonal, group, and organizational levels. Students will do additional readings and discussions, field or research projects, or case study analysis on-line.

Section K: Marsha Greenberg

**Time: Friday, Saturday & Sunday, June 17, 18 & 19,
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.
PRIORITY TO 2nd year O&M students.

This course is for students who have completed Group Dynamics and Leadership I and want an opportunity for focused skill development in group leadership and membership. Building on the framework presented in Group Dynamics I, students will gain advanced experience in diagnosing group needs and matching leadership style to stage of group development. We will focus on skills involved in providing 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. Students will do additional readings and discussions, field or research projects, or case study analysis on-line, both prior to and following the class meeting.

Section K: Donna Mellen

**Time: Friday, Saturday & Sunday, June 3, 4 & 5,
8:30 am - 5:30 pm
Maximum: 24
Credits: 2**

OMR 619
Organizational Research & Evaluation Methods

COMPETENCY AREA: Research & Information Design

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*. Students will do additional readings and discussions, field or research projects, or case study analysis on-line.

Section K: Deborah Brown and Steve Guerriero

**Time: Friday & Saturday, June 10 & 11 and
Sunday, July 10, 8:30 am - 5:30 pm
Maximum: 24
Credits: 2**

OMC 691
Practicum Practicum Seminar

COMPETENCY AREA: Purposeful Systemic Change
RESTRICTED TO matriculated O&M students.
REQUIRED OF AND RESTRICTED TO Principal Certification students.

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

Section K1: John Carr

**Time: Thursdays, June 23 & July 21,
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 Principal Certification students.

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

Section K: John Carr

**Time: Sundays, June 26 & July 24,
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, 2005** 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

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 society and organizations. This course will also include material on the importance of individual cognitive development in the understanding and application of systems theories. There will be reading and online assignments both prior to the first class and between the first and second classes. The course will begin online activities on June 6. Students are advised to begin reading assignments prior to that date.

Section K: William Griffith

**Time: Sunday, June 12 and Friday & Saturday,
July 8 & 9, 8:30 am - 5:30 pm
Maximum: 20
Credits: 2**

Department of Applied Psychology - Course Schedule, Registration Instructions & Course Descriptions

MARRIAGE & FAMILY THERAPY

MARRIAGE & FAMILY THERAPY I SCHEDULE
(STUDENTS ENTERING SUMMER 2005)

MONDAYS,
JUNE 6 THROUGH JULY 18

9:00 AM - 12:15 PM

PY 642B Introduction to Systems Theory (Section A)

1:00 - 3:15 PM

PYS 608 Family Therapy Ethics in Practice (Section A)

3:30 - 6:45 PM

PY 602A Fundamentals of Systems Therapy (Section A)

TUESDAYS,
JUNE 7 THROUGH JULY 12

9:00 AM - 12:15 PM

PY 642B Introduction to Systems Theory (Section A)

1:00 - 3:15 PM

PYS 608 Family Therapy Ethics in Practice (Section A)

3:30 - 6:45 PM

PY 602A Fundamentals of Systems Therapy (Section A)

MARRIAGE & FAMILY THERAPY II SCHEDULE
(STUDENTS WHO ENTERED SUMMER 2004)

MONDAYS,
JUNE 6 THROUGH JULY 11

1:00 - 4:15 PM

PY 687B Professional Seminar in
Marriage & Family Therapy III (Sections A - C)

MONDAYS & TUESDAYS,
JUNE 6 THROUGH JULY 18

9:00 AM - 12:15 PM

PYG 605 Groups and Larger Systems (Section A)

ALL MFT 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.

NEW MARRIAGE & FAMILY THERAPY STUDENTS
ENTERING IN SUMMER 2005

Please register for Fundamentals of Systems Therapy (PY 602A) and Introduction to Systems Theory (PY 642B) and Family Therapy Ethics in Practice (PYS 608). Please note: Summer 2005 entrants may enroll for a maximum of 8 credits during the Summer 2005 semester. Students must have written permission of Program Director attached to or on registration form to register for more than 8 credits.

CONTINUING MARRIAGE & FAMILY THERAPY
STUDENTS WHO ENTERED IN SUMMER 2004

Please register for Professional Seminar in MFT III 1 credit (PY 687B), 2 credits of Internship (PY 698B), and 3 credits Groups and Larger Systems (PYG 605). Please note: Summer 2004 entrants may enroll for a maximum of 6 credits during the Summer 2005 semester. Students must have written permission of Program Director attached to or on registration form to register for more than 6 credits.

ALL DMT STUDENTS

DMT students are not expected to register for the Summer semester. However, if you are a second-year DMT student starting an internship before July 1, please register for Internship in Dance/Movement Therapy (PY 693) for 4 credits during the Summer semester. If you are continuing an internship that you first registered for in the Spring 2005, register for Internship Continuation, (PY 693B, Section A) for 0 credits. Please include the internship site on your registration form.

COURSE DESCRIPTIONS

PYS 608

Family Therapy Ethics in Practice

COMPETENCY AREA: Social Systems Assessment & Intervention Strategies

REQUIRED OF AND RESTRICTED TO MFT I students.

This course will examine the ethical and legal obligations of Marriage and Family Therapists in practice. 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.

Section A: Kevin Lyness

Time: Mondays & Tuesdays, 1:00 - 3:15 pm

Maximum: 24

Credits: 2

PY 602A

Fundamentals of Systems Therapy

COMPETENCY AREA: Individual Assessment & Intervention Strategies

REQUIRED OF AND RESTRICTED TO MFT I students.

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

Section A: Tim Lowry

Time: Mondays & Tuesdays, 3:30 - 6:45 pm

Maximum: 24

Credits: 3

PYG 605

Groups 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: Fundamentals of Systems Therapy, PY 602A

This course will provide foundational knowledge and experience of using systems-based psychotherapy with individuals, couples, and families as well as with groups of individuals, couples, and families. Two areas of family therapy will provide the background for conceptualization and treatment models: systemic play therapy and medical family therapy. The course will also examine methods for working with larger systems of care and community professionals.

Section A: Anne Prouty Lyness

Time: Mondays & Tuesdays, 9:00 am - 12:15 pm

Corrected 05/12/05:

Mondays, June 6 - July 18, 9:00 am - 12:15 pm &

Tuesdays, June 7 - July 12, 9:00 am - 12:15 pm

Maximum: 24

Credits: 3

Department of Applied Psychology - Course Descriptions

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 2005, through the Summer 2005 semester.

Section A: Phyllis Jeswald
Credits: uncredited

PY 642B
Introduction to Systems Theory

(formerly Introduction to Systems Theory & Practice)

COMPETENCY AREA: Social Systems Assessment & Intervention Strategies

REQUIRED OF AND RESTRICTED TO MFT I students.

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

Section A: Janie Long
Time: Mondays & Tuesdays, 9:00 am – 12:15 pm
Maximum: 24
Credits: 3

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

REQUIRED OF AND RESTRICTED TO continuing MFT students.

Section Assignments will be made by the program.

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

Section A: Janie Long

Changed 05/12/05 to:
Larry McFarland

Section B: Stephen Price

Section C: Mark Bromley

Time: Mondays, June 6 – July 11
(no class on Monday, July 4),
1:00 – 4:15 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, 2005** 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 6 and run through Monday, July 18, 2005.

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 - C), 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 they wish, an elective workshop.

YEAR V+ (DEGREE CANDIDATES NO LONGER IN RESIDENCE)

Fall 2001 enterers who are becoming Year V+ students should register for PY 899, Doctoral Dissertation.

If you have not yet begun or have already completed your 2,000 hours of internship, you need only register for PY 899, Doctoral Dissertation, which is uncredited. You **are required** 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 to have the waived course dropped from your schedule (please see the drop deadlines listed in this course description and/or your student handbook).

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 & C)

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 11 & 12

PYC 705 Dialectical Behavior Therapy (Section A)

JULY 18 & 19

Corrected 04/01/05: JUNE 18 & 19

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

JULY 9 & 10

PY 863 Writing Workshop (Section A)

Department of Clinical Psychology - Course Descriptions

PY 898
Advanced Practicum

RESTRICTED TO Year IV students.

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

Section A: Lorraine Mangione
Credits: 3

PY 710
Biological Foundations of Clinical Psychology

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

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

Section A: Arthur Maerlender
Time: Mondays, 9:00 am – 1:15 pm
Maximum: 23
Credits: 2

COURSE ADDED (04/06/05)

COURSE CANCELLED (05/12/05)

PYS 772
Critical White Studies for Clinical Psychologists

COMPETENCY AREA: Social Bases of Behavior

The workshop will introduce students to the field of critical white studies. Recent critical scholars across disciplines have turned their attention to whiteness itself, examining whiteness as a cultural concept that our society has created and exposing the systems that teach us how we think about race. The concept of whiteness will be examined in how it is embodied and institutionalized throughout our society, revealing the ways that racism is embedded in relationships, identities, social norms, institutional structures and policies. We will be reading extensively from the text *Off White: Readings on Race, Power & Society*, edited by Fine, Weis, Powell, and Wong. Class time will be taken up, after a brief introduction, predominantly by discussion drawing upon the text and participant reflections.

Section A: Susan Hawes
Time: Saturday & Sunday, July 16 & 17,
9:00 am – 5:00 pm
Maximum: 12
Credits: 1

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,
June 11 & 12
9:00 am – 5:00 pm
Changed (05/12/05) to:
Time: Saturday & Sunday,
June 25 & 26
9:00 am – 5:00 pm
Maximum: 25
Credits: 1

PY 899
Doctoral Dissertation

Year V+ students who have already completed 2,000 hours of internship, need register for only PY 899, Doctoral Dissertation. Students must register for doctoral dissertation 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: Susan Hawes
Time: Mondays, 2:30 – 6:45 pm
Maximum: 23
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

COURSE ADDED (04/06/05)

PYC 728
Narrative Therapy

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

This workshop will provide an overview of narrative therapy theory 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: Bill Lax
Time: Saturday & Sunday, June 25 & 26,
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

Department of Clinical Psychology - Course Descriptions

PY 772
Psychology in the Community

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

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

Section A: Fern Chertok
Time: Mondays, 2:30 – 6:45 pm
Maximum: 23
Credits: 2

PYC 702
Psychotherapeutic Intervention III: Group

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

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

Section A: Mark Lange
Section B: Lorraine Mangione
Section C: David Junno
(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: 23
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: Neal King
Time: Saturday & Sunday,
June 18 & 19
9:00 am – 5:00 pm
Maximum: 15
Credits: 1

PY 786
Social Psychology and Social Responsibility

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

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

Section A: Jim Fauth
Time: Mondays, 2:30 – 6:45 pm
Maximum: 27
Credits: 2

PY 894C
Special Proficiency Practicum

RESTRICTED TO Year III & IV students.

This is a Practicum for Year III or IV students wishing to have further clinical training experience with a specific focus for a minimum of 80 hours per semester (Summer) or 100 hours per semester (Fall and Spring)

Section A: Lorraine Mangione
Credits: 1

PY 890
SIS: Supervised Individual Study

If you are planning an independent study, please register for an SIS on your registration form. However, an SIS contract must be submitted to the Registrar's Office by **July 10, 2005** 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

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,
July 9 & 10, 9:00 am – 5:00 pm
Maximum: 8
Credits: 1

COURSE ADDED (05/12/05)

PY 868
Writing Workshop II

COMPETENCY AREA: Elective
PREREQUISITE: Completion of Writing Workshop

This course will start where the first Writing Workshop left off. The student shall have the opportunity to learn more detailed information in each of the areas covered by the first Workshop, as well as be introduced to basic concepts of critical analysis. Course content will include a quick review of basic writing components (grammar, punctuation, structure, outlining, and APA style) covered in the first course. The instructor will then provide new information and concepts about each component, as well as an introduction to critical analysis (inductive and deductive reasoning, ambiguity and vagueness, testing the validity of an argument, etc.). In addition, the student will learn how to conceptualize, organize, and write his or her dissertation.

Section A: Greg Blair
Time: Saturday & Sunday, June 18 & 19
Saturday: 8:30 am - 6:00 pm
Sunday: 8:30 am - 3:00 pm
Maximum: 8
Credits: 1

ACADEMIC CALENDAR

FALL 2005

CLASSES: AUGUST 30 - DECEMBER 20

August 23	(Tue)	Registration & Orientation (required), Fall tuition due - New Students, Applied Psychology, Environmental Studies & Education-Integrated Learning
August 30	(Tue)	Classes begin - Master's programs Class lists with credit awards from Summer 2005 courses due to academic departments from faculty <i>FIRST EXTENSION DEADLINE - Summer 2005 - Master's level courses</i> First class meeting day for each master's level program: Course documentation due to faculty from students with first extensions from Summer 2005 <i>SECOND EXTENSION DEADLINE - Spring 2005 - Master's level courses</i> First class meeting day for each program: Course documentation due to faculty from students with second extensions from Spring 2005
August 31 - Sept 2		
September 5	(Mon)	Labor Day - Graduate School closed, no classes
September 10	(Sat)	Registration & Orientation (required), Fall tuition due - New Students, Org & Mgmt, Experienced Educators & Clinical Psychology
September 12	(Mon)	Classes begin - Psy.D. program Class lists with credit awards from Summer 2005 courses due to academic department from faculty <i>FIRST EXTENSION DEADLINE - Summer 2005 - Psy.D. courses</i> First class meeting day for Psy.D. program: Course documentation due to faculty from Psy.D. students with first extensions from Summer 2005 <i>SECOND EXTENSION DEADLINE - Spring 2005 - Psy.D. courses</i> First class meeting day for Psy.D. program: Course documentation due to faculty from Psy.D. students with second extensions from Spring 2005
September 16	(Fri)	Drop/Add deadline for weekly semester-long courses - Master's level programs FALL 2005 REGISTRATION CLOSES FOR MASTER'S LEVEL STUDENTS Final day faculty will accept course documentation from prospective November 2005 graduates
September 20	(Tue)	Drop/Add deadline for semester-long courses - Psy.D. program FALL 2005 REGISTRATION CLOSES FOR PSY.D. STUDENTS Spring 2005 continuing student loan application deadline
October 1		
October 10	(Mon)	Columbus Day - offices closed; classes in session
October 20	(Fri)	Final day course credit awards will be accepted by the Registrar from faculty for prospective November 2005 graduates
November 8		
November 19	(Sat)	Spring 2005 tuition billing - Continuing Students Official degree conferral date for Spring and Summer 2005 finishing students
November 21 - 25		Fall work week - no classes except Psy.D. program
November 24 - 25		Thanksgiving Holiday - Graduate School closed, no classes
December 2	(Fri)	Spring 2006 registration & tuition payment deadline - Continuing Students
December 5		Late tuition & registration fees assessed - Continuing Students
December 16	(Fri)	Classes end - Master's level programs <i>SECOND EXTENSION DEADLINE - Summer 2005 Master's level courses</i> Last class meeting day for master's level programs: Course documentation due to faculty from students with Second Extensions from Summer 2005
December 20	(Tue)	Classes end - Psy.D. program <i>SECOND EXTENSION DEADLINE - Summer 2005 Psy.D. courses</i> Last class meeting day for Psy.D. program: Course documentation due to faculty from Psy.D. students with Second Extensions from Summer 2005
December 23 - January 2		Semester break - Faculty & Staff Vacation - Graduate School Closed

IMPORTANT: *All dates are subject to change. Changes will be announced in advance*

NOTE: The Experienced Educators Program in the Department of Education may determine different beginning, vacation and ending dates. revised 3/15/04